2 NOVEMBRE 2022 NUMÉRO 184

Veille de l'IREDU

Sommaire :

Acquisition de compétences 2
Aspects économiques de l'éducation 6
Aspects psychologiques de l'éducation 18
Aspects sociaux de l'éducation 30
Climat de l'école 45
Évaluation des dispositifs d'éducation-formation 46
Formation continue 48
Marché du travail 50
Métiers de l'éducation 53
Numérique et éducation 60
Orientation scolaire et professionnelle 87
Politique de l'éducation et système éducatif 88
Pratiques enseignantes 116
Relation formation-emploi 128
Réussite scolaire 129

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

Acquisition de compétences

Agnoux, P. (2022). **La tyrannie des « savoir-être » : sélection scolaire et construction des féminités populaires en milieu rural**. *Formation emploi*, *159*(3), 97-113. https://doi.org/10.4000/formationemploi.10864
Cet article montre comment la valeur incertaine sur le marché du travail de deux baccalauréats professionnels du secteur médico-social favorise la promotion scolaire de « savoir-être » issus de la sphère professionnelle. Dans ces filières presque exclusivement féminines, la sélection scolaire valorise et naturalise des attendus comportementaux socialement situés. Un suivi de cohorte dans un département rural pointe que ces « savoir-être », inégalement réappropriés par les élèves, contribuent sur le long terme à leur faire accepter leur place dans la division sexuée du travail, mais aussi à classer hiérarchiquement ces femmes de classes populaires.

Babineau, M., Havron, N., Dautriche, I., Carvalho, A. de, & Christophe, A. (2022). **Learning to predict and predicting to learn: Before and beyond the syntactic bootstrapper**. *Language Acquisition*, 1. https://doi.org/10.1080/10489223.2022.2078211
Young children can exploit the syntactic context of a novel word to narrow down its probable meaning. This is syntactic bootstrapping. A learner that uses syntactic bootstrapping to foster lexical acquisition must first have identified the semantic information that a syntactic context provides. Based on the semantic seed hypothesis, children discover the semantic predictiveness of syntactic contexts by tracking the distribution of familiar words. We propose that these learning mechanisms relate to a larger cognitive model: the predictive processing framework. According to this model, we perceive and make sense of the world by constantly predicting what will happen next in a probabilistic fashion. We outline evidence that prediction operates within language acquisition, and show how this framework helps us understand the way lexical knowledge refines syntactic predictions, and how syntactic knowledge refines predictions about novel words' meanings. The predictive processing framework entails that learners can adapt to recent information and update their linguistic model. Here we review some of the recent experimental work showing that the type of prediction preschool children make from a syntactic context can change when they are presented with contrary evidence from recent input. We end by discussing some challenges of applying the predictive processing framework to syntactic bootstrapping and propose new avenues to investigate in future work.

Béatrice, L., Arwidson, P., du Roscoät, E., Nadine, F., Lecrique, J.-M., Shankland, R., … Williamson, M.-O. (2022). ***Les compétences psychosociales : état des connaissances scientifiques et théoriques***. Consulté à l'adresse Santé publique France website: https://www.santepubliquefrance.fr/import/les-competences-psychosociales-etat-des-connaissances-scientifiques-et-theoriques
Les compétences psychosociales : état des connaissances scientifiques et théoriques

Chamkhi, A., & Lainé, F. (2022). **La place du diplôme et de l'expérience pour les employeurs : entre représentations, compétences attendues et spécificités du poste**. *Formation emploi*, *159*(3), 185-212. https://doi.org/10.4000/formationemploi.10914
Cet article éclaire les pratiques de recrutement en s'appuyant sur une enquête réalisée par Pôle emploi sur les compétences attendues par les employeurs. Les attentes vis-à-vis du diplôme et de l'expérience professionnelle sont analysées en mettant en évidence

leurs déterminants (mode de représentation de l'acquisition de la compétence, spécificités du poste à pourvoir, compétences attendues). Une typologie réalisée par métiers montre que le diplôme et l'expérience professionnelle sont à la fois des signaux et des éléments de régulation du marché du travail des métiers. Enfin, dans les critères de sélection du candidat retenu in fine, l'expérience professionnelle et les compétences comportementales ont une large place, au détriment du diplôme, mais dépendent aussi des attentes initiales des recruteurs et des difficultés de recrutement.

Donnaint, E., & Mouchet, A. (2022). **L' usage de l'entretien d'explicitation pour accompagner les étudiants en soins infirmiers dans la construction de leurs compétences émotionnelles**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 21-33. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/477

Fu, Y. C., Chen, S. L., Quetzal, A. S., Lee, H. M., & Lin, Y. H. (2022). **Group-based trajectory model to analyze the growth of students' academic performance: a longitudinal investigation at one Taiwanese high school**. *Asia Pacific Education Review*, *23*(3), 515-526. https://doi.org/10.1007/s12564-022-09792-3
This study investigated the growth trajectory of academic achievement in Math and English among 519 students in a vocational senior high school in Taiwan. Covering the complete individual learning profile, our dataset included pre-enrollment variables, periodic test scores, and college entrance examination scores. We employed a group-based trajectory model that identified three homogenous subgroups with distinct trajectories of academic achievement in Math and English and demonstrated baseline predictive factors associated with these trajectories as well as relationships between different trajectories and students' college entrance examination scores. Our analysis contributes to the literature in two ways. First, this study demonstrates that when school practices focus on improving or remediating the performance of students in the low-achievement group, the obvious decrease in performance of those in the middle is ignored. Such finding indicates the need for inclusive or specialized practices that enhance the performance of students in all groups. Second, our analysis reveals that pre-enrollment academic preparation appears to be a strong predictor of later academic performance as noted through the reproduction of pre-enrollment academic performance in students' college entrance examination scores. Therefore, upon enrollment, schools should start interventions that reflect the needs of different groups of students.

LiCausi, T. J., & McFarland, D. A. (2022). **Abstract(s) at the core: a case study of disciplinary identity in the field of linguistics**. *Higher Education*, *84*(5), 955-978. https://doi.org/10.1007/s10734-021-00810-8
The rise of computational methods and rich textual data has spawned a series of studies that map the contours of academic knowledge produced in various fields. However, while many fields span academic cultures, studies have neglected disciplinary dynamics that may be especially useful for understanding knowledge production in fields with subject matter that is the central focus of a core discipline. We study the knowledge reflected in doctoral dissertations of multiple disciplines that constitute the broader field of linguistics from 1980 to 2010 to produce a novel intellectual topography that reveals linguistics' disciplinary core, which we analyze with respect to theory on disciplinary differences and identity. Using natural language processing, we identify and note trends

of how language is used with respect to different disciplines in the field. The topography shows how linguistics' core—language that is distinctively used by the discipline of linguistics— gravitates toward theoretically abstract topics constituted largely by the language of syntax and other topics that reflect hard, pure knowledge. We find that higher-status STEM disciplines in the field are more likely to engage with the core over time than lower-status social science, behavioral science, and humanities disciplines that show no significant engagement.

Massonnié, J., Llaurado, A., Sumner, E., & Dockrell, J. E. (2022). **Oral language at school entry: dimensionality of speaking and listening skills**. *Oxford Review of Education*, *48*(6), 743-766. https://doi.org/10.1080/03054985.2021.2013189
There has been a resurgence in concern about the levels of pupils' oral language skills at school entry. To support and develop these skills effectively an understanding of the key components of oral language is required. We examined the oral language skills of monolingual children in Reception (MAge = 57.9 months; n = 126) and Year 1 (MAge = 69.07; n = 124) classes in England. Children were recruited from schools that were representative of London primary schools and were assessed on measures designed to tap phonology, core language skills (vocabulary and grammar) and discourse skills, both in the receptive and expressive modalities. Using confirmatory factor analyses, we examined the associations between oral language skills by component and modality for each age group. Oral language was best represented by four dimensions in Reception (receptive core language skills, receptive discourse, expressive core language skills, and expressive discourse). By contrast in Year 1, three dimensions were identified, irrespective of modality: phonology, core language skills and discourse. Our data speak to the importance of capturing these dimensions in assessments and teaching and monitoring their development at school entry. The results also highlighted the foundational role of discourse skills at the start of school.

Orhan, A. (2022). **Critical thinking dispositions and decision making as predictors of high school students' perceived problem solving skills**. *The Journal of Educational Research*, *115*(4), 235-245. https://doi.org/10.1080/00220671.2022.2113498
In this non-experimental quantitative study, it was aimed to investigate if high school students' critical thinking (CT) dispositions, decision making (DM) styles, and perceived problem solving (PS) skills differ by gender and their CT dispositions and DM styles are significant predictors of perceived PS skills. The study was carried out with 170 high school students and the data were collected with UF/EMI Critical Thinking Disposition Instrument, Problem Solving Skills Perception Scale, and Adolescent Decision Making Questionnaire. It was found out that gender did not significantly affect students' CT dispositions, perceived PS skills, and DM styles except for decisional self-esteem. Also, CT dispositions (engagement, maturity, and innovativeness) and DM styles (decisional self-esteem, vigilance, panic, cop out, and complacency) were significant predictors of the students' perceived PS skills. While CT dispositions explained 51% of the total variance on students' perceived PS skills, DM styles explained 48% of the total variance.

Seo, Y. (2022). **Bilingual myths and challenges of bilingual parenting as nonnative English speakers**. *Asia Pacific Education Review*, *23*(3), 489-499. https://doi.org/10.1007/s12564-022-09772-7
As one of the solutions to the economic stratification of English education opportunities and resulting in inequalities, there is a newly emerging global trend of bilingual parenting

in Korea called 'maternal English education (Eommapyo yeong-eo)'. The purpose of this study is to examine challenges of Korean parents in practicing Korean–English bilingual home practices as nonnative speakers of English and micro- and macro-factors contributing to the difficulties in a monolingual context of Korea. To explore the challenges of the parents in bilingual parenting in a monolingual context, several semi-structured interviews were conducted for one Korean family. From the study, three main parental difficulties emerged: (1) lack of Korean parents' English proficiency as nonnative English speakers, (2) prevalent myths about bilingualism and early bilingual education, and (3) spousal's different perspectives toward children's bilingual development. The findings suggest that bilingual parenting requires consistent familial cooperation, language-friendly home environment, and constant parental self-reflections on the whole process of bilingual parenting.

Short, A. (2022). **Designing narrative for professional development: A programme for improving international health care practitioners' cultural competence**. *International Review of Education*, *68*(4), 601-629. https://doi.org/10.1007/s11159-022-09972-8
To maintain and improve skills for practice, health care professionals across all disciplines need to engage in ongoing professional development. However, helping clinicians learn and apply new knowledge in practice can be challenging. This article reports on a purpose-designed professional development programme targeting experienced practitioners of a particular music therapy, focusing on their cultural competency. The author conceptualised a workshop format with a relevant clinical scenario at its centre. She describes how she developed the programme, which she subsequently delivered to an international community of 57 practitioners attending professional development conferences. To capture participants' reactions and evidence of their new thinking applied to an everyday clinical practice, she used Brookfield's Critical Incident Questionnaire (CIQ). Her analysis of the data, which provided feedback on the training scenario and structured group discussion materials, found that this continuing professional development training workshop was effective in challenging clinicians to think differently, and to plan the application of their newly acquired knowledge to their everyday practice. This paradigmatic case study contributes new knowledge towards the current reform of health systems, where achieving person-centred health care depends on the ongoing professional development of established health practitioners. Replacing traditional health care, where the patient receiving treatment is accorded a passive role, person-centred health care engages patients' active participation in their therapy. Practitioners who have graduated a while ago therefore need to change some of their ingrained practices and approaches in treating their clients and patients, which will then lead to improved health outcomes.

Úcar, X. (2022). **Theoretical and practical knowledge in social pedagogy: levels and agents of the pedagogical knowledge production**. *Oxford Review of Education*, *48*(6), 767-785. https://doi.org/10.1080/03054985.2021.2013794
This article will answer two questions: What are the characteristics of knowledge applied and produced within the framework of social pedagogy? And how are theory and practice articulated in the production and application of social pedagogical knowledge? To this end, the article first presents some of the different types of knowledge existing in the framework of the social sciences and the characteristics that define them. Following that, an analysis is provided of how theory and practice are related to one another in the application and creation of (social) pedagogical knowledge, and then a

proposal is made to define the three levels in this process, which I have called: (I) Research; (2) Integration; and (3) Relationship. The next section analyses how, when and where said social pedagogical knowledge is produced and applied at each of these three levels, and by whom, and it ends with some conclusions.

Ulma, D., Pauzet, A., & Prouteau, A. (2022). ***Ecritures créatives: Représentations contemporaines et enjeux professionnels***. Consulté à l'adresse https://pur-editions.fr/product/8746/ecritures-creatives
Ce livre étudie les processus d'écriture créative à l'œuvre dans les domaines professionnels (insertion sociale, développement personnel, entreprise, domaine thérapeutique), personnels, mais aussi éducatifs (universitaires, scolaires, périscolaires). Il analyse les enjeux contemporains de ces pratiques nouvelles en termes d'évolution des représentations, de transfert de compétences, de processus de création, d'autodidaxie. Il approfondit les perspectives épistémologiques des ateliers d'écriture contemporains en montrant en quoi ces pratiques amènent à penser un changement de paradigme dans les domaines de la formation et dans le monde professionnel. Il revient sur la question, déjà largement étudiée mais ici revisitée, de l'apprentissage de l'écriture. Si écrire s'apprend, quels sont les dispositifs de son apprentissage et quels sont les présupposés théoriques et les résultats de ces dispositifs ? Inscrit dans son temps, cet ouvrage pose la question de la transmission et du transfert de compétences. Mais surtout : au sein de contextes encore peu étudiés, il veut relever le défi d'un « tous capables créateurs »

Aspects économiques de l'éducation

Amador, M. G., Cowan, R., & Nillesen, E. (2022). ***Peer Networks and Malleability of Educational Aspirations*** [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2209.08340.htm
Continuing education beyond the compulsory years of schooling is one of the most important choices an adolescent has to make. Higher education is associated with a host of social and economic benefits both for the person and its community. Today, there is ample evidence that educational aspirations are an important determinant of said choice. We implement a multilevel, networked experiment in 45 Mexican high schools and provide evidence of the malleability of educational aspirations. We also show there exists an interdependence of students' choices and the effect of our intervention with peer networks. We find that a video intervention, which combines role models and information about returns to education is successful in updating students' beliefs and consequently educational aspirations.

Antonovics, K., Black, S. E., Cullen, J., & Meiselman, A. Y. (2022a). ***Patterns, Determinants, and Consequences of Ability Tracking: Evidence from Texas Public Schools*** (CESifo Working Paper Series N° 9928). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9928.htm
Schools often track students to classes based on ability. Proponents of tracking argue it is a low-cost tool to improve learning since instruction is more effective when students are more homogeneous, while opponents argue it exacerbates initial differences in opportunities without strong evidence of efficacy. In fact, little is known about the pervasiveness or determinants of ability tracking in the US. To fill this gap, we use detailed

administrative data from Texas to estimate the extent of tracking within schools for grades 4 through 8 over the years 2011-2019. We find substantial tracking; tracking within schools overwhelms any sorting by ability that takes place across schools. The most important determinant of tracking is heterogeneity in student ability, and schools operationalize tracking through the classification of students into categories such as gifted and disabled and curricular differentiation. When we examine how tracking changes in response to educational policies, we see that schools decrease tracking in response to accountability pressures. Finally, when we explore how exposure to tracking correlates with student mobility in the achievement distribution, we find positive effects on high-achieving students with no negative effects on low-achieving students, suggesting that tracking may increase inequality by raising the ceiling.

Antonovics, K., Black, S. E., Cullen, J., & Meiselman, A. Y. (2022b). ***Patterns, Determinants, and Consequences of Ability Tracking: Evidence from Texas Public Schools*** (IZA Discussion Paper N° 15528). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15528.htm
Schools often track students to classes based on ability. Proponents of tracking argue it is a low-cost tool to improve learning since instruction is more effective when students are more homogeneous, while opponents argue it exacerbates initial differences in opportunities without strong evidence of efficacy. In fact, little is known about the pervasiveness or determinants of ability tracking in the US. To fill this gap, we use detailed administrative data from Texas to estimate the extent of tracking within schools for grades 4 through 8 over the years 2011-2019. We find substantial tracking; tracking within schools overwhelms any sorting by ability that takes place across schools. The most important determinant of tracking is heterogeneity in student ability, and schools operationalize tracking through the classification of students into categories such as gifted and disabled and curricular differentiation. When we examine how tracking changes in response to educational policies, we see that schools decrease tracking in response to accountability pressures. Finally, when we explore how exposure to tracking correlates with student mobility in the achievement distribution, we find positive effects on high-achieving students with no negative effects on low-achieving students, suggesting that tracking may increase inequality by raising the ceiling.

Arenas, A., & Calsamiglia, C. (2022). ***Gender Differences in High-Stakes Performance and College Admission Policies*** (IZA Discussion Paper N° 15550). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15550.htm
We investigate the effect of increasing the weight of standardized high-stakes exams at the expense of high school grades for college admissions. Studying a policy change in Spain, we find a negative effect of the reform on female college admission scores, driven by students expected to be at the top. The effect on admission scores does not affect enrolment, but the percentage of female students in the most selective degrees declines, along with their career prospects. Using data on college performance of pre-reform cohorts, we find that female students most likely to lose from the reform tend to do better in college than male students expected to benefit from the reform. The results show that rewarding high-stakes performance in selection processes may come along with gender differences unrelated to the determinants of subsequent performance.

Ballarino, G., Filippin, A., Abbiati, G., Argentin, G., Barone, C., & Schizzerotto, A. (2022). **The effects of an information campaign beyond university enrolment: A large-scale field experiment on the choices of high school students**. *Economics of Education Review*, *91*, 102308. https://doi.org/10.1016/j.econedurev.2022.102308
This paper presents a large-scale field experiment assessing the impact of an intervention providing evidence-based information about costs and returns to higher education. Treatment impacts are evaluated through university enrolment, choice of field of study, and performance either at university or in the labour market. Thanks to the large sample size, treatment effects can also be assessed for subgroups (by gender and parental education). We find that treated females from high-educated families chose more economically rewarding fields of study, while treated males from low-educated families were more likely to enter the labour market. Although not necessarily in line with policy goals, choices induced by additional information were not detrimental to students' opportunities, as treated students displayed a similar academic performance and higher employment rates.

Blanco, C., Meneses, F. J., & Villamizar-Chaparro, M. (2022). ***Why Student Aid Matters? Roadblocks to the Transition into Higher Education forForced Migrants in Chile*** (Policy Research Working Paper Series N° 10104). Consulté à l'adresse The World Bank website: https://econpapers.repec.org/paper/wbkwbrwps/10104.htm
Education is a powerful tool for social mobility and cultural integration. However, it is oneof the largest hurdles for migrants—particularly for forcefully displaced migrants, given their more vulnerablecondition and lack of resources to pay for private education. This paper explores educational gaps betweenmigrants and natives in Chile, a country that provides free public education to newcomers. The paper analyzes anadministrative data set that includes all students in the Chilean educational system and follows students from 2017 to2018. Using a research discontinuity design around the cut-off for financial aid to tertiary education, this paperinvestigates whether access to financial aid generatesincentives for forced migrants to enroll in tertiary education. This research confirms previous findings thatshow that migrants have lower advancement and enrollment rates than natives at every school level. Moreover, it findsthat financial aid applications constitute a major roadblock preventing migrant students from accessing higher education.Furthermore, the paper presents suggestive evidence showing that the interaction between the type of school (vocationalvs. technical) and the migrant condition affects applications for financial aid.

Bond, T. N., Carr, J. B., Packham, A., & Smith, J. (2022). **Hungry for Success? SNAP Timing, High-Stakes Exam Performance, and College Attendance**. *American Economic Journal: Economic Policy*, *14*(4), 51-79. https://doi.org/10.1257/pol.20210026
Monthly government transfer programs create cycles of consumption that track the timing of benefit receipt. If these cycles correspond to critical moments for student learning and achievement, the timing of transfers may have important long-run implications for low-income students. In this paper we exploit state-level variation in the staggered timing of nutritional assistance benefit issuance to analyze effects on academic achievement. Using individual-level data from a large national college admission exam, we find taking this high-stakes exam during the last two weeks of the SNAP benefit cycle reduces test scores and lowers the probability of attending a four-year college.

Bonneau, C. (2022). **Dépenses d'enseignement supérieur : quelles disparités selon le genre des étudiants ?** *Notes IPP*, (83), 1-8. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2022/10/Note_IPP_D_penses_sup_genre-1-2.pdf
Grâce à de nouvelles données sur le coût des formations de l'enseignement supérieur en France, associées à une enquête sur les ressources et conditions de vie des jeunes adultes, cette note documente les disparités de dépenses d'enseignement supérieur selon le genre. En raison d'une forte sous-représentation des femmes dans les filières bénéficiant des ressources les plus importantes (classes préparatoires aux grandes écoles, instituts universitaires de technologie, grandes écoles, etc.) ainsi que dans les disciplines scientifiques – plus coûteuses en raison de taux d'encadrement plus élevés, les dépenses d'enseignement supérieur consacrées aux étudiantes sont inférieures de 18 % à celles allouées à leurs homologues masculins. Ces disparités ne s'expliquent pas par des durées d'études différentes mais par des choix d'orientation différenciés en termes de filières et de spécialités disciplinaires.

Bruhn, M., Garber, G., Koyama, S., & Zia, B. H. (2022). ***The Long-Term Impact of High School Financial Education: Evidence from Brazil*** (Policy Research Working Paper Series N° 10131). Consulté à l'adresse The World Bank website: https://econpapers.repec.org/paper/wbkwbrwps/10131.htm
In 2011, the impact of a comprehensive financial education program was studiedthrough a randomized controlled trial with 892 high schools in six Brazilian states. Using administrative data, thispaper follows 16,000 students for the next nine years. The short-term findings were that the treatment students usedexpensive credit and were behind on payments. By contrast, in the long-term, treatment students were less likely toborrow from expensive sources and to have loans with late payments than control students. Treatment students were alsomore likely to own microenterprises and less likely to be formally employed than control students.

Bryson, A., Corsini, L., & Martelli, I. (2022). **Teacher allocation and school performance in Italy**. *LABOUR*, *36*(4), 409-423. https://doi.org/10.1111/labr.12234
Italy's secondary school system faced budget cuts, which limit availability of new permanent job slots for teachers. The allocation of these slots favours teachers with more seniority such that the age distribution of teachers across schools reflects older teachers' preferences for being close to urban centres. Using schools' distance from main urban centres and population size in the school's vicinity to instrument for non-random exposure of schools to older teachers, we show older teachers are detrimental to pupil attainment. The effect is large: a 6-year increase in the age of teachers leads to a one standard deviation reduction in the graduation mark.

Canaan, S., Deeb, A., & Mouganie, P. (2022). **Adviser Value Added and Student Outcomes: Evidence from Randomly Assigned College Advisers**. *American Economic Journal: Economic Policy*, *14*(4), 151-191. https://doi.org/10.1257/pol.20200778
This paper provides the first causal evidence on the impact of college advisor quality on student outcomes. To do so, we exploit a unique setting where students are randomly assigned to faculty advisors during their first year of college. We find that higher advisor value added (VA) substantially improves freshman year GPA, time to complete freshman year and four-year graduation rates. Additionally, higher advisor VA increases high-ability students' likelihood of enrolling and graduating with a STEM degree. Our results indicate

that allocating resources towards improving the quality of academic advising may play a key role in promoting college success.

Cattan, S., Salvanes, K. G., & Tominey, E. (2022). ***First Generation Elite: The Role of School Networks*** (IZA Discussion Paper No 15560). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15560.htm
Intergenerational persistence in studying for elite education is high across the world. We study the role that exposure to high school peers from elite educated families (« elite peers') plays in driving such a phenomenon in Norway. Using register data on ten cohorts of high school students and exploiting within school, between cohort variation, we identify the causal impact of elite peers on the probability of enrolling in elite education for students from different socioeconomic (SES) backgrounds. We show that exposure to elite peers in high school does drive enrolment into elite degree programmes, but the effect for low SES students is a third of the size than for high SES students. We explore mechanisms behind this pattern – finding that elite peers have a complex effect on students » GPA which is a key part of the story. Elite peers increase the effort of both low and high SES students, but they also push the rank of other students down and trigger a change in teacher behaviour which disadvantages low SES students. To quantify the contribution of this mechanism, we perform a causal mediation analysis exploiting a lottery in the assessment system in Norway to instrument GPA. We find that the indirect effect of elite peers on enrolment through GPA explains just less than half of the total peer effect. Our concluding analysis shows that elite peers in high school raises intergenerational mobility for poor students, but increases persistence for rich students, thereby simultaneously facilitating first generation elite whilst contributing to the high intergenerational persistence at the top of the education and income distribution.

Cattaneo, M. A. (2022). ***What wages do people expect for vocational and academic education backgrounds in Switzerland?*** (Economics of Education Working Paper Series No 0197). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: https://econpapers.repec.org/paper/isoeducat/0197.htm
Correctly anticipating the earnings for different educational profiles is pivotal in making informed education decisions. In this paper, leveraging unique survey data, we study the wage expectations for academic and vocational education backgrounds in Switzerland. We find significant heterogeneity in the expected wage distributions for given educational profiles and strong differences in wage beliefs by gender, age, socioeconomic status, region of residence, and migration background. Personal reference points seem to matter in forming these wage expectations, and more than half of the respondents overestimate the returns to academic versus vocational education, especially the returns expected at younger ages. The latter is vital for education policy because our analyses show that the expected returns determine preferences for specific educational tracks for the own (hypothetical) child. If education decisions are illinformed, this likely leads to educational mismatches and related adverse effects later in life.

de la Fuente, A., & Doménech, R. (2021). ***Cross-Country Data on Skills and the Quality of Schooling: A Selective Survey*** (Working Paper No 1301). Consulté à l'adresse Barcelona School of Economics website: https://econpapers.repec.org/paper/bgewpaper/1301.htm

Scores in standardized international student achievement tests and some recent adult literacy studies provide interesting data on the quality of educational outputs and on the skill level of the population that can be a useful complement to the data on the quantity of schooling which have been most commonly used in the growth literature. This paper describes the most recent available primary data on the subject, reviews different attempts to organize, standardize and summarize them, and discusses the strengths and weaknesses of the existing indicators and their potential usefulness as explanatory variables in empirical analyses of the determinants of income and welfare levels and growth rates. A final section investigates the distribution of these indicators across a sample of 21 core OECD countries.

Di, W., Fletcher, C., & Webster, J. (2022). ***A Rescue or a Trap?—An Analysis of Parent PLUS Student Loans*** (Working Paper N° 2217). Consulté à l'adresse Federal Reserve Bank of Dallas website: https://econpapers.repec.org/paper/fipfeddwp/94844.htm
Parents taking out loans for their children's college educations may face an excessive debt burden that jeopardizes their own financial security. This paper examines the experience of Parent Loan for Undergraduate Students (PLUS) borrowers using administrative data from a large student loan guaranty agency. We find that PLUS borrowers are more likely to default if their children attend low-resource institutions, typically ones where lower-income enrollments predominate. Although parent PLUS generally outperforms student loans, PLUS performance is sensitive to program costs during difficult economic times. In contrast, student outcomes depend more on educational outcomes. Interviews with borrowers confirm that PLUS borrowers have more experience handling debt than their children, but there is a lack of communication on repayment obligations and expectations between generations. This study reveals the differing consequences of parent and student borrowing for higher education and the troublesome PLUS program design that poses challenges to certain borrowers.

Duru-Bellat, M., & Fack, G. (2022, octobre 15). **Investir dans l'éducation : oui, mais comment ?** Consulté 20 octobre 2022, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/investir-leducation-oui/00103958
Regards croisés d'une économiste et d'une sociologue sur l'investissement éducatif. Est-il toujours profitable, à la fois à chacun et à la société dans son ensemble ? L'enseignement supérieur est-il prioritaire ? Quelles compétences privilégier ?

Erosa, A., Fuster, L., Kambourov, G., & Rogerson, R. (2022). ***Labor Supply and Occupational Choice*** (NBER Working Paper N° 30492). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30492.htm
We document a robust negative relationship between mean annual hours in an occupation and the dispersion of annual hours within that occupation. We study a unified model of occupational choice and labor supply that features heterogeneity across occupations in the return to working additional hours and show that it can match the key features of the data both qualitatively and quantitatively. Occupational choice in our model is shaped both by selection on comparative advantage and selection on tastes for leisure. Our quantitative work finds that the dominant source of differences in hours across occupations is selection on tastes for leisure.

Ferhat, S. (2022). ***The impact of university openings on labor market outcomes*** (THEMA Working Paper N° 2022-18). Consulté à l'adresse THEMA (THéorie Economique, Modélisation et Applications), Université de Cergy-Pontoise website: https://econpapers.repec.org/paper/emaworpap/2022-18.htm
In this paper, I study the impact of university openings on labor market outcomes. I focus on university openings that occurred in France in the 90's, and exploit five waves from representative samples of young individuals who left the French education system, starting from wave 1992. I use difference-in-differences estimation techniques, and find that the impact of university openings on labor market outcomes is heterogeneous according to the characteristics of the region where the opening occurs. I find that opening a new university increases the probability of being employed by about 8% points and increases wages by 5% in regions characterized by a lower level of education and a more disadvantaged socio-economical background. In contrast, no impact is found in regions where the unemployment rate is low and where the population is highly educated.

Flacher, D., & Harari-Kermadec, H. (2022, octobre 18). **Bourses étudiantes : comment corriger les inégalités du système français ?** Consulté 26 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/bourses-etudiantes-comment-corriger-les-inegalites-du-systeme-francais-191611
Le ministère va lancer une concertation sur le système des bourses étudiantes. Pour faire vraiment évoluer celui-ci, il faudra choisir entre un financement par capitalisation ou par répartition.

Fryer, J., Levitt, S. D., List, J., & Sadoff, S. (2022). **Enhancing the Efficacy of Teacher Incentives through Framing: A Field Experiment**. *American Economic Journal: Economic Policy*, *14*(4), 269-299. https://doi.org/10.1257/pol.20190287
In a field experiment, we provide financial incentives to teachers framed either as gains, received at the end of the year, or as losses, in which teachers receive up-front bonuses that must be paid back if their students do not improve sufficiently. Pooling two waves of the experiment, loss-framed incentives improve math achievement by an estimated 0.124 standard deviations (σ), with large effects in the first wave and no effects in the second wave. Effects for gain-framed incentives are smaller and not statistically significant, approximately 0.051σ. We find suggestive evidence that the effects on teacher value added persist posttreatment.

Garrouste, M., & Zaiem, M. (2020). ***School supply constraints in track choices: A French study using high school openings*** [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-03129958.htm
We study the effect of opening a new high school on individual schooling decisions at the end of lower secondary education. The working sample covers all ninth graders between 2007–2008 and 2012–2013 in France. The two-way fixed-effect estimation strategy uses variation in time and space to estimate the causal effect of an increase in school supply. Opening a new high school significantly increases the probability of pupils from neighboring middle schools continuing in higher secondary education. The effect is exclusively due to new high schools proposing a vocational track. Furthermore, the effect is mainly driven by low-achieving students.

Gershenson, S., Hart, C. M. D., Hyman, J., Lindsay, C. A., & Papageorge, N. W. (2022). **The Long-Run Impacts of Same-Race Teachers**. *American Economic Journal: Economic Policy*, *14*(4), 300-342. https://doi.org/10.1257/pol.20190573
Leveraging the Tennessee STAR class size experiment, we show that Black students randomly assigned to at least one Black teacher in grades K–3 are 9 percentage points (13 percent) more likely to graduate from high school and 6 percentage points (19 percent) more likely to enroll in college compared to their Black schoolmates who are not. Black teachers have no significant long-run effects on White students. Postsecondary education results are driven by two-year colleges and concentrated among disadvantaged males. North Carolina administrative data yield similar findings, and analyses of mechanisms suggest role model effects may be one potential channel.

Gershenson, S., Holt, S. B., & Tyner, A. (2022). ***Making the Grade: The Effect of Teacher Grading Standards on Student Outcomes*** (IZA Discussion Paper N° 15556). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15556.htm
Teachers are among the most important inputs in the education production function. One mechanism by which teachers might affect student learning is through the grading standards they set for their classrooms. However, the effects of grading standards on student outcomes are relatively understudied. Using administrative data that links individual students and teachers in 8th and 9th grade Algebra I classrooms from 2006 to 2016, we examine the effects of teachers' grading standards on student learning and attendance. High teacher grading standards in Algebra I increase student learning both in Algebra I and in subsequent math classes. The effect on student achievement is positive and similar in size across student characteristics and levels of ability, students' relative rank within the classroom, and school context. High teacher grading standards also lead to a modest reduction in student absences.

Gregory, L., Taha Thomure, H., Kazem, A., Boni, A., Elsayed, M. A. A., & Taibah, N. (2021). ***Advancing Arabic Language Teaching and Learning*** (World Bank Publications - Reports N° 35917). Consulté à l'adresse The World Bank Group website: https://econpapers.repec.org/paper/wbkwboper/35917.htm

Griffiths, R., Mislevy, J., & Wang, S. (2022). **Encouraging impacts of an Open Education Resource Degree Initiative on college students' progress to degree**. *Higher Education*, *84*(5), 1089-1106. https://doi.org/10.1007/s10734-022-00817-9
Textbooks are traditional and useful learning resources for college students, but commercial texts books have been widely criticized for their high costs, restricted access, limited flexibility, and uninspiring learning experiences. Open Education Resources (OER) are an alternative to commercial textbooks that have the potential to increase college affordability, access, and instructional quality. The current study examined how an OER degree—or pathway of OER courses that meet the requirements for a degree program—impacted students' progress to degree at 11 US community colleges. We conducted quasi-experimental impact studies and meta-analysis examining whether OER course enrollment was associated with differences in credit accumulation and cumulative GPA over multiple terms. Overall, we found a positive effect of OER degrees on credit accumulation and no significant difference on cumulative GPA. Taken together, these results suggest students are maintaining their GPAs despite taking more courses, on

average. This suggests that students taking OER courses were making faster progress towards degrees than their peers who took no OER courses.

Hyman, J., & McFarlin, I. (2022). ***College Consumption Amenities, Academic Performance, and Donation Behavior*** (NBER Working Paper N° 30481). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30481.htm
Colleges compete to attract students by investing in amenities such as athletics, dormitories, and student activities. We examine the effect of student consumption of postsecondary amenities on academic achievement and future donation behavior in the context of Big-Time college sports. We resolve the selection issue using data from a large, public university with a highly-ranked men's basketball team, where student season tickets are awarded by lottery. Game attendance has small negative effects on academic performance but no impact on donation behavior. Negative academic effects are concentrated at the bottom of the achievement distribution and driven by in-state students and students attending during seasons when the team reaches the postseason tournament. We uncover no evidence of spillover effects to roommates. Our results suggest that certain postsecondary amenities may hinder academic performance, with little upside from future giving.

Jarraud, F. (2022, octobre 17). **Une critique économique de PISA**. Consulté 24 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/17102022Article638015794497501171.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519666
« Les enfants nés dans des familles très éduquées avec un niveau de revenu élevé possèdent un avantage sur ceux venant de milieux défavorisés. Pour cette raison, les économistes Nicolas Gravel, Edward Levavasseur et Patrick Moyes, proposent de revisiter le classement PISA en prenant en compte ces inégalités et la capacité des systèmes éducatifs à en atténuer les effets », explique le Journal du CNRS. La conclusion rejoint pourtant ce que PISA annonce depuis des années. « La France affiche un des plus hauts coefficients de corrélation entre résultat en mathématiques et milieu social d'origine, se plaçant juste derrière la Hongrie, le Pérou et la Belgique. Qu'est-ce que cela signifie pour le système français ? Que la France est un système très élitiste, avec beaucoup d'élèves très en dessous de la moyenne ou très au-dessus de la moyenne ! Mais surtout, et c'est le plus important, que son système éducatif a de grandes difficultés à rectifier les inégalités de base. »

Lovenheim, M., & Smith, J. (2022). ***Returns to Different Postsecondary Investments: Institution Type, Academic Programs, and Credentials*** (IZA Discussion Paper N° 15535). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15535.htm
Early research on the returns to higher education treated the postsecondary system as a monolith. In reality, postsecondary education in the United States and around the world is highly differentiated, with a variety of options that differ by credential (associates degree, bachelor's degree, diploma, certificate, graduate degree), the control of the institution (public, private not-for-profit, private for-profit), the quality/resources of the institution, field of study, and exposure to remedial education. In this Chapter, we review the literature on the returns to these different types of higher education investments,

which has received increasing attention in recent decades. We first provide an overview of the structure of higher education in the U.S. and around the world, followed by a model that helps clarify and articulate the assumptions employed by different estimators used in the literature. We then discuss the research on the return to institution type, focusing on the return to two-year, four-year, and for-profit institutions as well as the return to college quality within and across these institution types. We also present the research on the return to different educational programs, including vocational credentials, remedial education, field of study, and graduate school. The wide variation in the returns to different postsecondary investments that we document leads to the question of how students from different backgrounds sort into these different institutions and programs. We discuss the emerging research showing that lower-SES students, especially in the U.S., are more likely to sort into colleges and programs with lower returns as well as results from recent U.S.-based interventions and policies designed to support success among students from disadvantaged backgrounds. The Chapter concludes with some broad directions for future research.

Naffaa, N. (2022). **La dépossession des territoires éducatifs : le cas des partnership schools et la privatisation des secteurs scolaires à Atlanta**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-nafaa/

Paulsen, R. J. (2022). **Arts majors and the Great Recession: a cross-sectional analysis of educational choices and employment outcomes**. *Journal of Cultural Economics*, *46*(4), 635-658. https://doi.org/10.1007/s10824-021-09430-7
This study uses American Community Survey data to examine the impact of the Great Recession on college graduates majoring in the arts. Arts graduates play important roles in an economy, through both artistic creation and in careers outside of the arts. While the Great Recession took a significant toll on the US economy generally, arts majors faced additional vulnerabilities as industries that rely on discretionary spending, like the arts and entertainment, are especially hard hit in times of economic downturn. This paper assesses the impact of graduating during or shortly after the recession relative to graduating shortly before this period on educational choices, including choice of major, double majoring, and completing an advanced degree, and career outcomes, including employment status, type of employment, hours worked, and earnings, for college graduates majoring in the arts. Graduating before or after the recession is found to have a negative impact on the share of graduates majoring in traditional arts fields, but a positive impact on the share majoring in related creative fields. Using a difference-in-difference estimation strategy, relative to non-art college graduates, traditional arts majors graduating during or after the Great Recession are more likely to complete a double major, be self-employed, be unemployed, work longer hours, and earn less income than those graduating prior to the recession. These impacts are likely to have a negative effect on the pipeline of college-educated artists working in the arts into the future.

Santos, I., Petroska-Beska, V., Carneiro, P., Eskreis-Winkler, L., Boudet, A. M. M., Berniell, I., … Duckworth, A. L. (2022). ***Can Grit Be Taught? Lessons from a Nationwide Field Experiment with Middle-School Students*** (IZA Discussion Paper N° 15588). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15588.htm

We study whether a particular socio-emotional skill – grit (the ability to sustain effort and interest towards long-term goals) – can be cultivated through a large-scale program, and how this affects student learning. Using a randomized control trial, we evaluate the first nationwide implementation of a low-cost intervention designed to foster grit and self-regulation among sixth and seventh-grade students in primary schools in North Macedonia (about 33,000 students across 350 schools). The results of this interventions are mixed. Exposed students report improvements in self-regulation, in particular the perseverance-of- effort facet of grit, relative to students in a control condition. Impacts on students are larger when both students and teachers are exposed to the curriculum than when only students are treated. For disadvantaged students, we also find positive impacts on grade point averages, with gains of up to 28 percent of a standard deviation one year post-treatment. However, while this intervention made students more perseverant and industrious, it reduced the consistency-of-interest facet of grit. This means that exposed students are less able to maintain consistent interests for long periods.

Silhol, J., & Wilner, L. (2022). ***Teachers' Desired Mobility to Disadvantaged Schools: Do Financial Incentives Matter?*** (CESifo Working Paper Series N° 9906). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9906.htm
This paper exploits a 2018 reform of teachers' financial incentives to work in some French disadvantaged schools. Based on this quasi-natural experiment, it evaluates the impact of those incentives on teachers' stated preferences to move to such schools. Using data from the internal human resource management of some educational authority, we find that most responsive teachers have less experience and work already in those areas. Counterfactual simulations suggest that the policy has not hurt other disadvantaged schools, but rather induced some teachers not to remain in their current school or to opt less for regular schools.

Strazzeri, M., Oggenfuss, C., & Wolter, S. (2022). ***Much Ado about Nothing? School Curriculum Reforms and Students' Educational Trajectories*** (CESifo Working Paper Series N° 9912). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9912.htm
We estimate the impact of a large curriculum reform in Switzerland that substantially increased the share of foreign language classes in compulsory school on students' subsequent educational choices in upper secondary school. Using administrative student register data and exploiting the staggered implementation of the curriculum reform, we find that exposure to more foreign language classes during compulsory school has only minor effects on educational choices of the overall student population. However, we find substantial effect heterogeneity: while the reform has no effect on the direct educational progression of either low-track female or high-track students, it impedes low-track male students' transition to upper secondary education. The effect of foreign language classes on the educational trajectory of low-track male students is particularly pronounced for students who do not speak at home the school's language of instruction. Finally, we find that female students who start vocational training immediately after compulsory school are more likely to select into training occupations that require higher foreign language skills instead of natural science skills.

Sundemo, M., & Löfgren, Å. (2022). ***Isolating nature from nurture: Does exposure to business and economics education make students more self-interested?*** (Working

Papers in Economics N° 827). Consulté à l'adresse University of Gothenburg, Department of Economics website: https://econpapers.repec.org/paper/hhsgunwpe/0827.htm
Does exposure to business and economics education make students more self-interested and less interested in a career that would contribute to a better society? Using a panel dataset of more than 900 individuals from a European Business School we are able to isolate the role of self-election from possible education or nurture-effects on prosocial (altruistic) values and attitudes associated with exposure to business and economics education. The school in this study, as well as many other contemporary business schools in this part of the world, have for many years integrated issues of sustainability, responsibility and ethics into their business and economics education. Still, after all these efforts, our results indicate that business and economics students become significantly less prosocial during their program studies, and importantly, we find no such effect among students from other disciplines. Further, we find that prosocial attitudes significantly correlate with prosocial behavior (measured by donation in an incentivized charity dictator game). We also provide evidence for highly heterogeneous effects with regards to majors (accounting, management, finance, economics etc.). Finally, we find notable and significant gender differences that largely persist throughout university education.

Vogl, T. (2022). ***Fertility and the Education of African Parents and Children*** (NBER Working Paper N° 30474). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30474.htm
Sub-Saharan Africa exhibits higher fertility and lower education than other world regions. Economic and demographic theory posit that these phenomena are linked, with slow fertility decline connected to slow education growth among both adults and children. Using microdata from 33 African countries, this paper documents the co-evolution of adult education, fertility, and child education in female birth cohorts surrounding the onset of the region's fertility transition. Fertility change displays a robust negative relationship with the educational outcomes of adult women but a more nuanced relationship with the educational outcomes of children. As fertility declines, children's grade attainment rises, but their school enrollment does not. The divergence is partly explained by a split in how women's education relates to fertility and child education. Rising women's education predicts declining fertility and rising children's grade attainment, but it is less systematically linked to enrollment change.

Watson, B., Kong, N., & Phipps, S. (2022). ***Dreaming of a Brighter Future? The Impact of Economic Vulnerability on University Aspirations*** (IZA Discussion Paper N° 15539). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15539.htm
We examine whether there is an inequality of opportunity to achieve higher education, partially explained by aspirations for youth age 12-15 in economically vulnerable households. Using a unique Canadian dataset (2002-2008), we find that poverty is associated with reduced university aspirations from the perspective of the youth and their mother. Further, poverty depth matters less than incidence. In terms of magnitude, poverty contributes to about 10-15 percent of the observed inequality of opportunity gap (mother's education being the largest factor at 30 percent). Interestingly, economic insecurity is not associated with educational aspirations, and this result persists regardless of how we measure insecurity. Controls for academic effort, including standardized test scores, daily reading, and getting good grades do not impact these findings. Results

therefore suggest that alleviating child poverty and easing post-secondary financial barriers among the poor, may help offset reduced university aspirations at a critical time in a youth's life.

Aspects psychologiques de l'éducation

Barker, C., & Carlson Berg, L. (2022). **Small Towns Talk: Clinical Competency Described Among Rural School Psychologists in Saskatchewan**. *Canadian Journal of School Psychology*, *37*(4), 344-361. https://doi.org/10.1177/08295735221121059
School psychologists serve the learning needs of students through assessment, intervention, and consultation. The school psychologist can often be the only mental health professional who travels into rural communities. In an effort to adapt to this context of clinical isolation, rural school psychologists develop specialty competencies to serve their clients. This study explores the competencies required among school psychologists practicing in rural regions of Saskatchewan. Eight rural school psychologists participated in a thematic Delphi process to describe the competencies needed in rural school psychology. The participants engaged in three rounds of data collection and collective data analysis and arrived at a strong level of agreement on the final outcomes. The findings describe rural school psychology knowledge (i.e., community knowledge, generalist knowledge, and system knowledge), skills (i.e., relationship skills, core psychologist skills, efficiency skills, and communication skills), attitudes (i.e., flexibility, openness, and compassion), and behaviors (i.e., being responsive, being empowering, being available, and being procedural). The present study results contribute to better defining and understanding the multiple roles and practices of rural school psychologists. Recommendations of the study invite psychologists, clinical supervisors, and psychology training programs to incorporate an emphasis on interpersonal relationships, a generalist approach to psychological services, and consider creative practices of rural practitioners to the initial training and ongoing professional development of school psychologists.

De Smedt, F., Landrieu, Y., De Wever, B., & Van Keer, H. (2022). **Do cognitive processes and motives for argumentative writing converge in writer profiles?** *The Journal of Educational Research*, *115*(4), 258-270. https://doi.org/10.1080/00220671.2022.2122020
The aim of this study is twofold: (1) to distinguish writer profiles on the basis of students' cognitive processes and motives for argumentative writing and (2) to study differences in the distribution of students' background characteristics and in students' writing outcomes across writer profiles. Participants were students who are enrolled in the academic track of upper-secondary education (aged 16–18). The current study uses questionnaire data from two independent samples (n sample 1 = 386 students; n sample 2 = 383 students) and writing test data from sample 1. A hierarchical and k-means cluster analysis was conducted on both samples revealing two clusters: (1) process-oriented writers with a high autonomous writing motivation and (2) writers who reported overall lower levels of cognitive writing processes and who simultaneously were less autonomously motivated to write. Furthermore, we found statistically significant differences between the writer profiles in terms of gender distribution and the results also showed that profile 1 students felt significantly more self-efficacious in argumentation and in regulating their writing behavior compared to students in profile 2. The present study contributes to the limited amount of person-centered profiling studies in writing

research, especially since no studies to date have investigated writer profiles by combining cognitive and motivational cluster variables.

Deblaere, S. (2022). **Les laboratoires de la persévérance scolaire des lycées professionnels. Histoires d'un concept à partager pour œuvrer à des réussites collectives**. *Administration & Éducation*, *175*(3), 86-86. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-86.htm

de Lajonquière, L., & Baldassi D'Arrigo, F. (2022). **Du cas Schreber et de ce qu'on ne doit pas oser faire dans l'éducation : une contribution au débat sur la transmission**. *Cliopsy*, *28*(2), 29-45. https://doi.org/10.3917/cliop.028.0029
En un moment historique où la demande adressée aux experts en éducation et formation est de plus en plus présente sous une forme réductionniste et médicalisante, le « cas Schreber » permet de repenser les conditions de possibilité de l'éducation d'un enfant. S'il est souvent mobilisé pour montrer les méfaits d'une éducation qualifiée d'autoritaire, pour nous, il est plutôt l'occasion de montrer les risques délétères des initiatives prétendument scientifiques en éducation, structurées autour du déni de la castration, dont son seul témoignage est la condition nécessaire pour qu'un enfant soit convoqué à habiter un lieu de parole singulier dans une histoire en cours.

Elmi, M. A. (2022). ***Les déterminants socio-écologiques et personnels de la performance et de la motivation scolaires*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03815109
Depuis des décennies, et avec les travaux de Moos (1979) et Walberg (1969), la recherche en éducation ne cesse de démontrer l'importance des caractéristiques personnelles des élèves et celles socio-écologiques de la classe dans la détermination du développement affectif et cognitif des élèves.Malheureusement, aucune recherche en France n'a été faite à ce propos auprès des lycéens. C'est pourquoi nous nous sommes fixé comme objectif d'étudier, dans ce travail, les déterminants environnementaux et personnels des comportements scolaires des lycéens relatifs à la performance et la motivation scolaire. En nous appuyant sur les échelles de mesure L.E.I (Walberg, 1969) et EMMAS (Ntamakiliro et al., 2000), ainsi qu'une collecte de données réalisée auprès de 405 élèves inscrits en 2nd, 1ère et Tle, cette recherche propose, dans un premier temps, d'étudier les effets des caractéristiques contextuelles et organisationnelles et du climat social de la classe sur la performance et la motivation scolaires. Elle s'intéresse, dans un deuxième temps, à l'analyse des effets des caractéristiques personnelles et de la perception individuelle du climat de la classe sur la réussite et la motivation pour les apprentissages. Les résultats des analyses montrent que les perceptions individuelles du climat de la classe sont déterminées notamment par le sexe, la catégorie socio-professionnelle des parents, le passé scolaire et le niveau de scolarisation. Le climat social de la classe, quant à lui, dépend des caractéristiques organisationnelles et contextuelles. Il apparaît aussi que les dimensions relatives au climat social de la classe ont un pouvoir explicatif de la réussite et de l'élan motivationnel au sein de notre échantillon. De la même manière que la perception individuelle du climat social de la classe constitue un prédicteur direct et médiateur de la réussite et de la motivation scolaires.

Fernández-Rouco, N., Fernández-Fuertes, A. A., García-Lastra, M., & España-Chico, C. (2022). **School-based Mentoring in Secondary Education: Its Effect on School Climate and**

Aggression Among Peers. *Canadian Journal of School Psychology*, *37*(4), 328-343. https://doi.org/10.1177/08295735221127059
Background: School-based mentoring provided by teachers contributes to the ultimate goal of education: all-round student development and a good mutual coexistence. Aims: This study investigates secondary school students' perceptions of a school climate and school-based mentoring provided by teachers; it also examines the relationship between the school climate and peer aggression, and the moderating effect that teacher-led school mentoring could have on this relationship. Methodology: A total of 441 students between 12 and 17 years old (M = 13.99, SD = 1.33) were surveyed in Cantabria (Spain); the high schools were selected by means of a random sampling of two-stage clusters. Findings: The results demonstrated a direct negative relationship between a school climate and school-based mentoring with respect to peer aggression victimization. Likewise, mentoring showed a moderating effect on the relationship between a school climate and peer aggression victimization. Further implications: These findings highlight the importance of the school climate in preventing peer aggression and the central role that school-based mentoring plays in the relationship between a school climate and peer aggression victimization.

Fischer, L., Philippot, P., & Romainville, M. (2021). **Les émotions académiques vécues lors de la préparation aux premiers examens universitaires : d'où proviennent-elles et que pensent les étudiant·e·s de celles-ci et de leur régulation ?** *Nouveaux cahiers de la recherche en éducation*, *23*(3), 139-161. https://doi.org/10.7202/1092719ar
Se confronter à des émotions dans l'apprentissage et savoir les réguler constitue un défi pour tout apprenant·e, y compris pour l'étudiant·e universitaire confronté·e à la préparation de ses premiers examens. Au sein de cette période, cet article investigue a) ce qui fait naître des émotions académiques chez les 23 étudiant·e·s primo-arrivant·e·s interrogé·e·s et b) leurs théories personnelles sur ces émotions et leur régulation. L'analyse de contenu réalisée suggère que a) le modèle de Scherer (2001) est pertinent à utiliser pour comprendre la source des émotions académiques générées à cette période; b) les étudiant·e·s diffèrent dans leur vision des émotions comme fonctionnelles ou non pour l'apprentissage. En outre, ils ou elles considèrent que la régulation de celles-ci s'apprend et dépend du contexte.

Freund, M.-J., Gnambs, T., Lockl, K., & Wolter, I. (2022). **Profiles of competence development in mathematics and reading in early secondary education**. *European Journal of Psychology of Education*, *37*(4), 1015-1034. https://doi.org/10.1007/s10212-021-00591-9
This article examines the development of reading and mathematical competence in early secondary education and aims at identifying distinct profiles of competence development. Since reading and mathematical competences are highly correlated both cross-sectionally and longitudinally, we expected to find a generalized profile of competence development with students developing parallel in reading and mathematical competences. Moreover, previous research confirmed individuals' specific focus on one of the two domains, for example, in their interest, self-concept, or motivation. Also, differences in competence levels between both domains were found in cross-sectional studies. Therefore, we hypothesized that additional to the generalized profile, there are specialized profiles of competence development with students developing distinctively faster in one of the two domains. To identify both types of profiles, latent growth mixture modeling was used on a sample of 5,301 students entering

secondary education from the German National Educational Panel Study. To demonstrate the robustness of the results, these analyses were repeated using different model specifications and subgroups with higher homogeneity (with students belonging to the highest track, i.e., "Gymnasium"). The results indicate only small to non-existent specialized profiles of competence development in all conditions. This finding of roughly parallel development of reading and mathematical competences throughout early secondary education indicates that potential specializations are less important at this point in students' educational careers.

Galand, B. (2022). **Comment soutenir l'engagement des élèves dans leurs apprentissages ?** *Administration & Éducation*, *175*(3), 115-122. https://doi.org/10.3917/admed.175.0115

Goegan, L. D., & Daniels, L. M. (2022). **Just a Little Healthy Competition: Teacher Perceptions of Competition and Social Comparison in the Classroom**. *Canadian Journal of School Psychology*, *37*(4), 394-405. https://doi.org/10.1177/08295735221101223
The use of competition to motivate students is common but debated. The purpose of the study was: (a) to examine to whom teachers attribute the common emphasis on competition and (b) to explore the reasons teachers give to minimize competition or not in their classrooms. Teachers attribute the focus on competition least to teachers and then increasingly to students, principals, parents, and school boards. Teachers who try to minimize competition identify the importance of learning and individualization, and those who do not, promote competition as healthy and helpful. Results are discussed in terms of classroom practices and future research.

Gomes, C. (2022). **Shock temporality: international students coping with disrupted lives and suspended futures**. *Asia Pacific Education Review*, *23*(3), 527-538. https://doi.org/10.1007/s12564-022-09793-2
During the COVID-19 pandemic, people around the word experienced periods of local, state and international immobility due to lockdowns, border closers and travel restrictions. For transient migrants such as international students, these kinds of immobility have resulted in disrupted lives with professional and personal futures suspended as careers and relationships become stuck in limbo. Moreover, such sudden and extended periods of immobility have not been sufficiently covered in temporality literature due to the novelty of the pandemic crisis in the international education, migration and mobility studies spaces. By conducting a pilot project investigating current and recently graduated higher degree by research (HDR) international students (PhD, Masters and Honours) from public institutions in the Australian city of Melbourne, this paper, thus, introduces the concept of 'shock temporality' caused by the global COVID-19 pandemic. Shock temporality takes place when the expected and finite temporary/transitory experience becomes forcefully broken and appears to be ongoing outside of the individual's control. While shock temporality has left HDR international students' professional and personal agendas and aspirations in suspension, students interviewed use the time to plan and prepare for truncated futures. The findings of this paper, thus, become relevant in assisting higher education student support services in creating potential approaches and strategies for a post-pandemic future.

Guill, K., Ömeroğulları, M., & Köller, O. (2022). **Intensity and content of private tutoring lessons during German secondary schooling: effects on students' grades and test**

achievement. *European Journal of Psychology of Education*, *37*(4), 1093-1114. https://doi.org/10.1007/s10212-021-00581-x
Private supplementary tutoring is a widespread phenomenon. However, evidence that private tutoring has positive effects on academic achievement or about the specific conditions of successful private tutoring is rare. Adapting Carroll's (1963) model for school learning to private tutoring, we expected to find positive effects of tutoring duration, tutoring intensity, and students' motivation to attend private tutoring. In a sample of eighth-grade students in German secondary schools (N = 8510, 18.6% currently being tutored), we conducted regression analyses with multiple covariates and did not find a positive main effect of private tutoring attendance in any of the school subjects examined. Moreover, within the subsamples of tutored students, we were not able to identify positive effects of tutoring duration, tutoring intensity, tutoring content (such as a focus on homework completion, test preparation, or study behavior), or students' motivation to attend private tutoring. Given these disillusioning findings, we primarily derive suggestions for future research.

Hachem, M., Gorgun, G., Chu, M.-W., & Bulut, O. (2022). **Social and Emotional Variables as Predictors of Students' Perceived Cognitive Competence and Academic Performance**. *Canadian Journal of School Psychology*, *37*(4), 362-384. https://doi.org/10.1177/08295735221118474
Research extensively highlights the importance of social-emotional skills in learning and development. In this study, we evaluated whether social and emotional variables directly impact students' perceived cognitive competence and academic performance through a structural equation model. Survey responses (N = 29,384) were collected from 114 K-12 schools in a large school district in Alberta. Results showed that cognitive competence was directly predicted by social cognition and social competence but indirectly by emotional competence through the mediating effect of social competence. Academic performance was also directly predicted by social cognition. Cognitive competence was positively associated with academic emotions, while academic performance was negatively associated with them. Overall, our findings suggest that learning is a highly social process, and investing in the development of social-emotional skills must be a priority, with a primary focus on creating positive and supportive learning environments. Future research may adjust this model and target more specific social-emotional variables.

Kalchos, L. F., Kassan, A., & Ford, L. (2022). **Access to Support Services for Newcomer Youth Through the Process of School Integration: A Critical Narrative Literature Review**. *Canadian Journal of School Psychology*, *37*(4), 307-327. https://doi.org/10.1177/08295735221130442
While the numbers of newcomer youth continue to grow in Canada, few studies have sought to critically capture experiences of school integration and access to school-based psychosocial support services during their transition. Guided by a critical social justice lens, this research seeks to investigate issues of inequity due to the marginalization of newcomer youth in schools. The intent of this critical narrative review is to summarize, interpret, critique, and synthesize what is currently known about the ways newcomer youth access and experience school-based psychosocial support services (S-BPSS) throughout the process of school integration. This paper presents the critical narrative literature review process, a discussion of the themes that emerged from the review, and a discussion of the literature within the context of school integration. The following themes

that underscore the experiences of newcomer youth accessing school-based psychosocial support services were identified: (a) underutilization/discrimination, (b) culture shift, (c) transition planning, and (d) lived experience. Important directions for future research, including the importance of studies that prioritize the perspectives of newcomer youth themselves and the implications of their lived experience for S-BPSS are provided.

Keijzer, R., van Schooten, E., van der Rijst, R., & Admiraal, W. (2022). **Individual characteristics of students in vocational education moderating the relationship between school engagement and vocational identity**. *European Journal of Psychology of Education*, *37*(4), 1255-1283. https://doi.org/10.1007/s10212-021-00580-y
In any country, there is a group of students who are at risk of dropping out of school without any qualifications. This is detrimental for many of those students, because failure to graduate increases risks of unemployment and societal exclusion. To reduce this risk, specialized curricula aim to prepare these students for their working life by fostering the development of a vocational identity, that is, how they define themselves as workers. As a prerequisite to achieving this goal, students need to attend school and feel engaged with school. The curricula seek ways to stimulate emotional school engagement, taking into account the heterogeneous target group of students they serve. To address potential consequences of individual differences, this questionnaire study (N=996) conducted in the Netherlands explored how various individual characteristics of students in these specialized curricula moderated the relationship between emotional school engagement and vocational identity. Results show that stronger school engagement always coincided with a stronger vocational identity; however, the strength of the relationship varied. Stimulating emotional school engagement was specifically important for the subgroups of students who are young, less agreeable, less motivated, and less resilient. In order to foster the vocational identity of their students, the specialized curricula are recommended to draw nuanced conclusions and formulate refined strategies to effectively respond to the heterogeneous group of students who are at risk of dropping out.

Lehmann, T. (2022). **Student teachers' knowledge integration across conceptual borders: the role of study approaches, learning strategies, beliefs, and motivation**. *European Journal of Psychology of Education*, *37*(4), 1189-1216. https://doi.org/10.1007/s10212-021-00577-7
There is widespread agreement that student teachers need to construct an integrated knowledge base across multiple domains. This study examined the contributions of intraindividual factors of self-regulated learning to explaining student teachers' (a) integration of knowledge across topics and domains (i.e., integrative learning) and (b) disjointed processing of potentially domain-specific learning content (i.e., separative learning). The factors considered were study approaches; cognitive, metacognitive, and resource-related learning strategy use; epistemological and pedagogical beliefs; and career choice motivation. The study applied a cross-sectional survey design and examined separative and integrative learning in N = 103 student teachers by way of multiple regression analyses with backward eliminations. A key finding is that deep and strategic study approaches and certain cognitive learning strategies contributed significantly to explaining integrative learning in student teachers. Epistemological and pedagogical beliefs were not able to predict integrative learning. Regarding separative learning, the study identified the surface study approach, specific epistemological and

pedagogical beliefs, and the "usefulness" motive for career choice as positive predictors and critical thinking as a negative predictor. The study demonstrates differences in how integrative and separative learning are shaped by distinct intraindividual factors. Implications are discussed with regard to student teachers' self-regulated learning and pre-service teacher education.

Letzel-Alt, V., Pozas, M., & Schneider, C. (2022). **"I miss my school!": Examining primary and secondary school students' social distancing and emotional experiences during the Covid-19 pandemic**. *PROSPECTS*, *51*(4), 673-684. https://doi.org/10.1007/s11125-022-09621-w
With the rapid spread of Covid-19, countries around the world implemented strict protocols ordering schools to close. As a result, educational institutions were forced to establish a new form of schooling by implementing emergency remote education. Learning from home during the Covid-19 pandemic brought numerous changes, challenges, and stressors to students' daily lives. In this context, major concerns have been raised based on the reports of students' negative experiences resulting from social distancing and isolation. Given the impact of Covid-19 on many aspects of students' lives, in particular their social and school experiences, research that provides insights into the consequences of this health crisis for students' well-being has become important. This study aims to explore students' experiences of social distancing and its relation to their negative emotional experiences during Germany's first Covid-19–related school closure. Findings indicate that both primary and secondary students missed their friends and classmates and that primary school students perceived higher levels of social distancing. However, a linear regression analysis indicated that the older the students were, the more negatively affected they were by social distancing. The implications of the study's results and further lines of research are discussed.

Levy, M., & Khoury-Kassabri, M. (2022). **Female teachers' coping styles with negative emotions in student aggression**. *European Journal of Psychology of Education*, *37*(4), 1165-1188. https://doi.org/10.1007/s10212-021-00573-x
Current research has focused largely on teachers' practices in order to promote safe and peaceful classrooms; however, research on how teachers cope with negative emotions in student aggression is limited. In light of the growing evidence regarding the impact of student aggression on teachers' emotional distress and burnout, it is important to explore teachers' experiences of their coping mechanisms with negative emotions in student aggression. A qualitative study was conducted to examine the coping styles of 18 novice and in-service female teachers with negative emotions in student aggression. Thematic analyses of the in-depth semi-structured interviews yielded six main coping styles with negative emotions: cognitive style, social support, teacher-student relationships, emotional style, professional beliefs, and self-relaxation. Teachers used a combination of multiple emotional coping styles including several strategies that develop with experience. Practical implications for training practitioners and school officials are discussed to improve teachers' emotional coping.

Lischer, S., Safi, N., & Dickson, C. (2022). **Remote learning and students' mental health during the Covid-19 pandemic: A mixed-method enquiry**. *PROSPECTS*, *51*(4), 589-599. https://doi.org/10.1007/s11125-020-09530-w
The disruption caused by Covid-19 in the educational sector may last longer than originally predicted. To better understand the current situation, this article analyses the

mental health status of university students during the pandemic and investigates the learning conditions needed to support students. The sample included 557 undergraduate students who took part in an online survey. Overall, the students reported coping well during lockdown but indicated that lecturers were challenged by distance teaching, which created some stress for the students.

Lohbeck, A., & Moschner, B. (2022). **Motivational regulation strategies, academic self-concept, and cognitive learning strategies of university students: does academic self-concept play an interactive role?** *European Journal of Psychology of Education*, *37*(4), 1217-1236. https://doi.org/10.1007/s10212-021-00583-9
The present study aimed to examine the specific relations between five motivational regulation strategies (i.e., interest enhancement, environmental control, self-consequating, performance self-talk, mastery self-talk), academic self-concept, and three cognitive learning strategies (i.e., organization, elaboration, rehearsal) of 415 university students. A total of n = 238 students were in the first year of their university program, while n = 178 students were in the mid-term of their university program. Results of correlation analysis revealed that all five motivational regulation strategies were positively related to the three cognitive learning strategies. In contrast, regression analysis showed that organization was only significantly linked to interest enhancement, self-consequating, and performance self-talk, while elaboration was only significantly linked to self-consequating, and rehearsal was only significantly linked to interest enhancement and performance self-talk. Academic self-concept proved to interact with interest enhancement in predicting elaboration. Furthermore, the measurement separability of the three constructs (i.e., motivational regulation strategies, academic self-concept, cognitive learning strategies) and measurement invariance across sample for the five motivational regulation strategies were also supported.

Maene, C., D'hondt, F., Van Lissa, C. J., Thijs, J., & Stevens, P. A. J. (2022). **Perceived Teacher Discrimination and Depressive Feelings in Adolescents: The Role of National, Regional, and Heritage Identities in Flemish Schools**. *Journal of Youth and Adolescence*, *51*(12), 2281-2293. https://doi.org/10.1007/s10964-022-01665-7
Adolescents' identities are multiple, yet there is very little research that investigates the importance of intersecting identities, especially in relationship to teacher ethnic/racial discrimination and mental health. Multiplicity is often approached bi-dimensional (heritage and national identities) yet this study highlights the importance of regional identity. Regions are distinct socio-political contexts in relation to migration and integration dynamics. Hence, this study investigates for different combinations of national, heritage and regional identities (i.e. Flemish, Belgian and Turkish or Moroccan) the relationship between students' experiences with teacher ethnic/racial discrimination and students' depressive feelings. Latent Class Analysis of survey data involving a sample of 439 adolescents (Mage = 18, SD = 0.93; Girls = 49%) with Turkish (41%) or Moroccan origin in Flanders, shows three identification classes: full integration (35%), national integration (40%) and (weak) separation (24%). All these identity profiles had in common that heritage identification was high, yet they were highly distinct due to variation in national and regional identification. Additional, multilevel modelling showed that nationally integrated adolescents were less depressed than fully integrated adolescents. This finding illustrates the importance of adolescents' identity multiplicity for understanding their resilience in relation to teacher discrimination.

McKay, S., Freeman, E., Skues, J. L., & Wise, L. (2022). **Shaping the self through education: exploring the links between educational identity statuses, appraisals of control and value, and achievement emotions**. *European Journal of Psychology of Education*, *37*(4), 1285-1305. https://doi.org/10.1007/s10212-021-00585-7
Educational identity is a central domain of development for emerging adults enrolled in higher education. The purpose of this study was to explore the relationships between educational identity and key constructs from control value theory that may be used to support both academic achievement and positive identity development. A sample of 258 Australian emerging adults (age M = 22.24, 74.4% female) enrolled in higher education completed measures of their educational identity, control and value appraisals, and a variety of positive and negative achievement emotions. Results showed that the identity statuses of achievement and early closure were related to the most adaptive appraisals and achievement emotions, while the opposite was true of the moratorium and searching moratorium statuses. Based on these findings, we propose a novel cyclical model in which reciprocal relationships between the identity processes, control and value appraisals, and achievement emotions can either support or hinder development and academic achievement of emerging adults.

Mornar, M., Marušić, I., & Šabić, J. (2022). **Academic self-efficacy and learning strategies as mediators of the relation between personality and elementary school students' achievement**. *European Journal of Psychology of Education*, *37*(4), 1237-1254. https://doi.org/10.1007/s10212-021-00576-8
In this study, we examined the mediating role of academic self-efficacy and motivational learning strategies in the relationship between personality and elementary school students' achievement. The data were collected using a questionnaire that was administered to 511 Croatian eighth-grade students (14–15 years old) and analysed using Hayes's PROCESS procedure. The results suggest that conscientious students have higher grade point average (GPA) which can partially be explained with their relatively high academic self-efficacy and avoidance of using strategies of protecting self-esteem. Findings also indicate serial mediating effects of academic self-efficacy and strategies of protecting self-esteem on the relationship between conscientiousness and GPA. Openness was positively related to GPA, but only indirectly, through academic self-efficacy. Furthermore, we found an indirect effect of agreeableness on GPA through less frequent use of strategies aimed at protecting self-esteem. Neuroticism and extraversion showed no direct nor indirect effects on GPA. Additionally, students with higher academic self-efficacy were less inclined to use strategies of protecting self-esteem. However, there was no effect of academic self-efficacy on strategies of promoting learning process. This study adds to the existing literature by specifically examining serial mediation of academic self-efficacy and learning strategies in the relationship between personality and GPA.

Mustari, S., Rahman, M. Z., & Kar, S. (2022). **Psychological impact of school closure and social isolation on female students during Covid-19: A case study from Bangladesh**. *PROSPECTS*, *51*(4), 685-699. https://doi.org/10.1007/s11125-021-09575-5
This article describes the socio-psychological effects of school closure on school-going urban girls in Dhaka, Bangladesh, during the Covid-19 pandemic. It illustrates the life of urban students in Bangladesh during the school-closing time and relates it to their previous normal life. It asserts that the strengths of traditional schools have important relevance to socialization, which was significantly disturbed during the pandemic due to

home confinement. Based on both qualitative and quantitative data, the following components led to an understanding of the schools' role in the socialization of urban female students in Bangladesh: emotional attachments, interpersonal interactions, and physical activity. During confinement, the absence of these components put the students' socialization process at risk, resulting in socio-psychological changes in activities and behavioral patterns. Finally, the article recommends not considering online classes as the "new normal"; working toward vaccination and obtaining suitable health equipment for the reopening of traditional schools will do more to ensure the socio-psychological health of future generations.

Novita, S., Lockl, K., & Gnambs, T. (2022). **Reading comprehension of monolingual and bilingual children in primary school: the role of linguistic abilities and phonological processing skills**. *European Journal of Psychology of Education*, *37*(4), 993-1013. https://doi.org/10.1007/s10212-021-00587-5
Reading comprehension in bilingual children depends on the extent to which each language is used in daily life. To date, most bilingual studies have focused on children who learn the majority language as their second language (L2 bilingual children). In contrast, bilingual children learning the majority language as their first language (L1 bilingual children) have rarely been addressed. To bridge this gap, this study explored (a) mean differences in reading comprehension and its preschool predictors as well as (b) differential associations between these variables for children from different language groups. The study included 1,842 monolingual, 269 L1 bilingual, and 237 L2 bilingual children from the German National Educational Panel Study who were assessed on their reading comprehension in grade 4 of elementary school. Preschool predictors of reading included linguistic abilities and phonological processing skills that were obtained in kindergarten. The results indicate that after accounting for the children's socioeconomic background, L2 bilingual children exhibited lower reading comprehension and linguistic skills than L1 bilingual children, who in turn were outperformed by monolingual children. In contrast, phonological processing skills were comparable across groups. Furthermore, the three language groups presented similar relationships between reading comprehension and its preschool predictors.

Noyes, A., Ritchie, K. C., & King, S. (2022). **An Exploratory Study of Pre-Service Teachers' Evidence-Based Practice Related Knowledge, Attitudes, and Practices**. *Canadian Journal of School Psychology*, *37*(4), 385-393. https://doi.org/10.1177/08295735221114193
It is important to understand the readiness of pre-service teachers (PSTs) to use evidence-based practices (EBP) upon entering the field. This study had two objectives: (1) pilot a measure of EBP previously validated with health professional students (EBP-KAP), and (2) investigate PSTs' knowledge and perceptions of EBP. Fifty-seven PSTs completed the EBP-KAP. Participants' self-reported knowledge of EBP was significantly greater than their attitudes toward and current use of EBP. PSTs in their first year of training had more positive attitudes toward EBP than PSTs in their second year. Implications for training and practice are discussed.

Pagel, L., & Edele, A. (2022). **The role of different school organizational models in the psychological adaptation of refugee adolescents**. *European Journal of Psychology of Education*, *37*(4), 1069-1092. https://doi.org/10.1007/s10212-021-00582-w
Given the high number of refugee children and adolescents around the globe, it is critical to determine conditions that foster their adaptation in the receiving country. This study

investigated the psychological adaptation of recently arrived adolescent refugees in Germany. We focused on whether psychological adaptation reflects the organizational approach taken by the school that refugee adolescents initially attended. School is an important context for the development and acculturation of young refugees. As in other European countries, the schooling of refugee adolescents in Germany is organized in different models: separate instruction in newcomer classes, direct immersion in regular classes, and mixed approaches. To answer our research questions, we used self-reported data from 700 refugee adolescents (12-, 14-, and 17-year-olds) in a representative survey of refugees in Germany. As indicators of their psychological adaptation, we analyzed their sense of school belonging, their emotional and behavioral problems, and their life satisfaction. Comparing them to non-refugee peers, the refugee adolescents showed similar levels of psychological adaptation, and an even higher level in the case of school belonging. Multiple regression analyses provide limited support for the assumed advantage of the mixed school organizational model: While students who initially attended a mixed approach reported higher levels of school belonging than those in other models, no differences emerged on the other indicators. We discuss the implications of our findings for the schooling of newly arrived refugees.

Ponce, C., Alcorta, M., Constans, S., Rouyer, V., & Lucenet, J. (2022). **Distancing strategies in child-mother dyads: effect of mother's education and children's sex**. *European Journal of Psychology of Education*, *37*(4), 1051-1068. https://doi.org/10.1007/s10212-021-00574-w

This study on mother–child interactions is in line with Sigel's theoretical approach to distancing. The current study aimed at analyzing the distancing postures used by mothers with their young child in school-like tasks, according to their level of education and children's sex. The main hypothesis was that mothers with higher levels of education would make higher-level distancing demands (open-ended questions, inferences, etc.) and would sequentially maintain them longer in the interaction than mothers with lower levels of education. The second hypothesis was that mothers developed more high distancing strategies with their daughters than with their sons. Thirty-two mothers (18 with a high level of education and 14 with a low level of education) interacted with their 2-year-olds in a complex task of picture discrimination. Unsing hierarchical analysis, three distinct clusters of distancing have been found: low level, medium level and high level. Results supported our main hypothesis. Moreover, only mothers with high levels of education developed more high distancing strategies with their daughters than with their sons, and vice versa for low distancing strategies. These mothers may be aware of gender stereotypes in our society. Thus, in family interactions, depending on the mother's sociocultural level, family education may or may not include a preparation component for learning at school, creating inequalities in learning from the very beginning of schooling.

Scheunemann, A., Schnettler, T., Bobe, J., Fries, S., & Grunschel, C. (2022). **A longitudinal analysis of the reciprocal relationship between academic procrastination, study satisfaction, and dropout intentions in higher education**. *European Journal of Psychology of Education*, *37*(4), 1141-1164. https://doi.org/10.1007/s10212-021-00571-z

Student dropout is a multi-causal process. Different theoretical models on student dropout consider dysfunctional study behavior (e.g., academic procrastination) and low study satisfaction as possible determinants of students' dropout intentions during their university studies. However, these models neglect contemporary conceptualizations that

assume reverse relationships between dropout intentions and other determinants of the dropout process. Until now, empirical evidence on these assumptions is scant. The present three-wave longitudinal study explored the reciprocal relationships between academic procrastination, study satisfaction, and dropout intentions over one semester. To this end, we used data of N = 326 undergraduate students enrolled in mathematics and law. Our latent cross-lagged panel model replicated existing empirical cross-sectional findings between the variables (i.e., academic procrastination, study satisfaction, and dropout intentions). Regarding the longitudinal relations, as expected, the cross-lagged effects showed that higher dropout intentions significantly related to subsequent higher academic procrastination and lower study satisfaction. Unexpectedly, academic procrastination did not significantly relate to subsequent dropout intentions. Additionally, higher study satisfaction significantly associated with subsequent higher dropout intentions—possibly due to unfulfilled expectations. Further, higher study satisfaction significantly related to subsequent higher procrastination—possibly due to more confidence among satisfied students. Our results broaden the view on dropout intentions as part of the dynamic interplay of student dropout determinants and the need to refine dropout models' assumptions accordingly. Practically, realistic expectations seem important to reduce dropout intentions. Further, student counselors should have a closer look at the reasons for academic procrastination to develop individual solutions for this dysfunctional behavior.

Simonová, J., Vyhnálek, J., Dvořák, D., & Straková, J. (2022). **Implicit Sense of Academic Futility: An Unexpected Burden From Lower Secondary Education**. *Education and Urban Society*, *54*(9), 1120-1142. https://doi.org/10.1177/00131245211063880
Vocational and professional training tracks can be a good option for many adolescents, many of whom enter these programs with a sometimes hidden burden of negative experiences and attitudes to school. This paper explores the sense of academic futility in future VET students at the end of lower secondary education. Drawing on qualitative interviews with 25 Czech students in which they described their experiences from lower secondary school, we found that despite the students' beliefs that their achievement is the product of their own effort, they describe situations from which it is evident that they noticed (i.e., perceived) that they actually did lose control over their results. At the same time, they explicitly claim that they have full control over their own achievement. This implicit sense of academic futility is created by several mechanisms at the school level: the curriculum, ineffective teaching, grading leniency, and teachers' distrust of students' capabilities.

Snijders, I., Wijnia, L., Dekker, H. J. J., Rikers, R. M. J. P., & Loyens, S. M. M. (2022). **What is in a student-faculty relationship? A template analysis of students' positive and negative critical incidents with faculty and staff in higher education**. *European Journal of Psychology of Education*, *37*(4), 1115-1139. https://doi.org/10.1007/s10212-021-00549-x
Supportive relationships between students and their educational faculty and staff can foster positive outcomes such as students' involvement and development. However, research investigating how students perceive the quality of their relationships with educational faculty/staff (i.e., relationship quality) so far remains scarce. This study's aim was to gain more insight into the construct of relationship quality in higher education using a qualitative approach. Students' descriptions of their positive (n = 294) and negative relationship experiences (n = 395) were collected using a critical incident technique (final sample N = 513 critical incidents) followed by a template analysis with a

priori themes (i.e., relationship quality dimensions: trust in honesty, trust in benevolence, satisfaction, affective commitment, affective conflict). Results indicated that students most often mentioned trust in honesty and trust in benevolence. Affective conflict was not always explicitly mentioned in negative experiences, nor satisfaction in positive experiences. Descriptions of trust in benevolence (n = 355) were equally distributed over positive and negative incidents. However, trust in honesty was more often referred to in negative (n = 145) than in positive incidents (n = 51). The results indicated that students considered timely response to assignments and emails important, and teachers showing interest and attention. The study's findings provide a new view of how students might positively and negatively perceive the quality of their relationship with educational faculty and staff. This study adds to the theoretical and practical implications of relationship quality research in higher education and how relational aspects are important for students.

Veraksa, N. E., Veraksa, A. N., Bukhalenkova, D. A., & Säljö, R. (2022). **Exploring the development of executive functions in children in a digital world**. *European Journal of Psychology of Education*, *37*(4), 1035-1050. https://doi.org/10.1007/s10212-021-00584-8
Children in many parts of the world spend increasing time using digital devices (tablets, mobile phones etc.). In the present study, the developmental consequences of interacting with and through such devices are explored from a cultural–historical perspective with a focus on the development of executive functions. What makes digital devices interesting from a cultural–historical perspective is that they are both physical tools and cognitive/psychological means. In the article, an empirical study is reported of the relationships between the frequency of using digital devices and the kinds of activities that preschool children report engaging in when using them, on the one hand, and, on the other hand, the level of executive functions development. The results show that there are clear empirical relationships between the kinds of activities children engage in and their performance on executive functions tests. Frequency of use, the nature of the interaction, and adult presence seem to be factors that co-determine how children use such artifacts, and these patterns, in turn, are related to the level of executive functions development.

Aspects sociaux de l'éducation

Agnoux, P. (2022). **La tyrannie des « savoir-être » : sélection scolaire et construction des féminités populaires en milieu rural**. *Formation emploi*, *159*(3), 97-113. https://doi.org/10.4000/formationemploi.10864
Cet article montre comment la valeur incertaine sur le marché du travail de deux baccalauréats professionnels du secteur médico-social favorise la promotion scolaire de « savoir-être » issus de la sphère professionnelle. Dans ces filières presque exclusivement féminines, la sélection scolaire valorise et naturalise des attendus comportementaux socialement situés. Un suivi de cohorte dans un département rural pointe que ces « savoir-être », inégalement réappropriés par les élèves, contribuent sur le long terme à leur faire accepter leur place dans la division sexuée du travail, mais aussi à classer hiérarchiquement ces femmes de classes populaires.

Alamel, A. (2022). **Les contours d'un processus de studentification dans un quartier de Lille**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-alamel/

Alreshidi, A. M., Alsharif, K. M., & Kandeel, R. A. A. (2022). **Five Important Parental Involvement Variables that Affect Young Children's Mathematical Achievements: A Comparative Study**. *Education and Urban Society*, *54*(9), 1072-1096. https://doi.org/10.1177/00131245211048440
Success in mathematics has been shown to increase career opportunities; thus, improving student learning in mathematics is vital for educational policymakers. This study investigated the effects of five parental involvement variables on young children's mathematical achievements in 10 countries, including seven Arab countries, and found significant effects for all of them. Students who attended pre-primary education achieved higher mathematics scores compared to those who did not. Students who had been helped with or had their homework reviewed fewer times by their parents achieved significantly higher scores than those who had been helped or checked on more frequently. Students who had not attended any extra lessons to excel over or keep up with classmates achieved significantly higher scores. Students whose parents had university degrees attained significantly better results. Finally, students whose parents had higher expectations achieved significantly better results. These results have implications to enhance students' mathematical achievements in Arab countries.

Alvarado, J. (2022). **A Family-School Liaison's Negotiation of Racialized Scripts for Family Engagement**. *Journal of Cases in Educational Leadership*, *25*(4), 364-377. https://doi.org/10.1177/15554589221110846
This case presents how a family-school liaison, Claudia Vasquez, attempts to cultivate deeper relationships between families and a bilingual elementary program. Two challenges that Claudia faces are the multiple roles and responsibilities placed upon her, as well as the lack of support from her school community toward engaging multiply-minoritized families. Viewed through the lens of racialized scripts, these challenges are manifestations of long-standing structures of institution, thought, and relationality that aim to uphold White supremacy.

Arenas, A., & Calsamiglia, C. (2022). ***Gender Differences in High-Stakes Performance and College Admission Policies*** (IZA Discussion Paper N° 15550). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15550.htm
We investigate the effect of increasing the weight of standardized high-stakes exams at the expense of high school grades for college admissions. Studying a policy change in Spain, we find a negative effect of the reform on female college admission scores, driven by students expected to be at the top. The effect on admission scores does not affect enrolment, but the percentage of female students in the most selective degrees declines, along with their career prospects. Using data on college performance of pre-reform cohorts, we find that female students most likely to lose from the reform tend to do better in college than male students expected to benefit from the reform. The results show that rewarding high-stakes performance in selection processes may come along with gender differences unrelated to the determinants of subsequent performance.

Ben Ayed, C., & Butzbach, É. (2022). **Un dispositif inédit de lutte contre les ségrégations scolaires : le cas de Toulouse**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-benayed-butzbach/

Benet Rivère, J., & Depoilly, S. (Éd.). (2022). ***Inégalité de genre dans l'enseignement et la formation professionnels***. Consulté à l'adresse https://www.septentrion.com/FR/livre/?GCOI=27574100780700
L'enseignement et la formation professionnels forment chaque année des jeunes femmes et des jeunes hommes dans les lycées professionnels, les centres d'apprentis, à l'Université. Mais qui forme-t-on à quoi ? Quelles conditions de formation s'imposent aux unes et autres ? Quels stéréotypes sont véhiculés ? A quelle condition peut-on y résister ? Cet ouvrage propose de se saisir de ces questions à partir d'enquêtes sociologiques et historiques récentes, dans les contextes de formation français et suisses

Besse-Patin, B., & Delaunay, F. (2022). **Penser les scènes de l'enquête depuis les territoires des enfants**. *ethnographiques.org*, (43). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03829232

Blackman, S. N. J. (2022). **The impact of Covid-19 on education equity: A view from Barbados and Jamaica**. *PROSPECTS*, *51*(4), 611-625. https://doi.org/10.1007/s11125-021-09568-4
The outbreak of Covid-19 worldwide has presented an unprecedented challenge for the equity-in-education agenda, especially in developing countries of the Global South (e.g., the English-speaking Caribbean). This article examines the impact school closures have had in Jamaica and Barbados, and highlights the emerging disparities the global pandemic has had on education. The central organizing questions are as follows: Who was affected by school closures in Barbados and Jamaica? How did the Ministries of Education (MOEs) support curriculum and instruction during the pandemic? What challenges does Covid-19 present for MOEs? What are the implications for education after Covid-19? School closure data suggest a gender disparity, with more males than females out of school due to Covid-19 from preprimary to secondary school in Barbados and Jamaica. MOEs in the region responded to school closures primarily by increasing access to technology to facilitate remote learning. Some of the challenges with continuing education for students during Covid-19 were due to a lack of infrastructure and amenities to support remote learning. Implications for education post-Covid-19 are considered.

Bonneau, C. (2022). **Dépenses d'enseignement supérieur : quelles disparités selon le genre des étudiants ?** *Notes IPP*, (83), 1-8. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2022/10/Note_IPP_D_penses_sup_genre-1-2.pdf
Grâce à de nouvelles données sur le coût des formations de l'enseignement supérieur en France, associées à une enquête sur les ressources et conditions de vie des jeunes adultes, cette note documente les disparités de dépenses d'enseignement supérieur selon le genre. En raison d'une forte sous-représentation des femmes dans les filières bénéficiant des ressources les plus importantes (classes préparatoires aux grandes écoles, instituts universitaires de technologie, grandes écoles, etc.) ainsi que dans les disciplines scientifiques – plus coûteuses en raison de taux d'encadrement plus élevés, les dépenses d'enseignement supérieur consacrées aux étudiantes sont inférieures de 18 % à celles allouées à leurs homologues masculins. Ces disparités ne s'expliquent pas par des durées d'études différentes mais par des choix d'orientation différenciés en termes de filières et de spécialités disciplinaires.

Bréau, A. (2022). **La mixité à l'école doit-elle être (re)questionnée ?** *Administration & Éducation*, *175*(3), 87-91. https://doi.org/10.3917/admed.175.0087

Chaix, G. (2022). **Élève au singulier, élèves au pluriel : de qui parlons-nous ?** *Administration & Éducation*, *175*(3), 25-34. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-25.htm

Chareyron, V., Harari-Kermadec, H., & Martinet, G. (2022). **Des centres aux périphéries du système universitaire : visualiser la différenciation sociale et géographique à l'entrée en licence**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-chareyron/

Collet, P. (2022). **Du centre-ville à la périphérie. La création des ensembles universitaires de Rangueil et du Mirail à travers le regard des acteurs universitaires dans les années 1950-1960 à Toulouse**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-collet/

Delahaye, J.-P. (2022). **École, élèves des milieux populaires et conflits de loyauté**. *Administration & Éducation*, *175*(3), 99-106. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-99.htm

Delès, R. (2022). **Educational inequalities in France: A survey on parenting practices during the first COVID-19 lockdown**. *International Review of Education*, *68*(4), 539-549. https://doi.org/10.1007/s11159-022-09965-7
What does the analysis of school support practices during lockdown in France tell us about the fabrication of educational inequalities? The question of parental monitoring of schoolwork has long been absent from French sociology of education. Based on French sociologist Pierre Bourdieu's concept of cultural assimilation, the traditional assumption was that family socialisation operates in an "osmotic" way and that studying parents' concrete, voluntary and explicit practices to support their children's schoolwork would not yield much new information. This research note takes the opposite view and demonstrates, on the basis of a survey using a questionnaire (n = 31,764) supplemented by a series of interviews (n = 18) conducted in France during the spring 2020 lockdown, that there are strong differences depending on social background. The early results of this survey suggest in particular that limiting explanations for social inequalities in homeschooling to a digital divide is too simple. The pedagogical dimensions of social inequalities in children's educational achievements must also be taken into account. The author introduces French theories about the "relationship to knowledge" (les théories du rapport au savoir) as a suitable theoretical approach to investigating this dimension.

Demirel-Derebasoglu, M., & Okten, C. (2022). **Gender Gap in Intergenerational Educational Persistence: Can Compulsory Schooling Reduce It?** *Population Research and Policy Review*, *41*(5), 2037-2083. https://doi.org/10.1007/s11113-022-09741-3
We analyze the impact of an increase in compulsory schooling policy on the gender gap in intergenerational educational persistence using the nationally representative Turkish Adult Education Survey. Prior to the reform, there is a gender gap in the association of parents' educational attainment with their offspring's. Daughters' educational attainment is more dependent on their parents' education background. We show that the education reform that increased compulsory schooling from 5 to 8 years reduced the impact of parental education on completion of new compulsory schooling (8 years) and

post-compulsory schooling (high school) for both sons and daughters. The gender gap in intergenerational education transmission has decreased by about 5 percentage points in the completion of new compulsory schooling level but remains unchanged at the post-compulsory schooling level after the reform. Heterogeneous effects of the reform indicate that mandating additional years of education is an ineffective intervention in the eastern regions with poorer economic conditions, larger rural population, and more traditional gender views in reducing the gender gap in educational mobility, even at the compulsory level of education.

Depoilly, S. (2022). **Postface. Des effets de sélection du système éducatif au marché du travail : mythe de l'adéquation et reproduction des inégalités dans l'enseignement professionnel secondaire**. *Formation emploi*, *159*(3), 213-222. https://doi.org/10.4000/formationemploi.10859

Elmi, M. A. (2022). ***Les déterminants socio-écologiques et personnels de la performance et de la motivation scolaires*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03815109
Depuis des décennies, et avec les travaux de Moos (1979) et Walberg (1969), la recherche en éducation ne cesse de démontrer l'importance des caractéristiques personnelles des élèves et celles socio-écologiques de la classe dans la détermination du développement affectif et cognitif des élèves.Malheureusement, aucune recherche en France n'a été faite à ce propos auprès des lycéens. C'est pourquoi nous nous sommes fixé comme objectif d'étudier, dans ce travail, les déterminants environnementaux et personnels des comportements scolaires des lycéens relatifs à la performance et la motivation scolaire. En nous appuyant sur les échelles de mesure L.E.I (Walberg, 1969) et EMMAS (Ntamakiliro et al., 2000), ainsi qu'une collecte de données réalisée auprès de 405 élèves inscrits en 2nd, 1ère et Tle, cette recherche propose, dans un premier temps, d'étudier les effets des caractéristiques contextuelles et organisationnelles et du climat social de la classe sur la performance et la motivation scolaires. Elle s'intéresse, dans un deuxième temps, à l'analyse des effets des caractéristiques personnelles et de la perception individuelle du climat de la classe sur la réussite et la motivation pour les apprentissages.Les résultats des analyses montrent que les perceptions individuelles du climat de la classe sont déterminées notamment par le sexe, la catégorie socio-professionnelle des parents, le passé scolaire et le niveau de scolarisation. Le climat social de la classe, quant à lui, dépend des caractéristiques organisationnelles et contextuelles. Il apparaît aussi que les dimensions relatives au climat social de la classe ont un pouvoir explicatif de la réussite et de l'élan motivationnel au sein de notre échantillon. De la même manière que la perception individuelle du climat social de la classe constitue un prédicteur direct et médiateur de la réussite et de la motivation scolaires.

Eriksson, H., Billingsley, S., & Brandén, M. (2022). **Parental Leave within the Workplace: A Re-assessment of Opposite Educational Gradients for Women and Men**. *Sociology*, *56*(5), 1032-1044. https://doi.org/10.1177/00380385221109743
Educational gradients in parental leave length are opposite for women and men: highly educated women return to work faster than those with low education while highly educated men are absent longer than less educated men. Explanations for the opposite gradients are typically made at the individual- or couple-level. To date, no quantitative study has documented whether the opposite educational gradients hold also within

workplaces. In this study, we use employer?employee matched Swedish register data with fixed-effects models to examine whether the educational gradient applies also among co-workers in the same workplace. The results show that three-quarters of the educational effect typically attributed to the individual father disappeared when comparing fathers within workplaces. The educational gradient of mothers remained largely unchanged. These findings provide the first population-level evidence for the primacy of the workplace in determining fathers? care choices.

Evans, O., McGuffog, R., Gendi, M., & Rubin, M. (2022). **A First Class Measure: Evidence for a Comprehensive Social Class Scale in Higher Education Populations**. *Research in Higher Education*, *63*(8), 1427-1452. https://doi.org/10.1007/s11162-022-09693-9
Despite social class being a burgeoning area of research in the higher education literature, there is no single comprehensive measure of social class in university student populations. Most previous research has included objective single-item measures (e.g., parent education or occupation) to assess social class and then sorted students into distinct social class categories using these items. Such approaches do not adequately capture the complexity and nuance of class, and they ignore the subjective and social components involved. The present paper reports the development and validation of an 11-item Comprehensive Social Class Scale (CSCS) that uses a mix of objective and subjective items to assess multiple aspects of social class, including education level, occupational prestige, family affluence, social class identity and subjective social status. Across 12 samples (N = 4926), we provide evidence for a single factor structure of the CSCS and demonstrate aspects of its reliability and validity. We conclude by discussing some limitations and suggestions for use of the CSCS in higher education populations.

Flacher, D., & Harari-Kermadec, H. (2022, octobre 18). **Bourses étudiantes : comment corriger les inégalités du système français ?** Consulté 26 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/bourses-etudiantes-comment-corriger-les-inegalites-du-systeme-francais-191611
Le ministère va lancer une concertation sur le système des bourses étudiantes. Pour faire vraiment évoluer celui-ci, il faudra choisir entre un financement par capitalisation ou par répartition.

Foli, A., & Boterman, W. R. (2022). **Cultural repertoires of school choice: Intersections of class, race and culture in Pretoria and Amsterdam**. *The Sociological Review*, *70*(6), 1220-1239. https://doi.org/10.1177/00380261221093404
In school choice literature, class-based strategies for social reproduction of the middle classes are often the central explanatory framework. While race, ethnicity and other social categories are increasingly included in the analysis, they are often treated as secondary to class. Drawing on interviews from a racially and socio-culturally mixed sample of middle-class parents in Pretoria and Amsterdam, this study aims to contribute to existing theories on school choice and social reproduction through a comparison of contrasting cases. It takes the dominant theoretical framework of middle-class strategizing as a starting point to explain parental practices of school choice. The comparative analysis finds some remarkable homologies of school choice in Pretoria and Amsterdam, but also points to specific local and historical complexity and specificity of parents? motivations. In both contexts, parents call on intersecting aspects of their identity beyond their classed position. While we acknowledge the relevance of social class, we suggest that middle-class parents? school choice should be understood

as ?strategies of action? emanating from classed and racial (dis)positions but also cultural and religious repertoires rooted in a multidimensional tool-kit.

Gervais, A.-L., & Audren, G. (2022). **À Marseille, la construction d'une polarité éducative haut de gamme au service du renouvellement urbain**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-audren-gervais/

Grard, M.-A. (2022). **Grande pauvreté et réussite scolaire. Les possibles !** *Administration & Éducation*, *175*(3), 107-112. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-107.htm

Hamel, C., Bozec, G., Cognet, M., Hajjat, A., Dhume, F., Rodrigues, C., … Longuet, L. (2022). **Expérience des discriminations dans l'enseignement supérieur et la recherche en France**. *Eclairages*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03820185

Hudde, A. (2022). **Educational Differences in Cycling: Evidence from German Cities**. *Sociology*, *56*(5), 909-929. https://doi.org/10.1177/00380385211063366
Cycling is an environmentally sustainable social practice that contributes to liveable cities and provides affordable and healthy transport. People with lower education could particularly benefit from cycling, as they tend to fare worse regarding finances and health. However, in bivariate analyses, those with lower education cycle less. This article discusses the social meaning of cycling and investigates whether the education?cycling association holds after accounting for (1) confounders and (2) factors that determine decision leeway between different transport modes. I analyse approximately 80,000 short-distance trips (0.5?7.5 km) reported by 28,000 working-age individuals from cities in Germany using multilevel linear probability regression models. Results support that higher education systematically and substantially increases the propensity to cycle. This education gap implies major untapped potential for environmental sustainability, that current pro-cycling policies in cities disproportionally favour the highly educated and that cycling patterns contribute to inequalities in finances and health.

Ibnu, I. N., & Azman, N. (2022). **The Role of Islamic Piety Movements in the Lives of Malaysian Female Muslim Students in the United Kingdom**. *Journal of Studies in International Education*, *26*(5), 590-605. https://doi.org/10.1177/10283153211027011
Jarness, V., & Strømme, T. B. (2022). **Advantages of upper-class backgrounds: Forms of capital, school cultures and educational performance**. *The Sociological Review*, *70*(6), 1199-1219. https://doi.org/10.1177/00380261211061946
In this article, we chart connections between class and educational performance in comparatively egalitarian Norway. While viewing various forms of capital as integral parts of class background, we assess how educational performance is differentiated across the class structure. We use survey and register data to assess differences in grades in three school subjects ? mathematics and spoken and written Norwegian ? at the individual and school level. We focus on the year of graduation of students at lower-secondary schools in Bergen, Norway?s second largest city by population. Lending credence to Bourdieu?s model of the social space, we find differences according to both capital volume and capital composition. Students from class backgrounds rich in overall capital perform comparatively better than those from humbler class backgrounds. There are also differences within the upper class: those from homes rich in cultural capital perform comparatively better than those from homes rich in economic

capital. Although between-school differences are low within the ?unified? Norwegian school system, the analysis indicates that grades are associated with the class composition of schools: a high proportion of upper-class students positively correlates with higher grades. In addition, there is some evidence of a collective form of class bias: in one of the school subjects, spoken Norwegian, there is a connection between individual grades and teachers? perceptions of the culture pervasive at the school in question; this connection is contingent upon a school?s class composition. The analysis thus draws attention to the way in which class bias in grading varies between school subjects.

Jellab, A. (2022). **Élève au singulier, élèves au pluriel : le pari éducatif d'une école qui écoute ses publics**. *Administration & Éducation*, *175*(3), 15-23. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-15.htm

Kalu, S. R. (2022). **Exploring the Impact of School Factors on Expectations to Complete Post Secondary Education Among Black Girls**. *Education and Urban Society*, *54*(9), 1052-1071. https://doi.org/10.1177/00131245211048429
Obtaining a college degree can enhance many aspects of one's life including health outcomes and lifetime earnings. Given the racial opportunity gap that remains prevalent in the education system, and the gendered racial biases held against Black girls and women, they face many obstacles on their path to higher education. Considering the relationship between higher education and financial status, when these obstacles hinder their academic success Black women face serious economic issues that adversely impacts their livelihood and the wellbeing of their families. Still, there remains limited investigation into the indicators of college completion among this population. Assessing indicators related to college completion during their high school years can support educators in recognizing and monitoring students who require extra support early in their academic careers. This study uses an intersectional lens to investigate whether various school factors predict intent to complete college among this sample of Black high school girls (N = 1,811). Findings show that teacher bias, school discipline, and school resources are significant predictors of college expectations among this sample.

Kelly, M. G. (2022). **How to Reform Without Reforming: School District Racial Composition and Pennsylvania's "Fair" Funding Formula**. *Education and Urban Society*, *54*(9), 1143-1165. https://doi.org/10.1177/00131245211048426
In the United States, researchers have documented persistent racial disparities in school funding for decades. Drawing on evidence from a recent policy change in Pennsylvania, this article contributes to research on the role of state governments in limiting or expanding racial disparities in K-12 education funding by examining differences in the racial composition of school districts positively and negatively impacted by a technical provision lawmakers inserted into a newly created formula for distributing state equalization aid. We find that negatively-impacted districts enroll a substantially higher number of Black and Latinx students, receive less state aid, have lower levels of state and local funding, and have lower spending levels than positively-impacted districts with otherwise similar financial needs. These findings suggest how state lawmakers can exacerbate racial inequities when pursuing reforms ostensibly focused on equity, and these results have implications for both policymakers and educational leaders focused on racial justice.

Kergoat, P. (2022). ***De l'indocilité des jeunesses populaires: apprenti-e-s et élèves de lycée professionnel***. Consulté à l'adresse https://ladispute.fr/catalogue/de-lindocilite-des-jeunesses-populaires-apprenti%c2%b7e%c2%b7s-et-eleves-de-lycees-professionnels/
Dociles, les jeunesses populaires ? Prisca Kergoat apporte un démenti radical à cette assertion. Elle invite ainsi à découvrir un univers adolescent, celui de filles et de garçons de toutes origines qui préparent un métier relevant d'un travail d'exécution. De la décision d'orientation, en passant par la recherche d'une place en entreprise et jusqu'à la confrontation aux situations de travail, ces apprenti·e·s et élèves de lycées professionnels, près d'un million en France, forgent – simultanément à un sentiment croissant d'injustice – des pratiques indociles. L'insubordination de ces jeunes, loin d'être dupes ou de consentir, témoigne d'une relative autonomie. Sur des modes différents, filles et garçons transgressent les injonctions de l'école et de l'entreprise, introduisent de la subversion, rusent, jouent et jonglent avec les différents rapports sociaux. Cet ouvrage, appuyé sur une enquête vivante et documentée, met en scène l'indocilité de cette jeunesse populaire. Il renouvelle la réflexion sur le sujet et est appelé à devenir un classique.

Koh, A., & Ziqi, L. (2022). **'Start-up' capital: cultivating the elite child in an elite international kindergarten in Shenzhen, China**. *Oxford Review of Education*, *48*(6), 727-742. https://doi.org/10.1080/03054985.2021.2013188
The enrolment of Chinese middle-class children in elite international kindergartens is a big education industry in China. Our paper is situated in the broader sociology of elite schooling which has yet to fully explore how middle and upper middle-class parents are increasingly sending their children to elite international kindergartens. We present a case study from Shenzhen, China with a view to showing how the curriculum and the routine of its practices are used to cultivate the elite child for competitive advantage in the educational rat race in China. The approach of Bourdieusian accumulation of capital theory is used to unravel the categories of capital embedded in the curriculum.We term these 'start-up capital' which has exchange value for students to gain competitive advantage in their application to key primary schools and their onward schooling trajectories in China. Our case study provides a window into how social advantage and class are reproduced as soon as the child sets foot in an elite international kindergarten.

Kwok, A. O. J., & Treiblmaier, H. (2022). **No one left behind in education: blockchain-based transformation and its potential for social inclusion**. *Asia Pacific Education Review*, *23*(3), 445-455. https://doi.org/10.1007/s12564-021-09735-4
This study explores how blockchain technology can transform education with a special focus on the social inclusion of students with limited access to educational resources and those who are typically designated as unreachable. We conduct a systematic content analysis of the existing literature on blockchain to identify factors that influence its adoption and use in education. The findings reveal seven important themes at the macro-level, namely, (1) future of education, (2) technology in use, (3) trust and change, (4) educational impact, (5) technological challenges, (6) teaching style, and (7) privacy and security. At the micro-level, we identify three thematic clusters, namely, (1) individual, (2) institution, and (3) instrument. These themes structure the further exploration of how blockchain can impact education management and development to improve educational quality, accessibility, social inclusion, and equality.

Lavoie, É. (2022). **La perspective raciolinguistique comme outil de réflexion critique sur certains discours dominants**. *Éducation et francophonie*, *50*(3). https://doi.org/10.7202/1091115ar
Cet article développe une réflexion critique visant, d'une part, à accéder de manière plus intime à l'expérience du milieu minoritaire pour une personne racisée et minorisée, et, d'autre part, à examiner l'apport de la perspective raciolinguistique pour recadrer à la fois la signification et l'orientation des recherches en milieu minoritaire. Par une méthode de récit de résistance (counter-narrative), l'article propose deux voix : celle de l'autrice qui partage des extraits de ses carnets personnels et celle de la chercheuse qui, à travers la perspective raciolinguistique, ausculte certains discours dominants ayant mené au sentiment d'illégitimité de l'autrice. Dans le cadre de cette revue anniversaire, la réflexion livrée se veut porteuse de l'espoir d'un projet sociétal de pluralisation des savoirs pour un avenir serein, vitalisant et équitable pour tous.

LI, C. (2022). **Perpetuating student inequality? The discrepancy and disparity of global citizenship education in Chinese rural & urban schools**. *Asia Pacific Education Review*, *23*(3), 389-401. https://doi.org/10.1007/s12564-021-09708-7
Global citizenship education (GCE) has been implemented in schools as an approach to address growing global issues and increase the internationalization of education. From critical discourse, however, the implementation of GCE seems to be thwarted by neoliberal practices that deepen societal inequality and gaps, and only benefit members of elite groups. This study aims to analyze teachers' perceptions and the school-based concrete implementation of context-specific GCE in China, unveiling not only the co-existence of neoliberal and moral perspective in teachers' conceptual framework, but the key role that teachers and schools play in the implementation. It argues that sampled teachers follow inclusive understandings of global citizenship, their definitional frameworks were profoundly shaped by the multiple interplays between global forces, official discourses, and moral tradition. Given that a central characteristic of GCE is working as an "axis" to group the cross-cutting themes or initiatives of global dimensions within a range of courses and across school ethos, extra-curricular activity and international program in particular. The discrepancies and disparities in GCE development seen between rural and urban schools extend education inequality from local to the global sphere, in which underprivileged students have heightened risks of being marginalized in the global world.

Maene, C., D'hondt, F., Van Lissa, C. J., Thijs, J., & Stevens, P. A. J. (2022). **Perceived Teacher Discrimination and Depressive Feelings in Adolescents: The Role of National, Regional, and Heritage Identities in Flemish Schools**. *Journal of Youth and Adolescence*, *51*(12), 2281-2293. https://doi.org/10.1007/s10964-022-01665-7
Adolescents' identities are multiple, yet there is very little research that investigates the importance of intersecting identities, especially in relationship to teacher ethnic/racial discrimination and mental health. Multiplicity is often approached bi-dimensional (heritage and national identities) yet this study highlights the importance of regional identity. Regions are distinct socio-political contexts in relation to migration and integration dynamics. Hence, this study investigates for different combinations of national, heritage and regional identities (i.e. Flemish, Belgian and Turkish or Moroccan) the relationship between students' experiences with teacher ethnic/racial discrimination and students' depressive feelings. Latent Class Analysis of survey data involving a sample of 439 adolescents (Mage = 18, SD = 0.93; Girls = 49%) with Turkish (41%) or Moroccan

origin in Flanders, shows three identification classes: full integration (35%), national integration (40%) and (weak) separation (24%). All these identity profiles had in common that heritage identification was high, yet they were highly distinct due to variation in national and regional identification. Additional, multilevel modelling showed that nationally integrated adolescents were less depressed than fully integrated adolescents. This finding illustrates the importance of adolescents' identity multiplicity for understanding their resilience in relation to teacher discrimination.

Mani, R. (2022). **From Being Figured to Figuring the World: Identity Work in Young Girls' Aspirations**. *Education and Urban Society*, *54*(9), 1097-1119. https://doi.org/10.1177/00131245211063881
This article shows the significance of college-going aspiration in the future identities of young girls and the sources of such influence in their worlds. Using the figured worlds theory, the paper analyzes the process and implications of these young girls' college-going aspirations. Drawing on interviews and observations with nineteen young girls living in urban India, the study shows that their response to the normative good girl figure gives them a chance of going to college. Their imagined identity is linked to values and communicative competence, and their figuring shows their investment in their own cultural transformation.

Marquis, M.-H., Cormier, M., & Bigras, N. (2022). **Liens entre le contexte sociolinguistique et les comportements langagiers de nouveaux parents : le cas du Sud-Est du Nouveau-Brunswick**. *Éducation et francophonie*, *50*(3). https://doi.org/10.7202/1091113ar
Les pratiques langagières des parents seraient, en grande partie, tributaires de l'environnement socioinstitutionnel et se refléteraient dans les choix effectués pour leurs enfants, notamment ceux des langues de services préscolaires. Cet article théorique présente un état des lieux du contexte sociolinguistique de la région canadienne bi/plurilingue anglodominante du Sud-Est du Nouveau-Brunswick, puis en analyse les répercussions possibles sur les comportements langagiers des parents et sur les langues transmises aux enfants. D'abord, saisir la notion de vitalité ethnolinguistique d'un groupe minoritaire permettra de mieux apprécier les conditions nécessaires à la gouvernance de ses institutions. Bien que la région à l'étude se démarque de ses homologues canadiennes par la diversité des services en langue française offerts à sa population, l'examen de ses caractéristiques sociodémographiques mettra en lumière divers enjeux vécus par les familles qui y vivent. Enfin, l'analyse de ce contexte particulier vise à comprendre les facteurs écosystémiques agissant sur les comportements langagiers de parents pouvant influer sur les langues transmises aux enfants, puis sur la fréquentation du système éducatif dans la langue répondant le mieux à leurs besoins.

Merino, R., Sánchez-Gelabert, A., & Palou, A. (2022). **School attainment, family background and non-curricular activities: Reproduction of or compensation for social inequality?** *International Review of Education*, *68*(4), 579-599. https://doi.org/10.1007/s11159-022-09969-3
This article focuses on uncovering social inequality in non-curricular activities (NCAs) and looking at the impact these have on young people's school performance. Based on research conducted in Barcelona with 2,156 10th-graders, the authors investigate the association of participation in NCAs with academic outcomes in the context of social stratification. Their analysis of the data show how the choice of NCAs differs according to gender, immigrant background and family education level. Their findings also indicate

that NCAs have an impact on academic performance, and that this effect is amplified when the family educational level variable is introduced. The largest impact of these activities occurs among students whose parents' highest level of education is compulsory education. If students in this social group do not participate in any of the NCAs, their grade point average is associated with the worst performance among young people in Barcelona. On the other hand, if they take part in sports or artistic activities at school, their grade point average is the highest in their social group. The article concludes with some recommendations for socio-political and educational intervention, at the level of schools and the educational community as well as at the policymaking level.

Naffaa, N. (2022). **La dépossession des territoires éducatifs : le cas des partnership schools et la privatisation des secteurs scolaires à Atlanta**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-nafaa/

Narame, E. (2021). **Les profils d'expérience scolaire des enfants rwandais : contraintes structurelles et rôle de l'élève**. *Nouveaux cahiers de la recherche en éducation*, *23*(3), 162-182. https://doi.org/10.7202/1092720ar
Cette contribution se fonde sur une partie des données collectées par une méthode mixte, auprès de 1 838 élèves, dans les écoles primaires publiques de Kigali participant à notre recherche portant sur l'expérience scolaire. L'analyse qualitative par théorisation ancrée appuyée par les analyses statistiques a permis de dégager trois profils différenciés de l'expérience scolaire des enfants interrogés: les élèves très mobilisés par l'école, les élèves désinvestis sur le plan scolaire et les élèves en situation de vulnérabilité, mais mobilisés par l'école. La discussion permet de mettre en valeur que ces profils sont fondés sur des logiques de comportements permettant de comprendre le poids des contraintes familiales et scolaires et mettent en exergue le rôle de l'élève et le sens qu'il donne à l'école et à l'acte d'apprendre.

Nygaard, L. P., Aksnes, D. W., & Piro, F. N. (2022). **Identifying gender disparities in research performance: the importance of comparing apples with apples**. *Higher Education*, *84*(5), 1127-1142. https://doi.org/10.1007/s10734-022-00820-0
Many studies on research productivity and performance suggest that men consistently outperform women. However, women and men are spread unevenly throughout the academy both horizontally (e.g., by scientific field) and vertically (e.g., by academic position), suggesting that aggregate numbers (comparing all men with all women) may reflect the different publication practices in different corners of the academy rather than gender per se. We use Norwegian bibliometric data to examine how the "what" (which publication practices are measured) and the "who" (how the population sample is disaggregated) matter in assessing apparent gender differences among academics in Norway. We investigate four clusters of indicators related to publication volume, publication type, authorship, and impact or quality (12 indicators in total) and explore how disaggregating the population by scientific field, institutional affiliation, academic position, and age changes the gender gaps that appear at the aggregate level. For most (but not all) indicators, we find that gender differences disappear or are strongly reduced after disaggregation. This suggests a composition effect, whereby apparent gender differences in productivity can to a considerable degree be ascribed to the composition of the group examined and the different publication practices common to specific groups. We argue that aggregate figures can exaggerate some gender disparities while obscuring others. Our study illustrates the situated nature of research

productivity and the importance of comparing men and women within similar academic positions or scientific fields—of comparing apples with apples—when using bibliometric indicators to identify gender disparities in research productivity.

Pham, X., & Bright, D. (2022). **Mobility as Rhizome and Becoming: Experiences of Vietnamese Women in Crossing Borders to do Doctorates**. *Journal of Studies in International Education*, *26*(5), 606-622. https://doi.org/10.1177/10283153211042089

Raibaud, Y. (2022). **Genre, urbanité et pratiques sportives. Une étude des espaces du temps libre à Bordeaux et Genève**. *Sciences sociales et sport*, *20*(2), 15-35. https://doi.org/10.3917/rsss.020.0015
En Europe, les femmes font autant de sport que les hommes, mais elles utilisent peu les équipements et services publics. Le financement public du sport profite donc trois fois plus aux hommes, ce que montrent deux études menées dans les villes de Bordeaux (France) et Genève (Suisse). L'article analyse ce qui empêche les femmes de profiter de ces services gratuits. Leurs pratiques sportives se retournent souvent vers des activités hors compétition, en salle ou dans l'espace public, avec des objectifs de bien-être et de santé plus que de compétition et de performance. Dans une perspective géographique, ce papier montre comment ces nouvelles pratiques sportives dans la ville, malgré l'inconfort et le sentiment d'insécurité pour les femmes, peuvent renouveler les ambiances urbaines et améliorer l'urbanité des villes modernes.

Sayagh, D. (2022). **Parcours variés de socialisations masculines au (et par le) vélo en QPV « très sociaux »**. *Sciences sociales et sport*, *20*(2), 141-161. https://doi.org/10.3917/rsss.020.0141
En QPV, le clivage sexué des mobilités à vélo durant l'adolescence est particulièrement prononcé, notamment parce que les filles développent davantage de dispositions qui restreignent considérablement leurs alternatives réelles de pratiques. Le présent article montre que la prégnance de ce constat n'empêche pas d'observer – chez des garçons d'une même classe d'âge et résidant dans des QPV particulièrement défavorisés des métropoles de Strasbourg et de Montpellier – des parcours variés de socialisations masculines au (et par le) vélo, révélant d'importantes inégalités d'opportunités entre garçons.

Schneider, É. (2022). **Culture juvénile, culture scolaire**. *Administration & Éducation*, *175*(3), 123-129. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-123.htm

Silhol, J., & Wilner, L. (2022). ***Teachers' Desired Mobility to Disadvantaged Schools: Do Financial Incentives Matter?*** (CESifo Working Paper Series N° 9906). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9906.htm
This paper exploits a 2018 reform of teachers' financial incentives to work in some French disadvantaged schools. Based on this quasi-natural experiment, it evaluates the impact of those incentives on teachers' stated preferences to move to such schools. Using data from the internal human resource management of some educational authority, we find that most responsive teachers have less experience and work already in those areas. Counterfactual simulations suggest that the policy has not hurt other disadvantaged schools, but rather induced some teachers not to remain in their current school or to opt less for regular schools.

Tomlinson, E., & Gonick, M. (2022). **(Re) Stor(y)ing Class: Working-Class Women, Smartness, and Higher Education**. *Cultural Studies ↔ Critical Methodologies*, *22*(6), 608-616. https://doi.org/10.1177/15327086221094286
For Canadian-born working-class women, university is often characterized through the axioms of ?expanding one?s mind,? ?bettering one?s life,? and ?saving oneself from a life of hardship.? Associated with these adages is ?smartness,? a signature orientation of the academy and a designation that has often excluded the working-class. Our article asks: What does it mean to be a working-class woman in higher education in Canada? How do working-class women negotiate competing notions of ?smartness? existing between the university and their home communities? In what ways do these women resist their exclusions from ?smartness? and the university project? We answer these questions by drawing on memory stories written by six working-class women who attended or were attending university. The memory stories were written at a series of workshops that one of the authors organized employing the feminist research methodology of Collective Biography. Our analysis illustrates some strategies that working-class and racialized women may use in their encounter with the university including downplaying the value of their working-class backgrounds to make way for the new knowledge to be gained in university, drawing on the strength of community for support, and positioning working-class common sense knowledge as superior to the book knowledge privileged in university. Each story involves the necessity of navigating competing notions of smartness that marks belonging within the university, family, and community.

Trémoureux, J. (2022). **Démocratisation de l'enseignement supérieur et production d'une « université de classes moyennes » : permanence ou recomposition des inégalités socio-territoriales ?** *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-tremoureux/
Williams, K. L., Mobley, S. D., Campbell, E., & Jowers, R. (2022). **Meeting at the margins: culturally affirming practices at HBCUs for underserved populations**. *Higher Education*, *84*(5), 1067-1087. https://doi.org/10.1007/s10734-022-00816-w
Drawing upon theories concerning culturally informed pedagogy and college environments, this qualitative study utilizes grounded theory techniques to explore the culturally affirming practices that Historically Black Colleges and Universities (HBCU) faculty and administrators employ to create inclusive and supportive environments for populations often marginalized in US higher education—especially low-income and first-generation college students. In doing so, we focus on practice(s) that meet the unique needs of these students as an extension of existing research on high-impact practices (HIPs). While we take up these issues within the context of the US, we consider the implications within national and international domains. The findings highlight three approaches to cultural affirmation: centering students' experiences in humanizing and validating ways; prioritizing relevant and relatable educational experiences; and understanding the balancing act that many students must negotiate due to multiple life demands. As a complement to existing research about supportive HBCU environments from the student perspective, this study highlights the voices of HBCU faculty and administrators given their ability to cultivate and shape student success practices on campus. In doing so, we discuss insights from HBCU contexts about not only serving Black students, but also those from other marginalized backgrounds. This study expands existing research concerning culturally informed practices at HBCUs and other minority-serving institutions; emphasizes their contributions to the global higher education community;

and highlights strategies that other institutions can employ to create more inclusive spaces for various underserved students. Implications for student success practice(s); pedagogy and academic development; and higher education policy are discussed.

Wofford, A. M. (2022). **The Perpetuation of Privilege: Exploring the Relationship Between Early Admissions and High-Impact Practices**. *Research in Higher Education*, *63*(8), 1312-1342. https://doi.org/10.1007/s11162-022-09681-z
Scholars have persistently recognized inequities in undergraduate college admissions and student engagement, especially with regard to specialized practices such as early admissions (i.e., early action and early decision, or EA/ED) and high-impact practices (HIPs). However, researchers have not yet considered whether the known social privileges of early admissions are associated with compounding privileges in terms of students' participation in HIPs. Guided by a conceptual framework that places social capital and cumulative advantage in conversation with student engagement, this quantitative study explores whether the social privileges present among EA/ED students relate to greater participation in structures of college engagement, operationalized through the lens of HIPs. I use an analytic sample of 7657 undergraduate students who completed The Freshman Survey and the College Senior Survey (2013–2017), both administered by the Higher Education Research Institute, employing descriptive and multiple regression analyses to investigate the relationship between early admissions and later college engagement. Descriptive findings document many of the systemic privileges that EA/ED students hold and reveal that EA/ED students participate in certain types of HIPs more frequently than their regular admit peers. Further, regression results document several important predictors of HIP participation, including students' social identities (e.g., sex, race, class), high school engagement and achievement, early admit status, and collegiate context, suggesting that access to college student engagement is not value neutral. Practical implications discuss the importance of questioning how—and for whom—specialized admissions and engagement programs serve.

Yao, C. W., & Mwangi, C. A. G. (2022). **Yellow Peril and cash cows: the social positioning of Asian international students in the USA**. *Higher Education*, *84*(5), 1027-1044. https://doi.org/10.1007/s10734-022-00814-y
Asians and Asian Americans in the USA have long been a part of a contentious racial history, yet the COVID-19 pandemic highlighted discriminatory stereotypes and beliefs. As revealed through this discourse analysis, Asian international students were simultaneously positioned as scapegoats, bearers of disease, cash cows, and political pawns, all within the context of the pandemic. Asian international students navigated their shifting social positionings within a national context that was heavily influenced by racist nativism. Findings indicated that during a health pandemic, Asian international students were positioned as both the Yellow Peril and cash cows within U.S. higher education.

Yilmaz, A., & Puzos, D. (2021, août 23). ***Analyse des politiques de diffusion et de formation aux technologies au prisme des théories de la justice sociale***. Présenté à Colloque scientifique international Ludovia 2021 : le numérique éducatif est-il social ? Consulté à l'adresse https://hal-univ-paris8.archives-ouvertes.fr/hal-03800455

Zapata-Sepúlveda, P., & Suárez-Ortega, M. (2022). **Qualitative Female Researchers in Academia: Challenges and Contradictions**. *Cultural Studies ↔ Critical Methodologies*, 22(6), 617-619. https://doi.org/10.1177/15327086221093417
This piece reflects on how training in critical qualitative research impacts the academic work and lives of female qualitative researchers. In a higher education system dominated by quantitative logics of productivity and daily life, the possibilities of promotion and permanence in the academy are conditioned. Therefore, we consider necessary to better understand the experiences of crossing academic cultures that impact both, in first person and in the academic communities of qualitative research focused on social transformation. This piece seeks to contribute to the relevance of qualitative research training processes from postmodern paradigms toward the recognition of politically defined academic positions.

Climat de l'école

Bertieaux, D., Beauset, R., & Duroisin, N. (2022). **Bien-être des enseignants et pandémie : enquête en Belgique francophone**. *Revue internationale d'éducation de Sèvres*, (90), 16-19. https://doi.org/10.4000/ries.12640
Les conséquences d'un déficit de bien-être psychologique dans la profession enseignante sont régulièrement mises en évidence : stress, burn-out, dépression… Ce mal-être participe au phénomène de décrochage précoce de la profession observé en Fédération Wallonie-Bruxelles (35 %) et à l'échelle mondiale. Ces problèmes peuvent avoir été accentués lors de la crise sanitaire de la Covid-19 (Kim et al., 2021), si l'on considère certains facteurs comme l'hybridation ou l'inconfort dû à l'accumulatio...

Burger, C., Strohmeier, D., & Kollerová, L. (2022). **Teachers Can Make a Difference in Bullying: Effects of Teacher Interventions on Students' Adoption of Bully, Victim, Bully-Victim or Defender Roles across Time**. *Journal of Youth and Adolescence*, *51*(12), 2312-2327. https://doi.org/10.1007/s10964-022-01674-6
School bullying is a serious problem worldwide, but little is known about how teacher interventions influence the adoption of bullying-related student roles. This study surveyed 750 early adolescents (50.5% female; average age: 12.9 years, SD = 0.4) from 39 classrooms in two waves, six months apart. Peer ratings of classmates were used to categorize students to five different bullying-related roles (criterion: >1 SD): bully, victim, bully-victim, defender, and non-participant. Student ratings of teachers were used to obtain class-level measures of teacher interventions: non-intervention, disciplinary sanctions, group discussion, and mediation/victim support. Controlling for student- and class-level background variables, two multilevel multinomial logistic regression analyses were computed to predict students' bullying-related roles at wave 2. In the static model, predictors were teacher interventions at wave 1, and in the dynamic model, predictors were teacher intervention changes across time. The static model showed that disciplinary sanctions reduced the likelihood of being a bully or victim, and group discussion raised the likelihood of being a defender. Mediation/victim support raised the likelihood of being a bully. The dynamic model complemented these results by indicating that increases in group discussion across time raised the likelihood of being a defender, whereas increases in non-intervention across time raised the likelihood of being a victim and reduced the likelihood of being a defender. These results show that teacher interventions have distinct effects on students' adoption of bullying-related roles and

could help to better target intervention strategies. The findings carry practical implications for the professional training of prospective and current teachers.

Fernández-Rouco, N., Fernández-Fuertes, A. A., García-Lastra, M., & España-Chico, C. (2022). **School-based Mentoring in Secondary Education: Its Effect on School Climate and Aggression Among Peers**. *Canadian Journal of School Psychology*, *37*(4), 328-343. https://doi.org/10.1177/08295735221127059
Background: School-based mentoring provided by teachers contributes to the ultimate goal of education: all-round student development and a good mutual coexistence. Aims: This study investigates secondary school students' perceptions of a school climate and school-based mentoring provided by teachers; it also examines the relationship between the school climate and peer aggression, and the moderating effect that teacher-led school mentoring could have on this relationship. Methodology: A total of 441 students between 12 and 17 years old (M = 13.99, SD = 1.33) were surveyed in Cantabria (Spain); the high schools were selected by means of a random sampling of two-stage clusters. Findings: The results demonstrated a direct negative relationship between a school climate and school-based mentoring with respect to peer aggression victimization. Likewise, mentoring showed a moderating effect on the relationship between a school climate and peer aggression victimization. Further implications: These findings highlight the importance of the school climate in preventing peer aggression and the central role that school-based mentoring plays in the relationship between a school climate and peer aggression victimization.

Numa-Bocage, L., & Marsollier, C. (2022). **Bien-être et mal-être des élèves : quelles réalités ? Quelles solutions ?** *Administration & Éducation*, *175*(3), 79-85. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-79.htm
Premiers résultats du Baromètre du bien-être au travail des personnels de l'Éducation nationale exerçant en établissement scolaire. (s. d.). Consulté 26 octobre 2022, à l'adresse Ministère de l'Education Nationale et de la Jeunesse website: https://www.education.gouv.fr/premiers-resultats-du-barometre-du-bien-etre-au-travail-des-personnels-de-l-education-nationale-343238
Au printemps 2022, les personnels de l'Éducation nationale exerçant en école et en établissement scolaire ont répondu à une enquête sur leur bien-être professionnel. Leur satisfaction professionnelle est inférieure à la moyenne des Français en emploi.

Évaluation des dispositifs d'éducation-formation

Bowman, N. A., & Jang, N. (2022). **What is the Purpose of Academic Probation? Its Substantial Negative Effects on Four-Year Graduation**. *Research in Higher Education*, *63*(8), 1285-1311. https://doi.org/10.1007/s11162-022-09676-w
Placing students on academic probation is a pervasive practice at colleges and universities, but the lasting impact—and arguably even the purpose—of academic probation is unclear. The present study explored the influence of academic probation on four-year graduation using regression discontinuity analyses with a dataset of 9,777 undergraduates. The results frequently identified large or very large negative effects of probationary placement on four-year graduation, and these were greatest for probationary criteria based on either semester GPA or an overall GPA criterion in which students had accrued fewer than 30 total college credits. The findings were robust across analytic approaches and were observed regardless of students' race, sex, first-

generation status, high school GPA, and standardized test scores; the effects were sometimes larger among students who had higher high school GPAs and female students. Supplemental analyses suggest that the graduation effects based on cutoffs for college semester GPA and early overall GPA were predominantly or entirely driven by attrition that occurred soon after the probationary placement, whereas graduation effects based on the overall GPA cutoff with at least 30 college credits appeared to be driven mostly by delaying time to degree. These findings have critical implications for institutional policy and practice.

Chan, R. Y. (2022). **Do Credit Momentum Policies Through the 15 to Finish Improve Academic Progression and Completion of Low-Income, First-Generation Students? Evidence from a College Promise Program**. *Research in Higher Education*, *63*(8), 1394-1426. https://doi.org/10.1007/s11162-022-09687-7
Credit momentum policies, or performance-based financial aid policies, have become increasingly popular among policymakers seeking to improve degree completion rates. This paper examines Indiana's 30-credit-hour completion policy on first-time, full-time students who receive the Twenty-First Century Scholars (TFCS) Promise Program. Using administrative data from the Indiana University's University Institutional Research and Reporting, representing 7842 low-income students who enrolled shortly before the policy was implemented, I use a difference-in-differences framework to explore the heterogeneous treatment effects of a credit (academic) momentum policy that was supported by the Complete College America 15 to Finish initiative on the academic progression and completion of promise scholarship recipients at Indiana University Bloomington and Indiana University-Purdue University, Indianapolis, compared to non-TFCS Pell recipients from the Fall 2011 cohorts through the Fall 2014 cohorts. I find some evidence to suggest that credit momentum policies are associated with small increases in cumulative credits and grades but had no effect on degree completion status (Year 4 Graduation Status, Year 6 Graduation Status). I also find evidence that TFCS female and first-generation recipients responded positively to the policy change but find no evidence that the policy affects promise recipients differently by race/ethnicity. While consistent with prior work on credit momentum, these findings are among the first to explore the academic performance of college promise recipients. Together, these findings indicate that credit momentum policies may improve academic progression and completion for low-income, first-generation students who receive a promise scholarship. Implications for policy and research are discussed.

Önal, H., & Altiner, E. Ç. (2022). **The effect of the use of concept cartoons on students' success in mathematics (time measurement)**. *The Journal of Educational Research*, *115*(4), 246-257. https://doi.org/10.1080/00220671.2022.2117127
The aim of this study is to determine the effect of the use of concept cartoons on the academic achievements of students in a mathematics course. The model of the research is based on a quasi-experimental design from quantitative research methods and supported by an interview from the qualitative methods. The purpose of qualitative data collected by interviewing teachers is to support quantitative data. For this reason, a triangulation mixed design was used in the research. A total of 67 (35 experimental-32 control) fourth graders constitute the participants of the study. The "time measurement success test" developed by the researchers was used as a data collection tool. In the four-week practice, the experimental group was taught with concept cartoons, and in the control group, lessons were taught taking into account the classic approach.

According to the results, a significant difference was determined in terms of the academic achievement in the mathematics course between the experimental group in which concept cartoons were used and the control group in which the classic approach was used.

Short, A. (2022). **Designing narrative for professional development: A programme for improving international health care practitioners' cultural competence**. *International Review of Education*, *68*(4), 601-629. https://doi.org/10.1007/s11159-022-09972-8
To maintain and improve skills for practice, health care professionals across all disciplines need to engage in ongoing professional development. However, helping clinicians learn and apply new knowledge in practice can be challenging. This article reports on a purpose-designed professional development programme targeting experienced practitioners of a particular music therapy, focusing on their cultural competency. The author conceptualised a workshop format with a relevant clinical scenario at its centre. She describes how she developed the programme, which she subsequently delivered to an international community of 57 practitioners attending professional development conferences. To capture participants' reactions and evidence of their new thinking applied to an everyday clinical practice, she used Brookfield's Critical Incident Questionnaire (CIQ). Her analysis of the data, which provided feedback on the training scenario and structured group discussion materials, found that this continuing professional development training workshop was effective in challenging clinicians to think differently, and to plan the application of their newly acquired knowledge to their everyday practice. This paradigmatic case study contributes new knowledge towards the current reform of health systems, where achieving person-centred health care depends on the ongoing professional development of established health practitioners. Replacing traditional health care, where the patient receiving treatment is accorded a passive role, person-centred health care engages patients' active participation in their therapy. Practitioners who have graduated a while ago therefore need to change some of their ingrained practices and approaches in treating their clients and patients, which will then lead to improved health outcomes.

Formation continue

Bourgoin, F. T. (2022). **Les effets transformatifs d'une initiation à l'EdE sur la pratique de l'ingénieur pédagogique**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 96-106. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/470

Boutrais, M. (2022). **De la description du « faire classe » aux prises de conscience**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 7-20. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/468
Starting from the description of the subjective experience of the teachers of the neo-titular schools in the classroom, we will explain how this putting in words of «doing» allows awareness of «hidden knowledge» in professional action (Schön, 1994), and how it allows them to make the experience an experience. We will address the role of astonishment in the various effects produced by the fact that the teachers of the schools re-contact their past experience, in a position of embodied speech. The data collected consist of explanatory interviews with beginning school teachers and are taken from the corpus of

our doctoral research (Anonyme, 2015). At times of the process, « reflection » and « thematization » (Vermersch, 1994/2010), the explanatory interview changes the activity of the subjects and the way they look at their professional experience. In a first part, this article discusses the transformative effects of the explanation that participants in this research testify, and in a second part, the transformations that the discussion of explicitation has generated on my own posture, as a trainer.

Breton, H. (2022). **Se former par la description de l'expérience sensible**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 47-58. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/455
Explaining sensitive experience seems a priori to direct the work of description towards spheres far removed from action, or even agentivity. To hear, see, feel... is in fact to experience phenomena in a passive mode, without any active intervention by the subject. However, by approaching the phenomena experienced, it is possible to access the processes that take part in an alternation between absorption in sensitive contents and other processes that are related to a disengagement. By mobilising explicitation according to the approach founded by Pierre Vermersch during research seminars organised at the École nationale supérieure de Paris between 2016 and 2018, it has been possible to describe the processes that participate in a reduction or restoration of agentivity in contact with sensible experience. Two dimensions will then be examined in this article: that of the constitution of knowledge on the activity of describing sensitive experience (1); that of the professionalizing dimensions resulting from the development of the capacity to describe sensitive experience (2).

Champlain, Y. de. (2022). **Si les savoirs sans mot sont si précieux, alors pourquoi vouloir les nommer ?** *TransFormations - Recherches en Education et Formation des Adultes*, (24), 59-70. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/457

Denis, J., Winkopp, C., & Meriaux, M. (2022). **La (méta)morphose du soi du thérapeute**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 34-46. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/466

Donnaint, E., & Mouchet, A. (2022). **L' usage de l'entretien d'explicitation pour accompagner les étudiants en soins infirmiers dans la construction de leurs compétences émotionnelles**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 21-33. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/477

Gayraud, L., Paddeu, J., & Veneau, P. (2022). ***L'offre de formation auprès des demandeurs d'emploi et l'accompagnement global des plus fragiles : Actes des 4èmes Rencontres DGEFP - Céreq***. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2022-10/DGEFP-C%C3%A9req%20-%20Rencontres%20Actes%204%20-%20Site%20C%C3%A9req%20-%20oct%202022.pdf
Cet ouvrage rend compte des travaux du Céreq présentés lors des 4èmes Rencontres DGEFP-Céreq qui ont eu lieu en septembre 2022. Les Rencontres DGEFP-Céreq ont pour objectif d'éclairer de façon renouvelée les questions relatives à l'impact des politiques de formation sur le comportement des entreprises et de leurs salariés. Ces rencontres sont un espace privilégié pour la diffusion des travaux de recherche et leur mise en débat.

Lecefel, P. (2022). **Les ateliers de professionnalisation dans la formation par alternance**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 85-95. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/474

Mouchet, A., & Couhert, A. (2022). **La réitération d'entretiens d'explicitation comme ressource pour former aux prises de décisions en sport**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 71-84. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/471

Pembroke, E. M. de. (2022). **Les effets transformatifs des formations à l'explicitation proposées aux conseillers pédagogiques**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 107-121. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/479

Stanistreet, P. (2022). **The golden thread and the common treasury**. *International Review of Education*, *68*(4), 501-510. https://doi.org/10.1007/s11159-022-09973-7

Marché du travail

Amar, É., & Treppoz, M. (2022). **En 2020, les revenus d'activité des non-salariés chutent**. *Insee Première*, (1926). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6543978
Fin 2020, 3,6 millions de personnes exercent une activité non salariée. Hors agriculture, le nombre de non-salariés « classiques » baisse à peine (– 0,2 % sur un an), les dispositifs de soutien durant la crise sanitaire ayant limité les défaillances d'entreprises. Le nombre de micro-entrepreneurs continue quant à lui de fortement augmenter (+ 10,2 % en 2020) et leur part atteint 43 % de l'ensemble des non-salariés. Entre 2019 et 2020, pénalisé par la crise sanitaire et la chute de l'activité qui lui est liée, le revenu d'activité moyen des non salariés se replie : – 5,8 % en euros constants pour les non-salariés classiques (3 620 euros en moyenne par mois) et – 7,2 % pour les micro-entrepreneurs (550 euros). Presque tous les niveaux de l'échelle de revenus diminuent mais la chute est d'autant plus forte qu'on descend dans la distribution. Ces baisses tiennent compte des mesures d'allègements de cotisations, en l'absence desquelles elles auraient été plus marquées, mais pas des aides exceptionnelles versées dans le cadre des autres dispositifs de soutien, qui ne sont pas considérées comme des revenus d'activité.

Bès, M.-P., Favre, G., Saccomanno, B., & Tudoux, B. (2022). **Catégoriser les mondes professionnels à partir des positions dans l'espace scolaire**. *Formation emploi*, *159*(3), 23-47. https://doi.org/10.4000/formationemploi.10964
Cet article interroge les perceptions du travail chez des jeunes de l'enseignement secondaire et supérieur. La méthode consiste à demander aux 1 244 répondants de classer des cartes, figurant des personnages représentatifs de l'espace des professions, selon la proximité envisagée de leur position sociale. Quatre logiques se dégagent, dont nous analysons les schèmes classificatoires. Un premier résultat est la présence d'un schème par-delà les différences de catégories d'établissements. Un deuxième résultat pointe une opposition de conceptions entre jeunes d'origine populaire et aisée. Enfin, nous repérons un groupe minoritaire, mais significatif, au sein des grandes écoles, en raison de ses pratiques alternatives de classement.

Bryson, A., Corsini, L., & Martelli, I. (2022). **Teacher allocation and school performance in Italy**. *LABOUR*, *36*(4), 409-423. https://doi.org/10.1111/labr.12234
Italy's secondary school system faced budget cuts, which limit availability of new permanent job slots for teachers. The allocation of these slots favours teachers with more seniority such that the age distribution of teachers across schools reflects older teachers' preferences for being close to urban centres. Using schools' distance from main urban centres and population size in the school's vicinity to instrument for non-random exposure of schools to older teachers, we show older teachers are detrimental to pupil attainment. The effect is large: a 6-year increase in the age of teachers leads to a one standard deviation reduction in the graduation mark.

Cart, B., Pernod-Lemattre, M., & Toutin, M.-H. (2022). **L'Index de l'égalité professionnelle : utile mais imparfait**. *Céreq Bref*, (428). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2022-10/Bref_428_web.pdf
Mis en place à partir de 2019, l'Index de l'égalité professionnelle oblige désormais toutes les entreprises de plus de 50 salariés à calculer et publier leur note en matière d'écarts de rémunérations entre hommes et femmes. S'il semble permettre davantage de transparence salariale, sa mise en oeuvre dans les entreprises révèle une réalité plus contrastée. Une enquête réalisée un an après la publication des premiers résultats permet d'en pointer les avancées et les limites.

Debuchy, D. (2022). **Les ingénieurs en apprentissage : entre dissimulation et survalorisation lors de la sélection sur le marché du travail**. *Formation emploi*, *159*(3), 141-160. https://doi.org/10.4000/formationemploi.10845
L'ouverture dans les années 1990 des formations d'ingénieurs à l'apprentissage, voie de formation longtemps réservée au public en difficulté (Moreau, 2008), a suscité beaucoup de curiosité dans le monde académique et professionnel. La progression de cette voie dans le système élitiste et hiérarchisé des grandes écoles soulève des enjeux en termes de reconnaissance et de jugement de compétences de ces « nouveaux » ingénieurs. Dans une approche compréhensive, nous nous appuyons sur des entretiens menés auprès d'ingénieurs formés par la voie de l'apprentissage, récemment insérés sur le marché du travail, pour analyser leurs perceptions du processus de sélection à l'œuvre sur le marché du travail. Nous identifions plusieurs stratégies adoptées par ces ingénieurs pour s'accommoder de cette « différence » par rapport à leurs homologues formés par la voie classique.

Dessein, S. (2022). **Handicap et accompagnement vers l'emploi : un accès restreint au service public Cap emploi**. *Connaissance de l'emploi*, (185), 1-4. Consulté à l'adresse https://ceet.cnam.fr/medias/fichier/cde-185-handicap-et-accompagnement-vers-l-emploi_1666180830739-pdf?ID_FICHE=1123943&INLINE=FALSE
Cap emploi est le service public de l'emploi dédié aux personnes en situation de handicap. En 2016, il accompagne un peu plus du tiers des demandeurs d'emploi reconnus handicapés et inscrits à Pôle emploi. L'accès à ce service est conditionné à plusieurs éléments. À partir d'une enquête menée en 2014 et 2017, ce numéro de Connaissance de l'emploi s'intéresse à l'une de ces conditions : la sélection des usagers opérée par Cap emploi à l'entrée de son service. Il renseigne les profils des usagers non admis et montre que ce « tri » des chômeurs répond notamment aux obligations de

résultats que Cap emploi devait atteindre à l'époque, soit avant le rapprochement enclenché depuis lors entre Cap emploi et Pôle emploi.

Duc, B., & Lamamra, N. (2022). **Recrutement des apprenti·e·s en Suisse : des critères de sélection à géométrie variable**. *Formation emploi*, *159*(3), 71-95. https://doi.org/10.4000/formationemploi.10858
Dans le système d'apprentissage suisse, le recrutement des apprenti·e·s est très peu régulé par l'État et est largement laissé à la charge des entreprises formatrices. En se basant sur les discours de formateurs et formatrices en entreprise, cette contribution vise à mieux comprendre le processus de recrutement des apprenti·e·s et les critères de sélection utilisés. Ceux-ci sont présentés par ordre d'importance. La motivation, les résultats scolaires et le savoir-être occupent une place de choix. Cependant, un critère moins fréquent est mis en évidence, le capital d'autochtonie. Ces résultats permettent de souligner la variété et aussi la variabilité des critères de sélection ainsi que de discuter des risques de discrimination attachés à chacun d'entre eux.

Erosa, A., Fuster, L., Kambourov, G., & Rogerson, R. (2022). ***Labor Supply and Occupational Choice*** (NBER Working Paper N° 30492). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30492.htm
We document a robust negative relationship between mean annual hours in an occupation and the dispersion of annual hours within that occupation. We study a unified model of occupational choice and labor supply that features heterogeneity across occupations in the return to working additional hours and show that it can match the key features of the data both qualitatively and quantitatively. Occupational choice in our model is shaped both by selection on comparative advantage and selection on tastes for leisure. Our quantitative work finds that the dominant source of differences in hours across occupations is selection on tastes for leisure.

Kergoat, P., & Lemistre, P. (2022). **Introduction. Aux frontières de la formation initiale et du travail**. *Formation emploi*, *159*(3), 7-22. https://doi.org/10.4000/formationemploi.10930

Leitner, S. M. (2022). **A skill-specific dynamic labour supply and labour demand framework: A scenario analysis for the Western Balkan countries to 2030**. *LABOUR*, *36*(4), 471-504. https://doi.org/10.1111/labr.12231
This paper pursues a multiple scenario analysis until 2030 to identify past and potential future labour supply and demand dynamics of four different skill groups in the six Western Balkan (WB6) countries. Simulation results of the baseline scenario show that skill shortages and surpluses would coexist: In all WB6 countries, the low educated would experience labour shortages within or shortly after the projection period while in some WB6 countries there is evidence of growing excess labour among Med-VETs, Med-GENs and the highly educated. Additional scenarios point to important country-specific policy options that can help to mitigate these projected labour market imbalances.

Loriol, M. (2022, octobre 23). **La notion de « génération Z » entrave l'intégration des jeunes sur le marché du travail**. Consulté 24 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/la-notion-de-generation-z-entrave-lintegration-des-jeunes-sur-le-marche-du-travail-192875

Classer les salariés en classe d'âge, c'est oublier de considérer les trajectoires individuelles et l'esprit d'équipe qui donnent sens aux tâches du quotidien.

Marlier, F. (2022, octobre 17). **Les lycées pro toujours plus soumis au marché du travail**. Consulté 24 octobre 2022, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/lycees-pro-toujours-plus-soumis-marche-travail/00104322?utm_source=emailing&utm_medium=email&utm_campaign=NL_Quotidienne&utm_content=17102022

Métiers de l'éducation

Baker, R., Hill, J., Portwood, B., Smith-Harrah, E., & Hall Sutherland, D. (2022). **One Size Does Not Fit All: How Leadership Strategies Affect Teacher Satisfaction and Retention**. *Journal of Cases in Educational Leadership*, *25*(4), 378-393. https://doi.org/10.1177/15554589221120776
Teacher retention rates continue to plummet at schools across the nation. A principal at Sunnyside Elementary watches firsthand as the revolving door of teachers increases significantly in her brief 3 years of leadership at this school. Once well-known and highly regarded at an award-winning school in the northeast, the principal struggles to delegate, communicate, and acclimate to a high-needs school in the southeastern United States. Yet the practices that worked so well in the northeast sends many of her teachers to search for greener pastures year after year. This case study examines leadership for retention, including communication, organizational climate, and relationship development.

Bertieaux, D., Beauset, R., & Duroisin, N. (2022). **Bien-être des enseignants et pandémie : enquête en Belgique francophone**. *Revue internationale d'éducation de Sèvres*, (90), 16-19. https://doi.org/10.4000/ries.12640
Les conséquences d'un déficit de bien-être psychologique dans la profession enseignante sont régulièrement mises en évidence : stress, burn-out, dépression… Ce mal-être participe au phénomène de décrochage précoce de la profession observé en Fédération Wallonie-Bruxelles (35 %) et à l'échelle mondiale. Ces problèmes peuvent avoir été accentués lors de la crise sanitaire de la Covid-19 (Kim et al., 2021), si l'on considère certains facteurs comme l'hybridation ou l'inconfort dû à l'accumulatio...

Bertron, C., & Buisson-Fenet, H. (2022). **Au guichet du rectorat. Le travail de recrutement des enseignant·es contractuel·les dans le second degré**. *Formation emploi*, *159*(3), 161-184. https://doi.org/10.4000/formationemploi.10890
La gestion des enseignant·es contractuel·les intervient aux marges de la régulation de l'emploi enseignant dans les premier et second degrés : elle ne se fait pas à l'échelon central, mais au sein des académies et elle concerne les remplacements et les « matières en tension ». Le processus de recrutement des enseignant·es non titulaires du second degré étudié dans cet article à partir d'observations et d'entretiens réalisés en rectorat, donne à voir le rôle central joué par l'encadrement intermédiaire académique dans la construction d'un marché local de l'enseignement. En analysant les interventions des différents acteurs impliqués dans le recrutement, inspecteurs, gestionnaires et chef·fes d'établissement, l'article analyse les logiques de sélection administratives,

pédagogiques et disciplinaires parfois concurrentes, et la manière dont est défini le « besoin » temporaire d'enseignement à l'intersection de ces logiques.

Bourgoin, F. T. (2022). **Les effets transformatifs d'une initiation à l'EdE sur la pratique de l'ingénieur pédagogique**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 96-106. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/470

Breton, H. (2022). **L'enquête narrative en sciences humaines et sociales**. *Comprendre les processus de changement. Apports des méthodes qualitatives et mixtes*. Présenté à Liège, Belgium. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03815807

Brion, C. (2022). **What's Compassionate Discipline Got to Do With It?** *Journal of Cases in Educational Leadership*, *25*(4), 320-337. https://doi.org/10.1177/15554589221104999
This teaching case study aims at encouraging meaningful conversations about discipline. The case illustrates the increasing need for school leaders to adopt discipline approaches that foster support, equity, inclusion, and advocacy for cultural differences rather than punishment and the exclusion of marginalized students. This scenario takes place in an urban middle school that is representative of many other American schools. In particular, I examine the challenges educational leaders commonly face with discipline, leading to unsatisfactory student learning outcomes and well-being. The hope is to expose school leaders to a holistic discipline approach that is grounded in support, care, love, and respect for cultural diversity. To promote reflection, I pose questions designed to prepare prospective and current educational leaders facing similar discipline situations.

Bryson, A., Corsini, L., & Martelli, I. (2022). **Teacher allocation and school performance in Italy**. *LABOUR*, *36*(4), 409-423. https://doi.org/10.1111/labr.12234
Italy's secondary school system faced budget cuts, which limit availability of new permanent job slots for teachers. The allocation of these slots favours teachers with more seniority such that the age distribution of teachers across schools reflects older teachers' preferences for being close to urban centres. Using schools' distance from main urban centres and population size in the school's vicinity to instrument for non-random exposure of schools to older teachers, we show older teachers are detrimental to pupil attainment. The effect is large: a 6-year increase in the age of teachers leads to a one standard deviation reduction in the graduation mark.

Caroline, L.-F., & Sandra, S. (2022). **Virtual Field Trips in Binational Collaborative Teacher Training: Opportunities and Challenges in the Context of Education for Sustainable Development**. *Sustainability*, *14*(19), 12933. https://doi.org/10.3390/su141912933
Virtual field trips (VFTs) are a way to overcome travel restrictions and continue to explore distant spaces, foreign issues, and learning opportunities. The intent of this article is to show how VFTs are used in learning geography in the context of education for sustainable development (ESD). The goal is to develop a didactic approach to the use of virtual fieldwork in ESD with geography teachers in pre-service and in-service teacher training at two universities. This article has the following aims. The first is to explain what a VFT is from a theoretical and technical perspective, which raises questions about forms and tools. The second is to explain how a remote intercultural seminar was conceived and implemented to create virtual fieldwork. The third is to present the methodology on

which this experimentation is based and to explore the opportunities and limitations of VFTs. The last is to present and discuss the results.

Céci, J.-F. (2022). **Sphère privée, sphère scolaire et porosités des usages du numérique comme révélateurs de hubs sociaux et éducatifs**. *Médiations et médiatisations*, (11), 10-26. https://doi.org/10.52358/mm.vi11.283
Apprendre et enseigner avec le numérique sont des activités à étudier et mettre au regard des espaces support de ces pratiques du numérique, et du tissu social correspondant. Nous proposons une étude des porosités d'usages du numérique entre espaces situés, à savoir la sphère privée et la sphère scolaire, que ce soit pour les apprenants ou leurs enseignants. Finalement, les enseignants avec de fortes pratiques numériques éducatives, ont-ils de fortes pratiques numériques personnelles pour les alimenter, ou réciproquement? De même, les apprenants avec de fortes pratiques numériques personnelles sont-ils plus aptes à apprendre avec le numérique à l'école, plus motivés par l'instrumentation des dispositifs pédagogiques? Pour répondre à ces questions et étudier toutes formes de porosités entre sphères privée et éducative, nous utilisons les résultats d'une enquête sur les usages du numérique, des apprenants du collège à l'université et de leurs enseignants. Nous démontrons que plusieurs formes de porosités existent, avec un sens de transfert le plus souvent bien défini. Enfin, ces espaces situés et les porosités afférentes peuvent être des révélateurs de hubs sociaux et éducatifs, ainsi que gage de prescriptions pour une meilleure prise en compte du numérique en éducation.

Chen, L. (2022). **Key issues impeding the integration of international faculty at Japanese universities**. *Asia Pacific Education Review*, *23*(3), 475-488. https://doi.org/10.1007/s12564-022-09764-7
The study is devoted to identifying the key issues impeding the integration of international faculty at Japanese universities via a qualitative approach. Semi-structured interviews with 40 international faculty hired in Japanese universities with various backgrounds were conducted. The interview data were analyzed based on a three-stage coding procedure, namely open, axial, and selective coding, which identifies the main themes through increasing the level of data abstraction. The study identified the key issues from work, cultural, and interpersonal dimensions in the context internal to Japanese universities, and environmental dimension in the context external to Japanese universities. Meanwhile, the study also acknowledged the perceptual differentiation of these issues depending on international faculty's backgrounds. Based on the principles of Embedded Intergroups Relations Theory, it appears that the key issues differ according to international faculty's identity (country of origins), cultural backgrounds (previous experiences in Japan), and their organizational characteristics (academic ranks and disciplines). In other words, junior faculty in the Humanities who were not from countries in which Chinese characters are historically used or without previous experiences in Japan tend to perceive themselves as tokens at Japanese universities. Theoretical and practical implications including policies, future studies, and support systems are offered for policymakers, researchers, and university administrators.

Condette, J.-F. (2022). **Retrouver la parole des élèves. Un défi pour l'historien de l'éducation ? (XIXe-XXe siècles)**. *Administration & Éducation*, *175*(3), 35-48. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-35.htm

Denis, J., Winkopp, C., & Meriaux, M. (2022). **La (méta)morphose du soi du thérapeute**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 34-46. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/466

Dion, É., & Feuillet, P. (2022). ***La moitié des enseignants déclare travailler au moins 43 heures par semaine***. (22.30). https://doi.org/10.48464/ni-22-30
Avec un temps de travail global assez proche, les enseignants du premier degré déclare consacrer plus de temps d'enseignement face aux élèves (59 % de leur temps de travail contre 49 % dans le second degré), tandis que les enseignants du second degré déclarent consacrer plus de temps à la préparation et à la correction des copies.

Jen, E., Mathijssen, S., & Hoogeveen, L. (2022). **Supporting professional development for educators during the pandemic: Lessons from an international blended learning diploma program**. *PROSPECTS*, *51*(4), 583-587. https://doi.org/10.1007/s11125-021-09591-5
This article discusses issues that emerged from conducting professional development activities for educators during the Covid-19 pandemic. In 2020, as post-academic educational trainers, the authors worked closely with more than 200 professional educators who participated in an international diploma program to develop their professional skills and gain positive and insightful experience. Here, they share three lessons they learned while working with professional educators: (a) teachers face new challenges in the use of educational technology, (b) teachers wonder how to motivate learners with diverse abilities in a virtual setting, and (c) building a supportive community is essential. Suggestions and recommendations are also provided.

Kim, Y. (2022). **Asian Transmigrant Teachers in Urban Bilingual Schools: Mobility, Flexible Citizenship, and Educational Trajectories**. *British Journal of Educational Studies*, *70*(4), 437-456. https://doi.org/10.1080/00071005.2021.1984391
In this age of migration and transnationalism, it is imperative to take account of migratory experiences and lives of transmigrant teachers, who exhibit multiple ways of belonging and knowing. Informed by the theoretical framework of transnationalism and flexible citizenship, this study investigates two Asian transmigrant teachers who work in urban bilingual schools in the U.S. and examines how and why they are involved in their particular transnational mobility, professional choices, and educational activities. The findings show that transmigrant teachers' border crossings were motivated by economic as well as personal and educational necessities. After relocation to the U.S., they adopted specific residential and professional strategies to create transnational and multilingual networks with their homelands. They also demonstrated flexible attitudes towards citizenship, aspiring to continue their mobile lives. This study makes a contribution to the growing literature on contemporary migrants by shedding light on transmigrant teachers' personal, professional, and teaching lives, which are marked by spatial fluidity and ongoing transnational practices.

Mabilon-Bonfils, B. (2022, octobre 7). **Les chercheurs en éducation : experts ou intellectuels ?** Consulté 26 octobre 2022, à l'adresse Revue Politique et Parlementaire website: https://www.revuepolitique.fr/les-chercheurs-en-education-experts-ou-intellectuels/
A lire "Les chercheurs en éducation : experts ou intellectuels ? " une analyse de Guy Lapostolle et Béatrice Mabilon-Bonfils

Mason, S. (2022). **Pulling back the curtains: the realities and complexities of juggling parenthood and a career in academia**. *Higher Education*, *84*(5), 1165-1168. https://doi.org/10.1007/s10734-022-00821-z

Numa-Bocage, L., & Taïlamé, N. (2022). **10. Conflits et tensions dans les entretiens d'insertion scolaire et professionnelle : un exemple d'articulation de compétences chez une conseillère en insertion**. In *Contradictions, conflits et préoccupations dans le développement de l'agir humain* (p. 246-264). https://doi.org/10.3917/rp.merri.2022.01.0246
Ce chapitre est issu d'une préoccupation relative à la recherche des conditions de prévention du décrochage scolaire. Ainsi, créées en 1982, les Missions Locales répondent aux besoins d'insertion des jeunes en difficultés. Ayant comme objectif principal l'accès à l'emploi à la sortie du système scolaire, elles offrent un accompagnement global du jeune. Celui-ci vise à prendre en compte tous les aspects de la vie du jeune afin de construire avec lui un réel parcours constitué d'étapes étalées dans le temps. Cet accompagnement est plus ou moins complexe et mis à mal par une vulnérabilité développée dans un parcours jalonné de ruptures et d'échecs. Le public accueilli, jeunes âgés de 16 à 25 ans, diplômés ou non, est en rupture avec l'institution « Education Nationale » et/ou en recherche de solutions d'insertion professionnelle et sociale. Parmi les personnels intervenant dans ces structures, les conseiller.e.s en insertion sociale et professionnelle (CIP) ont un rôle déterminant dans l'accompagnement. Ainsi, Nad, CIP, s'interroge sur l'amélioration des moyens qu'elle utilise en vue de répondre aux besoins des jeunes, parmi lesquels celui de reprendre confiance dans ses potentialités et dans sa capacité d'agir efficacement, pour l'acquisition d'une certification ou pour une insertion professionnelle. Nad a donc sollicité auprès de nous une analyse de sa pratique pour la comprendre et la développer. Il s'agit, pour répondre à cette préoccupation, d'identifier dans le cadre d'une recherche-action, parmi ses outils de CIP, les compétences ou techniques qui lui sont nécessaires dans l'entretien d'insertion pour parvenir à transformer en pouvoir d'agir, les résistances et oppositions des adolescents…

OECD. (2022). ***TALIS. En finir avec la fracture scolaire: Avoir des enseignants chevronnés dans les établissements qui en ont le plus besoin***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/en-finir-avec-la-fracture-scolaire_a7d45759-fr
Les enseignants peuvent façonner le parcours scolaire de leurs élèves. Les recherches montrent ainsi que les enfants obtiennent souvent des résultats scolaires très différents selon l'enseignant qui les prend en charge. Cela soulève des questions :...

Pembroke, E. M. de. (2022). **Les effets transformatifs des formations à l'explicitation proposées aux conseillers pédagogiques**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 107-121. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/479

Radé, É. (2022). **Premiers résultats du Baromètre du bien-être au travail des personnels de l'Éducation nationale exerçant en établissement scolaire**. *Note d'information*, (22.31), 1-4. https://doi.org/10.48464/ni-22-31
Au printemps 2022, les personnels de l'Éducation nationale exerçant en école et en établissement scolaire ont répondu à une enquête sur leur bien-être professionnel. Leur satisfaction professionnelle est inférieure à la moyenne des Français en emploi.

ROBERT, S., MONIER, M.-P., & MAGNER, J.-B. ***Accompagnants d'élèves en situation de handicap et assistants d'éducation***. , Pub. L. No. 49 (2022-2023). http://www.senat.fr/dossier-legislatif/ppl22-049.html

Rousseau, N. (2022). **Apprendre de l'expérience scolaire des apprenants. De la recherche à la formation initiale des enseignants en contexte canadien**. *Administration & Éducation*, *175*(3), 139-144. https://doi.org/10.3917/admed.175.0139

Streliski, S., & Thibault, F. (2022). **Index de la recherche en SHS : les structures de recherche**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3700* [Report]. Consulté à l'adresse Alliance Athéna website: http://www.alliance-athena.fr/wp-content/uploads/2022/01/STRUCTURES-DE-RECHERCHE-SHS-REPERES-N%C2%B01-13-dec.-2021.pdf
À partir des données réunies dans l'Index de la recherche en sciences humaines et sociales, l'alliance Athéna s'est proposé de produire une série de documents synthétiques afin de fournir un ensemble de repères qui permettent d'apprécier la situation actuelle de ce secteur dans le paysage français de la recherche. Pour faciliter la compréhension de ce système quatre grands types de structures sont distingués : les structures de recherche (unités de recherche nationales et internationales), les structures d'appui à la recherche qui mutualisent des services dédiés à la recherche, les réseaux destinés à faciliter la collaboration entre les unités et les chercheurs (groupements et fédérations de recherche), les infrastructures d'information scientifique dédiées à la communication de l'information produite par la recherche qui revêt une place toute particulière en SHS. La première de ces notes de synthèse, Repères #1, est consacrée aux structures de recherche sur le territoire et à l'international.

Thibault, F., & Streliski, S. (2022). **Les indicateurs bibliométriques pour les SHS-Etat de la question**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3699* [Report]. Consulté à l'adresse Alliance Athéna website: http://www.alliance-athena.fr/wp-content/uploads/2022/10/LES-INDICATEURS-BIBLIOMETRIQUES-EN-SHS_RAPPORT-ATHENA-_2022.pdf
L'inadaptation des systèmes bibliométriques internationaux aux réalités de la production des sciences humaines et sociales est un problème ancien et connu dont les conséquences sont diverses mais sérieuses au regard de la place prise par les analyses bibliométriques dans l'évaluation des volumes de publications produites mondialement et dans l'appréciation de leur qualité relative. Afin de disposer d'une vision approfondie des enjeux liés à l'emploi des indicateurs bibliométriques en SHS, l'alliance Athéna a souhaité constituer un état de l'art étayé sur des synthèses des travaux scientifiques disponibles, dans l'optique d'explorer les raisons majeures de l'inadéquation du Web of Science pour rendre compte d'une large part de la production scientifique internationale pour de nombreuses disciplines de ce grand domaine. Après une première partie consacrée aux quatre grandes sources d'altération par le WoS de la production scientifique en sciences humaines et sociales, la deuxième partie de l'étude produite par l'alliance Athéna explore l'usage fait en France de cette base bibliométrique, qui, même s'il est limité à des opérations de caractérisation et non d'évaluation à proprement parler, dessine une image négative et déformée de la production des sciences humaines et sociales françaises.

Thompson, L. D., & Brezicha, K. (2022). **Under Pressure: Leadership for Literacy and Cultural Responsiveness**. *Journal of Cases in Educational Leadership*, *25*(4), 352-363. https://doi.org/10.1177/15554589221119406
This case considers the literacy leadership practices of Principal Howard at Pinecrest Academy Title I elementary school in the southeastern United States. An award-winning school, Pinecrest Academy serves over 500 students, 98% of whom are students of color. Through the lens of instructional leadership for literacy and culturally responsive school leadership for literacy, this case study examines how the principal used school improvement planning to (a) bolster the literacy outcomes of third-grade students of color, (b) form partnerships with the parents and families of third-grade students of color to increase literacy outcomes, and (c) reframe the literacy focus when external and internal factors threatened to derail the school's progress.

UNESCO. IIPE Pôle de Dakar. (2022). ***Dispositifs de gestion des formateurs et personnels d'encadrement de l'EFTP : étude de cas pour quatre pays africains : Bénin, Ethiopie, Madagascar et Sénégal***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000382981
La publication présente l'étude, la méthodologie de conduite, les systèmes d'enseignement et de formation techniques et professionnels (EFTP) de quatre pays (Bénin, Éthiopie, Madagascar, Sénégal), les dispositifs de formation et de gestion des formateurs et des personnels ainsi que les principales recommandations et feuilles de routes des pays. Une annexe (analyse SWOT et feuille des routes des pays concernés), des graphiques, des encadrés et des tableaux accompagnent l'ensemble.

Veyrac, H., Murillo, A., & Blanc, J. (2022). **Appropriations des prescriptions de Parcoursup par des proviseurs adjoints**. In *Appropriations de nouvelles prescriptions* (p. 49-64). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03823270
La plateforme Parcoursup, nouvel artefact prescriptif produit par l'Etat français a été introduit dans le travail des chefs d'établissement d'enseignement secondaire, en 2018, pour évaluer les vœux d'accès aux formations de l'enseignement supérieur, des élèves. Cette introduction s'insère dans un ensemble prescriptif pré-existant, notamment concernant la composition des conseils de classe. Lorsqu'ils doivent émettre des avis concernant les vœux d'orientation de leurs élèves, comment les proviseurs organisent-ils les décisions aux regard de ces nouvelles prescriptions ? Les sept proviseurs adjoints interviewés s'approprient majoritairement ces prescriptions avec une « intention de conformation ». Toutefois, les infographies à destination des élèves (indiquant par exemple « le 2e conseil de classe examine tes vœux ») et le calendrier imposé par Parcoursup sont diversement compris et appropriés par les proviseurs adjoints, réduisant pouvoir et informations aux élèves. On montre que les formes d'organisation de la décision varient de manière à impacter l'égalité des chances d'accès à l'enseignement supérieur. Des prescriptions d'une nature spécifique apparaissent, nommées « prescriptions par ricochet » : diffusées par l'entremise de dispositifs informationnels publics, adressés aux familles, elles échappent à être perçues comme prescriptions par les chefs d'établissement, ce qui a pour conséquence d'entraver les possibilités de conformation des acteurs et de créer des situations d'injonctions paradoxales.

Xu, W., & Stahl, G. (2022). **Reflexivity and cross-cultural education: a Foucauldian framework for becoming an ethical teacher-researcher**. *Asia Pacific Education Review*, *23*(3), 417-425. https://doi.org/10.1007/s12564-021-09723-8
The global forces shaping international education requires us to explore how transnational pre-service teachers navigate new and unfamiliar education contexts. Within studies of transnational pre-service teacher education, the voice of the Chinese diaspora remains largely on the periphery. This article aims to redress this paucity by applying Foucault's fourfold ethical framework to demonstrate how one Chinese teacher's reflexivity can contribute to the construction of an 'ethical self' in Australia. Data were drawn from a teacher-researcher's journal entries and analytic memos documenting self-reflective practices in the course of both teaching and research. The article seeks to adumbrate the ways in which reflexivity—as an ongoing and dynamic process—can work as an intercultural space for developing professionalism and enhancing quality in practitioner research. This work is important if we are to re-imagine teacher education as part of a wider social justice agenda through respecting the experiences and voices of 'others.' Integral to the analysis is promoting the two-way flow of cultural knowledge, particularly those from the Asian diaspora whose voices are often denied in relation to the global dynamics of knowledge production.

Numérique et éducation

Ahmad, M., Junus, K., & Santoso, H. B. (2022). **Automatic content analysis of asynchronous discussion forum transcripts: A systematic literature review**. *Education and Information Technologies*, *27*(8), 11355-11410. https://doi.org/10.1007/s10639-022-11065-w
In recent years, the use of asynchronous discussion forums in online learning has increased rapidly. In earlier studies, content analysis is the most-used research method in exploring the discussion transcripts. However, conventional content analysis is a time-consuming task and requires experienced coders. There is a need for an automated approach to analyse the online discussion transcripts to help instructors optimise the learners' learning experiences. This article presents a systematic literature review of the automated content analysis approach in online discussion transcripts. Fifty-four relevant peer-reviewed conference and journal papers were found between January 2016 and October 2021, using the PRISMA and snowball methods. Eight measurement dimensions were studied from online learning transcripts: cognitive, social, relevance/importance, summary, pattern, behaviour, topic, and learning resources. Six theoretical frameworks were used in the selected studies, namely the Community of Inquiry, Stump's Post Classification, Arguello's Speech Acts, ICAP, Wise's Speaking Behaviour, and Bloom's Taxonomy. All selected studies are experimental, with 93% using machine learning to analyse discussion transcripts. English is the most-used language dataset, used in 78% of studies. These studies reported promising results in accuracy and precision. However, this research area still has room for improvement, especially in the reliability and generalisability of cross-domain context.

Alkabaa, A. S. (2022). **Effectiveness of using E-learning systems during COVID-19 in Saudi Arabia: Experiences and perceptions analysis of engineering students**. *Education and Information Technologies*, *27*(8), 10625-10645. https://doi.org/10.1007/s10639-022-11054-z
The COVID-19 epidemic has affected most countries across the globe since it was declared in December 2019 and forced most educational institutions to shift from face-to-face learning style to E-learning or distance education. This study aims to analyze and

investigate the experiences and perceptions of using Blackboard as a distance learning (online) platform. The study was conducted in one of the top universities in Saudi Arabia and the Middle east. A survey-based study is constructed and distributed among undergraduate students including males, and females in an engineering college. Two hundred thirty-five students participated in this study; males represent (74%) and (26%) for females. Ten phases containing 38 items of advantages and disadvantages are considered in the survey study to understand the advantages, constraints, and difficulties of the Blackboard. Two nonparametric statistical tools of Mann–Whitney and Kruskal–Wallis are used for analyzing the survey. The study shows significant results regarding difference perceptions on Blackboard between gender and engineering disciplines. The results of this study can help the educational decision-makers in the ministry of education and universities improve the quality and increase the sustainability of the EL resources. Moreover, the findings reveal that males, females, and engineering disciplines have different perceptions towards the use of virtual learning.

Arnaldi, B. (2022, octobre 19). **La réalité virtuelle aide à mieux apprendre : à quelles conditions ?** Consulté 26 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/la-realite-virtuelle-aide-a-mieux-apprendre-a-quelles-conditions-190596
Si la réalité virtuelle permet de développer de nouvelles situations d'apprentissage, elle comporte aussi des biais qu'il convient de prendre en compte si l'on veut qu'elle soit réellement efficace.

Avcı, C., & Deniz, M. N. (2022). **Computational thinking: early childhood teachers' and prospective teachers' preconceptions and self-efficacy**. *Education and Information Technologies*, *27*(8), 11689-11713. https://doi.org/10.1007/s10639-022-11078-5
Computational thinking (CT) is considered a group of problem-solving skills that the next generations are expected to possess. The most efficient way to make them acquire these skills is to incorporate CT into K-12 education. To this end, various education programs have been designed to improve teachers' and prospective teachers' competence in CT. Such programs designing educational experiences based on teachers' and prospective teachers' preexisting opinions and self-efficacy perceptions about CT could achieve better results. Although the acquisition of CT skills has been suggested to start early on, these beliefs of early childhood teachers and prospective teachers have been underexplored. Therefore, this exploratory study aims to examine early childhood teachers' and prospective teachers' preconceptions and self-efficacy about CT. The study was conducted with 63 teachers and 78 prospective teachers in Turkey. Data were collected via an online survey in the spring of the 2020–2021 academic year. The preconceptions were assessed using a structured questionnaire, while the CT self-efficacy was measured with the Computational Thinking Scale. The findings showed similarities between teachers and prospective teachers in the preconceptions of CT. Both of them most strongly associated CT with logical thinking, problem-solving, using algorithms, coding/programming, doing mathematics, using technology in teaching, and using computers. Yet, teachers reported stronger associations between CT and logical thinking, using algorithms, and coding/programming. Furthermore, teachers' self-efficacy perceptions in CT were significantly higher. The study findings provide some needed information to design professional development programs aiming to enhance CT practices in early education settings.

Bailey, D. R., & Almusharraf, N. (2022). **A structural equation model of second language writing strategies and their influence on anxiety, proficiency, and perceived benefits with online writing**. *Education and Information Technologies*, *27*(8), 10497-10516. https://doi.org/10.1007/s10639-022-11045-0
Second language (L2) writing strategies are essential for successful learning outcomes in courses with a substantial writing component and this is especially true during emergency remote teaching (ERT) when online writing tasks help compensate for the missing offline communication. Online writing tasks are multimodal and interactive, and widely delivered through assignment modules, discussion forums, social media, and other online channels, yet little is known pertaining to L2 writing strategies and online writing beliefs. The current study investigates the types of L2 writing strategies students employed during ERT in the midst of Covid-19 and then used structural modeling to understand how strategies relate to online writing task perceptions, L2 writing anxiety, and L2 writing proficiency. The four L2 writing strategy categories are related to planning, monitoring, reviewing, and translating. Following a cross-sectional survey design, a total of 256 South Korean EFL students completed the study's questionnaire administered during their second semester of ERT. Overall, students reported using planning and monitoring strategies the most while using moderate levels of translation and review strategies. Translation strategies produced a significant positive relationship with L2 writing anxiety, indicating effort-avoidance behavior among apprehensive writers. Contrarily, planning and review strategies were positively associated with increased levels of perceived benefits with online writing tasks. When added to the model, the statistically significant correlations among monitoring category and outcome variables vanished, indicating a mediation effect. Along with addressing future directions in L2 writing strategy research in the post-Covid era, some pedagogical implications for the evolving application of translation strategies are discussed.

Basnet, R. B., Johnson, C., & Doleck, T. (2022). **Dropout prediction in Moocs using deep learning and machine learning**. *Education and Information Technologies*, *27*(8), 11499-11513. https://doi.org/10.1007/s10639-022-11068-7
The nature of teaching and learning has evolved over the years, especially as technology has evolved. Innovative application of educational analytics has gained momentum. Indeed, predictive analytics have become increasingly salient in education. Considering the prevalence of learner-system interaction data and the potential value of such data, it is not surprising that significant scholarly attention has been directed at understanding ways of drawing insights from educational data. Although prior literature on educational big data recognizes the utility of deep learning and machine learning methods, little research examines both deep learning and machine learning together, and the differences in predictive performance have been relatively understudied. This paper aims to present a comprehensive comparison of predictive performance using deep learning and machine learning. Specifically, we use educational big data in the context of predicting dropout in MOOCs. We find that machine learning classifiers can predict equally well as deep learning classifiers. This research advances our understanding of the use of deep learning and machine learning in optimizing dropout prediction performance models.

Brimzhanova, S., Atanov, S., Moldamurat, K., Baymuhambetova, B., Brimzhanova, K., & Seitmetova, A. (2022). **An intelligent testing system development based on the shingle algorithm for assessing humanities students' academic achievements**. *Education and*

Information Technologies, *27*(8), 10785-10807. https://doi.org/10.1007/s10639-022-11057-w

Computer-based testing of humanities students has some inconveniences and difficulties, where the whole learning process is practically based on communicative methods. In this regard, one needs such a testing system, which would allow one to ask open-ended questions, and students would be able to enter detailed answers. Despite the popularity of using the shingle algorithm in determining plagiarism, few researchers have attempted to use it in assessing the academic achievements of students. In this regard, the aim of this study was to develop an intelligent testing system based on the shingle algorithm in assessing the academic achievements of humanities students. Taking into account that during testing humanities students will formulate answers of their own understanding, the developed system should be able to determine the degree of their identity to the correct answer. At the same time, answers with a high degree of correspondence to the answer stored in the dictionary should also be entered in the database as one of the variants of the correct answer. The shingle algorithm, stemming, and MD5 hashing algorithms were used to achieve this goal. The performance of the algorithm was evaluated in terms of degree of matching (S), completeness (P), F-measure and performance (t). The experiment involved 120 humanities students in 2–3 courses at the age of 18–20 years, including 80 girls and 40 boys. It was found that the effectiveness of the developed algorithm is achieved at the optimal time t = 77% and the degree of compliance of the final grade F = 77%. In this case, the final score of the F-measure fully reflects the result at the proportion of truthfulness equal to 0.5 and is directly proportional to the degree of compliance (S) and completeness (P) of use. It is found that a high value of the matching degree (S) is achieved with a smaller shingle length, while with a larger shingle length the matching degree decreases, thus, the probability of finding the same phrase in two documents increases. In addition, with smaller shingle lengths, the time spent calculating checksums is longer, and with larger shingle lengths, the time spent calculating checksums is shorter. Calculations showed that the optimal shingle algorithm efficiency was at the length of the shingle N = 5 of the average data processing time. The results of this study show that the developed algorithm can be included in pedagogical practice in order to objectively assess the learning achievements of humanities students, taking into account their communicative and cognitive abilities. In the future, the developed algorithm can also be used in other areas requiring text analysis, in particular for checking plagiarism.

Buabeng-Andoh, C. (2022). **What critical factors forecast student-teachers utilization of online learning system in the University of Education, Ghana during the Covid19 pandemic?** *Education and Information Technologies*, *27*(8), 10611-10624. https://doi.org/10.1007/s10639-022-11041-4

The shutdown of schools due to the Covid19 epidemic has generated a move towards online education. The operation of an electronic instructional system in many higher learning institutions was a major challenge. Online instructional system namely Moodle possesses some characteristics that are important for its operation in the era of the covid19 epidemic. Nevertheless, the effective implementation of the electronic instructional system depends on grasping the determinants that confront the modern electronic instructional system. Therefore, this inquiry aims to examine the determinants that influence learners' operation of the instructional learning system in the period of covid19. This inquiry adopted a quantitative research design. A convenient sampling approach was employed to choose a sample size of 276 students. The result of the inquiry

found that all the nine determinants elucidated 53.8% of the change in utilization of the online learning system. Of the nine determinants, social influence and system quality contributed substantially to learners' utilization of online learning system. Implications for the study were also discussed.

Cabellos, B., Pozo, J.-I., Marín-Rubio, K., & Sánchez, D. L. (2022). **Do pro-social video games promote moral activity?: an analysis of user reviews of Papers, Please**. *Education and Information Technologies*, *27*(8), 11411-11442. https://doi.org/10.1007/s10639-022-11072-x
Video games are the digital entertainment resource most in demand by young people, which has led an increasing number of education experts to study their possible benefits. In particular, in this research, we set out to identify the potential of 'Papers, Please' to promote moral learning. Thus, we have tried to identify those objectives that go beyond the success in the video game and could favor moral learning. For this purpose, we have investigated what types of moral discourses arise from playing 'Papers, Please', a video game where you adopt the role of a customs inspector in a totalitarian state who must obtain the necessary money to fund their family. To do this, we analyzed the moral content of 1,560 player reviews. Results showed that only 4.94% of the reviews presented Moral Intuitions (moral content), which occurred more in the players who had played longer and had declared more Negative Emotions. As for the analysis of the Moral Intuitions, results showed that the players mainly made references to Care for both Family and Immigrants and point out the Authority of the State. However, Fairness/Cheating is less represented, despite the many events related to Immigrant discrimination. Through Exploratory Factor Analysis, we identified three dimensions, one of them pragmatic, oriented to success in the video game, and the others aimed at epistemic aspects beyond the objectives of the video game and that delve into the moral aspects of the game events. Hence, although spontaneous video game use is oriented toward pragmatic goals, 'Papers, Please' can guide players to think about the morality of the video game. Nevertheless, if we want to favor moral learning with 'Papers, Please', it is necessary to promote epistemic goals aimed at the explicitation of the morality that underlies the video game. To this end, we propose the application of scaffolding that favors these objectives.

Cazarez, R. L. U. (2022). **Accuracy comparison between statistical and computational classifiers applied for predicting student performance in online higher education**. *Education and Information Technologies*, *27*(8), 11565-11590. https://doi.org/10.1007/s10639-022-11106-4
Educational institutions abruptly implemented online higher education to cope with sanitary distance restrictions in 2020, causing an increment in student failure. This negative impact attracts the analyses of online higher education as a critical issue for educational systems. The early identification of students at risk is a strategy to cope with this issue by predicting their performance. Computational techniques are projected helpful in performing this task. However, the accurateness of predictions and the best model selection are goals in progress. This work objective is to describe two experiments using student grades of an online higher education program to build and apply three classifiers to predict student performance. In the literature, the three classifiers, a Probabilistic Neural Network, a Support Vector Machine, and a Discriminant Analysis, have proved efficient. I applied the leave-one-out cross-validation method, tested their performances by five criteria, and compared their results through statistical analysis. The analyses of the

five performance criteria support the decision on which model applies given particular prediction goals. The results allow timely identification of students at risk of failure for early intervention and predict which students will succeed.

Céci, J.-F. (2022). **Sphère privée, sphère scolaire et porosités des usages du numérique comme révélateurs de hubs sociaux et éducatifs**. *Médiations et médiatisations*, (11), 10-26. https://doi.org/10.52358/mm.vi11.283
Apprendre et enseigner avec le numérique sont des activités à étudier et mettre au regard des espaces support de ces pratiques du numérique, et du tissu social correspondant. Nous proposons une étude des porosités d'usages du numérique entre espaces situés, à savoir la sphère privée et la sphère scolaire, que ce soit pour les apprenants ou leurs enseignants. Finalement, les enseignants avec de fortes pratiques numériques éducatives, ont-ils de fortes pratiques numériques personnelles pour les alimenter, ou réciproquement? De même, les apprenants avec de fortes pratiques numériques personnelles sont-ils plus aptes à apprendre avec le numérique à l'école, plus motivés par l'instrumentation des dispositifs pédagogiques? Pour répondre à ces questions et étudier toutes formes de porosités entre sphères privée et éducative, nous utilisons les résultats d'une enquête sur les usages du numérique, des apprenants du collège à l'université et de leurs enseignants. Nous démontrons que plusieurs formes de porosités existent, avec un sens de transfert le plus souvent bien défini. Enfin, ces espaces situés et les porosités afférentes peuvent être des révélateurs de hubs sociaux et éducatifs, ainsi que gage de prescriptions pour une meilleure prise en compte du numérique en éducation.

Chen, X., Zou, D., & Xie, H. (2022). **A decade of learning analytics: Structural topic modeling based bibliometric analysis**. *Education and Information Technologies*, *27*(8), 10517-10561. https://doi.org/10.1007/s10639-022-11046-z
Learning analytics (LA) has become an increasingly active field focusing on leveraging learning process data to understand and improve teaching and learning. With the explosive growth in the number of studies concerning LA, it is significant to investigate its research status and trends, particularly the thematic structure. Based on 3900 LA articles published during the past decade, this study explores answers to questions such as "what research topics were the LA community interested in?" and "how did such research topics evolve?" by adopting structural topic modeling and bibliometrics. Major publication sources, countries/regions, institutions, and scientific collaborations were examined and visualized. Based on the analyses, we present suggestions for future LA research and discussions about important topics in the field. It is worth highlighting LA combining various innovative technologies (e.g., visual dashboards, neural networks, multimodal technologies, and open learner models) to support classroom orchestration, personalized recommendation/feedback, self-regulated learning in flipped classrooms, interaction in game-based and social learning. This work is useful in providing an overview of LA research, revealing the trends in LA practices, and suggesting future research directions.

Coşgun Ögeyik, M. (2022). **Using Bloom's Digital Taxonomy as a framework to evaluate webcast learning experience in the context of Covid-19 pandemic**. *Education and Information Technologies*, *27*(8), 11219-11235. https://doi.org/10.1007/s10639-022-11064-x
Distance education has been the concern of educational institutions nowadays due to COVID 19 pandemic. The purpose of this study which was carried out during COVID-19

pandemic lockdown period in 2020 was to evaluate the effectiveness of webcast applications on teacher training. Since it was a sudden and an unpredicted transition from face-to-face education to webcast education, it was crucial to evaluate the outcome of teaching applications in order to compensate for the missing points in education. The evaluation framework in this study was based on Bloom's Digital Taxonomy. The participants' responses demonstrated that as a consequence of the webcast application in education, remembering, understanding, and analyzing skills were activated better than applying, evaluating, and creating thinking skills in the digital taxonomy. The findings would not be applicable to all webcast training but only to the course design that was delivered as an emergency remote course in a global pandemic.

Daoudi, I. (2022). **Learning analytics for enhancing the usability of serious games in formal education: A systematic literature review and research agenda**. *Education and Information Technologies*, *27*(8), 11237-11266. https://doi.org/10.1007/s10639-022-11087-4
In recent years, the interest in the use of serious games as teaching and learning tools in traditional educational processes has increased significantly. Serious Educational Games (SEG) and Learning Analytics (LA) are gaining increasing attention from teachers and researchers, since they both can improve the learning quality. In this article, we aimed to examine, summarize and characterize the current state of the art related to the application of LA to SEGs through a systematic literature review based on a methodological instrument called PRISMA. A qualitative analysis was performed in which 80 significant papers were selected from the ScienceDirect, SpringerLink, Web of Science, and IEEE-Xplore databases. From this analysis, we identified the main features of an efficient use of SEGs in terms of success factors and learning outcomes; we also discussed the benefits and challenges of integrating LA approaches into these environments. Consequently, a new multidimensional taxonomy for using SEGs to categorize these major features was proposed. The findings of this review reveal that SEGs have a beneficial effect on students' behavior, cognition and emotion; but more future works and empirical studies investigating data science techniques are needed to improve the usability of educational games. This research and the suggested guideline recommendations may be of value to researchers and practitioners willing to deploy SEGs contributing thus to the continuous improvement of digital learning in formal education.

Ephraim, I. E., Ambe, B. A., Udumo, B. O., Onnoghen, N. U., Egbonyi, E. E., Omoogun, R. M., … Okon, H. P. (2022). **A survey of virtual instructional competence among tourism teachers in secondary schools, Calabar South local Government Area, Nigeria**. *Education and Information Technologies*, *27*(8), 11307-11323. https://doi.org/10.1007/s10639-022-11040-5
This single variable research was carried out to survey virtual instructional competence among tourism teachers in secondary schools in Calabar South Local Government Area, Nigeria. Five research questions and one hypothesis were posed to assess virtual instructional competence variables. Descriptive Survey design was adopted for the study. Stratified Simple random and purposive sampling techniques were used to select sixty (60) tourism teachers in both public and private secondary schools. The instrument for data collection was a well-structured questionnaire. Mean, simple percentage and independent t-test analysis were considered most appropriate for data analysis. The result of the analysis showed that professional competence has the highest status, followed by knowledge of subject matter and interpersonal skills. Male teachers were

more competent with virtual instructional competence than their female tourism counterparts. The teachers with 1-5 years teaching experience and those with above 15 years of teaching experience readily embraced virtual competence. One challenge of virtual instruction is that tourism teachers found it difficult to cope with virtual instructional delivery but prefer the traditional face to face interaction. It was recommended that tourism teachers in secondary schools in Calabar South Local Government Area should be encouraged to adapt to the trending issue of virtual instruction delivery.

Gama, L. C., Chipeta, G. T., & Chawinga, W. D. (2022). **Electronic learning benefits and challenges in Malawi's higher education: A literature review**. *Education and Information Technologies*, *27*(8), 11201-11218. https://doi.org/10.1007/s10639-022-11060-1
Electronic learning (e-learning) has become inevitable for higher education institutions during the Corona Virus pandemic. This paper presents a systematic literature review on e-learning in Malawi's higher education institutions with comparable analysis from findings in other developing countries across the globe. The aim was to highlight some benefits and challenges of implementing a sustainable e-learning programme in higher education institutions. Methods for the review included a qualitative analysis of literature and employed the Bandara et al. (2011) framework and NVIVO 10.0 for windows for data analysis and management and incorporated the Preferred Reporting Items for Systematic Reviews and Meta-Analyses to help define the question, the inclusion and exclusion criteria, and the proposed methods, including a comprehensive search strategy. Sources for the review included research articles from databases such as Sage, Emerald, Science Direct and Elsevier. The paper has unearthed several benefits of online learning especially during the coronavirus pandemic. Despite the few publications and sustainable e-learning research in Malawi, the review has found that technological, individual, financial and managerial challenges, impede the development of best practice standards for e-learning implementation. The review has suggested recommendations of a sustainable e-learning programme to provide quality learning through technology. The paper provides further ideas for developing and implementing a sustainable e-learning program to provide quality learning through technology.

Goli, A., Teymournia, F., Naemabadi, M., & Garmaroodi, A. A. (2022). **Architectural design game: A serious game approach to promote teaching and learning using multimodal interfaces**. *Education and Information Technologies*, *27*(8), 11467-11498. https://doi.org/10.1007/s10639-022-11062-z
The present article introduces and develops an educational tool as an interactive digital game for architectural design, allowing the architectural students to challenge their knowledge and experiences. The framework of this educational tool supports a serious open-ended game, which helps students get involved with the game through self-assessment and a multi-modal natural user interface, including gesture recognition and speech recognition in a familiar CAD environment without any right or wrong solutions. The students can immediately compare their game results with the architecture of iconic buildings and get familiar with the complexity of the design process through five different games in the initial version of this tool without the fear of being judged. According to the results of the questionnaire, this tool can simulate the design process, enhance its quality, and thus, assist the learners with developing their required skills with a wide variety of motivations and opportunities for engagement while helping them connect their

experiences and activities to their learning and development in a meaningful way to fill the gap between their knowledge acquisition and knowledge application.

Gustafsson, U. (2022). **Size matters: contextual factors in local policy translations of National School Digitalisation Policy**. *Education and Information Technologies*, *27*(8), 11741-11758. https://doi.org/10.1007/s10639-022-11009-4
National policies on school digitalisation take shape in their local contexts. Consequently, to understand the outcome of national policy, the local translations must be set within a contextual perspective. This article explores how four contextually different municipalities in Sweden translate national school digitalisation policy. It draws on a comparative cross-case study with data gathered from interviews, and over 150 local documents dating from 2018 to 2020. The results show how contextual aspects affects responses to national policy, and that municipalities approach school digitalisation in two distinct ways. The first, general approach, emphasises competitiveness and the creation of an enabling environment for the teachers. This is manifested in the development of special support organisations, and generous access to digital technology. The second, specific approach, emphasises local consensus in policy translations along with unity in policy adherence. Here, critique of national policy is explicit. The two approaches exemplify how translational power may be distributed differently, the former prioritising individual translational precedency for teachers over a unifying policy translation controlled through local governance. The paper suggests that contextual factors matters in the choice of approaches, one in which size matters. The paper concludes that policy makers need to acknowledge contextual dimensions within governance by weighing translational power in relation to translational coherence.

Han, J.-H., & Sa, H. J. (2022). **Acceptance of and satisfaction with online educational classes through the technology acceptance model (TAM): the COVID-19 situation in Korea**. *Asia Pacific Education Review*, *23*(3), 403-415. https://doi.org/10.1007/s12564-021-09716-7
This study examines the current state of acceptance of online classes using the technology acceptance model. The background of the study is the turning point in Korean education in response to the COVID-19 pandemic and speculation about changes in the post-COVID educational environment. To measure the acceptance rate of online classes, a survey was conducted on a total of 313 university students taking online classes. The data were analyzed using structural equation modeling. The results of the study are as follows: First, the perceived ease of use of online classes showed a positive effect on perceived usefulness. Second, both the perceived ease of use and usefulness of online classes showed a positive effect on educational satisfaction. Third, both the perceived usefulness and satisfaction showed a positive effect on the acceptance intention of online education. However, the perceived ease of use did not have a positive effect on acceptance intention. These results suggest that satisfaction with online education can be further improved by developing online classes that are easy to use, focusing on the features that are frequently used by university students. In addition, universities should continuously provide training and advice to increase students' perceived usefulness of online classes.

Harmandaoğlu Baz, E., & Cephe, P. T. (2022). **English student teachers' behavioral intention to use information and communication technologies**. *Education and Information Technologies*, *27*(8), 10809-10841. https://doi.org/10.1007/s10639-022-10957-1

This study aims to test a model investigating the contribution of computer self-efficacy, computer anxiety, constructivist teaching beliefs, and computer attitude to predicting English student teachers' behavioral intention to use information and communication technologies (ICT) in their future classes. The sample of the study consists of 861 senior English student teachers in 2016 at state universities in Turkey. Four different instruments were utilized in order to collect data. After data screening, data from 844 English student teachers were used in order to test the model. Confirmatory factor analyses for all instruments were conducted before testing the model and they were all verified. Behavioral intention to use ICT for student teachers model, I-PredICT, was tested by using structural equation modeling and it was found that it explains 77% of the variance in predicting English student teachers' behavioral intention to use ICT in their future classes. Computer self-efficacy, computer anxiety, computer attitude, and constructivist teaching beliefs were respectively found significant in I-PredICT model. Teacher educators, policy makers, curriculum developers, teachers, and pre-service teachers are recommended to take into consideration the findings of this study in order to develop student teachers' ICT integration practices.

Hopcan, S., Polat, E., & Albayrak, E. (2022). **Whether to flip Extreme Apprenticeship: which is more effective in programming instruction?** *Education and Information Technologies*, *27*(8), 10731-10756. https://doi.org/10.1007/s10639-022-11055-y
Programming knowledge is more important than ever in the digital world. However, teaching programming can be challenging, especially with novice learners. Considerable research has been conducted into the most effective methods for teaching programming. Extreme apprenticeship, a variation of cognitive apprenticeship, is a method that has been used in teaching programming at university level in recent years. Because this method focuses particularly on completing lots of exercises with coaching and guidance, it may solve many problems related to learning programming. Flipped learning can be useful for student preparedness and providing sufficient theoretical knowledge at the beginning of the course. This study compares the applications of the extreme apprenticeship method, flipped extreme apprenticeship, and traditional classroom, analyzing them at the university level in terms of their effects on academic achievement and engagement coupled with gender differences. The findings of the study indicate that the extreme apprenticeship and flipped extreme apprenticeship instructional methods improve academic achievement and student engagement in introductory programming more than the traditional method. The results of the research point to important directions for the development of the extreme apprenticeship method in programming instruction and provide a guide for instructors.

Ibrahim, W., Ibrahim, W., Zoubeidi, T., Marzouk, S., Sweedan, A., & Amer, H. (2022). **An Online Management System for Streamlining and Enhancing the Quality of Learning Outcomes Assessment**. *Education and Information Technologies*, *27*(8), 11325-11353. https://doi.org/10.1007/s10639-022-10918-8
Learning outcomes assessment is an effective academic quality assurance tool that enables educators to review and enhance the alignment between planned, delivered, and experienced curricula. Accurately assessing what students know and are able to do after completing a learning module is the first step to decide on the strategies to implement and the proper actions to take in order to ensure the continuous improvement of the student learning experience. Nonetheless, learning outcomes assessment processes in higher education are still facing major challenges that affect their proper

and effective implementation. Hence, faculty do not usually experience noticeable improvement in the students' performance over several assessment cycles, which causes their frustration and reluctance to continue participating in the assessment process. This paper discusses the main issues that affect the implementation of the assessment process and prevent the closure of the assessment loop. It also introduces a unified assessment process and an online management system that have been developed recently to address the discussed issues. The online management system streamlines the assessment process, while providing administrators and quality assurance officers with valuable infographics and reports to effectively oversee the implementation of the assessment process. The system has been deployed at the United Arab Emirates University since fall 2018, and has been successfully used by faculty to assess the learning outcomes for more than 1000 courses each semester. Moreover, collected statistics showed that the online features provided by the system allowed faculty to continue their assessment tasks seamlessly during the COVID-19 pandemic.

Jang, Y., Choi, S., & Kim, H. (2022). **Development and validation of an instrument to measure undergraduate students' attitudes toward the ethics of artificial intelligence (AT-EAI) and analysis of its difference by gender and experience of AI education**. *Education and Information Technologies*, *27*(8), 11635-11667. https://doi.org/10.1007/s10639-022-11086-5

As artificial intelligence (AI) becomes more prevalent, so does the interest in AI ethics. To address issues related to AI ethics, many government agencies, non-governmental organizations (NGOs), and corporations have published AI ethics guidelines. However, only a few test instruments have been developed to assess students' attitudes toward AI ethics. A related instrument is required to effectively prepare lecture curricula and materials on AI ethics, as well as to quantitatively evaluate the learning effect of students. In this study, we developed and validated the instrument (AT-EAI) to assess undergraduate students' attitudes toward AI ethics. The instrument's reliability, content validity, and construct validity were evaluated following its development and application in a sample of 1,076 undergraduate students. Initially, the instrument comprised five dimensions that totaled 42 items, while the final version had 17 items. When it came to content validity, experts (n = 8) were involved in the process. Exploratory factor analysis identified five dimensions, and confirmatory factor analysis found that the model was good-fitting. The reliability analysis using Cronbach's alpha and the corrected item-total correlation were both satisfactory. Considering all the results, the developed instrument possesses the psychometric properties necessary to be considered a valid and reliable instrument for measuring undergraduate students' attitudes toward AI ethics. This study also found that there were gender differences in fairness, privacy, and non-maleficence dimensions. Furthermore, it revealed the difference in students' attitudes toward fairness based on their prior experience with AI education.

Jensen, L. X., Bearman, M., Boud, D., & Konradsen, F. (2022). **Digital ethnography in higher education teaching and learning—a methodological review**. *Higher Education*, *84*(5), 1143-1162. https://doi.org/10.1007/s10734-022-00838-4

To understand how the digitalization of higher education influences the inter-relationship between students, teachers, and their broader contexts, research must account for the social, cultural, political, and embodied aspects of teaching and learning in digital environments. Digital ethnography is a research method that can generate rich contextual knowledge of online experiences. However, how this methodology translates

to higher education is less clear. In order to explore the opportunities that digital ethnography can provide in higher education research, this paper presents a methodological review of previous research, and discusses the implications for future practice. Through a systematic search of five research databases, we found 20 papers that report using digital ethnographies to explore teaching and learning in higher education. The review synthesizes and discusses how data collection, rigour, and ethics are handled in this body of research, with a focus on the specific methodological challenges that emerge when doing digital ethnographic research in a higher education setting. The review also identifies opportunities for improvement—especially related to participant observation from the student perspective, researcher reflexivity in relation to the dual teacher-researcher role, and increased diversity of data types. This leads us to conclude that higher education research, tasked with understanding an explosion of new digital practices, could benefit from a more rigorous and expanded use of digital ethnography.

Kazemi, P., Pourdana, N., Khalili, G. F., & Nour, P. (2022). **Microgenetic analysis of written languaging attributes on form-focused and content-focused e-collaborative writing tasks in Google Docs**. *Education and Information Technologies*, *27*(8), 10681-10704. https://doi.org/10.1007/s10639-022-11039-y
Written languaging (WL) as a facilitator of second/foreign language (L2) learning has been investigated by several researchers. Yet, the dynamic nature of WL episodes has remained under-researched. This study aimed to examine whether the focus of e-collaborative writing and the mediation modalities in Google Docs would have differential impacts on the attributes of WL episodes. To do so, 68 Iranian English-as-a-Foreign-Language (EFL) university students were selected, paired, and randomly assigned to two advanced-level groups. By producing WL episodes, pair languagers collaborated on either a form-focused (translation) or a content-focused (data commentary) procedural writing task. Both groups received asynchronous teacher-led mediation and Google Docs automated mediation on their task performance. The WL episodes were analyzed for their quantity, focus (on grammar, lexis, and discourse markers), and resolution. Statistical results indicated that (1) the form-focused writing task could generate more WL episodes than the content-focused writing task, (2) pair languagers focused on grammar more than lexis and discourse markers on both tasks, (3) the teacher-led mediation and Google Docs automated mediation could generate a similar number of WL episodes, and (4) Google Docs automated mediation caused more successful resolution of WL episodes than teacher-led mediation. Pedagogical implications of the study recommend that L2 teachers blend task-based writing, student collaboration, and mediation modalities in e-learning contexts. The re-evaluation of Google Docs for the restricted focus of its automated mediation on lower-level linguistic features of grammar and lexis can also direct future advanced educational technology research.

Khukalenko, I. S., Kaplan-Rakowski, R., An, Y., & Iushina, V. D. (2022). **Teachers' perceptions of using virtual reality technology in classrooms: A large-scale survey**. *Education and Information Technologies*, *27*(8), 11591-11613. https://doi.org/10.1007/s10639-022-11061-0
High-immersion virtual reality (VR) technology is often associated with gaming. Yet, it is increasingly popular in educational contexts due to its potential to engage and motivate learners. Prior to VR technology integration in the classroom, the acceptance or resistance toward VR needs to be explored. This paper reports the results obtained from

a large-scale (N = 20,876) survey on teachers' attitudes toward the use of VR for education. The survey explored the relationships between the teachers' VR integration level and their instructional approaches, as well as the frequency of VR use. Furthermore, the survey yielded answers on the relationship between the availability of information technology (IT) personnel and the frequency of VR use. Overall, teachers had moderately positive perceptions of the use of VR in education. There was no strong correlation between instructional approaches and the level of VR integration, but lower levels of VR integration were associated with more traditional teaching approaches. The results revealed a positive correlation between the level of VR integration and the frequency of VR use. However, the VR frequency use had a weak correlation with the availability of IT personnel.

Lembé, V. (2021). ***Le forum de MOOC, un dispositif transactionnel de répartition de l'autorité curriculaire*** (Theses, HESAM Université). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03355367

Marchal, B. (2021, décembre 1). ***Analyse des usages et de la crédibilité des ressources en apprentissage hybride : une approche heuristique sur NVivo***. Présenté à L'utilité du français dans la diffusion des connaissances, le développement des compétences professionnelles et la communication scientifique. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03797985
Cette communication propose de s'attacher tout particulièrement à la partie « méthodologie de l'analyse » dans une recherche collective menée entre les universités de Rouen (FR), Hanoï, Hué (VN) et Thammasat (TH). Cette recherche a pour objectif d'observer les pratiques d'usages de ressources multilingues au travers d'un dispositif d'apprentissage hybride. Ce dispositif a d'abord été testé à Hué puis expérimenté à Hanoï, et a pour finalité d'être ensuite implémenté dans d'autres pays de la région avec une adaptation sur la partie présentielle du cursus dans laquelle il pourrait s'ancrer. L'expérimentation terminée, elle a nécessité un processus complexe et heuristique d'intégration et d'analyse des données que nous voulons présenter dans ses étapes et ses découvertes.

Mates, L., Millican, A., & Hanson, E. (2022). **Coping with Covid; Understanding and Mitigating Disadvantages Experienced by First Generation Scholars Studying Online**. *British Journal of Educational Studies*, *70*(4), 501-522. https://doi.org/10.1080/00071005.2021.1966382
This article examines the implications of the transition to online or blended learning for first generation scholars (FGS) brought about by Covid-19. We present the findings of a mixed methods project that draws data from both in-depth qualitative interviews and a large quantitative survey of students at Durham University. We offer a comparative analysis of how FGS contrast to the general student body in relation to a range of key challenges that Covid-19 and the consequent 'online pivot' posed to university life including technological, social and resource based issues. Our findings demonstrate that FGS were particularly affected by this shift to online or blended learning. The final substantive section discusses a range of potential mitigation strategies adopted by the School of Government and International Affairs, Durham University, with the assumption that some, at least, of these, and our data, will be of wider relevance in the sector.

Mattar, J., Ramos, D. K., & Lucas, M. R. (2022). **DigComp-Based Digital competence Assessment Tools: Literature Review and Instrument Analysis**. *Education and Information Technologies*, *27*(8), 10843-10867. https://doi.org/10.1007/s10639-022-11034-3
The purpose of this article is to compare digital competence assessment instruments based on DigComp related frameworks. The study aims to answer four questions: (a) What types of instruments based on these frameworks are available? (b) How were these instruments created from these frameworks? (c) What procedures were used to guarantee the validity and reliability of these instruments? (d) In what ways are the data collected by these instruments analyzed and used? The theoretical background is the discussion on digital competences developed by the European Union in the last decade, including several frameworks. A scoping literature review was conducted in Capes Journal Portal, DOAJ, EBSCO, Scopus, Web of Science, and Google Scholar. The initial search returned 327 texts, to which selection criteria were applied, resulting in ten articles that explore six instruments. All the instruments have a section to characterize the respondents' profiles. Some have other sections to evaluate access, frequency, contributions, and pedagogical practices related to digital technologies. The instruments are questionnaires with different designs and items, mainly self-assessment statements and closed-ended questions. The questionnaires are based on the areas and competences described by DigComp and DigCompEdu frameworks. Few procedures to guarantee the validity and reliability of the questionnaires were identified. The instruments are adopted to profile the use of technologies by students and teachers and assess their digital and professional competences. One of the main contributions of this article is the proposal of a typology for the design and items that can be used in questionnaires to assess digital competences.

Mohamed, T. I., & Sicklinger, A. (2022). **An integrated curriculum of virtual/augmented reality for multiple design students**. *Education and Information Technologies*, *27*(8), 11137-11159. https://doi.org/10.1007/s10639-022-11069-6
With the rapid digital developments, the practice and study of VR/AR technologies reached almost all the design disciplines by considering different applications. Therefore, there is continuous pressure on design education, where course programs in graphic design, media design, fashion design, and product design must promptly incorporate these new technologies and create complete unity between the various design professions. This paper provides a careful examination of case studies in literature and consideration of utility for the profession through a curriculum of virtual and augmented reality technologies with specifications that suit multiple areas of design (product and graphic design). This approach demystifies these new technologies from the design process to product marketing. Interviews and discussions were conducted with a sample of approximately 100 participants (60% students, 30% design educators, 10% designers, and employers). The study included different universities from UAE, Egypt, and Italy. During the academic year 2020/2021. Furthermore, the results of this research were applied to design the Virtual Reality and its Derivatives course within the new study plan of the Graphic Design Department, College of Mass Communication at Ajman University in the United Arab Emirates.

Morgan, C., Tsai, M.-C., Hsu, C. E., Chow, H.-W., Guo, H.-R., & Lee, M.-H. (2022). **Qualitative impact assessment of COVID-19 on the pedagogical, technological and social experiences of higher education students in Taiwan**. *Education and Information Technologies*, *27*(8), 10471-10495. https://doi.org/10.1007/s10639-022-10896-x

COVID-19 has imposed a rippling effect on educational institutions globally, substantially impacting nearly 1.6 billion learners in more than 190 countries. Recognizing Taiwan as an atypicality during this crisis for suffering from a relatively moderate mortality/morbidity compared with the rest of the world, the present paper qualitatively explores the pedagogical, technological and social impact of COVID-19 on higher education students in Taiwan. Employing the focus group discussion methodology, we recruited a cohort of 23 students, comprising of 15 local and 8 international students. Findings show diverse pedagogical experiences in students' instructional modalities. Trending by either discipline of study, students from Science, Technology, Engineering and Mathematics disciplines expressed a greater preference for face-to-face instruction compared to their humanities counterparts. Distance learners reported a decrease in study efficacy and a lack of sense of belongingness to their university. All students demonstrated a high sense of perceived safety and reported minimal changes in their socializing norms during the pandemic. In terms of career planning, local students expressed minimal concerns about potential changes in their careers, versus international students who expressed high degrees of uncertainty, fear and pessimism in the same regard.

Nirmala, P. J., Sivakumar, P., Selvakumar, S., & Daphine, R. (2022). **Efficacy of technology enabled learning in science at diploma in teacher education level**. *Education and Information Technologies*, *27*(8), 10665-10680. https://doi.org/10.1007/s10639-022-11049-w

Technology enabled learning introduced a system of student-centered environment for learning where the students' participation has become phenomenal. This also paved the way for Self-Learning for the students and the electronic resources have facilitated learning to a great extent. It has revolutionized the teaching and learning virtually. Before direct application of technology enabled learning in the real classroom situations, it is indispensable to find out the ground reality in terms of empirical study. The main aim of the research study is to explore on effectiveness of Technology Enabled Learning in enhancing achievement in Science among D.T.Ed. (Diploma in Teacher Education) trainees. The researchers have been implemented experimental research method with 'pre-test post-test parallel group' design involving experimental and control groups which were equated as nearly as possible. A homogenous group of 36 students from second year diploma teacher trainees were identified as sample of the study. The samples were divided equally into two groups namely control and experimental groups, consisting of 18 samples each. For control group Lecture method was followed whereas, for the experimental group Technology Enabled learning package was applied. Technology Enabled learning package and Achievement test are the tools of the study. Pre-test and post test was conducted for both groups. Descriptive analysis and differential analysis have been carried out as statistical technique. The findings of the research study show that there is no significance difference between pre-test scores of experimental and control groups. This result indicates that both the control and experimental groups are homogenous in nature. It has been found that both lecture method and Technology Enabled learning package are effective in term of achievement among the D.T. Ed trainees. Further, the control and experimental groups post-test scores analysis reveals that Technology Enabled learning effectively improves the academic achievement of the teacher trainees than the lecture method. It enables the teacher trainees active through a strong information processing involving both creative and cognitive senses. Hence, it is suggested to employ the Technology Enabled learning for D.T. Ed trainees.

Nsabayezu, E., Iyamuremye, A., Urengejeho, V., Mukiza, J., Ukobizaba, F., Mbonyiryivuze, A., & Kwitonda, J. de D. (2022). **Computer-based learning to enhance chemistry instruction in the inclusive classroom: Teachers' and students' perceptions**. *Education and Information Technologies*, *27*(8), 11267-11284. https://doi.org/10.1007/s10639-022-11082-9

This paper reports on teachers' and students' perceptions about the effectiveness of computer use to enhance the teaching and learning of chemistry in inclusive classrooms. This study aims to investigate how students with visual and those with hearing disabilities can easily access chemistry instructions. The study adopted a mixed-method approach where the qualitative and quantitative data were collected. A survey questionnaire was used to collect data from 15 chemistry teachers. Besides, a semi-structured interview was used to collect qualitative data from 10 students comprising 5 students with hearing disabilities and 5 students with visual disabilities from five inclusive schools selected purposely. The quantitative data were analyzed by descriptive statistics whereby percentages were computed. The qualitative data obtained through interviews were analyzed by discourse and interpretive approaches. The results revealed that the computer is effective for teaching chemistry since it supports students with hearing and visual disabilities to learn chemistry. Moreover, a computer helps teachers to teach chemistry concepts and share with students the required chemistry resources in their learning. This encourages learners to explore new concepts, brainstorm and search for relevant information for both teachers and students. The lack of enough computers adapted by students with hearing and visual disabilities and the limited teachers' training in teaching students with disabilities were reported by some teachers as challenges. Therefore, the provision of computers and teachers' training to deal with every student's differences and needs were among the suggested potential solutions.

Öngören, S. (2022). **Teachers' use of ICT in the preschool period: A mixed research method**. *Education and Information Technologies*, *27*(8), 11115-11136. https://doi.org/10.1007/s10639-022-11066-9

The use of technology in preschool teaching practices plays a key role in making the learning process easier and more effective. It is significant to use technology in the preschool period by the teachers when the learning capacity is high. This study aims to investigate the use of information and communication technologies (ICT) by teachers in the preschool period with an explanatory sequential design, which is one of the mixed research methods. There were 327 participants in the quantitative stage, and 35 participants in the qualitative stage of the research. Research data were collected in the quantitative part of the study with the "ICT Use in Early Childhood Education Scale", and in the qualitative part, an interview form consisting of four research questions was used. As a result of the research, it was revealed that teachers' ICT use was high. According to the variable of teachers' participation in in-service training, it was determined that the use of ICT created a significant difference in favor of the teachers participating in the training. To support the basic ICT skills, it was determined that participants benefited from enabling ICT use by children, using ICT in the classroom, giving ICT training to children, online applications and coding studies. In order for the children to develop positive attitudes towards ICT, it was revealed that the participants made use of doing activities, giving information, attracting attention and being a role model. It was revealed that the participants used ICT in the teaching process in preparing activities, presenting visual materials, watching videos and online applications. For teachers to support individual

learning needs, it was found that they planned individual activities, enabled individual ICT use and performed online sharing.

Osei, H. V., Kwateng, K. O., & Boateng, K. A. (2022). **Integration of personality trait, motivation and UTAUT 2 to understand e-learning adoption in the era of COVID-19 pandemic**. *Education and Information Technologies*, *27*(8), 10705-10730. https://doi.org/10.1007/s10639-022-11047-y
The adoption of e-learning in response to COVID-19 is to ensure the continuous development of human capital through alternative means. Nevertheless, the success of e-learning systems depends much on the attitude of the users. This study developed and empirically tested a model to predict antecedents of students' actual usage of e-learning during the COVID-19 period. A synthesis of UTAUT 2, Self Determination Theory and Core Self-Evaluation Theory were employed to examine the behaviour of students using a sample of 1024. PLS-SEM was used to analysed the hypothesised paths in the model. The results revealed that (1) Personality is positively related to behavioural intention (2) Actual usage is positively influenced by motivational factors (3) Behavioural Intention positively mediates the relationship between motivational factors and actual use (4) motivational factors positively mediate the relationship between UTAUT 2 constructs and behavioural intention. The results will guide stakeholders in education, especially e-learning system designers to incorporate personality and motivational factors in the designing of e-learning systems in order to increase the acceptability of the system by students. This study is among the first few attempts to incorporate personality, motivation and UTAUT2 to examine e-learning users' behaviour, especially in Sub-Saharan Africa during the COVID-19 pandemic. This work presents a contemporary perspective of e-learning users' behaviour during the COVID-19 pandemic.

Ozyurt, O., & Ayaz, A. (2022). **Twenty-five years of education and information technologies: Insights from a topic modeling based bibliometric analysis**. *Education and Information Technologies*, *27*(8), 11025-11054. https://doi.org/10.1007/s10639-022-11071-y
Education and Information Technologies (EAIT) has been a leading journal in education & educational research since 1996. To celebrate its 25th anniversary and provide a comprehensive overview of the field, a topic modeling-based bibliometric analysis was conducted on the articles published in this journal. The study is constructed upon two methods, bibliometric analysis, and topic modeling. The study aims to find out the trends in publications and citations, prominent countries, affiliations and the status of authors, the prominent topics, and the thematic characteristics of these topics, as well as research interests and trends. The results show that the articles are grouped under the 21 topics. The top five most studied of them have been determined as « Technology acceptance », « Social networkbased learning », « Teacher education », « Satisfaction of e-learning » and « E-learning ». Finally, the acceleration results of each topic within itself and compared to other topics show that the most accelerated topic is « Gamification », while the most accelerated topic compared to other topics has been determined as « Technology acceptance ». The general results of the study shed light on future studies in terms of determining the research interests and trends of publications in the field of educational technologies, EAIT.

Pandey, R., Purohit, H., & Johri, A. (2022). **VUER: A model for rating videos to curate content for learning**. *Education and Information Technologies*, *27*(8), 11179-11200. https://doi.org/10.1007/s10639-022-10952-6

Videos are an engaging medium for learning as they provide affordances beyond text or audio-only, thereby allowing the creator more flexibility for content generation. Easy access to videos on the Web and their popularity within everyday discourse has made them an accepted medium for teaching and learning. However, this increase in the availability of videos makes it challenging for an instructor, teacher, or learner to assess their viability for learning. Each search can lead to thousands of videos on a given topic. Although content platforms and search engines use a range of data and algorithms for the recommendation, these are not tailored to recommend video content specifically for learning. In this paper, we present and test a theoretically motivated model to rate videos on their potential to support learning goals. Visual Appeal, Understanding of Content, Engagement with Topic, and Recommendation Preference (VUER) are the four components of our proposed model. We assess the model on two content areas, Big Data and Augmented Reality, using videos from the TED (Technology, Entertainment, and Design) platform. Using crowdsourcing, we collect ratings for items in the VUER model and assess effectiveness through the correlation between 1) model elements and self-reported learning and 2) the rank of a video in the TED search and self-reported learning. Results show that the VUER model ratings of videos strongly correlate with the expected learning gain of the users for videos on both topics. The expected learner ranking and observed TED ranking of videos do not necessarily align, suggesting that the ranking on platforms such as TED is not a direct fit to judge the teachability of the video content. Thus, there is a need to create personalized systems to support online video curation tasks for learners and teachers.

Paşa, D., Hursen, C., & Keser, H. (2022). **Determining teacher candidates' levels of twenty-first century learner and teacher skills use**. *Education and Information Technologies*, *27*(8), 11537-11563. https://doi.org/10.1007/s10639-022-11100-w
This study aims to determine the levels of twenty-first century learner and teacher skills use of teacher candidates studying in Northern Cyprus. It also aims to determine the relationship between the teacher candidates' levels of using their learner and teacher skills. The study employs a quantitative methodology, a single survey model with a correlational survey model are employed and a causal-comparative research approach is adopted. A total of 1048 teacher candidates from three different universities participated in the study. The teacher candidates' level of using twenty-first century learner and teacher skills was found to be generally high. The results obtained from the study revealed that gender made a significant difference in terms of teacher candidates' use levels of cognitive, autonomous, administrative, techno-pedagogical, affirmative, and generative skills. In a similar line, the results revealed that the institutions in which the teacher candidates were studying affected their usage levels of cognitive skills, autonomous, collaboration and flexibility skills, innovativeness, administrative, techno-pedagogical, flexible teaching skills and generative skills. Whether the teacher candidates had completed the teaching practice course also made a significant difference in their usage levels of cognitive skills, collaborative and flexibility skills as well as their use of generative skills. In the study, a moderate, positive, and significant relationship was found between the teacher candidates' levels of using their learner and teacher skills.

Prior, S., & Renaud, K. (2022). **The impact of financial deprivation on children's cybersecurity knowledge & abilities**. *Education and Information Technologies*, *27*(8), 10563-10583. https://doi.org/10.1007/s10639-022-10908-w

Online users require a working knowledge of password "best practice", as well as the ability to apply such knowledge. Children increasingly operate as independent agents online, and thus also need to be aware of password "best practice". To meet this need, the Scottish curriculum for excellence includes lessons about password "best practice". Hence, all Scottish children ought, theoretically, to have similar levels of password-related knowledge. They ought also, by age 8-9, to be able to apply their knowledge. One factor that could deter password-related knowledge acquisition and skill development is financial deprivation. To gauge its impact, we assessed the knowledge and abilities of Scottish 8-9 year old children, in four primary schools, in areas of varying financial deprivation. We uncovered stark differences in knowledge and password retention. There is a clear need for an extra-curricular intervention programme to teach up-to-date password "best practice" and support in developing the required password management skills. This will reduce their online vulnerabilities, whatever their socio-economic background.

Rabayah, K. S., & Amira, N. (2022). **Learners' engagement assessment in e-learning during the COVID-19 pandemic: nation-wide exploration**. *Education and Information Technologies*, *27*(8), 10647-10663. https://doi.org/10.1007/s10639-022-11006-7
The purpose of this study is to determine how learners feel about distance learning as a substitute for face-to-face learning. A nationwide survey of over 11,000 students was conducted during the covid-19 outbreak to evaluate how students in grades 8–12 responded to and viewed full-time e-learning practices. Two-thirds of students had negative attitudes toward e-learning, according to the findings of the survey in the five selected issues of effectiveness, ease of use, interactivity, motivation, and academic assessment of the e-learning platform. Regardless of the students' age, gender, grade, branch, or technology used, they all had a negative opinion regarding e-learning.

Raman, R., Achuthan, K., Nair, V. K., & Nedungadi, P. (2022). **Virtual Laboratories- A historical review and bibliometric analysis of the past three decades**. *Education and Information Technologies*, *27*(8), 11055-11087. https://doi.org/10.1007/s10639-022-11058-9
Online and virtual teaching–learning has been a panacea that most educational institutions adopted from the dire need created by COVID-19. We provide a comprehensive bibliometric study of 9523 publications on virtual laboratories in higher education covering the years 1991 to 2021. Influential bibliometrics such as publications and citations, productive countries, contributing institutions, funders, journals, authors, and bibliographic couplings were studied using the Scientific Procedures and Rationales for Systematic Literature Reviews (SPAR-4-SLR) protocol. A new metric to complement citations called Field Weighted Citation Impact was introduced that considers the differences in research behavior across disciplines. Findings show that 72% of the research work was published between 2011-and 2021, most likely due to digitalization, with the highest number of publications in 2020–2021 highlighting the impact of the pandemic. Top contributing institutions were from the developed economies of Spain, Germany, and the United States. The citation impact from publications with international co-authors is the highest, highlighting the importance of co-authoring papers with different countries. For the first time, Altmetrics in the context of virtual labs were studied though a very low correlation was observed between citations and Altmetrics Attention Score. Still, the overall percentage of publications with attention showed linear growth. Our work also highlights that virtual laboratory could play a significant role in achieving the United

Nations Sustainable Development Goals, specifically SDG4-Quality Education, which largely remains under-addressed.

Rollin, B. (2022). **Objectifs, forces et faiblesses des open-badges dans l'enseignement supérieur**. *Enseignement & Apprentissages*, (5), 20. Consulté à l'adresse https://web.umons.ac.be/app/uploads/sites/103/2022/10/EA_05_octobre2022_online.pdf
Dans ce numéro, vous trouverez une première revue francophone de littérature scientifique à propos des open-badges initiée par Bastien Rollin. Ce travail a été réalisé dans le cadre de sa thèse portant sur ce nouvel objet digital. Il s'intéressera notamment aux forces et aux faiblesses actuelles, issues de la littérature scientifique, de l'intégration de cet outil numérique au sein des établissements de formation de l'enseignement supérieur. Afin de mieux comprendre comment l'open-badge pourrait être mis en place dans ce contexte, il proposera également une analyse portant sur trois initiatives de badges numériques dans nos universités francophones : à l'université de Caen, à l'université de Mons, et enfin à l'université de Bourgogne Franche-Comté.

Sengik, A. R., Lunardi, G. L., Bianchi, I. S., & Wiedenhöft, G. C. (2022). **Using design science research to propose an IT governance model for higher education institutions**. *Education and Information Technologies*, *27*(8), 11285-11305. https://doi.org/10.1007/s10639-022-11088-3
The increasing use of, and dependence on, Information Technology (IT) to support operational teaching, research, and management activities in Higher Education Institutions (HEI)—mainly due to their multi-unit organizational structure—have evidenced the need of encouraging managers to focus more on IT Governance (ITG) effectiveness, which has been an issue for many of these institutions. In this sense, we aim to develop a specific ITG model for Higher Education Institutions, by following the methodological principles of Design Science Research (DSR). The model was developed based on a robust theoretical basis that took into account different approaches substantiated by both the alignment of good practices and ITG focus areas as well as addressing the current ITG context of the Brazilian higher education institutions. The validation of the ITG model was based on its presentation to members of the IT Steering Committee of a Brazilian HEI, who confirmed its usefulness and applicability.

Shannag, F., Hammo, B. H., & Faris, H. (2022). **The design, construction and evaluation of annotated Arabic cyberbullying corpus**. *Education and Information Technologies*, *27*(8), 10977-11023. https://doi.org/10.1007/s10639-022-11056-x
Cyberbullying (CB) is classified as one of the severe misconducts on social media. Many CB detection systems have been developed for many natural languages to face this phenomenon. However, Arabic is one of the under-resourced languages suffering from the lack of quality datasets in many computational research areas. This paper discusses the design, construction, and evaluation of a multi-dialect, annotated Arabic Cyberbullying Corpus (ArCybC), a valuable resource for Arabic CB detection and motivation for future research directions in Arabic Natural Language Processing (NLP). The study describes the phases of ArCybC compilation. By way of illustration, it explores the corpus to discover strategies used in rendering Arabic CB tweets pulled from four Twitter groups, including gaming, sports, news, and celebrities. Based on thorough analysis, we discovered that these groups were the most susceptible to harassment and cyberbullying. The collected tweets were filtered based on a compiled harassment

lexicon, which contains a list of multi-dialectical profane words in Arabic compiled from four categories: sexual, racial, physical appearance, and intelligence. To annotate ArCybC, we asked five annotators to classify 4,505 tweets into two classes manually: Offensive/non-Offensive and CB/non-CB. We conducted a rigorous comparison of different machine learning approaches applied on ArCybC to detect Arabic CB using two language models: bag-of-words (BoW) and word embedding. The experiments showed that Support Vector Machine (SVM) with word embedding achieved an accuracy rate of 86.3% and an F1-score rate of 85%. The main challenges encountered during the ArCybC construction were the scarcity of freely available Arabic CB texts and the deficiency of annotating the texts.

Shanshan, S., & Wenfei, L. (2022). **Understanding the impact of quality elements on MOOCs continuance intention**. *Education and Information Technologies*, *27*(8), 10949-10976. https://doi.org/10.1007/s10639-022-11063-y
Online learning has captured much attention, while given for high dropout rate, continuance of MOOCs is now a most concerned critical topic in both research and practical field. From teaching-based quality and platform-based quality perspectives, this study aims to investigate the impact of quality elements on continuance intention based on Expectation Confirmation Model, Task Technology Fit, flow theory and trust. We conducted our research through online questionnaire from July to September in 2020 and collected 555 valid responses which were mainly from university students who had already participated in MOOCs. A Partial Least Square Structural Equation Model approach is employed to test the research model. The results show that teaching-based quality will increase both students' task technology fit and confirmation, and platform-based quality can improve the confirmation and perceived value about learning in MOOCs. Task technology fit, confirmation and perceived value will further facilitate the using experience and enhance trust and satisfaction. This research comprehensively illustrates the importance of quality relevant to teaching and platforms on continuance intention of MOOCs.

Stara, J., & Vodrážková, A. (2022). **Choosing from a range of e-resources when planning lessons : a challenge for teachers**. *IARTEM E-Journal*, *14*(1), 1-15. https://doi.org/10.21344/iartem.v14i1.977
In this article we report on a qualitative survey in a primary school based on observation in the classrooms and interviews with teachers. The aim was to find out what e-sources teachers were using during the mandated distance learning in the context of the Covid-19 pandemic and immediately after students returned to school, and how and why they were using them. The results show that teachers are not very familiar with the range of complex e-textbooks and their additional digital support offered by publishing houses. They believe they can find fun and interactive exercises on the internet on their own and in practice they do so, often unsystematically. The teachers' main criteria for selecting sources are attractiveness, fun and interactivity. The research shows that in the flood of different e-resources that teachers can use, it is more crucial that the textbook plays a coordinating role. Within it, it is important to offer teachers high quality and goal-oriented resources that they can adapt, combine, and compile according to their own discretion and the needs of their classroom. At the same time, there is a need to focus teacher training on developing competences to work with diverse and fragmented resources.

Teräs, M. (2022). **Education and technology: Key issues and debates**. *International Review of Education*, *68*(4), 635-636. https://doi.org/10.1007/s11159-022-09971-9

Trujillo Reyes, B. F., & Dussel, I. (2022). **Travail collaboratif et ressources numériques au Mexique : des conceptions aux usages** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 63-72. https://doi.org/10.4000/ries.12784
Cet article examine le travail des élèves d'un lycée public de la ville de Mexico par le biais de deux recherches, l'une menée entre 2014 et 2018, l'autre entre 2019 et 2021. Après avoir traité de quelques questions théoriques sur le travail scolaire, les autrices présentent le contexte des études secondaires au Mexique et dans ce lycée particulier. Elles montrent que le travail en équipe, bien qu'il soit justifié pédagogiquement dans le projet éducatif de cet établissement, devient plus complexe si l'on considère les difficultés anciennes propres à ce niveau d'enseignement. Le recours aux outils numériques aggrave la fragmentation du travail scolaire aussi bien en matière de contraintes que de difficultés à produire en commun et à promouvoir le travail collaboratif entre élèves et enseignants.

Ulusoy, F., & Turuş, İ. B. (2022). **The mathematical and technological nature of tasks containing the use of dynamic geometry software in middle and secondary school mathematics textbooks**. *Education and Information Technologies*, *27*(8), 11089-11113. https://doi.org/10.1007/s10639-022-11070-z
This study investigates the quality of tasks containing the use of dynamic geometry software (DGS) in the middle (5th–8th grade) and secondary school (9th–12th grade) mathematics textbooks in terms of mathematical and technological aspects. The DGS-related tasks in twenty-seven Turkish mathematics textbooks, approved by the Ministry of National Education, were analyzed according to the Dynamic Geometry Task Analysis Framework (Trocki & Hollebrands, Digital Experiences in Mathematics Education, 4(2), 110-138, 2018). Data analyses were conducted by using both qualitative and quantitative (descriptive statistics, independent samples t-test, and ANOVA) methods. The findings showed that DGS-related tasks were more common in the secondary school mathematics textbooks than in middle school mathematics textbooks. The mathematical depth level of DGS-related tasks in the middle school textbooks was significantly different from the mathematical depth level of DGS-related tasks in the secondary school textbooks. The mathematical depth levels of DGS-related tasks are quite low in middle school mathematics textbooks, and these tasks mostly cannot go beyond the practice of "drawing a shape according to the given steps". In terms of technological actions, most of the DGS-related tasks often required only drawing. Sliding and dragging, which are required to see invariant relationships within geometrical obje cts, were uncommon in textbook DGS-related tasks. The quantitative results also showed that DGS-related tasks with a high level of mathematical depth have a high number of technological actions. Based on the results of this study, recommendations are given for improving the use of DGSs in textbooks as well as for further research on this topic.

Ünal, E., Uzun, A. M., & Kilis, S. (2022). **Does ICT involvement really matter? An investigation of Turkey's case in PISA 2018**. *Education and Information Technologies*, *27*(8), 11443-11465. https://doi.org/10.1007/s10639-022-11067-8
This study aims to investigate how Turkish students' involvement in information and communication technologies (ICT) predicts their math and science performance in the 2018 Programme for International Student Assessment (PISA) test. The research also tests

demographic variables including socioeconomic status (SES) and gender as covariates. The data were examined through two-step hierarchical regression analyses. Regarding demographics, SES revealed a significant positive contribution to the prediction of math and science performance, whereas gender failed to make a significant contribution. Additionally, after controlling demographics, ICT availability at home significantly and negatively predicted student math and science performance, whilst ICT availability at school was not found to be significantly contributory. Regarding ICT use variables, all constructs significantly predicted student math and science performances, but some negatively contributed to the model, whereas others positively contributed. Amongst ICT attitude variables, all constructs made a significantly positive or negative contribution to predicting both math and science performance, with one exception. Only perceived autonomy in ICT use failed to significantly contribute to the prediction of math performance. Based on the findings, it was concluded that persistent involvement in ICT tends to be related to decreased math and science performance. We propose that policymakers and practitioners drop the myth that ICT use results in better achievement under any circumstances and should therefore refrain from integrating ICT without first undertaking careful planning.

Urhan, S. (2022). **Using Habermas' construct of rationality to analyze students' computational thinking: The case of series and vector**. *Education and Information Technologies*, *27*(8), 10869-10948. https://doi.org/10.1007/s10639-022-11002-x
The aim of this study is to explore the computational thinking (CT) processes of university students with the integration of CAS and ACODESA method within the context of problem-solving. The participants of the study are 22 university students. The embedded design was used in the study. The qualitative data consists of the written products of the students, the Maple files, and the transcriptions of argumentations while the quantitative data consists of the pre and post-test scores of the students in CT practices. The implementation was based on ACODESA method. The pre and post-test scores were compared through the Wilcoxon signed-rank test. It was concluded that ACODESA method had a statistically significant effect on students' CT performances in the problem-solving process, cognitive processes and transposition. The qualitative data were analyzed within the framework of Habermas' construct of rationality. It was seen that in the series problem, the students showed improvement in constructing factorial concept and exponential expressions with a for loop, defining events and using them as conditionals within the if–then comparison statement. In the vector problem, the students showed improvement in constructing the components of n-dimensional vectors, constructing a for loop to find the angle between these vectors, using the if–then comparison statement to check the equality of the dimensions. The students were able to act more rationally in choosing and using the CT concepts suitable for the purpose and transferring the CT process to the others, thanks to productive argumentations and the semiotic mediational role of the Maple.

Vandevelde, I., Fluckiger, C., & Nogry, S. (2022). **Resources and textbooks for computer science education in French primary schools**. *IARTEM E-Journal*, *14*(1), 1-20. https://doi.org/10.21344/iartem.v14i1.954
This article examines a corpus of texts that define the scope and objectives of computer science (CS) education at primary school level in France, including textbooks, curricula, and institutional documents. Faced with these new programs, and in the absence of any specific training on methods for teaching computer science, teachers have had to make

do by relying on a disparate set of documents ranging from prescriptive and guidance texts, official directives and curricula, institutional documents, textbooks, and other books. This article provides an analysis of these documents from a computer science pedagogy perspective with the aim of exploring how they change and evolve through the grades of education. We begin with a transversal analysis to highlight changes in the content taught from one cycle to the next. Then, we focus on how a specific notion, the notion of loop, is introduced to students, in order to characterise how the same notion is formulated and evolves across the different textbooks. In this way, we show that loops are defined differently across textbooks, using vocabulary that is increasingly precise and connected to other areas of knowledge, without being always connected to the digital field.

Veraksa, N. E., Veraksa, A. N., Bukhalenkova, D. A., & Säljö, R. (2022). **Exploring the development of executive functions in children in a digital world**. *European Journal of Psychology of Education*, *37*(4), 1035-1050. https://doi.org/10.1007/s10212-021-00584-8
Children in many parts of the world spend increasing time using digital devices (tablets, mobile phones etc.). In the present study, the developmental consequences of interacting with and through such devices are explored from a cultural–historical perspective with a focus on the development of executive functions. What makes digital devices interesting from a cultural–historical perspective is that they are both physical tools and cognitive/psychological means. In the article, an empirical study is reported of the relationships between the frequency of using digital devices and the kinds of activities that preschool children report engaging in when using them, on the one hand, and, on the other hand, the level of executive functions development. The results show that there are clear empirical relationships between the kinds of activities children engage in and their performance on executive functions tests. Frequency of use, the nature of the interaction, and adult presence seem to be factors that co-determine how children use such artifacts, and these patterns, in turn, are related to the level of executive functions development.

Viriot-Goeldel, C., & Pagnier, T. (2022). **Teaching Spelling with Twitter: The Effectiveness of a Collaborative Method for Teaching French Spelling**. *Journal of Writing Research*, *14*(2), 229-256. https://doi.org/10.17239/jowr-2022.14.02.03
Twiictée, a portmanteau of Twitter and dictée (French for dictation), is a collaborative method for teaching spelling that promotes the metacognitive reasoning needed to understand and assimilate the morphosyntactic features of French spelling. The present study evaluated Twictée's impact on spelling performance in 40 classes of 4th-, 5th-, and 6th-grade students (N = 893 students). Mixed-model analyses showed a significant improvement in global spelling performance over time, but the impacts of the interaction between time and condition reached significance for only four specific aspects of spelling performance. Nevertheless, further analyses showed that Twictée's overall impact on spelling pe rformance was significantly greater in schools in disadvantaged urban areas and in large classes. We discuss these results in the light of previous qualitative analyses carried out on this corpus.

Weiss, P.-O., Ali, M., Ailincai, R., Auger, N., & Bahammou, Z. (2022). ***L'éducation aux marges en temps de pandémie. Précarité, inégalité et fractures numériques***. Consulté à

l'adresse https://www.furet.com/livres/l-education-aux-marges-en-temps-de-pandemie-pierre-olivier-weiss-9791095177357.html
La crise provoquée par l'épidémie de COVID-19 a eu un impact considérable sur les pratiques éducatives des familles, des enseignants et des éducateurs. Les médias et les générateurs d'opinion ont montré les difficultés engendrées par la pandémie, mais peu a été dit à propos de certains contextes moins visibles. Cet ouvrage comble se manque en présentant un panorama critique et global des études sur l'éducation dans ces réalités autres : les territoires ultramarins et postcoloniaux, les communautés autochtones et rurales, les groupes LGBTQIA+, les prisons, les minorités et les quartiers dits sensibles. 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.

Yeo, S., Rutherford, T., & Campbell, T. (2022). **Understanding elementary mathematics teachers' intention to use a digital game through the technology acceptance model**. *Education and Information Technologies*, *27*(8), 11515-11536. https://doi.org/10.1007/s10639-022-11073-w
Teachers' attitudes and beliefs play an important role in their integration of digital games in the classroom thus the transformative potential of game-based learning. In this study, we adapt the Technology Acceptance Model to examine elementary teachers' acceptance of a digital mathematics game and investigate antecedents to their intention to use the game to teach mathematics. The hypothesized extension of Technology Acceptance Model includes redefined factors in the context of game use during mathematics instructions (perceived ease of use, attitude towards game use, perceived usefulness for mathematical learning), a social factor (environmental support), and specified outcome factors depending on orientations (game-driven intention, mathematics-driven intention). Using survey data from 304 elementary teachers in the USA, the findings confirm associations within the adapted model, including direct links from attitudes and environmental support towards intentions to use the digital game and indirect links from perceived ease of use and usefulness. Implications for acceptance theories and teaching practices to use digital games are discussed.

Yilmaz, A., & Puzos, D. (2021, août 23). ***Analyse des politiques de diffusion et de formation aux technologies au prisme des théories de la justice sociale***. Présenté à Colloque scientifique international Ludovia 2021 : le numérique éducatif est-il social ? Consulté à l'adresse https://hal-univ-paris8.archives-ouvertes.fr/hal-03800455

Yıldız, E., Doğan, U., Özbay, Ö., & Seferoğlu, S. S. (2022). **Flipped classroom in higher education: An investigation of instructor perceptions through the lens of TPACK**.

Education and Information Technologies, *27*(8), 10757-10783. https://doi.org/10.1007/s10639-022-11059-8
This study was carried out by using the nested single case study design, which is a qualitative case study method, in order to determine the experiences and thoughts of the instructors about the flipped classroom method. The experiences of the instructors related to the flipped classroom were examined within the framework of Technological Pedagogical and Content Knowledge (TPACK). The study group of the research consisted of instructors working at a state university in Turkey, and taking part in 4 different departments determined by purposive sampling. Five instructors were interviewed, and one instructor's lesson was observed. The data were collected through a semi-structured interview form and observation form developed by the researchers. Content analysis method was used in the data analysis. The definitions of the flipped classroom, the technologies used in the flipped classroom, the effects of the flipped classroom on students, the difficulties encountered in the flipped classroom, and the themes and sub-themes for making the flipped classroom more effective were determined as a result of the interviews with the instructors. There were various positive and negative opinions of the participants under each topic. According to the results of the study, TPACK-related competencies of the instructors in integrating technology into learning environments also had an important place in the development or provision of course materials as well as the use of these materials in the flipped classroom.

Yu, J., Huang, C., He, T., Wang, X., & Zhang, L. (2022). **Investigating students' emotional self-efficacy profiles and their relations to self-regulation, motivation, and academic performance in online learning contexts: A person-centered approach**. *Education and Information Technologies*, *27*(8), 11715-11740. https://doi.org/10.1007/s10639-022-11099-0
Emotional self-efficacy is a vital component in student academic engagement and performance, but few studies have identified emotional self-efficacy profiles from a person-centered perspective and examined their relations to self-regulation, motivation and academic performance in online learning environments. To address this gap, we performed latent profile analysis on a dataset of 318 students and identified four profiles, namely, low, average, above average with a low ability to handle the emotions of others and high emotional self-efficacy profiles. The results of a multinomial logistic regression further indicated that self-regulation (i.e., goal setting, time management, task strategies and help seeking) and motivation (i.e., identified regulation and external regulation) played significant roles in determining profile membership. Furthermore, students who possessed high emotional self-efficacy also achieved better academic performance than the other three profiles. The results not only reinforce the understanding of students' emotional self-efficacy in online learning but also offer researchers both methodological and theoretical insights concerning students' emotional self-efficacy. Moreover, the study also reveals a potential relationship between leveraging students' self-regulation and motivation to improve their emotional self-efficacy in an online learning context.

Yu, Z., & Li, M. (2022). **A bibliometric analysis of Community of Inquiry in online learning contexts over twenty-five years**. *Education and Information Technologies*, *27*(8), 11669-11688. https://doi.org/10.1007/s10639-022-11081-w
Since the outbreak of COVID-19, online learning has gained popularity among educators and learners, where Community of Inquiry (CoI) has caught researchers' attention. To bibliometrically analyze the framework of CoI over twenty-five years, we adopted both qualitative and quantitative research methods to examine the framework of CoI in online

learning contexts. We concluded that teaching presence, social presence, cognitive presence, metacognition, and self-efficacy played important roles in the framework of CoI. This study also explored the top ten authors, sources, organizations, and countries using VOSviewer and established citation networks through the clustering techniques in CitNetExplorer. Future research could focus on how to motivate the educational institutes and educators to change their traditional educational methods and whether to include both metacognition and self-efficacy in the CoI framework.

Yuan, Y. (2022). **Quantitative analysis of Chinese classroom teaching activity under the background of artificial intelligence**. *Education and Information Technologies*, *27*(8), 11161-11177. https://doi.org/10.1007/s10639-022-11080-x
In order to understand the real situation of classroom teaching under the environment of information technology and the problems existing in the integration of information technology and curriculum in actual classroom teaching, this paper takes multimedia, interactive electronic whiteboard and Moodle platform as the research and analysis object and uses ITIAS to describe the real situation of classroom teaching. This paper makes a quantitative analysis of the classroom teaching behavior and technology using behavior of 3 teachers and 151 students in the integrated teaching of information technology and curriculum, and makes a comparative analysis with the data obtained from the questionnaire survey of the information education behavior of 213 teachers and a lot of students in 36 middle schools in southern Henan. After investigation and research, three findings have been found: firstly, the initiative of many Chinese teaching is still in the hands of teachers. Secondly, the interaction between teachers and students in classroom teaching has an important impact on teaching and learning. Thirdly, implication of information technology can effectively promote students' autonomous learning and teachers' reflection. Therefore, under the background of artificial intelligence, this paper puts forward the following teaching countermeasures: firstly, it is imperative for teachers to use information technology for effective teaching. Secondly, teachers ought to encourage students to use information technology to improve their cognitive ability and inquiry ability. Thirdly, teachers are encouraged to pay attention to the formative evaluation of the learning process and individual students. Fourthly, middle school Chinese teachers need make effective use of information technology to create an interactive teaching environment. Fifthly, teachers are supposed to focus on indirect influence to make the classroom atmosphere more democratic and harmonious in classroom teaching.

Zhang, W., Zeng, X., Wang, J., Ming, D., & Li, P. (2022). **An analysis of learners' programming skills through data mining**. *Education and Information Technologies*, *27*(8), 11615-11633. https://doi.org/10.1007/s10639-022-11079-4
Programming skills (PS) are indispensable abilities in the information age, but the current research on PS cultivation mainly focuses on the teaching methods and lacks the analysis of program features to explore the differences in learners' PS and guide programming learning. Therefore, the purpose of this study aims to explore horizontal differences and vertical changes in PS of learners aged 18 to 25 and facilitate the discovery of programming features and behaviors to guide the acquisition of PS through an experiment of statistical analysis and cluster analysis of 2,400 Python programs in four programming tasks. The research found the characteristics and main differences of PS reflected in the function call, interactive loop and several structures nesting. Simple programming task to medium-difficulty programming task is the most important link in

programming learning. Furthermore, the research also showed that the difference in program structure is the core and foundation. The difference in type and quantity in simple structure, nested structure and mixed-use of structures is regular, which is an important factor to determine whether the program runs efficiently and whether the programming task can be solved. Finally, some heuristic ideas were put forward to help learners optimize programs and solve programming difficulties, which was of great guiding significance to PS learning.

Zou, D., Huang, X., Kohnke, L., Chen, X., Cheng, G., & Xie, H. (2022). **A bibliometric analysis of the trends and research topics of empirical research on TPACK**. *Education and Information Technologies*, *27*(8), 10585-10609. https://doi.org/10.1007/s10639-022-10991-z
The TPACK (technological pedagogical and content knowledge) framework is an influential theoretical foundation for teaching with technology research. This analysis of 1,608 empirical research studies of TPACK identifies trends and research topics from 2000 to 2020 using structural topic modelling and bibliometrics. The results showed that academic interest in TPACK increased over the study period. The main research topics included the development and evaluation of the TPACK framework, teachers' development of technological pedagogical content knowledge in teacher training programmes, applications of TPACK in teaching a variety of subjects (math and science, information and communication technologies, foreign languages, programming, leadership, computational thinking, engineering, medical subjects, and geography), digital literacy, online community, and motivation and belief. The results contribute to the understanding of TPACK scholarship and could help researchers and practitioners decide on practices and research directions to follow.

Orientation scolaire et professionnelle

Demachy, I., & Moulin Civil, F. (2022). **Devenir étudiant à l'Université en 2022**. *Administration & Éducation*, *175*(3), 93-97. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-93.htm

Desclaux, B. (2022). ***Le centre d'information et d'orientation (CIO) : une structure à la marge de l'éducation nationale***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140293375?utm_source=phplist&utm_campaign=message_34753&utm_medium=email&utm_content=lienTitre
Créés en 1971, les Centres d'information et d'orientation (CIO) prennent la suite d'une lignée de structures créées dans les années 1920. Leur réduction – voire leur disparition – marque ce cinquantenaire. Ce livre propose une lecture centrée sur trois moments particuliers : les années 1980 et la lente transformation du CIO en un service ouvert au public ; puis la tentative de transfert des personnels et des CIO aux régions et ses suites ; enfin la tentative en 2018 de la suppression des CIO lors de la discussion de la loi pour la liberté de choisir son avenir professionnel. Alors que de nouveaux acteurs dans le secteur de l'aide à l'orientation se sont développés ces dernières années, quel peut être l'avenir de cette structure de l'Éducation nationale, longtemps essentielle à son fonctionnement, et pourtant restée à la marge de celle-ci ?

Garrouste, M., & Zaiem, M. (2020). ***School supply constraints in track choices: A French study using high school openings*** [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-03129958.htm
We study the effect of opening a new high school on individual schooling decisions at the end of lower secondary education. The working sample covers all ninth graders between 2007–2008 and 2012–2013 in France. The two-way fixed-effect estimation strategy uses variation in time and space to estimate the causal effect of an increase in school supply. Opening a new high school significantly increases the probability of pupils from neighboring middle schools continuing in higher secondary education. The effect is exclusively due to new high schools proposing a vocational track. Furthermore, the effect is mainly driven by low-achieving students.

Park, J. J., Kim, Y. K., Lue, K., & Parikh, R. M. (2022). **What's Next? Soon-to-be STEM Graduates on Their Post-graduate Plans**. *Research in Higher Education*, *63*(8), 1343-1367. https://doi.org/10.1007/s11162-022-09685-9
We examined key influences on STEM college seniors' postgraduate plans. Using data from the National Longitudinal Study of Freshmen we utilized multilevel modeling to identify variables associated with planning to pursue a STEM-related job or STEM graduate study after graduation. Key findings emphasize the importance of volunteering and extracurricular activities for women, as well as lower-income and underrepresented racially minoritized students, as well as the relevance of interaction with faculty. Findings also suggest that a certain amount of "opportunity hoarding" exists among majority-status students. We conclude with implications for creating more welcoming, inclusive, and diverse STEM environments.

Politique de l'éducation et système éducatif

Annan, B., Wootton, M., & Westrupp, M. (2022). **La collaboration à l'école : l'exemple de la Nouvelle-Zélande – Aotearoa** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 139-149. https://doi.org/10.4000/ries.13033
Le système scolaire de Nouvelle-Zélande (appelée Aotearoa en langue maorie) a pour finalité de bâtir une société véritablement biculturelle. Le mouvement de renaissance des Maoris a mis leurs leaders en avant et cette société biculturelle est en passe de devenir réalité. L'article présente quatre concepts de collaboration qui convergent dans cette direction (leadership, liens familiaux et sociaux, partage égalitaire du pouvoir et apprentissage horizontal entre pairs), illustrés par deux exemples de démarches appuyant les enseignants, les élèves et leurs familles, toutes écoles et communautés confondues. L'un d'eux présente des enfants de 5 ans utilisant des « cartes heuristiques de l'identité » (Identity Maps) pour tisser davantage de liens culturels. Le second réunit écoles et communautés locales pour former des « communautés d'apprentissage » – une stratégie collaborative visant à atténuer la compétition.

Bajomi, I. (2022). **Hongrie : effets du régime populiste sur le système éducatif**. *Revue internationale d'éducation de Sèvres*, (90), 20-22. https://doi.org/10.4000/ries.12650
Le paysage éducatif de la Hongrie s'est profondément transformé depuis qu'en avril 2010 le Fidesz, le parti dirigé par Viktor Orbán, ainsi qu'une petite formation politique de droite sont arrivés au pouvoir. Les changements politiques intervenus après les élections législatives de cette année ont été interprétés par Imre Vörös, un ancien juge

de la Cour constitutionnelle, comme un coup d'État constitutionnel, puisque les forces politiques ayant obtenu au Parlement une majorité absolue ont pro...

Bamkin, S. (2022). **Practitioner advocates in Japan: bringing in knowledge of practice for policy translation**. *Journal of Education Policy*, *37*(6), 965-985. https://doi.org/10.1080/02680939.2021.1941267
This paper examines mechanisms in the Japanese education system that 'bring in' knowledge of practice to the process of policy translation. The paper firstly draws on the enactment of recent curriculum reforms in Japan to define a group of actors – practitioner advocates – who utilise their identity as members of the teaching community to mediate and translate policies, from a position outside the school and often outside the municipality. Their collaboration with school administrators and teachers effectuates policy transactions that make sense to teachers, developed in reference to knowledge of practice but legitimised in reference to policy, bending its meanings. Secondly, examining the work of practitioner advocates invites questions that might otherwise go unasked, and provides a fresh perspective on the particularity of the Anglo-American context. It draws attention to the possibility that the Anglo-American structural, institutional or cultural context is peculiarly susceptible to a kind of deliverological managerialism that shuts out experience of practice.

Banco mundial. (2022). ***La crisis del aprendizaje en América Latina y el Caribe y la pandemia de COVID-19 : resultados aleccionadores de una tendencia cada vez más profunda***. Consulté à l'adresse https://liseo.france-education-international.fr/vig_num.php?explnum_id=14836
La région de l'Amérique latine et des Caraïbes (ALC) souffrait d'une profonde crise de l'apprentissage, avant l'épidémie de COVID-19. La COVID-19 a entraîné une crise dans la crise, creusant les inégalités préexistantes qui caractérisent la région ALC. L'Amérique latine et les Caraïbes ont un important programme de reprise de la scolarisation et de l'apprentissage, dans le cadre duquel les campagnes de réinscription, les évaluations standardisées et en classe, ainsi que les programmes d'enseignement au bon niveau, seront essentiels pour déterminer l'ampleur exacte des pertes éducatives et commencer à se rétablir.

Barnard, M. (2022). **Theorising the meso-level space of school ethos and cultural pedagogy in relation to securitisation policy**. *Journal of Education Policy*, *37*(6), 944-964. https://doi.org/10.1080/02680939.2021.1939423
This paper looks empirically at how the UK's policy of securitisation within education impacts on the meso-level space of cultural ethos and pedagogy within two majority non-white secondary schools and one majority non-white further education college. It does so primarily by documenting how British Values and Prevent policies enabled through the British Government's Counter-Terrorism and Security Act have impacted on institutional ethos both in terms of objective structures and staff subjectivities. It is argued here that the security-curriculum ensemble is a recognition of this meso-level space by central government and represents a development in moves made to restrict access and agency within this space, and even to circumscribe this space through symbolic violence. This paper concludes by urging school/college leaders to exercise their agency at the meso-level; to recognise this space as a place for democratisation and decolonisation as an equitable alternative to enforced cultural 'upgrading' and

in(ex)clusion presented through securitisation policy that is in reality an instrument of symbolic domination.

Baroutsis, A., & Lingard, B. (2022). **A methodological approach to the analysis of PISA microblogs: social media during the release of the PISA 2015 results**. *Journal of Education Policy*, *37*(6), 904-924. https://doi.org/10.1080/02680939.2021.1937706
This paper analyses Twitter microblogs over a 3-day period, during the release of the results of PISA 2015 on 6 December 2016 by the OECD. We document a methodological approach to investigating the social mediatisation of policy and its inclusive potential for enabling the participation of multiple voices. We draw on two data sets from the 3-day period: first, a large data corpus (n = 17,260) of all microblogs about PISA, and second, a smaller cluster of selected participant groups, notably academic, OECD, and teacher union actors (n = 65). Our analytic tools provide a methodological heuristic for scoping social media networks. Our research is guided by questions about 'Who participates?' in PISA debates and 'What is being said?' and considers the volume, engagement, and content of the microblogs. Of the three participant groups, the academic actors authored the largest volume of microblogs across the corpus and cluster. The content of microblogs from the OECD cluster mainly provided information about and promotion of PISA, while the academic cluster emphasised commentary and critique, with all actors using an analytic tone. The OECD had the largest number of followers and the highest rate of social recommendations and engagement with their microblogs.

Brøgger, K., & Madsen, M. (2022). **An affirmative-diffractive re-reading of the policy instrumentation approach through agential realism and the accreditation instrument**. *Journal of Education Policy*, *37*(6), 925-943. https://doi.org/10.1080/02680939.2021.1938239
Inspired by the 'material turn' in the social sciences, education scholars have engaged in discussions on various materialist modes of policy analysis for a long time now. This paper continues these discussions by experimenting with an agential realist re-reading of the instrumentation approach originally proposed by Lascoumes & Le Gales. Through an affirmative-diffractive methodology, the paper suggests that policy instruments can be conceptualized as socio-technical, entangled, and performative instruments that produce distinctive discursive-material effects by virtue of their particular capacities. This conceptualization continues key features of the original instrumentation approach, while contributing a concept of instrument capacities and amplifying the importance of the material and ontological character of the performative effects of policy instruments and their entanglement with policy content and wider sets of policies. By including the empirical case of higher education accreditation in the re-reading, the article offers an approach capable of analyzing how policy instruments contribute to the crafting of the ontological constitution of the university in alignment with the standards and practices produced by the accreditation instrument. The article suggests that the realities currently being invoked by instruments such as accreditation seem to reconfigure – and diminish – the very raison d'être of the university.

Bunar, N., & Juvonen, P. (2022). **'Not (yet) ready for the mainstream' – newly arrived migrant students in a separate educational program**. *Journal of Education Policy*, *37*(6), 986-1008. https://doi.org/10.1080/02680939.2021.1947527
The aim of this article is to describe and analyze how school leaders as key actors in policy enactment understand, talk about and act in relation to Newly Arrived Migrant Students

(NAMSs) enrolled in a separate Language Introduction Program in Sweden. Drawing on the work of Stephen J. Ball and colleagues, we argue that a particular discursive formation of NAMSs, operating within constrains of various contextual factors, has a decisive impact on how policy as text is interpreted and enacted. Discursively formulating NAMSs as having multiple challenges, beyond Swedish language and insufficient grades, introduces various barriers. Policy flexibility in combination with power disparities thus allows school leaders, framed within legitimacy of 'rational explanations' and 'affirmative intentions', to negotiate policy meanings which are not always working in the students' best interests. Our empirically grounded and theoretically informed discussions showcase why there can be no inclusive education if NAMSs, during a protracted period, are physically, pedagogically and socially separated from mainstream structures. Consequently, and with the support in international research, we call for the overhaul of organizational approaches that allocate Newly Arrived Migrant Students to separate educational forms.

Cetin, Ö. (2022). **Revisiting the Prospect of Revision in Turkish Secondary School History Textbooks: The Case of the Assyrian Debate**. *British Journal of Educational Studies*, *70*(4), 481-500. https://doi.org/10.1080/00071005.2021.1990851
This article is based on the premise that the constructed image of the national self is a fundamental criterion shaping the conceptions of history teaching in the Turkish educational system. In this regard, I argue that examining how particular ethno-religious groups are discursively positioned in relation to the idealised self-image can reveal whether and how history textbooks can be revised. Having described the historical and political context for the only curriculum revision occurred in 2013 concerning a non-Muslim community, the Assyrians, the article demonstrates that specific discursive strategies are used to position the Assyrian community in relation to the favourable national self-image, rather than a fixed categorization for non-Muslim communities. Adopting the methodological framework of critical discourse analysis, the author examines the portrayal of the Assyrian community in the secondary school Turkish history textbooks taught over the last three decades and identifies how the topoi of justice and tolerance, as well as allegiance and betrayal allow a particular group to be a member of the larger body of 'acceptable citizens.'

Chan, R. Y. (2022). **Do Credit Momentum Policies Through the 15 to Finish Improve Academic Progression and Completion of Low-Income, First-Generation Students? Evidence from a College Promise Program**. *Research in Higher Education*, *63*(8), 1394-1426. https://doi.org/10.1007/s11162-022-09687-7
Credit momentum policies, or performance-based financial aid policies, have become increasingly popular among policymakers seeking to improve degree completion rates. This paper examines Indiana's 30-credit-hour completion policy on first-time, full-time students who receive the Twenty-First Century Scholars (TFCS) Promise Program. Using administrative data from the Indiana University's University Institutional Research and Reporting, representing 7842 low-income students who enrolled shortly before the policy was implemented, I use a difference-in-differences framework to explore the heterogeneous treatment effects of a credit (academic) momentum policy that was supported by the Complete College America 15 to Finish initiative on the academic progression and completion of promise scholarship recipients at Indiana University Bloomington and Indiana University-Purdue University, Indianapolis, compared to non-TFCS Pell recipients from the Fall 2011 cohorts through the Fall 2014 cohorts. I find some

evidence to suggest that credit momentum policies are associated with small increases in cumulative credits and grades but had no effect on degree completion status (Year 4 Graduation Status, Year 6 Graduation Status). I also find evidence that TFCS female and first-generation recipients responded positively to the policy change but find no evidence that the policy affects promise recipients differently by race/ethnicity. While consistent with prior work on credit momentum, these findings are among the first to explore the academic performance of college promise recipients. Together, these findings indicate that credit momentum policies may improve academic progression and completion for low-income, first-generation students who receive a promise scholarship. Implications for policy and research are discussed.

Childs, J., & Grooms, A. A. (2022). **Be There and Be Present: An Interorganizational Network to Improve School Attendance**. *Journal of Cases in Educational Leadership*, *25*(4), 338-351. https://doi.org/10.1177/15554589221089866
This case study explores a county-wide initiative to improve school attendance through a successful network collaboration among organizations within Allegheny County, Pennsylvania. The network was a collaboration between nonprofit, for-profit, governmental, and educational leaders who sought to raise awareness about the effects of chronic absenteeism on student outcomes. Educational leaders and, specifically, district and school level administrators are often navigating the different programs and interventions that could lead to improved student attendance, while also dealing with factors that are outside of their control. Educators studying this case will examine the reasons why students become chronically absent and strategies that factor in collective action to see improvement in attendance rates.

Collectif PICOTE, Balzani, B., Cervera, M., Guèye, K., Houot, I., Marcandella, E., … Wannenmacher, D. (Éd.). (2022). ***Les acteurs territoriaux au défi de l'insertion : vers le territoire capacitant ?*** Consulté à l'adresse https://www.lcdpu.fr/livre/?GCOI=27000100004400
Comment comprendre l'action publique en matière d'inclusion sociale et professionnelle ? Comment en mesurer les évolutions, en évaluer les effets sur les territoires? Comment prendre en compte les besoins des personnes dites « les plus éloignées » des qualifications sociales et professionnelles ou encore « invisibles » au regard des dispositifs d'insertion; autrement dit comment œuvrer pour la participation de tous à la vie sociale et économique sur les territoires ? C'est en partant de ces questionnements que les auteurs de cet ouvrage ont engagé un travail de recherche-action au sein du service insertion d'un conseil départemental dont ils présentent ici certains des résultats. La démarche adoptée, résolument interdisciplinaire, vise à comprendre aussi bien les ressorts des engagements des publics dans les dispositifs d'accompagnement qui leur sont proposés sur un territoire que les dynamiques des dispositions prises par des professionnels chargés de la mise en œuvre d'une politique publique d'insertion sociale et professionnelle à une échelle locale. Cet ouvrage proposé par le collectif PICOTE s'adresse aux chercheurs intéressés par les questions d'insertion sociale et professionnelle liées au développement des territoires. Il intéressera également les professionnels de l'accompagnement qui pourront y trouver des pistes pour repenser et enrichir leurs pratiques. Enfin, il est destiné à tous ceux qui portent la conviction que l'horizon véritablement capacitant pour l'insertion sociale et professionnelle est celui de la coconstruction de l'action publique locale avec les citoyens

Commission européenne. Direction générale éducation, jeunesse. (2022). ***Investing in our future: quality investment in education and training: final report of the Commission expert group***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/f1309d68-4f56-11ed-92ed-01aa75ed71a1/language-en/format-PDF/source-272471165
Ce rapport du groupe d'experts sur les investissements de qualité dans l'éducation et la formation, se concentre sur la meilleure manière d'investir les fonds publics dans quatre grands domaines de dépenses d'éducation et de formation dans l'Union européenne (UE) : enseignants et formateurs, infrastructures éducatives, apprentissage numérique, équité et inclusion. Il recense des pratiques prometteuses au niveau national pouvant inspirer les gouvernements et les établissements d'enseignement dans l'ensemble de l'UE. Il s'agit notamment d'initiatives visant à réduire le stress lié au travail des enseignants, à promouvoir leur bien-être et à accroître leurs compétences pédagogiques numériques ; de programmes de cours individuels et de tutorat entre pairs ; de programmes de construction et de rénovation scolaires ; d'une éducation et d'un accueil de qualité pour les jeunes enfants. Ces pratiques et réformes des politiques éducatives sont régulièrement partagées dans le contexte du cadre stratégique de l'espace européen de l'éducation.

Connac, S. (2022). **L'école française et les pédagogies coopératives pour apprendre**. *Revue internationale d'éducation de Sèvres*, (90), 53-61. https://doi.org/10.4000/ries.12745
Il ne suffit pas de faire coopérer des élèves pour qu'ils apprennent, en raison de plusieurs malentendus repérés par les études sur le sujet. Par exemple, un comportement coopératif n'est pas assimilable à une organisation collaborative. Une coopération se développe en complément de relations compétitives et peut aider des élèves à apprendre plus facilement, tout en suscitant des habiletés prosociales ainsi qu'une fraternité en actes. Cet article propose une présentation des origines et une caractérisation des pédagogies coopératives. Il décrit les principales formes qu'elles peuvent prendre aujourd'hui dans les établissements scolaires ainsi que les principales précautions à envisager. Il éclaire le paradoxe français de penseurs pionniers de la coopération dans les apprentissages et de leur influence limitée dans la réalité des classes.

Courtland, D. (2022). **Reimagining a curriculum in crisis**. *PROSPECTS*, *51*(4), 547-556. https://doi.org/10.1007/s11125-021-09562-w
Questioning what knowledge is of most worth in the early weeks of North America's Covid-19 crisis, this article begins to reimagine the possibilities of curriculum in such unprecedented times. It reflects on the author's experiences as a doctoral student to unveil the capacity of a curriculum that emphasizes compassion, community, and relational accountability. It then draws upon Indigenous, ecological, and postmodern curriculum theories to negotiate what an educational response could look like if curriculum approaches focused on holistically nourishing the learner spirit, connectedness, and creating a sense of wonder. The title refers to the current Covid-19 pandemic that requires an immediate re-conception of curriculum as the world rapidly shifts. While also nodding to concerns about internalizing "curriculum" as a mastery of outcomes instead of a consideration of lived educational experiences, this article

extends an invitation to imagine the possibilities of a curriculum responsive to the ever-changing complexities of life lived.

Dalley, P., & Tcheumtchoua Nzali, W. (2022). **D'hier à demain : vers une francophonie inclusive en contexte minoritaire canadien**. *Éducation et francophonie*, *50*(3). https://doi.org/10.7202/1091114ar
Cet article présente une relecture du passé et du présent ainsi qu'un regard vers un avenir inclusif imaginé pour les francophonies et la Francophonie du Canada. À travers la trame des expériences vécues, il pense le mouvement vers plus d'inclusion au sein de la Francophonie canadienne et des francophonies régionales ou provinciales. Tout en soulignant l'existence de l'insécurité linguistique et du racisme antinoirE, l'article reconnaît l'existence de stratégies pour contrer ces phénomènes. Il invite aussi à réfléchir sur la place du Nous et de l'Autre et postule la recherche collaborative comme moyen par lequel on peut participer au processus de changement du statu quo et travailler ensemble à une inclusion effective en Ffrancophonies.

Delattre, P. (2022). **Faible impact de la crise sanitaire sur l'insertion professionnelle à trois ans des docteurs**. *Note d'information du SIES*, (22.08). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2022-10/ni-sies-2022-08-24866.pdf
En décembre 2021, trois ans après l'obtention de leur doctorat en 2018, 92 % des docteurs occupent un emploi, soit un taux d'insertion comparable à celui des diplômés de 2016 (93 %) au même moment de leur parcours professionnel. Ces docteurs bénéficient de conditions d'emploi relativement favorables : 67 % ont un emploi stable, 96 % ont un emploi en tant que cadre et 95 % travaillent à temps plein. Le secteur académique reste le premier employeur des docteurs, même si sa part diminue par rapport aux diplômés de 2016 : 44 % y exercent leur travail contre 47 % des docteurs de la promotion 2016. La part des docteurs étrangers diplômés en France qui travaillent en France trois ans après leur diplomation, a augmenté entre les diplômés de 2016 et les diplômés de 2018, sans doute en raison de la crise sanitaire.

DEPP. (2022). ***L'état de l'École 2022*** (p. 112). Consulté à l'adresse Ministère de l'Éducation nationale et de la jeunesse website: https://www.education.gouv.fr/media/118457/download
Véritable panorama du système éducatif français, L'état de l'École rassemble les indicateurs statistiques les plus pertinents pour analyser les évolutions et les tendances dans l'éducation.

Desclaux, B. (2022). ***Le centre d'information et d'orientation (CIO) : une structure à la marge de l'éducation nationale***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140293375?utm_source=phplist&utm_campaign=message_34753&utm_medium=email&utm_content=lienTitre
Créés en 1971, les Centres d'information et d'orientation (CIO) prennent la suite d'une lignée de structures créées dans les années 1920. Leur réduction – voire leur disparition – marque ce cinquantenaire. Ce livre propose une lecture centrée sur trois moments particuliers : les années 1980 et la lente transformation du CIO en un service ouvert au public ; puis la tentative de transfert des personnels et des CIO aux régions et ses suites ; enfin la tentative en 2018 de la suppression des CIO lors de la discussion de la loi pour la

liberté de choisir son avenir professionnel. Alors que de nouveaux acteurs dans le secteur de l'aide à l'orientation se sont développés ces dernières années, quel peut être l'avenir de cette structure de l'Éducation nationale, longtemps essentielle à son fonctionnement, et pourtant restée à la marge de celle-ci ?

Donnelly, R., & Patrinos, H. A. (2022). **Learning loss during Covid-19: An early systematic review**. *PROSPECTS*, *51*(4), 601-609. https://doi.org/10.1007/s11125-021-09582-6
With Covid-19 having caused significant disruption to the global education system, researchers are beginning to become concerned with the impact that this has had on student learning progress and, in particular, whether learning loss has been experienced. To evaluate this, the authors conducted a thorough analysis of recorded learning loss evidence documented between March 2020 and March 2021. This systematic review aims to consolidate available data and to document what has been reported in the literature. Given the novelty of the subject, eight studies were identified; seven of these found evidence of student learning loss among at least some of the participants while one of the seven also found instances of learning gains in a particular subgroup. The remaining study found increased learning gains in their participants. Additionally, four of the studies observed increases in inequality where certain demographics of students experienced learning losses more significant than others. It is determined that further research is needed to increase the quantity of studies produced, their geographical focus, and the numbers of students they observe.

Doris, A., O'Neill, D., & Sweetman, O. (2022). **Good schools or good students? The importance of selectivity for school rankings**. *Oxford Review of Education*, *48*(6), 804-826. https://doi.org/10.1080/03054985.2022.2034611
This paper uses a rich set of student background characteristics to estimate the value added of second-level schools in Ireland. We show that there is a considerable degree of reranking of schools when we move from analysing raw outcomes to value added; in many cases the best performing schools in raw terms are not the best in value-added terms. We show that, contrary to popular perception, fee-paying schools do not add higher value than other schools. A simulation exercise suggests that if parents chose the best value-added school from among the set of feasible schools, then this reallocation of students has the potential to increase academic achievement substantially.

Dupuis-Déri, F. (2022). ***Panique à l'université: Rectitude politique, wokes et autres menaces imaginaires***. Consulté à l'adresse https://luxediteur.com/catalogue/panique-a-luniversite/

Durali, S., & Dietsch, G. (2022). ***Une histoire politique de l'EPS: du XIXe siècle à nos jours***. Consulté à l'adresse https://www.deboecksuperieur.com/ouvrage/9782807345560-une-histoire-politique-de-l-eps

Egan, L., Tang, J. H., Ferraro, D., Erberber, E., Tsokodayi, Y., & Stearns, P. (2022). **U.S. Technical Report and User Guide for the 2019 Trends in International Mathematics and Science Study (TIMSS)**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3697* [Report]. Consulté à l'adresse National Center for Education Statistics (États-Unis) website: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022049
The U.S. TIMSS 2019 Technical Report and User's Guide provides an overview of the design and implementation of TIMSS 2019 in the United States and includes guidance for

researchers using the U.S. datasets.This information is meant to supplement the IEA's TIMSS 2019 Technical Report and TIMSS 2019 User Guide by describing those aspects of TIMSS 2019 that are unique to the United States including information on merging the U.S. public- and restricted-use student, teacher, and school data files with the U.S. data files in the international database.

Et si on écoutait les élèves ? (2022). *Administration & Éducation*, *175*(3), 49-59. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-49.htm

European Education and Culture Executive Agency (European Commission). (2022). **Compulsory education in Europe 2022-2023**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3702* (p. 1-4) [Report]. Consulté à l'adresse Eurydice (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/256c8983-4aa6-11ed-92ed-01aa75ed71a1/language-en?WT.mc_id=Searchresult&WT.ria_c=64310&WT.ria_f=6455&WT.ria_ev=search&WT.URL=https%3A%2F%2Fwww.eacea.ec.europa.eu%2F
This fact sheet focuses on the duration of compulsory education/training in Europe. It highlights the starting and leaving ages and distinguishes the notions of full-time and part-time compulsory education/training. The information is available for 39 European education systems covering 37 countries participating in the EU's Erasmus+ programme. Detailed information on the structure of education systems is available in the report: The structure of the European education systems 2022/2023: schematic diagrams.

Farré-Riera, L., Domingo-Peñafiel, L., & Simó-Gil, N. (2022). **Les défis de l'impact éducatif et social des projets ApS dans l'enseignement secondaire catalan** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 83-93. https://doi.org/10.4000/ries.12819
Cet article montre les résultats de la recherche « Le service communautaire comme pratique sociale innovante dans le monde local. Analyse et propositions pour une amélioration (2016-2018) » développée dans un établissement scolaire qui offre une pédagogie innovante. Il analyse de manière critique l'impact éducatif et social des « projets Apprentissages-Services » depuis le point de vue des entités et institutions collaboratrices. Les résultats montrent que la participation des élèves, la coordination avec les entités et institutions partenaires, et la conduite de projet partagée par l'établissement scolaire sont des facteurs clés pour que les projets atteignent leurs deux objectifs, à savoir un sens éducatif et un engagement pour la transformation sociale.

Finn, M., Mihut, G., & Darmody, M. (2022). **Academic Satisfaction of International Students at Irish Higher Education Institutions: The Role of Region of Origin and Cultural Distance in the Context of Marketization**. *Journal of Studies in International Education*, *26*(5), 572-589. https://doi.org/10.1177/10283153211027009

Fu, Y. C., Fernandez, F., Kao, J. H., & Tseng, K. H. (2022). **Does geodemographic segmentation influence higher education opportunity? A spatial investigation of enrollment at one Taiwanese university**. *Higher Education*, *84*(5), 1045-1065. https://doi.org/10.1007/s10734-022-00815-x
Complexity theory suggests that educational research should consider students' community contexts, because individual students' outcomes are interrelated with community characteristics. While some prior literature finds that higher education

enrollment choices are influenced by geography, scholars have largely overlooked the importance of geography and community-level characteristics in admissions outcomes, especially in countries with distinct segments of academic and vocational universities. In this study, we adopt a geo-spatial perspective to examine the spatial distribution of student enrollments at a highly selective Taiwanese technological university, Taipei Tech. Geocoding students' home addresses, our dataset includes geodemographic characteristics and university enrollment data for villages throughout Taiwan. Our analysis shows that geodemographic segmentation of enrollment patterns is only partially driven by socioeconomic conditions of villages and primarily driven by geographic proximity. We also confirm that spatial clustering is evident and that it influences enrollment patterns. Additionally, we provide evidence of a spatial spillover effect; after controlling for village-level characteristics, we show that a village tends to have more students enrolled at Taipei Tech when nearby villages have more students enrolled at Taipei Tech. Although universities such as Taipei Tech have adopted a non-traditional admissions policy to increase diversity, we show that students from remote villages rarely used the policy to enroll at Taipei Tech. Conversely, villages with more well-educated residents were more likely to benefit from the non-traditional admission pipeline. Our findings suggest that offering alternate admissions policies may only partially address challenges related to the geography of opportunity.

Gervais, A.-L., & Audren, G. (2022). **À Marseille, la construction d'une polarité éducative haut de gamme au service du renouvellement urbain**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-audren-gervais/

Gillani, A. A. (2022). **School-based professional development training of teachers linked to increase in enrolment: evidence from Pakistan**. *Asia Pacific Education Review*, *23*(3), 501-513. https://doi.org/10.1007/s12564-022-09774-5
Of the estimated 0.6 million teachers employed at government schools in Pakistan, 43 percent have not received any professional development training. A considerable amount of research has focused on the effects of teachers' psychological characteristics and academic qualifications on subsequent student achievement but there is limited evidence on the related effectiveness of school-based professional development training received by teachers on the educational outcomes of students. By using school-level data between 2013 and 2018 from over 21,000 schools in Pakistan from the Annual Status of Education Report (ASER), this paper assays the relationship between the number of schoolteachers who had received professional development training and student enrollment in schools. A fixed effects estimation yields two important results. First, the total number of schoolteachers who received lengthier school-based professional development training had a stronger and larger positive correlation with student enrollment at a school. Second, the total number of schoolteachers who received school-based professional development training had a stronger and larger positive correlation with total enrollment at girls' schools, compared to boys' schools. Future research should focus on the mechanism behind the heterogeneous effects across gender as the literature quantifying the magnitude of such mechanisms is an emerging area of interest.

Gosnet, A., Fernandez, B., & Ozouf-Marignier, M.-V. (2022). **Entre métropolisation et développement local : la construction du campus Condorcet dans la Plaine Saint-Denis**. *Urbanités*. Consulté à l'adresse https://www.revue-urbanites.fr/16-gosnet/

Griffiths, R., Mislevy, J., & Wang, S. (2022). **Encouraging impacts of an Open Education Resource Degree Initiative on college students' progress to degree**. *Higher Education*, *84*(5), 1089-1106. https://doi.org/10.1007/s10734-022-00817-9
Textbooks are traditional and useful learning resources for college students, but commercial texts books have been widely criticized for their high costs, restricted access, limited flexibility, and uninspiring learning experiences. Open Education Resources (OER) are an alternative to commercial textbooks that have the potential to increase college affordability, access, and instructional quality. The current study examined how an OER degree—or pathway of OER courses that meet the requirements for a degree program—impacted students' progress to degree at 11 US community colleges. We conducted quasi-experimental impact studies and meta-analysis examining whether OER course enrollment was associated with differences in credit accumulation and cumulative GPA over multiple terms. Overall, we found a positive effect of OER degrees on credit accumulation and no significant difference on cumulative GPA. Taken together, these results suggest students are maintaining their GPAs despite taking more courses, on average. This suggests that students taking OER courses were making faster progress towards degrees than their peers who took no OER courses.

Han, J.-H., & Sa, H. J. (2022). **Acceptance of and satisfaction with online educational classes through the technology acceptance model (TAM): the COVID-19 situation in Korea**. *Asia Pacific Education Review*, *23*(3), 403-415. https://doi.org/10.1007/s12564-021-09716-7
This study examines the current state of acceptance of online classes using the technology acceptance model. The background of the study is the turning point in Korean education in response to the COVID-19 pandemic and speculation about changes in the post-COVID educational environment. To measure the acceptance rate of online classes, a survey was conducted on a total of 313 university students taking online classes. The data were analyzed using structural equation modeling. The results of the study are as follows: First, the perceived ease of use of online classes showed a positive effect on perceived usefulness. Second, both the perceived ease of use and usefulness of online classes showed a positive effect on educational satisfaction. Third, both the perceived usefulness and satisfaction showed a positive effect on the acceptance intention of online education. However, the perceived ease of use did not have a positive effect on acceptance intention. These results suggest that satisfaction with online education can be further improved by developing online classes that are easy to use, focusing on the features that are frequently used by university students. In addition, universities should continuously provide training and advice to increase students' perceived usefulness of online classes.

Hou, A. Y. C., Hill, C., Justiniano, D., Lin, A. F. Y., & Tasi, S. (2022). **Is employer engagement effective in external quality assurance of higher education? A paradigm shift or QA disruption from quality assurance perspectives in Asia**. *Higher Education*, *84*(5), 935-954. https://doi.org/10.1007/s10734-021-00808-2
Due to global attention on student employability, employers are expected to be involved in institutional governance in higher education and quality assurance (QA). Due to the difficulties in recruiting motivated employers to participate in external QA governance and process, this has become a challenging issue in many Asian nations. The paper aims to explore employer legitimacy in Asian national higher education regulations and EQA

system according to a four-dimensional diagram of institutional governance model. There are two major findings. First, Asian governments developed QA policies with a focus on employer engagement but the emerging practice is still ineffective. Second, approaches of employer engagement in QA governance vary context to context, such as HK and Malaysia in the excellence mode; Taiwan, Indonesia, Australia, New Zealand belong to advanced type; and China, Thailand, and Vietnam fall in the intermediate category.

Iyengar, R., & Shin, H. (2022). **Community-based programs to tackle environmental education and COVID-19: A case study from Millburn, New Jersey**. *PROSPECTS*, *51*(4), 643-653. https://doi.org/10.1007/s11125-020-09467-0
Contextual and social realities must be built into any educational program for activism to take place. This case study examines an education and environment program which has adapted to the social distancing measures of COVID-19, resulting in an even more community-reliant and community-driven program than the program designers initially intended. The Eco Ambassador Program uses environmental activism within a space that supports mental health during COVID-19 social isolation. While community engagement and action have been elements of the program, the program has transformed to utilize new levels of social capital in the program's network, to overcome the obstacles presented in regular programming. Many aspects of the critical pedagogy of space are utilized to conceptualize this educational program during the pandemic. The limitations of in-person interactions in defined learning spaces led to more technology-reliant programming, hence broadening the space of place-based learning, while enabling personal spaces and personal environments to become new learning spaces.

Jakobsson, M., Randahl, A.-C., & Nordgren, K. (2022). **Planification et préparation collégiale des cours en Suède** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 127-137. https://doi.org/10.4000/ries.13000
Cet article décrit la planification et la préparation collégiale des cours (PPC) entre enseignants et ses conditions de mise en œuvre en Suède. L'article présente les résultats d'une étude ayant analysé la PPC à travers deux enquêtes. L'une visait à explorer et comparer les perceptions des enseignants et des chefs d'établissement s'agissant de la PPC et de ses conditions de mise en œuvre. L'autre a comparé la PPC en histoire et en mathématiques dans un établissement du secondaire supérieur à partir de deux modèles théoriques. Sur la base des résultats de ces études, les auteurs proposent la notion de développement scolaire axé sur la didactique des matières comme fondement d'une approche durable et pérenne visant à améliorer l'apprentissage des élèves.

Jarraud, F. (2022, octobre 17). **Une critique économique de PISA**. Consulté 24 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/17102022Article638015794497501171.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519666
« Les enfants nés dans des familles très éduquées avec un niveau de revenu élevé possèdent un avantage sur ceux venant de milieux défavorisés. Pour cette raison, les économistes Nicolas Gravel, Edward Levavasseur et Patrick Moyes, proposent de revisiter le classement PISA en prenant en compte ces inégalités et la capacité des systèmes éducatifs à en atténuer les effets », explique le Journal du CNRS. La conclusion rejoint

pourtant ce que PISA annonce depuis des années. « La France affiche un des plus hauts coefficients de corrélation entre résultat en mathématiques et milieu social d'origine, se plaçant juste derrière la Hongrie, le Pérou et la Belgique. Qu'est-ce que cela signifie pour le système français ? Que la France est un système très élitiste, avec beaucoup d'élèves très en dessous de la moyenne ou très au-dessus de la moyenne ! Mais surtout, et c'est le plus important, que son système éducatif a de grandes difficultés à rectifier les inégalités de base. »

Jen, E., Mathijssen, S., & Hoogeveen, L. (2022). **Supporting professional development for educators during the pandemic: Lessons from an international blended learning diploma program**. *PROSPECTS*, *51*(4), 583-587. https://doi.org/10.1007/s11125-021-09591-5
This article discusses issues that emerged from conducting professional development activities for educators during the Covid-19 pandemic. In 2020, as post-academic educational trainers, the authors worked closely with more than 200 professional educators who participated in an international diploma program to develop their professional skills and gain positive and insightful experience. Here, they share three lessons they learned while working with professional educators: (a) teachers face new challenges in the use of educational technology, (b) teachers wonder how to motivate learners with diverse abilities in a virtual setting, and (c) building a supportive community is essential. Suggestions and recommendations are also provided.

Jié, R. (2022). **Coopération inter-établissements et développement professionnel des enseignants à Shanghai** (L. Le Guillou, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 73-82. https://doi.org/10.4000/ries.12795
Les écoles maternelles, primaires et établissements d'enseignement secondaire de Shanghai collaborent pour promouvoir des projets et mener conjointement des travaux de recherche, en s'appuyant sur des enseignants et des établissements réputés. Ces établissements constituent des communautés d'études et de formation inter-établissements, afin de renforcer l'effet de groupe en matière de formation des enseignants et de parvenir à un développement équilibré et de qualité du secteur de l'éducation.

Jones, C. S., & Jones, T. R. (2022). **"That Wild Month of September": Addressing Equity and Governance in a School Board Crisis**. *Journal of Cases in Educational Leadership*, *25*(4), 307-319. https://doi.org/10.1177/15554589221101353
This case focuses on the Board of Trustees of a large urban school district in Texas, as they worked to decide when learners would have the option to return to in-person learning even as the COVID-19 pandemic continued to affect the community, particularly communities of color. This decision-making process included two back-to-back school board meetings with 6 hr of public comment that suggested a divided community. The case raises questions of racial equity, quality educational opportunities for students, governance, and decision making during a time of crisis. Through a deep dive into a crucial moment, this case highlights the challenging nature of governance during a crisis.

Juvenile Ehwi, L., & Ehwi, R. J. (2022). **Covid-19 and school closure: Examining the impact on private mid-range and low-fee private basic schools in Ghana**. *PROSPECTS*, *51*(4), 655-672. https://doi.org/10.1007/s11125-021-09579-1
The Covid-19 lockdown implemented globally to prevent the spread of the virus has led to the closure of schools. However, insight into the impact of the lockdown on private

schools and the responses it has elicited is limited, especially across the African continent. This article examines the impact of the lockdown on private basic schools in Ghana and how they responded to the closure. Following "organizational ambidexterity" and qualitative interviews with nine proprietors of private schools in Ghana, the study found that the schools' closure had a negative impact on private basic schools in five crucial ways: disruption to teaching and learning, difficulty in retrieving unpaid teaching fees, inability to pay staff salaries and statutory payments, underutilization of existing assets, and the cost of storing unused stock. The article offers suggestions to the government to support private schools that are broadening educational access at thin profit margins.

Kamuzinzi, M. (2022). **L'apprentissage collaboratif en Afrique : le cas du Rwanda**. *Revue internationale d'éducation de Sèvres*, (90), 107-115. https://doi.org/10.4000/ries.12924
Cet article montre que le modèle d'enseignement simultané sur lequel sont bâtis la plupart des systèmes éducatifs des États modernes s'oppose à l'intelligence de l'enfant qui le pousse vers plus d'exploration, plus d'interaction, de soutien mutuel et de coopération dans la résolution des problèmes qu'il rencontre sur le chemin de la vie. Il discute ensuite de la plus-value du modèle d'apprentissage collaboratif en explorant surtout son potentiel en contexte africain où les élèves et étudiants partagent des sphères importantes de la vie sociale qui pourraient être mises à contribution pour améliorer leurs compétences sociales de coopération et enrichir ainsi le processus d'apprentissage. L'auteur s'appuie sur des exemples tirés du contexte africain et plus spécifiquement du système éducatif rwandais.

Kelly, M. G. (2022). **How to Reform Without Reforming: School District Racial Composition and Pennsylvania's "Fair" Funding Formula**. *Education and Urban Society*, *54*(9), 1143-1165. https://doi.org/10.1177/00131245211048426
In the United States, researchers have documented persistent racial disparities in school funding for decades. Drawing on evidence from a recent policy change in Pennsylvania, this article contributes to research on the role of state governments in limiting or expanding racial disparities in K-12 education funding by examining differences in the racial composition of school districts positively and negatively impacted by a technical provision lawmakers inserted into a newly created formula for distributing state equalization aid. We find that negatively-impacted districts enroll a substantially higher number of Black and Latinx students, receive less state aid, have lower levels of state and local funding, and have lower spending levels than positively-impacted districts with otherwise similar financial needs. These findings suggest how state lawmakers can exacerbate racial inequities when pursuing reforms ostensibly focused on equity, and these results have implications for both policymakers and educational leaders focused on racial justice.

Kergoat, P. (2022). **Les coulisses de la formation professionnelle : processus de sélection à l'entrée de l'apprentissage**. *Formation emploi*, *159*(3), 49-69. https://doi.org/10.4000/formationemploi.10904
La sélection opérée à l'entrée de l'apprentissage éclaire une zone frontière, celle des coulisses entre l'école et l'entrée en formation. Dans un contexte particulier, celui de la disqualification de la formation en école et de la valorisation de l'entreprise formatrice, l'apprentissage s'avère très sélectif. à partir d'une analyse longitudinale, l'article met au jour les inégalités d'accès à ce dispositif : loin d'accueillir les élèves dont l'école ne veut

plus, l'apprentissage introduit un nouveau sas de sélection déplacé en amont même de la formation.

Kergoat, P., & Lemistre, P. (2022). **Introduction. Aux frontières de la formation initiale et du travail**. *Formation emploi*, *159*(3), 7-22. https://doi.org/10.4000/formationemploi.10930

Ku, H.-Y. (2022). **Defending Comprehensive Education: Brian Simon's Response to Margaret Thatcher's Governments (1979–1990)**. *British Journal of Educational Studies*, *70*(4), 457-480. https://doi.org/10.1080/00071005.2021.1965084

Brian Simon (1915–2002) was a leading advocate of comprehensive education in the second half of the twentieth century in Britain. In the 1980s, in the face of the ideological offensive from the New Right, he firmly stood by Marxist ideals and resolutely resisted policies of the right-wing leading to the 1988 Education Reform Act. Despite this rigorous campaigning that differed from that of the Labour Party, Simon's significance has never been properly explored. In view of this, this paper aims to fill the gap by exploring Simon's distinctive contribution to the defence of comprehensive education in the 1980s.

Kwok, A. O. J., & Treiblmaier, H. (2022). **No one left behind in education: blockchain-based transformation and its potential for social inclusion**. *Asia Pacific Education Review*, *23*(3), 445-455. https://doi.org/10.1007/s12564-021-09735-4

This study explores how blockchain technology can transform education with a special focus on the social inclusion of students with limited access to educational resources and those who are typically designated as unreachable. We conduct a systematic content analysis of the existing literature on blockchain to identify factors that influence its adoption and use in education. The findings reveal seven important themes at the macro-level, namely, (1) future of education, (2) technology in use, (3) trust and change, (4) educational impact, (5) technological challenges, (6) teaching style, and (7) privacy and security. At the micro-level, we identify three thematic clusters, namely, (1) individual, (2) institution, and (3) instrument. These themes structure the further exploration of how blockchain can impact education management and development to improve educational quality, accessibility, social inclusion, and equality.

Lanko, D. (2022). **Fear of Brain Drain: Russian Academic Community on Internationalization of Education**. *Journal of Studies in International Education*, *26*(5), 640-655. https://doi.org/10.1177/10283153211031066

Le Nevé, S. (2022, octobre 24). **Les fusions d'universités : succès d'image, doute pédagogique**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/idees/article/2022/10/24/les-fusions-d-universites-succes-d-image-doute-pedagogique_6147053_3232.html

La volonté d'apparaître à tout prix dans le classement de Shanghaï a poussé les gouvernements à favoriser les regroupements. Au détriment, parfois, des professeurs et de leurs étudiants.

Le Trividic Harrache, L. (2022). **La fabrique de l'éducation à la santé des lycéen ne s : des influences institutionnelles multiples**. *Agora débats/jeunesses*, *92*(3), 129-144. https://doi.org/10.3917/agora.092.0129

Les élections municipales de 1996 ont constitué un tournant majeur pour les politiques locales de la jeunesse : elles ont été l'occasion de la nomination de nombreux élus et élues à la jeunesse qui ont contribué à l'instauration de politiques municipales de la

jeunesse, labellisées comme telles. Ces dernières ont considérablement évolué depuis, aussi bien au niveau municipal, intercommunal, départemental que régional. Elles se sont développées, complexifiées, affinées… Néanmoins, elles font face également à un certain nombre de difficultés, d'ambiguïtés et d'hésitations que ce dossier analyse amplement. De quelle manière s'est opéré le déploiement des politiques de jeunesse à tous les échelons de décision ? Quels sont les liens entretenus entre État et collectivités locales dans le secteur des politiques de jeunesse ? Quelle évolution des relations entre les collectivités locales et les associations ? Comment ont évolué les thèmes abordés dans les politiques de jeunesse et la manière de cibler et d'impliquer les publics ?

LeVasseur, L., & Giuliani, F. (2022). **Visées collaboratives et obstacles institutionnels : les cas de la Suisse et du Québec**. *Revue internationale d'éducation de Sèvres*, (90), 117-126. https://doi.org/10.4000/ries.12929
Depuis la fin des années 1990, dans plusieurs pays de l'OCDE, l'inclusion dans les classes ordinaires d'élèves qui ont des difficultés d'apprentissage et de comportement a complexifié le travail des enseignants. La collaboration doit amener les agents scolaires à s'entraider afin de soutenir ces élèves, mais également les enseignants qui en sont responsables. Cependant, en raison de facteurs institutionnels liés à l'organisation du travail, à des modalités d'intervention différentes auprès des élèves et à une division du travail de plus en plus accentuée entre enseignants, directeurs et directrices d'établissement et professionnels non enseignants, la collaboration ne va pas nécessairement de soi.

MacDonald, M., & Hill, C. (2022). **The educational impact of the Covid-19 rapid response on teachers, students, and families: Insights from British Columbia, Canada**. *PROSPECTS*, *51*(4), 627-641. https://doi.org/10.1007/s11125-020-09527-5
The government's rapid response to the spread of Covid-19 in British Columbia has resulted in drastic and unprecedented changes to the delivery of K-12 education. Using qualitative research methods, including remote in-depth interviews, this article addresses the question: What is the educational impact of the Covid-19 rapid response on teachers, students, and families in the Lower Mainland of British Columbia, Canada? Six themes are discussed, including teacher and family responses to change, vulnerability, transitions, work/home life balance, holistic teaching practices and communication. The article ends with recommendations relating to the communication and implementation of health, care, and educational practices that better attend to vulnerable populations and address social emotional wellness.

Mahdjoub, R. (2022). **Évolution du système éducatif algérien et enjeux d'avenir**. *Revue internationale d'éducation de Sèvres*, (90), 28-34. https://doi.org/10.4000/ries.12680
Le 5 juillet 1962, le gouvernement provisoire de la République algérienne proclame l'indépendance. La Constitution est adoptée en août 1963. Concernant l'éducation, mention est faite (article 18) que l'instruction est obligatoire (mais sans en préciser la durée), sans discrimination, notamment selon le sexe (article 12) et gratuite (article 10). L'arabe est la langue nationale et officielle de l'État (article 5), bien qu'à titre transitoire, la langue française puisse être utilisée (article 7...

Mates, L., Millican, A., & Hanson, E. (2022). **Coping with Covid; Understanding and Mitigating Disadvantages Experienced by First Generation Scholars Studying Online**.

British Journal of Educational Studies, *70*(4), 501-522. https://doi.org/10.1080/00071005.2021.1966382
This article examines the implications of the transition to online or blended learning for first generation scholars (FGS) brought about by Covid-19. We present the findings of a mixed methods project that draws data from both in-depth qualitative interviews and a large quantitative survey of students at Durham University. We offer a comparative analysis of how FGS contrast to the general student body in relation to a range of key challenges that Covid-19 and the consequent 'online pivot' posed to university life including technological, social and resource based issues. Our findings demonstrate that FGS were particularly affected by this shift to online or blended learning. The final substantive section discusses a range of potential mitigation strategies adopted by the School of Government and International Affairs, Durham University, with the assumption that some, at least, of these, and our data, will be of wider relevance in the sector.

Miquel, F. (2022). **L'avis scolaire des élèves : un atout indispensable dans l'évolution du système éducatif**. *Administration & Éducation*, *175*(3), 131-137. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-131.htm

Monnin, C., & Zarka, Y. (2022). **Les représentants des élèves : une démocratie à réinventer ?** *Administration & Éducation*, *175*(3), 63-66. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-63.htm

Morris, T. H., Steinmüller, B., & Rohs, M. (2022). **Examining barriers to participation in further and continuing education in Germany: Why a regional perspective is (still) important**. *International Review of Education*, *68*(4), 551-577. https://doi.org/10.1007/s11159-022-09968-4
Further and continuing education is not only important for individual employability, but also for regional development. Therefore, improving participation in further and continuing education and removing barriers to participation are key concerns of regional education governance. The present study was conducted in a peripheral region of Rhineland-Palatinate in western Germany, where the annual participation rate in continuing education is relatively low compared to other geographic areas in Germany. This quantitative study was designed to understand: (1) To what extent do adult learners engage in continuing education within their habitual lifelong learning process? (2) Which circumstantial factors influence their participation in continuing education? And (3) What are the barriers hindering their participation? The authors found that for two-thirds of adult learners, a precondition for their enrolment in a continuing education course was the satisfaction of both work-related and private life-related factors. The authors' findings point towards the need for flexible study programmes which learners can fit to the demands of their work and life.

MORTON, E., THOMPSON, P., & KUHFELD, M. (2022). ***A multi-state, student-level analysis of the effects of the four-day school week on student achievement and growth***. Consulté à l'adresse https://www.edworkingpapers.com/sites/default/files/ai22-630.pdf
Les semaines d'école de quatre jours deviennent de plus en plus courantes aux États-Unis. Cependant, leurs effets demeurent encore peu étudiés. Ce document de recherche examine les effets de la semaine scolaire de quatre jours par semaine par rapport à la celle de cinq jours, notamment sur résultats des élèves en lecture et en mathématiques. Les effets négatifs de la semaine de quatre jours sont

disproportionnellement plus importants dans les écoles urbaines que dans les écoles rurales et peuvent s'aggraver avec le temps.

OCDE. (2022). **Improving Early Equity From Evidence to Action**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3703* [Report]. Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/education/improving-early-equity_6eff314c-en
Early equity for disadvantaged children can be achieved through nurturing, high quality early learning environments. However, without deliberate action, disadvantaged children face a 12 month development gap compared to their more advantaged peers in key early learning areas such as emergent literacy. Data based on direct assessments from 7,000 children in England, Estonia and the United States show what it takes to achieve a level playing field for disadvantaged children. These actions include supporting parents to regularly read with their children, having back-and-forth conversations and providing access to developmentally appropriate books. Links between parents and their early childhood education and care (ECEC) centre are also positively linked to children's early development, as well as the provision and quality of ECEC. The latter includes a holistic approach to ensure children's social-emotional skills are fostered, such as curiosity and co-operation, and ensuring children have a level of autonomy over their activities.

OECD. (2022). ***TALIS. En finir avec la fracture scolaire: Avoir des enseignants chevronnés dans les établissements qui en ont le plus besoin***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/en-finir-avec-la-fracture-scolaire_a7d45759-fr
Les enseignants peuvent façonner le parcours scolaire de leurs élèves. Les recherches montrent ainsi que les enfants obtiennent souvent des résultats scolaires très différents selon l'enseignant qui les prend en charge. Cela soulève des questions :...

Park, W., & Cho, H. (2022). **The interaction of history and STEM learning goals in teacher-developed curriculum materials: opportunities and challenges for STEAM education**. *Asia Pacific Education Review*, *23*(3), 457-474. https://doi.org/10.1007/s12564-022-09741-0
Although the integration of subjects in the curriculum has been advocated in recent years, there exist limited opportunities for teachers of different subjects to implement integrated curricula in schools collaboratively. In this paper, we consider history as a humanities subject that could be integrated with STEM and explore the diverse history-related learning goals found in teacher-developed STEAM curriculum materials. Using integrated STEAM curricula developed by 13 cross-subject teacher teams in Korea, we analyze the presentation of history-related learning goals in the curricula and report several patterns identified across the curricula. First, the majority of the curricula aimed for the learners to identify themselves in their regional and national histories, but other levels of identification were also aimed for. Second, all the curricula included goals related to historical analysis skills, which were sometimes integrated with scientific inquiry skills. Third, we found several goals related to eliciting students' moral response to history, particularly when the curriculum topic concerned issues at the national level. Fourth, the integration of subjects allowed for exhibiting learners' historical understanding through various activities and in explanatory, persuasive, and imaginative manners. Overall, the analysis pointed to several ways in which the goals of history learning can interact with those of STEM learning, which can be useful for future research and practice in integrated

curriculum. We discuss some potential challenges of integrating history with STEM, such as issues that can arise from the use of the "nation" as a context for STEAM learning.

Pelletier, F., & Prudhon, H. (2022). **Nouveaux modes de communication : jusqu'où peut-on écouter les élèves ?** *Administration & Éducation*, *175*(3), 67-72. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-67.htm

Pinsolle, J., Tourneville, J., & Bordiec, S. (2022). **Réunir (enfin) les acteurs de l'éducation ? Sur la vocation partenariale des « Cités éducatives »**. *Agora débats/jeunesses*, *92*(3), 113-128. https://doi.org/10.3917/agora.092.0113
Les élections municipales de 1996 ont constitué un tournant majeur pour les politiques locales de la jeunesse : elles ont été l'occasion de la nomination de nombreux élus et élues à la jeunesse qui ont contribué à l'instauration de politiques municipales de la jeunesse, labellisées comme telles. Ces dernières ont considérablement évolué depuis, aussi bien au niveau municipal, intercommunal, départemental que régional. Elles se sont développées, complexifiées, affinées… Néanmoins, elles font face également à un certain nombre de difficultés, d'ambiguïtés et d'hésitations que ce dossier analyse amplement. De quelle manière s'est opéré le déploiement des politiques de jeunesse à tous les échelons de décision ? Quels sont les liens entretenus entre État et collectivités locales dans le secteur des politiques de jeunesse ? Quelle évolution des relations entre les collectivités locales et les associations ? Comment ont évolué les thèmes abordés dans les politiques de jeunesse et la manière de cibler et d'impliquer les publics ?

Popa, S. (2022). **Taking stock: Impacts of the Covid-19 pandemic on curriculum, education, and learning**. *PROSPECTS*, *51*(4), 541-546. https://doi.org/10.1007/s11125-022-09616-7

Porthé, É., & Dridi, S. (2022). **Accueillir la parole des élèves dans la classe : discussion, coopération, responsabilisation**. *Administration & Éducation*, *175*(3), 73-78. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-73.htm
Rached, E. (2022). **Le système scolaire libanais, une singularité à toute épreuve**. *Revue internationale d'éducation de Sèvres*, (90), 23-27. https://doi.org/10.4000/ries.12670
Je rêve d'un État où le loup et l'agneau boiraient ensemble, en toute quiétude, l'eau du même ruisseau.Amin Maalouf (1988) Dans un pays situé au croisement de plusieurs cultures et frappé actuellement par de multiples crises – sociopolitique, économique et sanitaire –, le système scolaire libanais, constitué d'un secteur public affaibli et d'un secteur privé qui a longtemps été sa fierté, est mis à rude épreuve depuis les manifestations d'octobre 2019. La tension entre les diverses communauté...

Rayou, P., & Véran, J.-P. (2022). **Collaborer à l'école. Implicites, difficultés et questions posées à la culture scolaire**. *Revue internationale d'éducation de Sèvres*, (90), 43-51. https://doi.org/10.4000/ries.12714
Le travail collaboratif à l'école est aujourd'hui souvent préconisé comme l'une des solutions susceptibles de résoudre la crise du sens qui frappe de nombreux systèmes éducatifs. Ce mode d'organisation semble en effet une manière de renouer avec le sens profond de la culture humaine. Néanmoins, l'idée que l'on travaille et apprend mieux à plusieurs mérite d'être examinée car se réunir pour faire ce que chacun savait déjà faire n'est pas la même chose que joindre les efforts pour le bénéfice de tous et de chacun. Recherches et expériences montrent, de ce point de vue, les limites des collaborations

prescrites de même que les risques de fragmentation des tâches si l'agir ensemble n'est pas fédéré par des valeurs partagées. Poursuivre des objectifs de collaboration doit conduire à interroger une culture scolaire qui, si elle a des caractéristiques propres, ne peut rester étrangère aux diverses cultures qui constituent l'héritage de toute l'humanité.

Regmi, K. D. (2022). **The COVID-19 pandemic, the Sustainable Development Goals on health and education and "least developed countries" such as Nepal**. *International Review of Education*, *68*(4), 511-538. https://doi.org/10.1007/s11159-022-09966-6
In 2015, the United Nations (UN) declared 17 Sustainable Development Goals (SDGs) and 169 targets to be achieved by 2030, but the COVID-19 pandemic has stalled the world's progress in pursuing them. This article explores how the pandemic has impacted the public health and education sectors of the world's poorest 46 countries, identified by the UN as "least developed countries" (LDCs). Applying the theoretical lens of international political economy, the author first considers the historical, political and economic causes behind the pre-pandemic underdevelopment of LDCs' public health and education sectors. Next, he examines how the international support mechanisms forged in 2015 for the timely achievement of the SDGs have been affected by the pandemic, especially in the areas of health (SDG 3) and education (SDG 4). Based on a number of purposively selected international and national policy documents as well as a few related texts, the author uses the case of Nepal as an example to demonstrate what has particularly hampered LDCs' sustainable development – and indeed continues to do so during the ongoing pandemic. He identifies three main adverse factors: (1) the privatisation of health and education; (2) a lack of governmental accountability; and (3) dysfunctional international support mechanisms. The article appeals for a more egalitarian global collaboration and full accountability of LDC governments in the joint effort to achieve a sustainable recovery from the pandemic.

Réseau francophone contre la marchandisation de l'éducation, GI-ESCR : The Global Initiative for Economic Social and Cultural Rights, & Coalition Education (France). (2022). ***État des lieux de la privatisation de l'éducation en Afrique Francophone, regards croisés***. Consulté à l'adresse https://static1.squarespace.com/static/5a6e0958f6576ebde0e78c18/t/632da56c8b88781dcb2d4c6f/1663935885421/Brochure_Privatisation_Education_Afrique_Francophone_VF-1.pdf
Cette synthèse résume les recherches menées par des organisations de la société civile de Côte d'Ivoire, de Madagascar, du Mali et du Sénégal sur la privatisation de l'éducation dans ces pays. Document de plaidoyer, elle en présente les principales conclusions et les recommandations en vue de lutter contre la marchandisation de l'éducation et de promouvoir le droit à l'éducation pour tous. Les rapports sur le Sénégal et la Côte d'Ivoire analysent l'état de la privatisation de l'éducation dans ces deux pays, ceux de Madagascar et du Mali sont centrés sur la situation des enseignants dans le cadre d'une privatisation accrue.

Riveros, P. S., Meriño, J., Crespo, F., & Vienni Baptista, B. (2022). **Situated transdisciplinarity in university policy: lessons for its institutionalization**. *Higher Education*, *84*(5), 1003-1025. https://doi.org/10.1007/s10734-021-00812-6
Although transdisciplinarity has taken hold in many areas, it is still a concept in its early stages of development in Latin America. We see an emergent opportunity to contribute to the current discussion on transdisciplinarity and its institutionalization at universities. Our

specific interest in this paper is to disentangle the conditions under which transdisciplinarity is developed in Latin American contexts and how it can be better implemented within those contexts. Our study focuses on the context of "Latin American Public Universities." We examine the following research questions: (i) How is transdisciplinarity conceptualized in university policy and what are the conditions for its institutionalization? (ii) What lessons can be drawn more broadly from the role of university policy in the process of institutionalizing transdisciplinarity? To address these questions, we take the Universidad de Chile as a case study and apply a qualitative methodology of content analysis of university policy documents in the period 2006–2021. Grounded on empirical data, we elaborate on the concept of "situated transdisciplinarity" that emerges from the interplay between practices and policy at the Universidad de Chile and serves as a tool for future institutionalizing processes. We conclude that the concept of "situated transdisciplinarity" can orient transdisciplinary research policy, by problematizing discourses and perceptions.

Sapir, A. (2022). **Student volunteering in historical perspective: debates and tensions in Israeli higher education**. *Oxford Review of Education*, *48*(6), 710-726. https://doi.org/10.1080/03054985.2021.2011714
This study explores the historical construction of student volunteering in higher education (HE) and the implications of this process for present-day organisational structures and common understandings. This critical-historical analysis, which focuses on the Israeli HE field, draws from archival data spanning the 1970s–2000s, from two leading Israeli universities. The findings reveal three major debates surrounding the historical development and shaping of student volunteering in Israeli HE: over the purpose and nature of volunteering activities; over making volunteering a mandatory requirement; and over awarding academic credits for volunteering. I show how these debates embody critical tensions about the meanings of 'volunteering' itself, as well as about universities' mission, unequal power relations within universities, academic autonomy, students' freedom of choice, and the role of universities in society. Furthermore, I show that, while critical literature on student volunteering highlights the tensions embedded in the current neo-liberal climate of HE, contemporary framing and structures of volunteering – such as the logic of individualisation, the organisational structure of monitoring and control, and demands for benefits for those who volunteer – are based on and shaped by debates that took place decades in the past.

Saussez, F. (2022). **Science et autorité dans le champ de la recherche en éducation au temps de l'evidence-based practice and policy. Qui est en droit de préconiser des pratiques pédagogiques au personnel enseignant ?** *Education et didactique*, *16*(2), 165-182. Consulté à l'adresse https://journals.openedition.org/educationdidactique/10417
L'article questionne l'autorité pédagogique dont s'investissent les membres du mouvement de l'Evidence-Based Practice and Policy (EBPP) et montre que la question de la preuve empirique en éducation n'est pas exclusivement épistémologique et méthodologique. Il soulève différents enjeux au regard de l'institutionnalisation de l'EBPP au Québec, mettant en lumière une régulation managériale de la pédagogie en référence à la managérialisation de la pratique médicale.

Sodiq, A., & Di Biase, R. (2022). **"We cannot do away with exams: Parents believe in them, so does the wider community". Reimagining the examination system in the Maldives**. *PROSPECTS*, *51*(4), 701-719. https://doi.org/10.1007/s11125-022-09613-w
This article presents an exploratory analysis of the external secondary examination system in the Republic of Maldives. The school system is structured around primary grades following a local national curriculum, secondary grades leading to O-level (Ordinary Level) examinations and higher secondary grades leading to A-level (Advanced Level) examinations. Based on desk data, the article analyses different dimensions of secondary and higher secondary education enrolments and attainment levels. It considers the implications from the reliance on British international examinations for students and schools. In addition, there is an exploration of the National Curriculum and equity in secondary education in relation to gender-specific outcomes and outcomes for students in rural atolls in comparison to the outcomes in urban capital island, Male'. The article concludes by considering alternatives to the reliance on international examinations and potential options for national certification that may be more aligned to local needs and relevant to the context.

Spaull, N. (2022). **COVID-19 and schooling in South Africa: Who should go back to school first?** *PROSPECTS*, *51*(4), 563-572. https://doi.org/10.1007/s11125-020-09470-5
The COVID-19 pandemic is the largest social and economic shock of our lifetimes. As governments grapple with their responses to the virus, more than half the world's countries have closed their schools and severely limited almost all forms of public life. This will have a profound impact on children, both now and in the decade to come. As many countries start to send children back to school, a question arises: who should go back to school first? This Viewpoint addresses that question in the context of a middle-income country, South Africa. Based on a review of much of the evidence available at the time of publication, it concludes that the youngest children are least susceptible to harm from COVID-19, are less likely to spread the virus than adults, and also have the most to lose by being out of school. Hence, they should be the ones to return to school first.

Strazzeri, M., Oggenfuss, C., & Wolter, S. (2022). ***Much Ado about Nothing? School Curriculum Reforms and Students' Educational Trajectories*** (CESifo Working Paper Series N° 9912). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9912.htm
We estimate the impact of a large curriculum reform in Switzerland that substantially increased the share of foreign language classes in compulsory school on students' subsequent educational choices in upper secondary school. Using administrative student register data and exploiting the staggered implementation of the curriculum reform, we find that exposure to more foreign language classes during compulsory school has only minor effects on educational choices of the overall student population. However, we find substantial effect heterogeneity: while the reform has no effect on the direct educational progression of either low-track female or high-track students, it impedes low-track male students' transition to upper secondary education. The effect of foreign language classes on the educational trajectory of low-track male students is particularly pronounced for students who do not speak at home the school's language of instruction. Finally, we find that female students who start vocational training immediately after compulsory school are more likely to select into training occupations that require higher foreign language skills instead of natural science skills.

Sullivan, A., Tippett, N., Manolev, J., Baak, M., & Johnson, B. (2022). **Education department policy constructions within highly political contexts: a critical policy study of multiculturalism**. *Journal of Education Policy*, *37*(6), 883-903. https://doi.org/10.1080/02680939.2021.1936194
This article provides a critical analysis of policies from two education systems that support the education of students from migrant backgrounds. This analysis examines the highly political policy context of multiculturalism to reveal how education systems acquiesce to or resist social and political forces. In making this case, the article presents an historical analysis of the Australian federal government's multicultural policy and the events that shaped it. The article then presents an analysis of the national policy statement Multicultural Australia: United, Strong, Successful to understand the current federal position on multiculturalism. These analyses provide an understanding of the political rationality of the broader context. This article argues that education policy constructions are likely to reflect this political rationality. Against this backdrop it then examines primary policies from two education systems that relate to education for students from migrant and refugee backgrounds. The key argument is that, whilst the federal government attends to concerns about security, social integration and economic contributions, education departments can 'resist' and attend to broader issues related to educational equity and social justice.

Tamrat, W., & Teferra, D. (2022). **Advancing Transnational Higher Education in Ethiopia: Policy Promises and Realities**. *Journal of Studies in International Education*, *26*(5), 623-639. https://doi.org/10.1177/10283153211042088

Tao, Y. (2022). **Towards network governance: educational reforms and governance changes in China (1985–2020)**. *Asia Pacific Education Review*, *23*(3), 375-388. https://doi.org/10.1007/s12564-021-09704-x
Network governance has become a widely recognized and increasingly utilized instrument for leading and managing public service delivery, especially in the education sphere. However, beyond mainstream Western contexts, network governance in education is under-researched. With reference to network governance theories, this study explored the evolution of education governance in China from 1985 to 2020. Based on a thorough analysis of policy documents and scholarly research, this article argues that the Chinese central state has changed its governance mode from centralization to network governance by incorporating peripheral actors, including local governments, schools, and societal forces, as active agents in governing education. However, despite these peripheral actors' increasing autonomy and participation, the central state still retains the ultimate power and authority over education governance in China. This study aimed to deepen the theoretical and practical understanding of China's governance over education while also contributing to mapping the global landscape of network governance.

Tomic, S., & Radeljic, B. (2022). **University autonomy under democratic backsliding: a case study of a plagiarism investigation against Serbian Minister of Finance (2014–2019)**. *Higher Education*, *84*(5), 979-1001. https://doi.org/10.1007/s10734-021-00811-7
Scholars have documented a tendency of (semi-)authoritarian regimes to undermine university autonomy, mainly through organizational (de jure) changes. This paper presents a case study of a publicly triggered plagiarism investigation by the University of Belgrade into the doctoral thesis of the Serbian Minister of Finance, one of the key

members of the increasingly authoritarian regime. The analysis finds a proceduralized and delayed response of the university's leadership, which indicates lowered de facto autonomy from politics, despite the university's continually high de jure autonomy. The investigation was closed only after a mobilization within the academic community which resulted in a university's blockade that forced its leadership to retract the contentious thesis. The case study shows that, in contexts of democratic backsliding, political capture can extend farther than usually thought, impacting even the implementation of internal university standards. On the other hand, the analysis also shows that political capture is not necessarily irreversible and that academic community can mobilize to 'undo' it. This reinforces the notion of academic communities as value-driven groups capable of exerting peer pressure to override even authoritarian pressures. In order to understand the dynamic of the plagiarism inquiry in its entirety, we apply insights from theory of power to complement and overcome the limitations of the conventional theoretical frameworks on democratic backsliding and academic autonomy.

Trujillo Reyes, B. F., & Dussel, I. (2022). **Travail collaboratif et ressources numériques au Mexique : des conceptions aux usages** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 63-72. https://doi.org/10.4000/ries.12784
Cet article examine le travail des élèves d'un lycée public de la ville de Mexico par le biais de deux recherches, l'une menée entre 2014 et 2018, l'autre entre 2019 et 2021. Après avoir traité de quelques questions théoriques sur le travail scolaire, les autrices présentent le contexte des études secondaires au Mexique et dans ce lycée particulier. Elles montrent que le travail en équipe, bien qu'il soit justifié pédagogiquement dans le projet éducatif de cet établissement, devient plus complexe si l'on considère les difficultés anciennes propres à ce niveau d'enseignement. Le recours aux outils numériques aggrave la fragmentation du travail scolaire aussi bien en matière de contraintes que de difficultés à produire en commun et à promouvoir le travail collaboratif entre élèves et enseignants.

Tsuneyoshi, R. (2022). **Le travail collaboratif des enseignants et des enfants : lesson study et tokkatsu au Japon** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 95-105. https://doi.org/10.4000/ries.12859
Cet article présente le modèle japonais de lesson study, une méthode d'apprentissage collaboratif des enseignants, ainsi que le modèle du tokkatsu, un processus d'apprentissage collaboratif des enfants qui s'étend au développement de compétences dans des domaines non cognitifs tels que les compétences sociales, la compassion, la persistance et les attitudes. Cet article montre comment l'apprentissage collaboratif des enseignants peut cibler non seulement les domaines cognitifs et les matières telles que les mathématiques et les sciences, comme cela est souvent souligné dans le contexte international lors de la pratique de l'étude des leçons, mais aussi les domaines non cognitifs et non disciplinaires. L'autrice conclut sur le potentiel de tels modèles de collaboration.

UNESCO. IIPE Pôle de Dakar. (2022). ***Dispositifs de gestion des formateurs et personnels d'encadrement de l'EFTP : étude de cas pour quatre pays africains : Bénin, Ethiopie, Madagascar et Sénégal***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000382981
La publication présente l'étude, la méthodologie de conduite, les systèmes d'enseignement et de formation techniques et professionnels (EFTP) de quatre pays

(Bénin, Éthiopie, Madagascar, Sénégal), les dispositifs de formation et de gestion des formateurs et des personnels ainsi que les principales recommandations et feuilles de routes des pays. Une annexe (analyse SWOT et feuille des routes des pays concernés), des graphiques, des encadrés et des tableaux accompagnent l'ensemble.

UNESCO-Equipe du Rapport mondial de suivi sur l'éducation. (2022). ***Spotlight on basic education completion and foundational learning: Ghana***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383113/PDF/383113eng.pdf.multi

Varjo, J., Kalalahti, M., & Hooley, T. (2022). **Actantial construction of career guidance in parliament of Finland's education policy debates 1967–2020**. *Journal of Education Policy*, *37*(6), 1009-1027. https://doi.org/10.1080/02680939.2021.1971772
In this paper we examine the objectives and meanings of the career guidance provided in comprehensive education as set out in discussions in the Parliament of Finland. We approach the topic through an exploration of parliamentary sessions concerning three major legislative proposals for reforming compulsory education in Finland.The premise is that the parliamentary discussions concerning guidance provided in comprehensive education reflect the rationalities that underpin guidance in different eras in Finland and elsewhere. Examining these rationalities provides a way to explore the principles which frame career guidance policy in Finland. Using the actantial model as a methodological tool, the analysis aims to discover the actantial positions in the parliamentary discussions and the interactions that emerge between these.The various actantial narratives demonstrate the way in which guidance is influenced by wider ideological trends. The actantial analysis portrays a shift from the more structural corporatist approaches of the 1960s when the object of guidance was to fulfil the needs of society, towards more third way individualism in 1990s. The current reform of 2020 to extend compulsory education and reinforce guidance may represent some return to more structural approaches.

Véran, J.-P. (2022). **Bâtir l'école ensemble**. *Revue internationale d'éducation de Sèvres*, (90), 40-42. Consulté à l'adresse https://journals.openedition.org/ries/12710
La question de la conception des locaux scolaires n'a jamais été la seule affaire des éducateurs et des architectes. Les pouvoirs politiques ont prescrit des modèles qui, en France et dans les pays émancipés de sa colonisation, permettent facilement de reconnaître un lycée de conception napoléonienne ou une école de la IIIe République. Au xxie siècle, l'approche a changé. Le concours d'idées Archiscola, conçu par des chercheurs en sciences de l'éducation pour des architectes, designers et amé...

Verrette, M. (2022). **Éducation et francophonie : cinquante ans de lutte et de partage pédagogique dans les francophonies canadienne et internationale**. *Éducation et francophonie*, *50*(3). https://doi.org/10.7202/1091112ar
Le but de cet article est de retracer les grandes lignes de l'histoire et de l'évolution de la revue Éducation et francophonie depuis cinquante ans. Cette reconstitution repose essentiellement sur deux fichiers constitués à partir d'informations dégagées de tous les numéros de la revue (thèmes abordés au fil des ans, nombre d'autrices et d'auteurs par numéro, etc.). Il ressort des données analysées que la naissance d'Éducation et francophonie est marquée par les nationalismes québécois et canadien. C'est pour donner suite à une proposition émise lors du congrès de Moncton, en 1970, que le conseil d'administration de l'Association canadienne d'éducation de langue française (ACELF) signe l'acte de naissance d'une nouvelle revue en éducation, dont le premier numéro

est publié en décembre 1971. Son histoire se décline en deux temps : dans la première période, avant 1988, il s'agit d'une revue de lutte pour la reconnaissance et la survie du français, ainsi que pour le développement des minorités francophones canadiennes. Dans la seconde période, après 1988 et au terme d'une courte transition, Éducation et francophonie prend un tournant résolument pédagogique et scientifique. Si, dans les années 1970 et 1980, la revue et son public cible sont essentiellement canadiens, celle-ci s'ouvre à l'international à compter de 1995. Financée par le Conseil de recherches en sciences humaines du Canada (CRSH) à partir de 1996, elle est offerte gratuitement en format électronique. L'année 2008 marque son entrée sur la plateforme Érudit.

von Lautz-Cauzanet, E. (2022). **EdTech: Why the project-based approach must change in order to contribute to system resilience**. *PROSPECTS*, *51*(4), 573-581. https://doi.org/10.1007/s11125-021-09580-8
This viewpoint article argues that there is an urgent need to reform the project-based EdTech approach in order to allow EdTech to contribute to the resilience of education systems in the aftermath of Covid-19. Looking at the contrast between the multiplication of EdTech pilot projects presented as a necessary step in a process that will eventually lead to scaled solutions and the lack of solutions that actually scale, the article highlights those long-standing issues perceived as most pressing by the actors involved in project-based EdTech initiatives. Their perspective and statements allow one to grasp how the EdTech project approach favors the setup of EdTech projects that are by design unscalable, driven by a utopian perception of scalability and instrumentalized in the name of a goal that is de facto only a branding. As a result, and despite the mobilization of tremendous resources, the EdTech project-based approach cannot be system-transformative.

Watermeyer, R., Chen, Z., & Ang, B. J. (2022). **'Education without limits': The digital resettlement of post-secondary education and training in Singapore in the COVID-19 era**. *Journal of Education Policy*, *37*(6), 861-882. https://doi.org/10.1080/02680939.2021.1933198
This article reports on how those working in post-secondary education and training in Singapore perceive the professional effects of a transition to online learning, teaching and assessment (LTA) as a consequence of the COVID-19 global pandemic. It draws on a survey sample of n = 1553 educators and trainers working in Singapore and their perspectives on how a migration to online LTA is producing long-term, if not permanent, changes to the organisation and delivery of post-secondary education and training. It reveals a largely positive view of digital resettlement of education and training in Singapore as a consequence of COVID-19. Yet despite the articulation by respondents of 'paradigm change' and 'education without limits', we find that an embrace of digitalisation is mobilised (and manipulated) not so much by pedagogical concerns but by economic ambitions and a utilitarian logic common to the neoliberal incantations of a global education policy community.

Weiss, P.-O., Ali, M., Ailincai, R., Auger, N., & Bahammou, Z. (2022). ***L'éducation aux marges en temps de pandémie. Précarité, inégalité et fractures numériques***. Consulté à l'adresse https://www.furet.com/livres/l-education-aux-marges-en-temps-de-pandemie-pierre-olivier-weiss-9791095177357.html
La crise provoquée par l'épidémie de COVID-19 a eu un impact considérable sur les pratiques éducatives des familles, des enseignants et des éducateurs. Les médias et les

générateurs d'opinion ont montré les difficultés engendrées par la pandémie, mais peu a été dit à propos de certains contextes moins visibles. Cet ouvrage comble se manque en présentant un panorama critique et global des études sur l'éducation dans ces réalités autres : les territoires ultramarins et postcoloniaux, les communautés autochtones et rurales, les groupes LGBTQIA+, les prisons, les minorités et les quartiers dits sensibles. 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.

Weiss, P.-O., & Fleury, P. (2022a). **Conclusion : Quel avenir pour l'éducation ?** In P.-O. Weiss & M. Alì (Éd.), *L'éducation aux marges en temps de pandémie Précarité, inégalité et fractures numériques* (p. 377-481). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03812656

Weiss, P.-O., & Fleury, P. (2022b). **Dazed and confused. Enquête sur la santé des étudiants de l'Université des Antilles pendant le confinement (p. 233-249)**. In P.-O. Weiss & M. Alì (Éd.), *L'éducation aux marges en temps de pandémie. Précarité, inégalité et fractures numériques* (p. 233-249). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03812645

Winstone, N. E. (2022). **Characterising feedback cultures in higher education: an analysis of strategy documents from 134 UK universities**. *Higher Education*, *84*(5), 1107-1125. https://doi.org/10.1007/s10734-022-00818-8

Feedback can be framed as a one-way transmission of information driven by educators, or as a two-way process, in which students' agentic participation is critical to its success. Despite calls for a shift away from the former framing towards the latter, transmission-focused models of feedback continue to dominate practice internationally. Approaches to feedback in any given setting are likely influenced by the dominant feedback culture. The present study aimed to characterise 'feedback cultures' within higher education by systematically examining how feedback is framed in 134 UK universities' (a) educational strategies and (b) Teaching Excellence Framework (TEF) Provider statements. These documents serve to encapsulate each institution's views of excellence and best-practice; nevertheless, analysis of the documents revealed a stronger focus on the transmission of feedback comments than on supporting students' learning through feedback processes. Linguistically, students were positioned passively within the documents, as being on the receiving end of teachers' actions, rather than actively driving their own learning through feedback. These findings inform a framework for conceptualising feedback cultures in higher education, which positions approaches to feedback design, feedback processes and the evaluation and development of feedback on a continuum from transmission-focused to learning-focused. It is argued that strategy documents shape practice in subtle ways; in order to shift towards learning-

focused feedback cultures, consideration must be given to how students' roles and responsibilities are positioned in both policy and practice.

Wood, E., Vica, C., Gottardo, A., Iminza, R., Kiforo, E., & Wade, A. (2022). **Perceptions and pedagogical considerations in professional development training for integration of an early literacy program in Kenya**. *Oxford Review of Education*, *48*(6), 786-803. https://doi.org/10.1080/03054985.2021.2018999
The present study examines experiences of mentor teachers and their teacher colleagues following three days of professional development training for early literacy instruction and a literacy software program (ABRA). Four Kenyan teacher-mentors were interviewed and 34 teachers were surveyed. Training included program specific and curriculum integration content. Thematic analysis of interviews yielded six themes, which identified perceived barriers and facilitators to adoption and integration of ABRA in the Kenyan elementary school context. Consistent with integration models, barriers involved infrastructure and access to technology, and challenges integrating the pedagogy of the software within the constraints of the existing curriculum. These challenges placed extra burdens on the 'ambassador' role, a key strategic initiative, which may require alternative support for program continuance, adoption, and fostering teachers' professional development. Ambassadors and teachers agreed on the majority of challenges identified. Recommendations were noted to address cultural norms to enhance accessibility of the software.

Xu, X., & Tran, L. T. (2022). **A Qualitative Investigation Into Chinese International Doctoral Students' Navigation of a Disrupted Study Trajectory During COVID-19**. *Journal of Studies in International Education*, *26*(5), 553-571. https://doi.org/10.1177/10283153211042092

Yang, Y., & MacCallum, J. (2022). **Transitions Across Multi-Worlds: Experiences of Chinese International Doctoral Students in STEM Fields**. *Journal of Studies in International Education*, *26*(5), 535-552. https://doi.org/10.1177/10283153211016266

YOUSSEF, S., JONES, N., MALACHOWSKA, A., & SALEH, M. (2022). ***Adolescents in the abyss of Lebanon's worst economic crisis: a focus on Lebanese and Palestinian adolescents' education, and voice and agency***. Consulté à l'adresse https://www.gage.odi.org/wp-content/uploads/2022/09/Lebanon-Girls-Education-and-VA-WEB.pdf
Avec des vulnérabilités socioéconomiques croissantes, des opportunités qui se réduisent et un secteur éducatif de plus en plus fragile, l'éducation des adolescents est de plus en plus menacée. En 2021, environ 260 000 enfants Libanais ont abandonné l'école. Ce rapport se concentre sur l'accès des adolescents Libanais et réfugiés Palestiniens à l'éducation et à leur capacité d'action, soulignant l'impact de la crise libanaise sur leur vie. GAGE vise à mieux comprendre ce qui fonctionne pour autonomiser différents groupes d'adolescents - notamment les filles - dans des contextes touchés par des conflits.

Zhao, Y. (2022). **Build back better: Avoid the learning loss trap**. *PROSPECTS*, *51*(4), 557-561. https://doi.org/10.1007/s11125-021-09544-y
A dangerous trap exists for educators and education policy makers: the learning loss. This trap comes with a large amount of data and with sophisticated projection methods. It presents a stunningly grim picture for education and it invites educators and policy makers to make wrong decisions and invest in wrong things. The article identifies a

number of undesirable outcomes that their concerns could lead to. It also suggests several productive actions when the pandemic is controlled and schools reopen.

Pratiques enseignantes

Annan, B., Wootton, M., & Westrupp, M. (2022). **La collaboration à l'école : l'exemple de la Nouvelle-Zélande – Aotearoa** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 139-149. https://doi.org/10.4000/ries.13033
Le système scolaire de Nouvelle-Zélande (appelée Aotearoa en langue maorie) a pour finalité de bâtir une société véritablement biculturelle. Le mouvement de renaissance des Maoris a mis leurs leaders en avant et cette société biculturelle est en passe de devenir réalité. L'article présente quatre concepts de collaboration qui convergent dans cette direction (leadership, liens familiaux et sociaux, partage égalitaire du pouvoir et apprentissage horizontal entre pairs), illustrés par deux exemples de démarches appuyant les enseignants, les élèves et leurs familles, toutes écoles et communautés confondues. L'un d'eux présente des enfants de 5 ans utilisant des « cartes heuristiques de l'identité » (Identity Maps) pour tisser davantage de liens culturels. Le second réunit écoles et communautés locales pour former des « communautés d'apprentissage » – une stratégie collaborative visant à atténuer la compétition.

Barthes, A., & Lange, J. M. (2022). ***Éducations transversales, " éducations à ", questions d'actualité ? Quelles démarches scientifiques en régime de savoirs incertains et controversés***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03825547

Bouchetal, T., & Magogeat, Q. (Éd.). (2022). ***Le co-enseignement comme innovation pédagogique ?*** Consulté à l'adresse https://www.istegroup.com/fr/produit/le-co-enseignement-comme-innovation-pedagogique/
Le travail conjoint de deux professeurs sur l'intégralité du temps de classe constitue un potentiel innovant par rapport à la forme scolaire ordinaire. Cet ouvrage propose une analyse d'un dispositif inédit de co-enseignement mis en place dans onze écoles rurales à classe unique. Après avoir précisé ce que recouvre le co-enseignement, à partir de références scientifiques francophones et anglophones, cette étude présente les différentes mises en oeuvre du dispositif dans les établissements concernés. La focale est pointée sur les pratiques pédagogiques et didactiques liées au co-enseignement en insistant sur les spécificités des territoires ruraux. Le co-enseignement comme innovation pédagogique ? questionne la manière dont une telle expérimentation peut être évaluée et quels en sont les bénéfices et les limites tant du côté des apprentissages des élèves que du développement professionnel des enseignants. La réflexion est élargie à d'autres dispositifs incitant au travail à deux, afin de saisir les conditions propices à ce processus envisagé alors comme novateur.

Boutrais, M. (2022). **De la description du « faire classe » aux prises de conscience**. *TransFormations - Recherches en Education et Formation des Adultes*, (24), 7-20. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/468
Starting from the description of the subjective experience of the teachers of the neo-titular schools in the classroom, we will explain how this putting in words of «doing» allows awareness of «hidden knowledge» in professional action (Schön, 1994), and how it allows them to make the experience an experience. We will address the role of astonishment in the various effects produced by the fact that the teachers of the schools re-contact their

past experience, in a position of embodied speech. The data collected consist of explanatory interviews with beginning school teachers and are taken from the corpus of our doctoral research (Anonyme, 2015). At times of the process, « reflection » and « thematization » (Vermersch, 1994/2010), the explanatory interview changes the activity of the subjects and the way they look at their professional experience. In a first part, this article discusses the transformative effects of the explanation that participants in this research testify, and in a second part, the transformations that the discussion of explicitation has generated on my own posture, as a trainer.

Burger, C., Strohmeier, D., & Kollerová, L. (2022). **Teachers Can Make a Difference in Bullying: Effects of Teacher Interventions on Students' Adoption of Bully, Victim, Bully-Victim or Defender Roles across Time**. *Journal of Youth and Adolescence*, *51*(12), 2312-2327. https://doi.org/10.1007/s10964-022-01674-6
School bullying is a serious problem worldwide, but little is known about how teacher interventions influence the adoption of bullying-related student roles. This study surveyed 750 early adolescents (50.5% female; average age: 12.9 years, SD = 0.4) from 39 classrooms in two waves, six months apart. Peer ratings of classmates were used to categorize students to five different bullying-related roles (criterion: >1 SD): bully, victim, bully-victim, defender, and non-participant. Student ratings of teachers were used to obtain class-level measures of teacher interventions: non-intervention, disciplinary sanctions, group discussion, and mediation/victim support. Controlling for student- and class-level background variables, two multilevel multinomial logistic regression analyses were computed to predict students' bullying-related roles at wave 2. In the static model, predictors were teacher interventions at wave 1, and in the dynamic model, predictors were teacher intervention changes across time. The static model showed that disciplinary sanctions reduced the likelihood of being a bully or victim, and group discussion raised the likelihood of being a defender. Mediation/victim support raised the likelihood of being a bully. The dynamic model complemented these results by indicating that increases in group discussion across time raised the likelihood of being a defender, whereas increases in non-intervention across time raised the likelihood of being a victim and reduced the likelihood of being a defender. These results show that teacher interventions have distinct effects on students' adoption of bullying-related roles and could help to better target intervention strategies. The findings carry practical implications for the professional training of prospective and current teachers.

Cavaloc, Y., Ferriere, S., & Dupeux, N. (2022). **From observation of pupils' literacy-based practices towards the mentoring and professional development of teachers: An adaptation of the observation table of the Implementation Plan for the Pacific Literacy and School Leadership Programme (PLSLP).** *International Education Journal: Comparative Perspectives*, *21*(1), 81-100. Consulté à l'adresse https://openjournals.library.sydney.edu.au/IEJ/article/view/15349
This article reports on research on adapting the Pacific Literacy and School Leadership Program in New Caledonia. The starting point of this study is the fact that many adults in New Caledonia have difficulties mastering the French language. In order to test the tools developed in the PLSLP program and to contextualise them in schools of New Caledonia, we first carried out a series of observations during a year with three schools. Following this phase of adaptation, the observed population was composed of seven teachers in three schools, comprising one man and five women over three years. The deployment of the program throughout New Caledonia would benefit pupils encountering difficulties in

learning, particularly in schools of the North Province and of the Island Province. This would enable us to measure the efficiency of the program on the scaffolding of literacy-based skills alongside the professional support of teachers, while also progressing the research on comparisons with the countries of Oceania involved in the PLSLP.

Connac, S. (2022). **L'école française et les pédagogies coopératives pour apprendre**. *Revue internationale d'éducation de Sèvres*, (90), 53-61. https://doi.org/10.4000/ries.12745
Il ne suffit pas de faire coopérer des élèves pour qu'ils apprennent, en raison de plusieurs malentendus repérés par les études sur le sujet. Par exemple, un comportement coopératif n'est pas assimilable à une organisation collaborative. Une coopération se développe en complément de relations compétitives et peut aider des élèves à apprendre plus facilement, tout en suscitant des habiletés prosociales ainsi qu'une fraternité en actes. Cet article propose une présentation des origines et une caractérisation des pédagogies coopératives. Il décrit les principales formes qu'elles peuvent prendre aujourd'hui dans les établissements scolaires ainsi que les principales précautions à envisager. Il éclaire le paradoxe français de penseurs pionniers de la coopération dans les apprentissages et de leur influence limitée dans la réalité des classes.

Duru-Bellat, M. (2022, octobre 4). **Que valent les notes à l'école ?** Consulté 2 novembre 2022, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Que-valent-les-notes-a-l-ecole
Croire que les notes évaluent en toute neutralité les compétences des élèves est une illusion. Mais elles sont indispensables pour décerner les diplômes et justifier les positions professionnelles. Comment faire au mieux avec ces contradictions ? Une analyse de la sociologue Marie Duru-Bellat, initialement parue dans le magazine Alternatives Économiques.

Gershenson, S., Holt, S. B., & Tyner, A. (2022). ***Making the Grade: The Effect of Teacher Grading Standards on Student Outcomes*** (IZA Discussion Paper N° 15556). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15556.htm
Teachers are among the most important inputs in the education production function. One mechanism by which teachers might affect student learning is through the grading standards they set for their classrooms. However, the effects of grading standards on student outcomes are relatively understudied. Using administrative data that links individual students and teachers in 8th and 9th grade Algebra I classrooms from 2006 to 2016, we examine the effects of teachers' grading standards on student learning and attendance. High teacher grading standards in Algebra I increase student learning both in Algebra I and in subsequent math classes. The effect on student achievement is positive and similar in size across student characteristics and levels of ability, students' relative rank within the classroom, and school context. High teacher grading standards also lead to a modest reduction in student absences.

Gillani, A. A. (2022). **School-based professional development training of teachers linked to increase in enrolment: evidence from Pakistan**. *Asia Pacific Education Review*, *23*(3), 501-513. https://doi.org/10.1007/s12564-022-09774-5

Of the estimated 0.6 million teachers employed at government schools in Pakistan, 43 percent have not received any professional development training. A considerable amount of research has focused on the effects of teachers' psychological characteristics and academic qualifications on subsequent student achievement but there is limited evidence on the related effectiveness of school-based professional development training received by teachers on the educational outcomes of students. By using school-level data between 2013 and 2018 from over 21,000 schools in Pakistan from the Annual Status of Education Report (ASER), this paper assays the relationship between the number of schoolteachers who had received professional development training and student enrollment in schools. A fixed effects estimation yields two important results. First, the total number of schoolteachers who received lengthier school-based professional development training had a stronger and larger positive correlation with student enrollment at a school. Second, the total number of schoolteachers who received school-based professional development training had a stronger and larger positive correlation with total enrollment at girls' schools, compared to boys' schools. Future research should focus on the mechanism behind the heterogeneous effects across gender as the literature quantifying the magnitude of such mechanisms is an emerging area of interest.

Go, N. (2022). ***Pour l'École moderne : la pédagogie Freinet aujourd'hui***. Consulté à l'adresse https://www.chroniquesociale.com/pedagogie-formation/1258-pour-l-ecole-moderne.html
L'École moderne, c'est le nom du mouvement international de la pédagogie Freinet. Ce n'est pas une chapelle, vouée à conserver dans le formol du dogmatisme le nom propre de son fondateur. Ce n'est pas non plus un collectif d'originaux, de témoins, minoritaires et condamnés à le rester, au sein de la « galaxie » desdites « pédagogies alternatives ». C'est une entreprise coopérative historique, qui s'adresse à la grande masse des éducatrices et des éducateurs, et qui leur dit : l'émancipation commence dès l'enfance, et requiert bien mieux que la simple instruction. Elle requiert l'institution de la souveraineté des élèves sur leur propre travail, et par là l'expérimentation de la joie de vivre. Il ne suffit pas de changer le rapport au savoir, mais de transformer les rapports de production des savoirs. Être « acteur de ses apprentissages », ça ne suffit pas. En coopération, formons des auteurs, afin que chacun invente son devenir, dans une culture du travail redéfinie en commun. Ce petit ouvrage ne fait pas de propositions empiriques en pédagogie Freinet, on les trouvera ailleurs. Il en explore les grands principes, afin que la pratique y trouve son orientation féconde.

Goegan, L. D., & Daniels, L. M. (2022). **Just a Little Healthy Competition: Teacher Perceptions of Competition and Social Comparison in the Classroom**. *Canadian Journal of School Psychology*, *37*(4), 394-405. https://doi.org/10.1177/08295735221101223
The use of competition to motivate students is common but debated. The purpose of the study was: (a) to examine to whom teachers attribute the common emphasis on competition and (b) to explore the reasons teachers give to minimize competition or not in their classrooms. Teachers attribute the focus on competition least to teachers and then increasingly to students, principals, parents, and school boards. Teachers who try to minimize competition identify the importance of learning and individualization, and those who do not, promote competition as healthy and helpful. Results are discussed in terms of classroom practices and future research.

Inel-Ekici, D., & Ekici, M. (2022). **Mobile inquiry and inquiry-based science learning in higher education: advantages, challenges, and attitudes**. *Asia Pacific Education Review*, *23*(3), 427-444. https://doi.org/10.1007/s12564-021-09729-2
This exploratory study investigated higher education student experiences on the effects and limitations of mobile inquiry-based and inquiry-based science learning applications. A total of 80 pre-service science and elementary school teachers from a public university in Turkey were recruited in the study using availability sampling. Participants were randomly assigned to one of two groups; one group participated in face-to-face inquiry-based learning (IBL) and the other participated in mobile inquiry-based learning (m-IBL). Data were collected using semi-structured interviews after 6 weeks of inquiry. Three main categories arose from the data analysis: the effects of m-IBL and IBL applications, problems encountered in the applications, and attitudes toward the application process. It was found that both IBL and m-IBL activities contributed to the meaningful learning of the science subjects, an understanding of scientific research, and the development of thinking skills, such as scientific process skills and problem-solving.

Jakobsson, M., Randahl, A.-C., & Nordgren, K. (2022). **Planification et préparation collégiale des cours en Suède** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 127-137. https://doi.org/10.4000/ries.13000
Cet article décrit la planification et la préparation collégiale des cours (PPC) entre enseignants et ses conditions de mise en œuvre en Suède. L'article présente les résultats d'une étude ayant analysé la PPC à travers deux enquêtes. L'une visait à explorer et comparer les perceptions des enseignants et des chefs d'établissement s'agissant de la PPC et de ses conditions de mise en œuvre. L'autre a comparé la PPC en histoire et en mathématiques dans un établissement du secondaire supérieur à partir de deux modèles théoriques. Sur la base des résultats de ces études, les auteurs proposent la notion de développement scolaire axé sur la didactique des matières comme fondement d'une approche durable et pérenne visant à améliorer l'apprentissage des élèves.

Jarraud, F. (2022, octobre 21). **Québec : « Apprendre pour vrai »**. Consulté 26 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/21102022Article638019260890181745.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519777
« Moins de « bourrage de crâne », moins de « course aux notes », davantage de temps pour apprendre : des écoles québécoises ont entrepris une petite révolution en éliminant les examens traditionnels et les notes chiffrées, pour donner la priorité à l'apprentissage des élèves », écrit le quotidien Le Devoir. Ces écoles ont jugé qu'elles consacraient trop de temps aux évaluations du ministère et ont supprimé les notes (en dehors des évaluations officielles). « « On s'est même demandé pourquoi on évaluait et pour qui on évaluait. Pour les parents, pour le ministère, pour la direction, pour les élèves, pour les enseignants ? On s'est rendu compte que l'évaluation devait être au service de l'apprentissage », précise Nathalie Arès, conseillère pédagogique et professeure de français au même établissement. »..

Jié, R. (2022). **Coopération inter-établissements et développement professionnel des enseignants à Shanghai** (L. Le Guillou, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 73-82. https://doi.org/10.4000/ries.12795

Les écoles maternelles, primaires et établissements d'enseignement secondaire de Shanghai collaborent pour promouvoir des projets et mener conjointement des travaux de recherche, en s'appuyant sur des enseignants et des établissements réputés. Ces établissements constituent des communautés d'études et de formation inter-établissements, afin de renforcer l'effet de groupe en matière de formation des enseignants et de parvenir à un développement équilibré et de qualité du secteur de l'éducation.

Kamuzinzi, M. (2022). **L'apprentissage collaboratif en Afrique : le cas du Rwanda**. *Revue internationale d'éducation de Sèvres*, (90), 107-115. https://doi.org/10.4000/ries.12924
Cet article montre que le modèle d'enseignement simultané sur lequel sont bâtis la plupart des systèmes éducatifs des États modernes s'oppose à l'intelligence de l'enfant qui le pousse vers plus d'exploration, plus d'interaction, de soutien mutuel et de coopération dans la résolution des problèmes qu'il rencontre sur le chemin de la vie. Il discute ensuite de la plus-value du modèle d'apprentissage collaboratif en explorant surtout son potentiel en contexte africain où les élèves et étudiants partagent des sphères importantes de la vie sociale qui pourraient être mises à contribution pour améliorer leurs compétences sociales de coopération et enrichir ainsi le processus d'apprentissage. L'auteur s'appuie sur des exemples tirés du contexte africain et plus spécifiquement du système éducatif rwandais.

Khukalenko, I. S., Kaplan-Rakowski, R., An, Y., & Iushina, V. D. (2022). **Teachers' perceptions of using virtual reality technology in classrooms: A large-scale survey**. *Education and Information Technologies*, *27*(8), 11591-11613. https://doi.org/10.1007/s10639-022-11061-0
High-immersion virtual reality (VR) technology is often associated with gaming. Yet, it is increasingly popular in educational contexts due to its potential to engage and motivate learners. Prior to VR technology integration in the classroom, the acceptance or resistance toward VR needs to be explored. This paper reports the results obtained from a large-scale (N = 20,876) survey on teachers' attitudes toward the use of VR for education. The survey explored the relationships between the teachers' VR integration level and their instructional approaches, as well as the frequency of VR use. Furthermore, the survey yielded answers on the relationship between the availability of information technology (IT) personnel and the frequency of VR use. Overall, teachers had moderately positive perceptions of the use of VR in education. There was no strong correlation between instructional approaches and the level of VR integration, but lower levels of VR integration were associated with more traditional teaching approaches. The results revealed a positive correlation between the level of VR integration and the frequency of VR use. However, the VR frequency use had a weak correlation with the availability of IT personnel.

LeVasseur, L., & Giuliani, F. (2022). **Visées collaboratives et obstacles institutionnels : les cas de la Suisse et du Québec**. *Revue internationale d'éducation de Sèvres*, (90), 117-126. https://doi.org/10.4000/ries.12929
Depuis la fin des années 1990, dans plusieurs pays de l'OCDE, l'inclusion dans les classes ordinaires d'élèves qui ont des difficultés d'apprentissage et de comportement a complexifié le travail des enseignants. La collaboration doit amener les agents scolaires à s'entraider afin de soutenir ces élèves, mais également les enseignants qui en sont responsables. Cependant, en raison de facteurs institutionnels liés à l'organisation du travail, à des modalités d'intervention différentes auprès des élèves et à une division du

travail de plus en plus accentuée entre enseignants, directeurs et directrices d'établissement et professionnels non enseignants, la collaboration ne va pas nécessairement de soi.

Li, C., Song, Y., Wang, Q., & Zhang, B. (2022). **How Does Self-Control Affect Academic Achievement of Adolescents? The Dual Perspectives of Teacher-Student Relationship and Mastery Approach Goals**. *Youth & Society*, *54*(8), 1402-1418. https://doi.org/10.1177/0044118X211030949
This three-wave longitudinal study aimed to investigate whether the relationship between self-control and academic achievement, through mastery goals, was conditional on the nature of the teacher-student relationships. A total of 852 junior school students in China completed questionnaires about self-control, mastery goals, and teacher-student relationships. Academic achievement was obtained from the school. The analyses of moderated mediation effects based on structural equation modeling showed that teacher-student emotional conflict increased the negative effect of students? low self-control on academic achievement via mastery goals, whereas teacher-student emotional support failed to moderate this link. Thus, both mediating and moderating effects exist in the association between self-control and adolescents? academic achievement.

Maene, C., D'hondt, F., Van Lissa, C. J., Thijs, J., & Stevens, P. A. J. (2022). **Perceived Teacher Discrimination and Depressive Feelings in Adolescents: The Role of National, Regional, and Heritage Identities in Flemish Schools**. *Journal of Youth and Adolescence*, *51*(12), 2281-2293. https://doi.org/10.1007/s10964-022-01665-7
Adolescents' identities are multiple, yet there is very little research that investigates the importance of intersecting identities, especially in relationship to teacher ethnic/racial discrimination and mental health. Multiplicity is often approached bi-dimensional (heritage and national identities) yet this study highlights the importance of regional identity. Regions are distinct socio-political contexts in relation to migration and integration dynamics. Hence, this study investigates for different combinations of national, heritage and regional identities (i.e. Flemish, Belgian and Turkish or Moroccan) the relationship between students' experiences with teacher ethnic/racial discrimination and students' depressive feelings. Latent Class Analysis of survey data involving a sample of 439 adolescents (Mage = 18, SD = 0.93; Girls = 49%) with Turkish (41%) or Moroccan origin in Flanders, shows three identification classes: full integration (35%), national integration (40%) and (weak) separation (24%). All these identity profiles had in common that heritage identification was high, yet they were highly distinct due to variation in national and regional identification. Additional, multilevel modelling showed that nationally integrated adolescents were less depressed than fully integrated adolescents. This finding illustrates the importance of adolescents' identity multiplicity for understanding their resilience in relation to teacher discrimination.

Noyes, A., Ritchie, K. C., & King, S. (2022). **An Exploratory Study of Pre-Service Teachers' Evidence-Based Practice Related Knowledge, Attitudes, and Practices**. *Canadian Journal of School Psychology*, *37*(4), 385-393. https://doi.org/10.1177/08295735221114193
It is important to understand the readiness of pre-service teachers (PSTs) to use evidence-based practices (EBP) upon entering the field. This study had two objectives: (1) pilot a measure of EBP previously validated with health professional students (EBP-KAP), and (2) investigate PSTs' knowledge and perceptions of EBP. Fifty-seven PSTs completed the EBP-

KAP. Participants' self-reported knowledge of EBP was significantly greater than their attitudes toward and current use of EBP. PSTs in their first year of training had more positive attitudes toward EBP than PSTs in their second year. Implications for training and practice are discussed.

Park, W., & Cho, H. (2022). **The interaction of history and STEM learning goals in teacher-developed curriculum materials: opportunities and challenges for STEAM education**. *Asia Pacific Education Review*, *23*(3), 457-474. https://doi.org/10.1007/s12564-022-09741-0
Although the integration of subjects in the curriculum has been advocated in recent years, there exist limited opportunities for teachers of different subjects to implement integrated curricula in schools collaboratively. In this paper, we consider history as a humanities subject that could be integrated with STEM and explore the diverse history-related learning goals found in teacher-developed STEAM curriculum materials. Using integrated STEAM curricula developed by 13 cross-subject teacher teams in Korea, we analyze the presentation of history-related learning goals in the curricula and report several patterns identified across the curricula. First, the majority of the curricula aimed for the learners to identify themselves in their regional and national histories, but other levels of identification were also aimed for. Second, all the curricula included goals related to historical analysis skills, which were sometimes integrated with scientific inquiry skills. Third, we found several goals related to eliciting students' moral response to history, particularly when the curriculum topic concerned issues at the national level. Fourth, the integration of subjects allowed for exhibiting learners' historical understanding through various activities and in explanatory, persuasive, and imaginative manners. Overall, the analysis pointed to several ways in which the goals of history learning can interact with those of STEM learning, which can be useful for future research and practice in integrated curriculum. We discuss some potential challenges of integrating history with STEM, such as issues that can arise from the use of the "nation" as a context for STEAM learning.

Pelletier, F., & Prudhon, H. (2022). **Nouveaux modes de communication : jusqu'où peut-on écouter les élèves ?** *Administration & Éducation*, *175*(3), 67-72. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-67.htm

Polewka, A. (2022). **Enseigner le changement climatique**. *Revue internationale d'éducation de Sèvres*, (90), 12-16. https://doi.org/10.4000/ries.12623
L'urgence climatique, soulignée par le dernier rapport du Giec, exige des mesures considérables et immédiates. L'enjeu primordial des actions à mener est de diminuer les émissions de gaz à effet de serre. L'importance de l'éducation pour faire face au changement climatique est reconnue par la communauté internationale ; de plus, la recherche indique qu'elle serait l'un des moyens les plus efficaces de cette lutte, en contribuant à la réduction des émissions de carbone. Pourtant, selon les don...

Porthé, É., & Dridi, S. (2022). **Accueillir la parole des élèves dans la classe : discussion, coopération, responsabilisation**. *Administration & Éducation*, *175*(3), 73-78. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2022-3-page-73.htm

Prophète, A. (2022). **L'identité professionnelle des immigrants francophones en contexte francophone minoritaire : une reconstruction de soi**. *Éducation et francophonie*, *50*(3). https://doi.org/10.7202/1091116ar

Cet article émerge d'une étude qualitative dont l'objectif principal est de mettre à jour les stratégies professionnelles et identitaires mobilisées par les francophones Autres dans leur intégration à la profession enseignante et, par là même, dans la construction de leur identité professionnelle dans une province de l'Ouest canadien. L'étude a révélé que la reconstruction de l'identité professionnelle, notamment en contexte francophone minoritaire, est un processus d'autant plus complexe que, pour les futures et nouvelles enseignantes immigrantes et les futurs et nouveaux enseignants immigrants francophones, l'entrée dans la profession enseignante implique certaines difficultés liées à leurs cultures éducatives et linguistiques d'origine, comme leurs manières de s'exprimer en français, en grande partie non partagées par la communauté éducative du milieu d'accueil. Tout en occasionnant des moments de remises en question de leurs cultures et de leurs pratiques d'enseignement, ces décalages semblent les mettre au défi de construire de nouvelles identités à travers des stratégies identitaires et professionnelles, permettant et conditionnant leur arrimage à leur nouvel environnement professionnel. Leurs récits révèlent une quête de soi investie au profit d'une (re)construction identitaire qui se veut francophone et plurielle, interrogeant du coup les fondements de la francophonie albertaine dans la façon dont celle-ci se définit à l'aune des courants migratoires.

Rayou, P., & Véran, J.-P. (2022). **Collaborer à l'école. Implicites, difficultés et questions posées à la culture scolaire**. *Revue internationale d'éducation de Sèvres*, (90), 43-51. https://doi.org/10.4000/ries.12714
Le travail collaboratif à l'école est aujourd'hui souvent préconisé comme l'une des solutions susceptibles de résoudre la crise du sens qui frappe de nombreux systèmes éducatifs. Ce mode d'organisation semble en effet une manière de renouer avec le sens profond de la culture humaine. Néanmoins, l'idée que l'on travaille et apprend mieux à plusieurs mérite d'être examinée car se réunir pour faire ce que chacun savait déjà faire n'est pas la même chose que joindre les efforts pour le bénéfice de tous et de chacun. Recherches et expériences montrent, de ce point de vue, les limites des collaborations prescrites de même que les risques de fragmentation des tâches si l'agir ensemble n'est pas fédéré par des valeurs partagées. Poursuivre des objectifs de collaboration doit conduire à interroger une culture scolaire qui, si elle a des caractéristiques propres, ne peut rester étrangère aux diverses cultures qui constituent l'héritage de toute l'humanité.

Redondo, C. (2022). ***L'institut universitaire de technologie français au prisme de l'innovation pédagogique avec les ressources en temps de pandémie***. 363. Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/hal-03509200
Notre recherche interroge le caractère (plus ou moins) innovant des dispositifs pédagogiques mis en œuvre en France pendant la première période de confinement dans un contexte précis de l'enseignement supérieur, celui des instituts universitaires de technologie (IUT). Elle s'appuie sur une approche didactique pour analyser la manière dont les enseignants d'un IUT d'une grande métropole du sud de la France ont adapté leurs pratiques didactiques et pédagogiques avec les ressources lors du confinement du printemps 2020. L'analyse des usages déclarés met en évidence des processus qui s'apparentent à de l'innovation pédagogique (en lien avec de nouvelles ressources), tandis que d'autres ne relèvent pas spécifiquement de cette catégorie et n'ont pas permis de contourner les limites d'un enseignement à distance d'urgence.

Saussez, F. (2022). **Science et autorité dans le champ de la recherche en éducation au temps de l'evidence-based practice and policy. Qui est en droit de préconiser des pratiques pédagogiques au personnel enseignant ?** *Education et didactique*, *16*(2), 165-182. Consulté à l'adresse https://journals.openedition.org/educationdidactique/10417
L'article questionne l'autorité pédagogique dont s'investissent les membres du mouvement de l'Evidence-Based Practice and Policy (EBPP) et montre que la question de la preuve empirique en éducation n'est pas exclusivement épistémologique et méthodologique. Il soulève différents enjeux au regard de l'institutionnalisation de l'EBPP au Québec, mettant en lumière une régulation managériale de la pédagogie en référence à la managérialisation de la pratique médicale.

Seeger, C., Parsons, S., & View, J. L. (2022). **Equity-Centered Instructional Adaptations in High-Poverty Schools**. *Education and Urban Society*, *54*(9), 1027-1051. https://doi.org/10.1177/00131245221076088
This study documented the curricular and pedagogical adaptations of equity-centered teachers in high-poverty secondary schools in the Washington, DC-metro region. The participating teachers provided survey data, audio-recorded interviews, and curricular artifacts to describe adaptations made within unique classroom environments. Thematic analysis of the data suggests that some teachers' adaptations align with theories such as: thoughtfully adaptive teaching, equity pedagogy, culturally relevant pedagogy, and critical pedagogy. The results contribute real-world examples of equity-centered teaching, and can be used to contextualize discussions about how teachers can create equitable opportunities for students across the content areas.

Sitabkhan, Y., Harden, K., & Slade, T. (2022). **Teaching by the Book: Teacher Decision-making while using Structured Lesson Plans**. *IARTEM E-Journal*, *14*(1), 1-12. https://doi.org/10.21344/iartem.v14i1.976
The purpose of this paper is to present a methodology for understanding materials usage in primary classrooms in Sub-Saharan Africa that centers teachers' actions and voices. The United Nation's Sustainable Development Goal 4 focuses on improved primary education around the world. To meet this goal, many large, donor-funded interventions aim to improve education through provision of teacher's guides and student textbooks. However, what many of these interventions lack is a systematic way to understand how and why teachers are making pedagogical decisions while using materials. There is a large body of work that seeks to understand how teachers make decisions as they teach, and the ways these decisions are influenced by their knowledge and beliefs. Drawing from this work, we describe a methodology and set of tools that uses observations and interviews to identify key decisions that teachers make in the classroom and why teachers made those decisions. We piloted and iteratively refined this methodology over the course of three studies and use examples from these studies to illustrate the methodology. By closely observing and listening to teachers, we gain insights that allow us to continually refine and improve materials to ultimately improve the quality of classroom instruction.

Stara, J., & Vodrážková, A. (2022). **Choosing from a range of e-resources when planning lessons : a challenge for teachers**. *IARTEM E-Journal*, *14*(1), 1-15. https://doi.org/10.21344/iartem.v14i1.977

In this article we report on a qualitative survey in a primary school based on observation in the classrooms and interviews with teachers. The aim was to find out what e-sources teachers were using during the mandated distance learning in the context of the Covid-19 pandemic and immediately after students returned to school, and how and why they were using them. The results show that teachers are not very familiar with the range of complex e-textbooks and their additional digital support offered by publishing houses. They believe they can find fun and interactive exercises on the internet on their own and in practice they do so, often unsystematically. The teachers' main criteria for selecting sources are attractiveness, fun and interactivity. The research shows that in the flood of different e-resources that teachers can use, it is more crucial that the textbook plays a coordinating role. Within it, it is important to offer teachers high quality and goal-oriented resources that they can adapt, combine, and compile according to their own discretion and the needs of their classroom. At the same time, there is a need to focus teacher training on developing competences to work with diverse and fragmented resources.

Thibeault, J., Maynard, C., & Boisvert, M. (2022). **Exploration de pratiques plurilingues et plurinormatives pour enseigner la grammaire en Ontario francophone**. *Éducation et francophonie*, *50*(3). https://doi.org/10.7202/1091117ar
Le présent article vise à décrire les pratiques plurilingues, reposant sur plusieurs langues, et plurinormatives, reposant sur plusieurs variétés de français, que trois enseignantes oeuvrant au sein d'écoles secondaires de langue française en Ontario utilisent pour enseigner la grammaire. Grâce à une analyse des données que nous avons collectées par l'entremise d'une série d'entretiens virtuels, nous mettons au jour un éventail de pratiques d'enseignement grammatical qui s'ancrent dans le contexte sociolinguistique de l'Ontario francophone. Ce faisant, nous montrons comment ces trois participantes arrivent à enseigner le français au moyen de la diversité linguistique caractérisant de plus en plus ce contexte. Nous nous penchons en outre sur les adaptations qu'elles font du cadre didactique de la grammaire rénovée, privilégié par le ministère de l'Éducation de l'Ontario, pour y intégrer des pratiques axées sur le plurilinguisme et le plurinormalisme.

Tinn, M., & Ümarik, M. (2022). **Looking Through Teachers' Eyes – Investigating Teacher Agency**. *British Journal of Educational Studies*, *70*(4), 419-435. https://doi.org/10.1080/00071005.2021.1960268
Societal, structural, value-based or economic changes and changes related to technological developments necessitate a continuous development process in the field of education. In responding to the changes, teacher agency becomes a key factor. This study explores when the context of reform provides the basis for the growth of agency and when it disables the potential for teacher agency. The analysis is based on empirical data gathered as part of a large-scale mixed-methods study of the professionalism of Estonian teachers. This study identified the strong presence of professional knowledge and skills among teachers related mainly to classroom work and we argue that this is a result of focusing on short-term professional aims. But a prerequisite for the growth of teacher agency is support so that teachers can develop their professional vocabulary and theoretical knowledge base.

Trujillo Reyes, B. F., & Dussel, I. (2022). **Travail collaboratif et ressources numériques au Mexique : des conceptions aux usages** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 63-72. https://doi.org/10.4000/ries.12784

Cet article examine le travail des élèves d'un lycée public de la ville de Mexico par le biais de deux recherches, l'une menée entre 2014 et 2018, l'autre entre 2019 et 2021. Après avoir traité de quelques questions théoriques sur le travail scolaire, les autrices présentent le contexte des études secondaires au Mexique et dans ce lycée particulier. Elles montrent que le travail en équipe, bien qu'il soit justifié pédagogiquement dans le projet éducatif de cet établissement, devient plus complexe si l'on considère les difficultés anciennes propres à ce niveau d'enseignement. Le recours aux outils numériques aggrave la fragmentation du travail scolaire aussi bien en matière de contraintes que de difficultés à produire en commun et à promouvoir le travail collaboratif entre élèves et enseignants.

Tsuneyoshi, R. (2022). **Le travail collaboratif des enseignants et des enfants : lesson study et tokkatsu au Japon** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (90), 95-105. https://doi.org/10.4000/ries.12859
Cet article présente le modèle japonais de lesson study, une méthode d'apprentissage collaboratif des enseignants, ainsi que le modèle du tokkatsu, un processus d'apprentissage collaboratif des enfants qui s'étend au développement de compétences dans des domaines non cognitifs tels que les compétences sociales, la compassion, la persistance et les attitudes. Cet article montre comment l'apprentissage collaboratif des enseignants peut cibler non seulement les domaines cognitifs et les matières telles que les mathématiques et les sciences, comme cela est souvent souligné dans le contexte international lors de la pratique de l'étude des leçons, mais aussi les domaines non cognitifs et non disciplinaires. L'autrice conclut sur le potentiel de tels modèles de collaboration.

Viriot-Goeldel, C., & Pagnier, T. (2022). **Teaching Spelling with Twitter: The Effectiveness of a Collaborative Method for Teaching French Spelling**. *Journal of Writing Research*, *14*(2), 229-256. https://doi.org/10.17239/jowr-2022.14.02.03
Twiictée, a portmanteau of Twitter and dictée (French for dictation), is a collaborative method for teaching spelling that promotes the metacognitive reasoning needed to understand and assimilate the morphosyntactic features of French spelling. The present study evaluated Twictée's impact on spelling performance in 40 classes of 4th-, 5th-, and 6th-grade students (N = 893 students). Mixed-model analyses showed a significant improvement in global spelling performance over time, but the impacts of the interaction between time and condition reached significance for only four specific aspects of spelling performance. Nevertheless, further analyses showed that Twictée's overall impact on spelling pe rformance was significantly greater in schools in disadvantaged urban areas and in large classes. We discuss these results in the light of previous qualitative analyses carried out on this corpus.

Wood, E., Vica, C., Gottardo, A., Iminza, R., Kiforo, E., & Wade, A. (2022). **Perceptions and pedagogical considerations in professional development training for integration of an early literacy program in Kenya**. *Oxford Review of Education*, *48*(6), 786-803. https://doi.org/10.1080/03054985.2021.2018999
The present study examines experiences of mentor teachers and their teacher colleagues following three days of professional development training for early literacy instruction and a literacy software program (ABRA). Four Kenyan teacher-mentors were interviewed and 34 teachers were surveyed. Training included program specific and

curriculum integration content. Thematic analysis of interviews yielded six themes, which identified perceived barriers and facilitators to adoption and integration of ABRA in the Kenyan elementary school context. Consistent with integration models, barriers involved infrastructure and access to technology, and challenges integrating the pedagogy of the software within the constraints of the existing curriculum. These challenges placed extra burdens on the 'ambassador' role, a key strategic initiative, which may require alternative support for program continuance, adoption, and fostering teachers' professional development. Ambassadors and teachers agreed on the majority of challenges identified. Recommendations were noted to address cultural norms to enhance accessibility of the software.

Relation formation-emploi

Chamkhi, A., & Lainé, F. (2022). **La place du diplôme et de l'expérience pour les employeurs : entre représentations, compétences attendues et spécificités du poste**. *Formation emploi*, *159*(3), 185-212. https://doi.org/10.4000/formationemploi.10914
Cet article éclaire les pratiques de recrutement en s'appuyant sur une enquête réalisée par Pôle emploi sur les compétences attendues par les employeurs. Les attentes vis-à-vis du diplôme et de l'expérience professionnelle sont analysées en mettant en évidence leurs déterminants (mode de représentation de l'acquisition de la compétence, spécificités du poste à pourvoir, compétences attendues). Une typologie réalisée par métiers montre que le diplôme et l'expérience professionnelle sont à la fois des signaux et des éléments de régulation du marché du travail des métiers. Enfin, dans les critères de sélection du candidat retenu in fine, l'expérience professionnelle et les compétences comportementales ont une large place, au détriment du diplôme, mais dépendent aussi des attentes initiales des recruteurs et des difficultés de recrutement.

Depoilly, S. (2022). **Postface. Des effets de sélection du système éducatif au marché du travail : mythe de l'adéquation et reproduction des inégalités dans l'enseignement professionnel secondaire**. *Formation emploi*, *159*(3), 213-222. https://doi.org/10.4000/formationemploi.10859

Ferhat, S. (2022). ***The impact of university openings on labor market outcomes*** (THEMA Working Paper N° 2022-18). Consulté à l'adresse THEMA (THéorie Economique, Modélisation et Applications), Université de Cergy-Pontoise website: https://econpapers.repec.org/paper/emaworpap/2022-18.htm
In this paper, I study the impact of university openings on labor market outcomes. I focus on university openings that occurred in France in the 90's, and exploit five waves from representative samples of young individuals who left the French education system, starting from wave 1992. I use difference-in-differences estimation techniques, and find that the impact of university openings on labor market outcomes is heterogeneous according to the characteristics of the region where the opening occurs. I find that opening a new university increases the probability of being employed by about 8% points and increases wages by 5% in regions characterized by a lower level of education and a more disadvantaged socio-economical background. In contrast, no impact is found in regions where the unemployment rate is low and where the population is highly educated.

Marlier, F. (2022, octobre 17). **Les lycées pro toujours plus soumis au marché du travail**. Consulté 24 octobre 2022, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/lycees-pro-toujours-plus-soumis-marche-travail/00104322?utm_source=emailing&utm_medium=email&utm_campaign=NL_Quotidienne&utm_content=17102022

White, P., & Smith, E. (2022). **From subject choice to career path: Female STEM graduates in the UK labour market**. *Oxford Review of Education*, *48*(6), 693-709. https://doi.org/10.1080/03054985.2021.2011713
Increasing the number of women in the STEM labour market has been presented by policymakers and industry representatives as an opportunity to address purported skill shortages in the sector. National governments have spent considerable sums on initiatives aimed at increasing the proportion of girls and women who study science and work in STEM jobs, with a particular focus on increasing the number of female STEM graduates. Although there is a considerable literature on gendered patterns of STEM education, the employment of recent STEM graduates, and gender pay gaps in the STEM workforce, there are important gaps in our knowledge about the position of STEM graduates. We combine several high-quality large-scale data sets to provide a comprehensive overview of the relationship between gender, STEM degree subjects and employment destinations in the first decade of this century. We found that labour market destinations were closely linked to undergraduate STEM subject choice but that gendered differences persisted within subject areas. Throughout their early and mid-career years, women with STEM degrees were more likely than their male peers to be employed in 'caring' professions, such as health and education, be employed in 'lower status' associate professional positions, and less likely to hold managerial positions.

Réussite scolaire

Alreshidi, A. M., Alsharif, K. M., & Kandeel, R. A. A. (2022). **Five Important Parental Involvement Variables that Affect Young Children's Mathematical Achievements: A Comparative Study**. *Education and Urban Society*, *54*(9), 1072-1096. https://doi.org/10.1177/00131245211048440
Success in mathematics has been shown to increase career opportunities; thus, improving student learning in mathematics is vital for educational policymakers. This study investigated the effects of five parental involvement variables on young children's mathematical achievements in 10 countries, including seven Arab countries, and found significant effects for all of them. Students who attended pre-primary education achieved higher mathematics scores compared to those who did not. Students who had been helped with or had their homework reviewed fewer times by their parents achieved significantly higher scores than those who had been helped or checked on more frequently. Students who had not attended any extra lessons to excel over or keep up with classmates achieved significantly higher scores. Students whose parents had university degrees attained significantly better results. Finally, students whose parents had higher expectations achieved significantly better results. These results have implications to enhance students' mathematical achievements in Arab countries.

Bernard, P.-Y., Houdeville, G., Jacob, C., & Suaud, C. (2022). **Faire face aux décrocheurs scolaires en service civique. Le mandat bousculé de professionnels**

de l'accompagnement. *Agora débats/jeunesses*, 92(3), 9-23. https://doi.org/10.3917/agora.092.0009
Les élections municipales de 1996 ont constitué un tournant majeur pour les politiques locales de la jeunesse : elles ont été l'occasion de la nomination de nombreux élus et élues à la jeunesse qui ont contribué à l'instauration de politiques municipales de la jeunesse, labellisées comme telles. Ces dernières ont considérablement évolué depuis, aussi bien au niveau municipal, intercommunal, départemental que régional. Elles se sont développées, complexifiées, affinées… Néanmoins, elles font face également à un certain nombre de difficultés, d'ambiguïtés et d'hésitations que ce dossier analyse amplement. De quelle manière s'est opéré le déploiement des politiques de jeunesse à tous les échelons de décision ? Quels sont les liens entretenus entre État et collectivités locales dans le secteur des politiques de jeunesse ? Quelle évolution des relations entre les collectivités locales et les associations ? Comment ont évolué les thèmes abordés dans les politiques de jeunesse et la manière de cibler et d'impliquer les publics ?

Elmi, M. A. (2022). ***Les déterminants socio-écologiques et personnels de la performance et de la motivation scolaires*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03815109
Depuis des décennies, et avec les travaux de Moos (1979) et Walberg (1969), la recherche en éducation ne cesse de démontrer l'importance des caractéristiques personnelles des élèves et celles socio-écologiques de la classe dans la détermination du développement affectif et cognitif des élèves.Malheureusement, aucune recherche en France n'a été faite à ce propos auprès des lycéens. C'est pourquoi nous nous sommes fixé comme objectif d'étudier, dans ce travail, les déterminants environnementaux et personnels des comportements scolaires des lycéens relatifs à la performance et la motivation scolaire. En nous appuyant sur les échelles de mesure L.E.I (Walberg, 1969) et EMMAS (Ntamakiliro et al., 2000), ainsi qu'une collecte de données réalisée auprès de 405 élèves inscrits en 2nd, 1ère et Tle, cette recherche propose, dans un premier temps, d'étudier les effets des caractéristiques contextuelles et organisationnelles et du climat social de la classe sur la performance et la motivation scolaires. Elle s'intéresse, dans un deuxième temps, à l'analyse des effets des caractéristiques personnelles et de la perception individuelle du climat de la classe sur la réussite et la motivation pour les apprentissages.Les résultats des analyses montrent que les perceptions individuelles du climat de la classe sont déterminées notamment par le sexe, la catégorie socio-professionnelle des parents, le passé scolaire et le niveau de scolarisation. Le climat social de la classe, quant à lui, dépend des caractéristiques organisationnelles et contextuelles. Il apparaît aussi que les dimensions relatives au climat social de la classe ont un pouvoir explicatif de la réussite et de l'élan motivationnel au sein de notre échantillon. De la même manière que la perception individuelle du climat social de la classe constitue un prédicteur direct et médiateur de la réussite et de la motivation scolaires.

Fu, Y. C., Chen, S. L., Quetzal, A. S., Lee, H. M., & Lin, Y. H. (2022). **Group-based trajectory model to analyze the growth of students' academic performance: a longitudinal investigation at one Taiwanese high school**. *Asia Pacific Education Review*, *23*(3), 515-526. https://doi.org/10.1007/s12564-022-09792-3
This study investigated the growth trajectory of academic achievement in Math and English among 519 students in a vocational senior high school in Taiwan. Covering the complete individual learning profile, our dataset included pre-enrollment variables,

periodic test scores, and college entrance examination scores. We employed a group-based trajectory model that identified three homogenous subgroups with distinct trajectories of academic achievement in Math and English and demonstrated baseline predictive factors associated with these trajectories as well as relationships between different trajectories and students' college entrance examination scores. Our analysis contributes to the literature in two ways. First, this study demonstrates that when school practices focus on improving or remediating the performance of students in the low-achievement group, the obvious decrease in performance of those in the middle is ignored. Such finding indicates the need for inclusive or specialized practices that enhance the performance of students in all groups. Second, our analysis reveals that pre-enrollment academic preparation appears to be a strong predictor of later academic performance as noted through the reproduction of pre-enrollment academic performance in students' college entrance examination scores. Therefore, upon enrollment, schools should start interventions that reflect the needs of different groups of students.

Hachem, M., Gorgun, G., Chu, M.-W., & Bulut, O. (2022). **Social and Emotional Variables as Predictors of Students' Perceived Cognitive Competence and Academic Performance**. *Canadian Journal of School Psychology*, *37*(4), 362-384. https://doi.org/10.1177/08295735221118474
Research extensively highlights the importance of social-emotional skills in learning and development. In this study, we evaluated whether social and emotional variables directly impact students' perceived cognitive competence and academic performance through a structural equation model. Survey responses (N = 29,384) were collected from 114 K-12 schools in a large school district in Alberta. Results showed that cognitive competence was directly predicted by social cognition and social competence but indirectly by emotional competence through the mediating effect of social competence. Academic performance was also directly predicted by social cognition. Cognitive competence was positively associated with academic emotions, while academic performance was negatively associated with them. Overall, our findings suggest that learning is a highly social process, and investing in the development of social-emotional skills must be a priority, with a primary focus on creating positive and supportive learning environments. Future research may adjust this model and target more specific social-emotional variables.

Hargreaves, E., Quick, L., & Buchanan, D. (2022). **Persevering for a Cruel and Cynical Fiction? The Experiences of the 'Low Achievers' in Primary Schooling**. *British Journal of Educational Studies*, *70*(4), 397-417. https://doi.org/10.1080/00071005.2021.1998340
This paper is significant in its exploration of the experiences of children designated as 'lower-attaining' in British primary schooling. It is underpinned by Nancy Fraser's conceptualisation of a global shift from government via nation-state welfare structures to governance through supra-national financialised neoliberalism. Within this context, we take the innovative path of investigating how 'lower-attaining' children explain perseverance with hard work at school within neoliberalism's 'cruel and cynical fiction' of social mobility. Our extended interviews with 23 'lower-attaining' children over two years provide findings which indicate – with a startling vividness – that these particular children experienced loneliness at school and blamed themselves for being inadequate and inferior. Fear appeared to be an essential component of their schooling system and sometimes elicited from them anger as well as humiliation. In particular, these children

feared being assessed and sorted according to attainment. We propose that these factors often led the 'lower-attaining' children to experience schooling as at least uncomfortable. And yet they came to accept as fact the fiction that they were inadequate; and to perceive that perseverance in conforming to schooling's rules was their only chance of not slipping out of the race altogether.

Li, C., Song, Y., Wang, Q., & Zhang, B. (2022). **How Does Self-Control Affect Academic Achievement of Adolescents? The Dual Perspectives of Teacher-Student Relationship and Mastery Approach Goals**. *Youth & Society*, *54*(8), 1402-1418. https://doi.org/10.1177/0044118X211030949
This three-wave longitudinal study aimed to investigate whether the relationship between self-control and academic achievement, through mastery goals, was conditional on the nature of the teacher-student relationships. A total of 852 junior school students in China completed questionnaires about self-control, mastery goals, and teacher-student relationships. Academic achievement was obtained from the school. The analyses of moderated mediation effects based on structural equation modeling showed that teacher-student emotional conflict increased the negative effect of students? low self-control on academic achievement via mastery goals, whereas teacher-student emotional support failed to moderate this link. Thus, both mediating and moderating effects exist in the association between self-control and adolescents? academic achievement.

Michaut, C. (2022). ***État des recherches sur la réussite universitaire***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03823781
Etudiée depuis plus de quarante ans, la réussite universitaire a fait l'objet de nombreuses recherches scientifiques qui visent à décrire, à expliquer et à comprendre les disparités de parcours des étudiants. Pourquoi certains étudiants réussissent-ils mieux que d'autres ? Existe-t-il des contextes d'études plus favorables ? Les dispositifs d'accompagnement sont-ils efficaces ? Ce document de travail est une synthèse des recherches en sciences de l'éducation, en économie et en sociologie de l'enseignement supérieur.

MORTON, E., THOMPSON, P., & KUHFELD, M. (2022). ***A multi-state, student-level analysis of the effects of the four-day school week on student achievement and growth***. Consulté à l'adresse https://www.edworkingpapers.com/sites/default/files/ai22-630.pdf
Les semaines d'école de quatre jours deviennent de plus en plus courantes aux États-Unis. Cependant, leurs effets demeurent encore peu étudiés. Ce document de recherche examine les effets de la semaine scolaire de quatre jours par semaine par rapport à la celle de cinq jours, notamment sur résultats des élèves en lecture et en mathématiques. Les effets négatifs de la semaine de quatre jours sont disproportionnellement plus importants dans les écoles urbaines que dans les écoles rurales et peuvent s'aggraver avec le temps.

Önal, H., & Altiner, E. Ç. (2022). **The effect of the use of concept cartoons on students' success in mathematics (time measurement)**. *The Journal of Educational Research*, *115*(4), 246-257. https://doi.org/10.1080/00220671.2022.2117127
The aim of this study is to determine the effect of the use of concept cartoons on the academic achievements of students in a mathematics course. The model of the research is based on a quasi-experimental design from quantitative research methods and supported by an interview from the qualitative methods. The purpose of qualitative

data collected by interviewing teachers is to support quantitative data. For this reason, a triangulation mixed design was used in the research. A total of 67 (35 experimental-32 control) fourth graders constitute the participants of the study. The "time measurement success test" developed by the researchers was used as a data collection tool. In the four-week practice, the experimental group was taught with concept cartoons, and in the control group, lessons were taught taking into account the classic approach. According to the results, a significant difference was determined in terms of the academic achievement in the mathematics course between the experimental group in which concept cartoons were used and the control group in which the classic approach was used.

Swanson, E., & Cole, D. (2022). **The Role of Academic Validation in Developing Mattering and Academic Success**. *Research in Higher Education*, *63*(8), 1368-1393. https://doi.org/10.1007/s11162-022-09686-8

We use survey data from three four-year campuses to explore the relationship between academic validation and student outcomes during students' first 3 years in college using structural equation modeling. We examine both a psychosocial outcome (mattering to campus) and an academic outcome (cumulative GPA). We find that both frequency of interactions with faculty and feelings of academic validation from faculty are positively related to students' feelings of mattering to campus and cumulative GPA in their third year. Our results suggest that academic validation, beyond the frequency of faculty–student interactions, is an important predictor of students' psychosocial and academic success.