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Veille de l'IREDU

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Sommaire :

Acquisition de compétences 2
Aspects économiques de l'éducation 6
Aspects psychologiques de l'éducation 10
Aspects sociaux de l'éducation 28
Climat de l'école 38
Formation continue 41
Marché du travail 41
Métiers de l'éducation 46
Numérique et éducation 52
Orientation scolaire et professionnelle 79
Politique de l'éducation et système éducatif 81
Pratiques enseignantes 102
Relation formation-emploi 109
Réussite scolaire 112

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

Acquisition de compétences

Amadi, C. S. (2023). **The Integration of 21st-Century Skills in Science: A Case Study of Canada and the USA**. *Education and Urban Society*, *55*(1), 56-87. https://doi.org/10.1177/00131245211062531
This comparative study examines the extent to which the 21st-century skills are integrated into the 4th and 8th-grade public school science curriculum in Canada in relation to that of the United States of America (USA) by analyzing the 4th and 8th grade Common Framework of Science Learning Outcomes of Canada and the 4th and 8th grade Next Generation Science Standards (NGSS) of the United States in relation to the 21st-century skills as listed by the Applied Educational System (AES). The results predicted a huge economic decline of the United States in the nearest future in contrast to that of Canada if an intervention is not instituted.

Graveleau, S. (2022, novembre 23). **Les « mad skills », ces compétences enseignées dans les grandes écoles d'ingénieurs pour « développer une forme de subversion chez nos étudiants »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/11/23/les-mad-skills-ces-competences-folles-qu-on-enseigne-dans-les-grandes-ecoles-d-ingenieurs_6151153_4401467.html
Après les « hard skills » et les « soft skills », certaines écoles veulent encourager la sensibilité artistique, l'originalité et la créativité débridée.

Jung, J. (2022). **Imagining Doctoral Education in the Fourth Industrial Revolution: Driving Technology or Being Driven by Technology**. *Minerva*, *60*(4), 615-632. https://doi.org/10.1007/s11024-022-09473-w
The recent technological revolution, often referred to as the Fourth Industrial Revolution or the Second Machine Age, has brought significant changes in both the knowledge production process and its outputs. These changes have raised the question of whether a doctoral degree will retain its unique value as a knowledge creator in the future. In addition, the global challenges confronting society, such as climate change and economic inequality, require a better response from doctoral education and raise the question of whether the current form of doctoral education will meet the demands of future society. Doctoral education might harness technological developments wisely to address these challenges, or it might miss this opportunity and thus lose its valuable role in educating advanced researchers. Based on a critical review of the literature, this paper explores the meaning of the profession in the future at a time of technological revolution and imagines possible future scenarios for doctoral education. The paper applies Ronald Barnett's framework for the imaginative university, focusing on ideological, dystopian, persuasive and utopian universities, and describes the potential changes to doctoral education.

Legavre, A. (2022). ***Être soi à l'école***. Consulté à l'adresse https://www.puf.com/content/%C3%8Atre_soi_%C3%A0_l%E2%80%99%C3%A9cole
Peut-on apprendre à être soi ? À exprimer son intériorité, ses intérêts et ses besoins ? Quel rôle l'école est-elle susceptible de jouer dans cet apprentissage ? Afin de saisir le lien entre socialisation scolaire et expression de soi, cet ouvrage se penche sur les pédagogies dites « alternatives », ayant pour point commun d'offrir de relatifs espaces d'expression aux élèves, en leur permettant de personnaliser leurs productions et de participer au cadre réglementaire. L'observation des pratiques encadrant l'expression

de l'élève, entre accueil de celle-ci et transmission de normes de « bonne expression », permet la mise en lumière de différences, dès l'enfance, quant aux dispositions à exprimer les bonnes choses, et de la bonne manière. Cet ouvrage permet ainsi de dénaturaliser l'expression de soi, en offrant des éléments de compréhension de l'expérience des élèves au sein des activités expressives.

Leve, L. D., Harold, G. T., Neiderhiser, J. M., Natsuaki, M. N., Shaw, D. S., Ganiban, J. M., & Reiss, D. (2022). **The Potential of Children's Rearing Environment to Overcome Genetic Propensity for Low Reading Achievement**. *Mind, Brain, and Education*, *16*(4), 352-359. https://doi.org/10.1111/mbe.12332
Genetic studies show that children's reading achievement is in part genetically influenced, and intervention studies show that reading achievement can be increased by environmental interventions. However, correlational and mean-level analytic strategies are rarely integrated into achievement research, potentially leading to misinterpretation of results. The parent-offspring adoption design offers a novel opportunity to examine the independent and joint roles of genetic and rearing environmental contributions. The sample included 344 adopted children in first grade and their biological and adoptive parents. Results indicated that adoptees' reading scores were correlated with their biological parents' scores, but not with their adoptive parents' scores, suggesting genetic influences. In addition, examination of mean scores indicated that adoptees' scores were significantly greater than their biological parents' (p's < .001) for all subtests, suggesting promotive effects of the rearing environment. This pattern was present even when biological parents scored >1 standard deviation below the biological parent mean on achievement.

McKenna, S. (2022). **Plagiarism and the commodification of knowledge**. *Higher Education*, *84*(6), 1283-1298. https://doi.org/10.1007/s10734-022-00926-5
Universities have put in place various policies and punishments to manage plagiarism and it is an issue of significant interest. This article looks at how plagiarism is discussed in the 55 Higher Education articles between 1982 and June 2022 that make some reference to the term. Many of the articles focused on a police-catch-punish approach and imbued a strong moral charge to the issue. In contrast to such articles were those that presented citation as a complex academic practice that needs to be engaged with educationally. Our understandings of and responses to plagiarism emerge from a number of causal mechanisms but I argue that a key mechanism is the commodification of knowledge. Where knowledge is a product to be packaged, bought, and sold, then ownership and attribution become more important than engagement and personal meaning making. Instead of our obsession with a police-catch-punish approach to plagiarism, at a more micro-level, we should be inducting students into the many roles citations serve, and at a macro-level, we should be engaging in considerations of the purposes of a higher education and how we might better enable students to enjoy a transformative relationship to knowledge.

Navarrete-Ulloa, J. A., & Munoz-Rubke, F. (2022). **Playing Board Games to Learn Rational Numbers: A Proof-of-Concept**. *Mind, Brain, and Education*, *16*(4), 293-299. https://doi.org/10.1111/mbe.12335
Educational board games are a promising teaching method due to their low cost, playful, exploratory, and engaging nature. By drawing on analogical research, we created a game whose structure of spatial relationships mirrored the structure of rational

numbers. We expected that children playing this game would improve their knowledge of fractions. We conducted a school intervention with an active control group and pretest-posttest assessments to evaluate our board game. Playing this game promoted the learning of fractions, even after controlling for nonverbal cognitive abilities. This low-cost educational game might help reduce the knowledge gap that separates less and more affluent children.

Tan, M., Markov, I., Mourgues, C., & Grigorenko, E. L. (2022). **Teacher and Parent Perspectives on the Use of Genetic Information in Schools**. *Mind, Brain, and Education*, *16*(4), 338-351. https://doi.org/10.1111/mbe.12331
While the predictive power of genetic information is not yet strong enough to apply to individuals in the classroom, this study aimed to explore how genetic information may be received in educational settings as a potentially important source of individual differences in academic achievement and learning difficulties. Focus group discussions with teachers and parents were analyzed using qualitative and linguistic methods. Results showed that teachers and parents had similar knowledge of and questions about genetic information and how it could be used in education; both expressed concerns regarding the ethics of its use and suggested other professionals that should be involved in decisions regarding genetic input in education. Parents' personal struggles to obtain appropriate diagnoses and support for their children with learning difficulties, however, added an emotional edge to their views. Families' direct experiences with educational systems, often adversarial, afford them an authority that should be acknowledged by policymakers.

Trethewy, T., Vanderburg, M., & van den Akker, J. (2022). **Grief as an Integral Part of the Third Culture Kid Transition Experience: A Position Paper**. *Journal of Research in International Education*, *21*(3), 291-298. https://doi.org/10.1177/14752409221140176
Arising from increasing globalization, growing numbers of families may find themselves relocating internationally because of work, while children in these families, often referred to as Third Culture Kids, may find themselves grieving for family, friends or possessions left behind. Research suggests that what Doka (2002) describes as disenfranchised grief may influence how such students perceive their experience with school transition programs. This article is part of a larger, ongoing study on Third Culture Kids and their experience with transition programs. Schools are increasingly recognising that supporting Third Culture Kids is essential to ensuring student transitions are successful, while continuing to develop strategies to guarantee the positivity of the student transition experience. International schools also need to consider and include strategies for specifically addressing disenfranchised grief in the Third Culture Kid transition programs. Academic research, as opposed to anecdotal evidence, is needed to better understand how Third Culture Kids experience grief during their transition and how they can best be supported by the school. This article examines the current research around several existing grief models, and how they potentially relate to Third Culture Kids and transition programs. The article is a position paper that presents a call for further research relating to Third Culture Kids through the theoretical lens of grief and loss, in order to provide education professionals with resources that can best support Third Culture Kids on their educational journey.

Tuomi, I. (2022). **Artificial intelligence, 21st century competences, and socio-emotional learning in education: More than high-risk?** *European Journal of Education*, *57*(4), 601-619. https://doi.org/10.1111/ejed.12531
Over the last two decades, 21st century competences and socio-emotional skills have become a major focus in educational policy. In this article, skills for the 21st century, soft skills, as well as social and emotional skills, are contextualised in the context of technological change, machine learning, and the ethics of artificial intelligence. The use of data-driven AI technologies to model and measure these skills—in this article defined as non-epistemic competence components—can lead to major social challenges that have important implications for educational policies and practices. A moratorium on the use of data on these competence components in machine learning systems is proposed until the society-wide impact is better understood.

Wang, C. (2023). **Commanding the Class in a Foreign Tongue: The Influence of Language Proficiency and Intercultural Competence on Classroom Leadership**. *Education and Urban Society*, *55*(1), 34-55. https://doi.org/10.1177/00131245211048428
This article examines the influence of English language proficiency and intercultural competence on the English-medium instruction lecturer's classroom leadership. It analyzes self-reported data obtained by three measuring scales from 188 English-medium instruction lecturers of a Chinese university. The Pearson correlational analysis indicated that there were significant positive relationships between the English-medium instruction lecturer's classroom leadership and the two predicting factors. The multiple regression analysis suggested that both intercultural competence and English proficiency contribute much to the variance of the English-medium instruction lecturer's classroom leadership. It was found that the lecturer's language proficiency and intercultural communicative abilities could be two determining factors for the lecturer to deliver their disciplinary knowledge and command the class in an engaging and competent manner. The findings may provide implications for the strategic intervention of English-medium instruction educators in institutions of higher education.

Wiersma-Mosley, J. D., & Garrison, M. E. B. (2022). **Developing intercultural competence among students in family science: The importance of service learning experiences**. *Family Relations*, *71*(5), 2070-2083. https://doi.org/10.1111/fare.12766
Objective The purpose of this study was to develop intercultural competence among Family Science undergraduate students through high-impact experiences. Background Service learning (SL) is a form of high-impact experimental education that promotes learning and development by engaging students in real-world activities that address both individual and community needs. Methods Participants were 82 undergraduates enrolled in two similar Family Science diversity courses at a mid-South university in the United States. Curriculum for both courses were identical, except one group of students participated in SL at one of five community agencies: boys/girls club, community center working with children, center for adults with disabilities, a primarily Hispanic middle school, or a homeless shelter. Students in both courses completed pre- and post-assessments using the Intercultural Development Inventory to measure intercultural competence. Results Students without SL opportunities did not significantly increase in intercultural competence whereas students who participated with SL increased significantly in their intercultural competence. Conclusion It is imperative that Family Science continue to emphasize SL because meaningful interactions with community partnerships have been shown to provide culturally relevant education and deep experiential learning

opportunities for students. Implications As a result, Family Science students will more easily transition to their chosen professions and will be better prepared to increase intercultural competency and to work toward dismantling racism and promoting social justice for all.

Aspects économiques de l'éducation

Bau, N., Das, J., & Yi Chang, A. (2021). ***New Evidence on Learning Trajectories in a Low-Income Setting*** (Policy Research Working Paper Series N° 9597). Consulté à l'adresse The World Bank website: https://econpapers.repec.org/paper/wbkwbrwps/9597.htm
Using a unique longitudinal data set collected from primary school students in Pakistan, this paper documents four new facts about learning in low-income countries. First, childrenâ€™s test scores increase by 1.19 standard deviation between Grades 3 and 6. Second, going to school is associated with greater learning. Children who drop out have the same test score gains prior to dropping out as those who do not but experience no improvements after dropping out. Third, there is significant variation in test score gains across students, but test scores converge over the primary schooling years. Students with initially low test scores gain more than those with initially high scores, even after accounting for mean reversion. Fourth, conditional on past test scores, household characteristics explain little of the variation in learning. To reconcile the findings with the literature, the paper introduces the concept of â€œfragile learning,â€ where progression may be followed by stagnation or reversals. The implications of these results are discussed in the context of several ongoing debates in the literature on education in low- and middle-income countries.

Brunello, G., Christelis, D., Sanz-de-Galdeano, A., & Terskaya, A. (2022). ***Does College Selectivity Reduce Obesity? A Partial Identification Approach*** (IZA Discussion Paper N° 15612). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15612.htm
We use data from the National Longitudinal Study of Adolescent to Adult Health to investigate whether the quality of tertiary education -measured by college selectivity- causally affects obesity prevalence in the medium run (by age 24-34) and in the longer run (about 10 years later). We use partial identification methods, which allow us, while relying on weak assumptions, to overcome the potential endogeneity of college selectivity as well as the potential violation of the stable unit treatment value assumption due to students interacting with each other, and to obtain informative identification regions for the average treatment effect of college selectivity on obesity. We find that attending a more selective college causally reduces obesity, both in the medium and in the longer run. We provide evidence that the mechanisms through which the impact of college selectivity on obesity operates include an increase in income, a reduction in physical inactivity and in the consumption of fast food and sweetened drinks.

Cabrera-Hernandez, F., Padilla-Romo, M., & Peluffo, C. (2022). ***Full-Time Schools and Educational Trajectories: Evidence from High-Stakes Exams*** (IZA Discussion Paper N° 15602). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15602.htm
This paper estimates the effects of extending the school day during elementary school on students' education outcomes later in life. We do so in the context of Mexico City's metropolitan area, where a large-scale program introduced in 2007 extended the school day from 4.5 to 8 hours in schools that adopted the program. We exploit cohort-by-cohort

variation in students' full-time school enrollment during elementary school to identify the longer-term effects on their performance in a high-school admission exam, subsequent placement, and preferences over high schools. The results indicate that full-time schools have positive and long-lasting effects on students' performance, increasing high-stakes test scores by 4.9 percent of a standard deviation. Exposure to full-time schooling also increases students' probability of choosing highly-selective high schools as their top choices, especially among students from low-SES schools.

De Hoyos, R., Estrada, R., & Vargas Mancera, M. J. (2021). ***Do Large-Scale Student Assessments Really Capture Cognitive Skills ?*** (Policy Research Working Paper Series N° 9537). Consulté à l'adresse The World Bank website: https://econpapers.repec.org/paper/wbkwbrwps/9537.htm
This paper studies the relationship between test scores and cognitive skills using two longitudinal data sets that track student performance on a national standardized exam in grades 6, 9, and 12 and post-secondary school outcomes in Mexico. Using a large sample of twins, the analysis finds that primary school test scores are a strong predictor of secondary education outcomes and that this association is mainly driven by the relationship between test scores and cognitive skills, as opposed to family background and other general skills. Using a data set that links results in the national standardized test to later outcomes, the paper finds that secondary school test scores predict university enrollment and hourly wages. These results indicate that, despite their limitations, large-scale student assessments can capture the skills they are meant to measure and can therefore be used to monitor learning in education systems.

Denzler, S., Ruhose, J., & Wolter, S. (2022). ***« The Double Dividend of Training » – Labor Market Effects of Work-Related Continuous Education in Switzerland*** (IZA Discussion Paper N° 15619). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15619.htm
This paper presents the first longitudinal estimates of the effect of work-related training on labor market outcomes in Switzerland. Using a novel dataset that links official census data on adult education to longitudinal register data on labor market outcomes, we apply a regression-adjusted matched difference-in-differences approach with entropy balancing to account for selection bias and sorting on gains. We find that training participation increases yearly earnings and reduces the risk of unemployment two years after the treatment. However, the effects are heterogeneous as to gender, age, education, and regional labor market context. The gains are highest for middle-aged men with formal vocational education working in either depressed or booming labor markets.

Drégoir, M., & Rousseau, S. (2022). **169 milliards d'euros consacrés à l'éducation en 2021 : 6,8 % du PIB**. *Note d'Information*, (22.34). https://doi.org/10.48464/ni-22-34
En 2021, la France a consacré 168,8 milliards d'euros à son système éducatif, soit une hausse de 8,3 milliards d'euros par rapport à 2020.

Hétier, R. (2022). **Quand le capitalisme retourne les valeurs de l'éducation**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11379
Trois niveaux de valeurs peuvent être distingués dans le capitalisme : les valeurs profondes et cachées (la violence et la perversion), les valeurs « humaines » affichées (la liberté individuelle, essentiellement) et les valeurs fonctionnelles (rendement, progrès,

concurrence, etc.) qui sont régulées par une valeur apparemment neutre : l'efficacité. Dans ce contexte économique, l'éducation devient une suréducation, tant par un souci excessif de satisfaire les désirs des enfants qui coincident avec les intérêts du marché (les loisirs numériques, notamment), que par un surinvestissement du paradigme de l'« intelligence » dont une critique est faite à nouveaux frais. Sur ce fond, la solution ne pourra sans doute venir que de la longanimité accordée à l'enfance et d'un retrait éducatif (Rousseau), du rééquilibrage que cela doit enfin permettre au profit des valeurs sensibles, morales et spirituelles. On se projettera alors dans la possibilité de la formation d'un sujet résistant, à plus d'un titre.

INSEE. (2022). **Dépenses d'éducation**. In INSEE, *France, portrait social* (p. 148-149). Consulté à l'adresse https://www.insee.fr/fr/statistiques/fichier/6535307/FPS2022.pdf

Lamboglia, S., & Stacchini, M. (2022). ***Financial literacy, numeracy and schooling: evidence from developed countries*** (Questioni Di Economia e Finanza (Occasional Papers) N° 722). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://econpapers.repec.org/paper/bdiopques/qef_5f722_5f22.htm
Financial literacy is low among young people and their uninformed choices may have costly and long-lasting consequences. This paper uses information on approximately 52,000 fifteen-year-old students participating in the 2018 OECD Programme for International Student Assessment (PISA) to provide fresh evidence on two drivers for youth financial skills: maths skills and studentsâ€™ exposure to financial education at school. Our results are threefold. First, mathematical skills have a positive impact on financial skills, and to a greater extent than reading skills. Second, an extension based on the 2012 wave of PISA suggests that the transfer of competences from mathematics to financial literacy can be enhanced when teaching strategies focus more on stimulating â€œcognitive activationâ€ . Third, we show how the percentage of students having the chance to receive financial education at school varies widely across countries, and how having such an opportunity positively influences financial achievements.

Lautharte Junior, I. J., de Oliveira, V. H., & Loureiro, A. (2021). ***Incentives for Mayors to Improve Learning: Evidence from state reforms in Ceará, Brazil*** (Policy Research Working Paper Series N° 9509). Consulté à l'adresse The World Bank website: https://econpapers.repec.org/paper/wbkwbrwps/9509.htm
Financial incentives for students, teachers, and schools are often used to promote learning. Yet, little is known about whether similar incentives for mayors produce analogous findings. This paper investigates this question by exploring a results-based financing reform in Ceará, Brazil, which redistributes state resources to municipalities based on education performance. Comparing schools on both sides of Ceará's border over key implementation periods, the paper shows that ninth grade students who were exposed to the results-based financing performed 0.15 standard deviation higher on mathematics and language tests. These impacts increase twofold when Ceará offers technical assistance to municipalities (pedagogical and managerial) and become significant for fifth graders. These gains are seen among students in the top performance quantiles, but reformulating the results-based financing rule to penalize municipalities with more low performers significantly reduces learning gaps. The paper discuss several mechanisms: the selection of school principals, teacher training, the provision and quality of textbooks, curriculum coverage, and school homework.

Le café pédagogique. (2022, novembre 30). **La dépense d'éducation reste plus faible que pour la génération précédente**. Consulté 30 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/30/la-depense-d-education-reste-plus-faible-que-pour-la-generation-precedente/
De 7% du PIB en 2020, la dépense intérieure d'éducation baisse à 6,8% en 2021. Mais ce recul correspond en fait à un retour à la normale.

Le Corre, J.-Y., & Burger-Helmchen, T. (2022). ***Managerial Control in an Online Constructivist Learning Environment: A Teacher's Perspective*** [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-03806698.htm
This article presents the lessons learned from an online teaching experience in the field of managerial control. The study aims to identify the determinants which influence collaborative behaviors between students in management studies and more specifically during the construction of performance measures. A business simulation specifically elaborated for this study is used. The study is conducted through a particular research design consisting of an online learning environment built on constructivist learning principles. The learning environment simulates the different steps of a performance dashboard creation (a set of performance indicators) for a fictitious organization. The study adopts an exploratory sequential design to explore and examine social behaviors during the process of knowledge construction related to performance measures. It contributes to a better understanding of the role of cognitive and behavioral skills in the profession of management accounting and how teachers can incorporate such aspects into their courses. It helps to build awareness among educators about the benefits of using digital learning solutions to help students in accounting and managerial control develop their professional skills most effectively. Keywords: management accounting; performance measures; constructivist learning; socio-cognitive indicators; managerial control; teaching environment

Le Nevé, S. (2022, novembre 28). **Les étudiants internationaux, manne économique pour la France**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/11/28/les-etudiants-internationaux-manne-economique-pour-la-france_6152036_4401467.html
Une enquête publiée lundi 28 novembre par Campus France révèle que la présence des étudiants internationaux génère un impact économique de 1,35 milliard d'euros.

Longuet, G. ***Projet de loi de finances pour 2023 : Enseignement scolaire***. , Pub. L. No. 115 (2022-2023) (2022).
Megalokonomou, R., & Zhang, Y. (2022). ***How Good Am I? Effects and Mechanisms behind Salient Ranks*** (IZA Discussion Paper No 15604). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15604.htm
How can individuals respond to their ordinal ranking when they are not aware of it? We present evidence on the effects and mechanisms of achievement rank effects in middle schools when ranks are salient to students and their parents. For identification, we rely on the random assignment of students (and teachers) to classrooms in China. That is, students with the same baseline test scores end up having different achievement ranks in their assigned classroom. We find positive and large effects of being assigned a higher rank on subsequent performance, especially for males and overconfident students. We

show that students with higher ranks spend more hours on autonomic studying. What drives these effects is still an open question, especially when ranks are salient to both students and their parents. Using rich survey data, we show that these academic gains are not only mediated through (1) students' higher self-perception and higher subject learning confidence, but also through (2) better parental understanding of their child's ranks, stricter parental requirements for their child's study, and higher parental expectations regarding their child's educational attainment and career prospects. We show that these two channels make similar contributions to explaining salient rank effects, and when combined they explain 46.80% of the increase in test scores. We find no impact on teachers' investment or attention to students as a result of rank effects.

MUNNELLY, C. (2022). ***Fixing a broken system : transforming education financing***. Consulté à l'adresse https://resourcecentre.savethechildren.net/pdf/education-financing-report-2022.pdf/
Les difficultés rencontrées pour obtenir une éducation universelle de qualité ont été aggravées par les effets prolongés de la pandémie et le lent rétablissement qui a suivi, ce qui a perturbé de manière disproportionnée l'accès à l'éducation et les moyens de subsistance des familles et de leurs enfants dans les pays à faible revenu (PFR) et les pays à revenu intermédiaire de la tranche inférieure (PRITI). Les systèmes éducatifs ont besoin d'un financement à la fois plus important et de meilleure qualité. Si la majorité de ce financement doit être mobilisée par les gouvernements eux-mêmes, cette année, plus de la moitié des PFR et des PRITI sont déjà surendettés ou courent un grand risque de l'être. Les dirigeants mondiaux doivent prendre les mesures nécessaires pour rehausser le financement de l'éducation et avancer vers l'accès universel à des systèmes éducatifs résilients. Le rapport recommande de renforcer la mobilisation de ressources nationales en améliorant la mobilisation du revenu et l'efficacité des dépenses ; prioriser la qualité et l'équité des dépenses, et mettre l'accent sur l'amélioration de l'apprentissage des enfants les plus marginalisés ; exploiter les opportunités d'augmenter l'accès à des financements de qualité, notamment en veillant à la soutenabilité de la dette, en améliorant l'accès à des prêts concessionnels et en utilisant des droits de tirage spéciaux et de nouvelles formes de financement.

Sims, S., & Jerrim, J. (2022). ***Traditional and progressive orientations to teaching: new empirical evidence on an old debate*** (CEPEO Working Paper Series No 22-08). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://econpapers.repec.org/paper/uclcepeow/22-08.htm
Traditionalists argue that teachers should carefully sequence the best knowledge from their subject area and deliver it directly to the whole class. Progressives argue that teachers should instead facilitate pupils' exploration of their individual interests, thereby nurturing curiosity and thinking skills. We test these claims using fixed effect models applied to data on 1,223 pupils (age 11-14) in the German National Educational Panel Study. We find few links between pupil outcomes and their teachers' orientation. The one exception is that - contrary to progressive claims - pupils develop greater interest in learning when taught by teachers with a traditionalist orientation.

Aspects psychologiques de l'éducation

Alemdag, E. (2022). **Effects of instructor-present videos on learning, cognitive load, motivation, and social presence: A meta-analysis**. *Education and Information Technologies*, *27*(9), 12713-12742. https://doi.org/10.1007/s10639-022-11154-w
Although instructional videos with on-screen instructors have become prevalent in various learning contexts, their effect has been questioned because of mixed findings in the literature. This meta-analysis study aimed to elucidate the overall effect of instructor-present videos on learning, cognitive load, motivation, and social presence and to indicate potential moderators. It analyzed 20 experimental studies where participants watched an instructional video with or without an on-screen instructor. According to the findings, the effects of instructor presence on learning and social presence were not statistically significant. However, instructor-present videos had a significant impact on increasing cognitive load and motivation. Furthermore, moderator analyses for knowledge acquisition outcome revealed (marginally) significant differences in effect sizes based on human embodiment and study setting, favoring instructional videos featuring only the instructor's hand and being watched in laboratory settings. Based on these findings, the present study provides important directions for future research and practices.

Belisle, J., Dixon, M. R., Munoz, B. E., & Fricke-Steuber, K. (2022). **The Convergent Validity of the PEAK-E-PA and Two Common Assessments of Language Development: The ABLLS-R and the TOLD 1:4**. *Journal of Behavioral Education*, *31*(4), 699-717. https://doi.org/10.1007/s10864-020-09426-x
The study evaluated the convergent validity of the PEAK-E-PA and two common assessments of language development used in educational and clinical settings: the ABLLS-R and the TOLD-I:4. The PEAK-E-PA provides a measure of a participant's ability to derive arbitrary stimulus relations, and may therefore provide a more complex analysis of language functioning than traditional behavior analytic language assessments. The results of the present study support a strong, significant relationship between the PEAK-E-PA and the ABLLS-R ($r = 0.73$, $p < 0.01$), but the obtained coefficient falls within the lower range of prior psychometric evaluations of behavioral language assessments. The results suggest a stronger relationship between the PEAK-E-PA the TOLD-I:4 ($r = 0.94$, $p < 0.01$), supporting the use of the PEAK-E-PA with individuals with autism who have progressed beyond the elementary verbal operant skills assessed for in traditional behavioral assessments.

CAPUTO, C. F., CHERBLANC, J., & FAWER CAPUTO, C. (2022). ***Mort et deuils en milieux scolaires : regards pédagogiques, cliniques et socioculturels***. Consulté à l'adresse https://www.alphil.com/index.php?controller=attachment&id_attachment=315
On a souvent du mal à associer la mort à l'école qu'on considère plutôt comme un lieu de vie, avec des jeunes en devenir. Pourtant, les établissements doivent parfois composer avec les drames et le deuil. Les contributions présentent les différentes situations auxquelles le monde scolaire doit parfois faire face (décès, maladies graves, expérience migratoire) et proposent des pistes d'accompagnement pour les acteurs éducatifs. Ces situations sont abordées en quatre volets : 1. « agir quand un drame frappe l'école » se demande comment agissent – ou devraient agir – les institutions en de telles circonstances ; 2. « vivre et accompagner l'orphelinage en milieu scolaire » évoque plusieurs facettes de la gestion du deuil de l'enfant scolarisé ; 3. « comprendre les deuils multiples des jeunes migrants scolarisés » ; 4. « éduquer et sensibiliser à la mort en milieu scolaire » étudie la question de la mort comme tabou à dépasser.

Cheong, C. M., Zhu, X., & Liu, Y. (2022). **The role of need for cognition (NfC) in the effect of language modalities on integrated writing performance**. *British Journal of Educational Psychology*, *92*(4), 1256-1277. https://doi.org/10.1111/bjep.12498
Background As a complex cognitive task, integrated writing (IW) requires not only different language modalities but also persistent cognitive effort. In practice, varied language modalities are taught together with IW tasks. However, little research has been done to investigate independent and integrated language tasks simultaneously. In addition, the need for cognition (NfC), which plays an important role in cognitive processing, has not been explored in the context of IW. Aims The present study aims to investigate the influence of different language modalities (i.e., reading and writing) on IW performance and how NfC moderates this influence. Sample A total of 246 Secondary Four students from three schools in Hong Kong. Methods Measures of reading, writing, NfC and IW performance were obtained. Structural equation modelling was used to explore the relationships between reading, writing and IW and investigate the role of NfC. Results Positive effects of reading and writing on IW performance were observed, and writing played a mediating role in the relationship between reading and IW at the same time. Although NfC negatively moderated the influence of reading on IW, it had no moderating effect on the influence of writing on IW. Conclusions The teaching of different language modalities enhances IW performance. The negative moderating effect of NfC on the relationship between reading and IW performance implies that differentiated instruction is required due to individual differences in the influence of reading on IW. Regarding pedagogical implication, teachers should integrate the teaching of reading and writing and focus on cultivating students' cognitive needs to enhance their IW performance.

Cumming, M. M., Poling, D. V., Qiu, Y., Pham, A. V., Daunic, A. P., Corbett, N., & Smith, S. W. (2023). **A Validation Study of the BRIEF-2 Among Kindergarteners and First Graders At-Risk for Behavior Problems**. *Assessment*, *30*(1), 3-21. https://doi.org/10.1177/10731911211032289
Early identification of executive dysfunction and timely school-based intervention efforts are critical for students at risk for problematic behaviors during early elementary school. The original Behavior Rating Inventory of Executive Functioning (BRIEF) was designed to measure real-world behavioral manifestations of executive functioning, neurocognitive processes critical for school success. With the updated BRIEF-2, independent validation is needed with kindergarten and first grade students at risk for emotional and behavioral disorders. Thus, using item level analyses, we examined the factor structure of the BRIEF-2 Teacher Rating form with 1,112 students. Results indicated little evidence for the original three-index model and supported a modified two-index model, with a Cognitive Regulation Index and an overall Behavior–Emotion Regulation Index. Criterion related validity indicated positive relationships with performance-based executive functioning (Head-Toes-Knees-Shoulders) and later internalizing and externalizing behaviors. We discuss implications of findings for early identification and school-based intervention efforts, as well as future research.

Di Lonardo Burr, S. M., Xu, C., Li, H., Si, J., LeFevre, J.-A., & Wang, Y. (2022). **Fraction mapping and fraction comparison skills among grade 4 Chinese students: An error analysis**. *British Journal of Educational Psychology*, *92*(4), 1335-1353. https://doi.org/10.1111/bjep.12503

Background Mapping fraction symbols to magnitudes is easier for students to master than comparing fraction magnitudes. Fraction mapping assesses students' understanding of part-whole interpretations of fractions; fractions represent the parts of an object or set of objects. Fraction comparison assesses students' understanding of measurement interpretations of fractions; a fraction is a single numerical quantity, not a combination of two whole numbers. Aim To examine and compare the types of errors made by emergent fraction learners on fraction mapping and comparison tasks. Sample Grade 4 Chinese students (N = 1036; 577 boys; Mage = 9.9 years). Method We examined performance and identified errors on fraction mapping and comparison tasks. For mapping, students converted pictorial representations into fraction notation. For comparison, they chose the larger of two symbolic fractions. Results Consistent with curriculum expectations, most students successfully mapped pictorial representations to fraction notation. In contrast, few students were able to accurately compare fraction magnitudes. Within each task, students' errors were consistent across trials, suggesting that they applied systematic but incorrect procedures. However, errors were not consistent between tasks and the correlation between mapping and comparison performance was weak. Conclusion Emergent fraction learners can acquire part-whole knowledge of fractions without acquiring measurement interpretations of fractions. Moreover, misconceptions about different interpretations of fractions need not overlap. Awareness of the types of errors that students make can assist educators in identifying misconceptions early so that students do not build their fraction knowledge on erroneous beliefs.

Dubinsky, J. M., Roehrig, G., & Varma, S. (2022). **A Place for Neuroscience in Teacher Knowledge and Education**. *Mind, Brain, and Education*, *16*(4), 267-276. https://doi.org/10.1111/mbe.12334
The foundational contributions from neuroscience regarding how learning occurs in the brain reside within one of Shulman's seven components of teacher knowledge, Knowledge of Students. While Knowledge of Students combines inputs from multiple social science disciplines that traditionally inform teacher education, teachers must also (and increasingly) know what happens inside students' brains. Neuroscience professional development provides neuroscience principles that teachers can learn and apply to distinguish among pedagogical choices, plan lessons, guide in-the-moment classroom decisions, and inform the views of students. Neuroscience does not directly invent new pedagogies. Rather, knowledge of neuroscience guides teachers in choosing appropriate pedagogies, pragmatically informing teaching. By providing physiological explanations for psychological phenomena relevant to education, teachers benefit from neuroscience content in their training and professional development.

Evans, A. L., Slater, M. J., & Turner, M. J. (2022). **Using Personal-Disclosure Mutual-Sharing (PDMS) with first-year undergraduate students transitioning to higher education**. *British Journal of Educational Psychology*, *92*(4), 1315-1334. https://doi.org/10.1111/bjep.12502
Background Using Personal-Disclosure Mutual-Sharing (PDMS) with students transitioning to Higher Education (HE) has yet to be researched in education. Aims In two studies, we aimed to explore the immediate effects of a Coping Oriented Personal-Disclosure Mutual-Sharing (COPDMS) intervention on first-year undergraduate students' relational and organizational identification, perceived social support availability, and self-efficacy for learning and performance. In our second study, we also aimed to examine student-perceptions of participating in a COPDMS intervention. Sample and Methods At the

beginning of induction week in both studies, first-year undergraduate students on the same degree programme at a HE provider in England received an education session where COPDMS was introduced. Students participated in a COPDMS session a few days later. During COPDMS sessions, students mutually-shared and disclosed personal information and/or stories relating to transitional experiences. Results Across both studies, students' relational identification with staff and perceived emotional, esteemed, and informational support availability from others on the degree programme significantly increased from pre- to post-COPDMS phases. Findings relating to relational identification with other Year 1 students and perceived availability of tangible support were mixed. No significant changes occurred for organizational identification with the university and self-efficacy for learning and performance. In Study 2, five higher-order themes relating to students' perceptions of COPDMS were found: (1) emotionality; (2) personal development; (3) storytelling; (4) enhanced group processes; and (5) task appropriateness and value. Conclusions Study findings provide evidence that COPDMS is a useful psychological intervention to deliver to students transitioning to HE. Practical considerations, limitations, and future research suggestions are provided.

Farnese, M. L., Spagnoli, P., & Livi, S. (2022). **Undergraduates' academic socialization. A cross-time analysis**. *British Journal of Educational Psychology*, *92*(4), 1239-1255. https://doi.org/10.1111/bjep.12497
Background Socialization practices support undergraduates' transitional processes when beginning their academic careers and afterwards. Anyhow, the absence of specific socialization measures for academic contexts does not allow Universities to assess it. Aims The present study aimed to contribute to the socialization literature by proposing a reliable measure (USQ, Undergraduate Socialization Questionnaire) specific for the academic context, that is, reflecting the same construct at different developmental stages. Method and samples Based on an organizational socialization scale (NSQ; Haueter al., 2003, Journal of Vocational Behavior, 63, 20), we examined in Study One the USQ's three-factor structure (task, group, organization) (n. 451 undergraduates) and, in Study Two, we tested the construct invariance across time, comparing undergraduates' developmental changes through a two-wave longitudinal design (n.185 undergraduates attending their first and their second year). Results Findings supported both the USQ's dimensionality and measurement invariance, thus ensuring that the same underlying construct is being assessed, and its concurrent and predictive validity. Conclusions Overall, results showed that USQ is a reliable instrument useful to monitor the effectiveness of undergraduates' adjustment process, also allowing comparison between specific groups of students or longitudinal comparison to evaluate their career development or the effectiveness of policies targeted to reduce the risk of marginalization and dropout.

Gorges, J., & Schmidt, L. C. (2022). **Motivation towards novel learning content: Perceived similarity of learning content, but not need for cognition, moderates the generalization of motivation**. *British Journal of Educational Psychology*, *92*(4), 1403-1421. https://doi.org/10.1111/bjep.12507
Background The generalization of established motivation hypothesis states that individuals use established motivational beliefs to predict motivational beliefs regarding novel learning content on the basis of the perceived similarity between academic domains. Aims This study tests the generalization hypothesis by investigating the assumed moderating role of the extent of perceived similarity between known and novel learning content and need for cognition (NFC). Sample(s) Participants were adult students (n =

576) from various study programs (Study 1) and non-students (n = 628) of whom the majority held at least a bachelor's degree (Study 2). Methods In this prospective correlational survey study, we used online self-report measures to assess participants' self-concept of ability (SCA) and intrinsic task value (ITV) regarding their established and anticipated motivational beliefs regarding a set of school subjects (known learning content) and fields of study (novel learning content), perceptions of similarity, and their NFC. Data was analysed using structural equation modelling with latent interaction variables. Results We found support for the generalization hypothesis and documented that the perceived similarity moderated the generalizing effect (i.e., SCA and ITV had stronger predictive validity for learning content that was perceived as more similar). However, the results obtained for the moderating effect of NFC were mostly nonsignificant. Conclusion Individuals generalize established motivation regarding known learning content to anticipated motivation regarding novel learning content perceived as being similar. The extent of perceived similarity enhances this effect, whereas NFC does not. Future research should address the underlying automatic and deliberate cognitive processes of generalization.

Grew, E., Baysu, G., & Turner, R. N. (2022). **Experiences of peer victimization and teacher support in secondary school predict university enrolment 5 years later: Role of school engagement**. *British Journal of Educational Psychology*, 92(4), 1295-1314. https://doi.org/10.1111/bjep.12500
Background Peer victimization has an adverse effect on academic outcomes. However, longitudinal research on how peer victimization affects access to higher education is lacking. Aims In this study, we investigated the mechanisms through which peer victimization and teacher support affect aspirations for and enrolment at university 5 years later through engagement in secondary school. We also examined whether these effects were moderated by ethnicity, and whether teacher support may compensate for the effects of peer victimization. Sample The sample (N = 15,110, 51% male, 68% White, 12% Black and 20% Asian) was drawn from a nationally representative study of young people in England. We used data from four waves, following adolescents over 3 years of secondary education (T1–T2–T3, age 13 to 15 years) until university (T4, age 18 years). Method Data were analysed in a longitudinal structural equation model in Mplus 8. Results Adolescents subjected to more peer victimization at T1 had lower university aspirations 2 years later and were less likely to attend university 5 years later. These effects were mediated via secondary school engagement. Teacher support at T1 was related to higher school engagement, leading to higher aspirations (T3) and higher likelihood of university enrolment (T4) over time. We also found evidence that teacher support may lessen the effect of peer victimization on school engagement, and that ethnic background may moderate the effect of teacher support. Conclusions Peer victimization had a small long-lasting negative effect on university choices via school engagement, while teacher support had a positive effect. In summary, relationships in secondary school have long-lasting implications for university aspirations and enrolment.

Guo, N., Huebner, E. S., & Tian, L. (2022). **Co-developmental trajectories of parental involvement: Relations to academic achievement and externalizing and internalizing problems among Chinese elementary schoolchildren**. *British Journal of Educational Psychology*, 92(4), 1422-1443. https://doi.org/10.1111/bjep.12508
Background Parental involvement is an important multi-faceted factor in children's academic performance and school behaviour. However, most prior studies have

involved cross-sectional designs, with few studies exploring the co-developmental nature of various parental involvement characteristics over time and their associations with children's academic achievement, externalizing, and internalizing problems. Aims This study explored (a) co-developmental trajectories of seven parental involvement characteristics in elementary schoolchildren, and (b) relations to children's academic achievement, externalizing, and internalizing problems. Sample and methods A total of 3553 Chinese elementary schoolchildren (Mage = 9.90, SD = .72; 53.9% boys) completed relevant measures on 4 occasions at 6-month intervals. Parallel process latent class growth modelling was used for examining study hypotheses. Results Four co-developmental trajectories of parental involvement were identified: 'High motivation and involvement', 'Low motivation and involvement', 'Incongruent motivation and involvement', and 'Incongruent motivation and high involvement'. The highest academic achievement and fewest externalizing and internalizing problems were observed for schoolchildren in the 'High motivation and involvement' class, followed by those who were in the 'Incongruent motivation and high involvement' and 'Incongruent motivation and involvement' classes, and finally, schoolchildren were the 'Low motivation and involvement' class. Conclusions The identification of heterogeneous trajectories with differential outcomes highlights the importance of individual differences considerations in understanding the co-developmental patterns of parental involvement, suggesting that specific interventions need to be formulated for differing groups.

Janke, S., Messerer, L. A. S., & Daumiller, M. (2022). **Motivational development in times of campus closure: Longitudinal trends in undergraduate students' need satisfaction and intrinsic learning motivation**. *British Journal of Educational Psychology*, *92*(4), 1582-1596. https://doi.org/10.1111/bjep.12522
Aims Higher education systems around the world have enforced campus closures to combat the COVID-19 pandemic. Such measures may threaten students' basic psychological needs for relatedness, competence and autonomy, and the development of intrinsic learning motivation. Little is known about whether the implementation of campus closures yielded negative developmental patterns for these motivational variables. We aim to close this research gap. Sample We investigated developmental patterns in longitudinal data spanning the first four semesters of undergraduate students in two cohorts at one German university starting in 2013 and 2019 (cohort 1: normal study conditions; cohort 2: affected by campus closure). We used propensity score modelling to ensure comparability between both cohorts resulting in a sample of 435 students each (total n = 870 students). Method We estimated conditional latent growth curve models (LGCM) to investigate developmental trends in need satisfaction and intrinsic learning motivation across the students' first four semesters and how these trends differed between the two cohorts. Results The results indicated a more maladaptive development of motivational variables for students of cohort 2 compared to students of cohort 1. More specifically, we found negative developmental trends following the implementation of campus closures for competence, relatedness and intrinsic learning motivation. Conclusions Our findings highlight the importance of considering side effects for students' psychological functioning when discussing the implementation or renewal of campus closures. It seems important to find ways to carefully reopen higher education institutions while also minimizing further risks for students and faculty.

Jiang, X., Shi, D., Fang, L., & Ferraz, R. C. (2022). **Teacher–student relationships and adolescents' school satisfaction: Behavioural engagement as a mechanism of change**. *British Journal of Educational Psychology*, 92(4), 1444-1457. https://doi.org/10.1111/bjep.12509
Background Teacher–student relationships have been linked to various aspects of students' school functioning, including social-emotional well-being in school, but the underlying mechanisms need more investigation. Aims In this study, we analysed longitudinal data to test if students' classroom behavioural engagement was a potential mechanism of change that explained how teacher–student relationships affect student school satisfaction. Sample We used an archival dataset with a sample of seventh graders (ages 11–14, Mage = 12.7 year) in a middle school in the Southeastern United States. Methods Adolescents completed self-report surveys across three waves over the course of 18 months. Results Longitudinal structural equation modelling analyses revealed that teacher–student relationships were positively associated with positive classroom engagement behaviours and school satisfaction, respectively, at each time, and positive classroom behaviours at Time 2 fully mediated the longitudinal association between teacher–student relationships (Time 1) and school satisfaction (Time 3). Conclusions Taken together, results suggested that fostering positive teacher-student relationships to increase students' positive classroom behaviours could be an effective pathway to promote students' satisfaction with school. The applications of the results in educators' and psychologists' work, such as consultation and trainings with teachers, are discussed.

Larsen, S. A., Little, C. W., & Byrne, B. (2022). **Teaching the Teachers the Genetics of Learning: An Application of the Mixed Blessings Model**. *Mind, Brain, and Education*, *16*(4), 328-337. https://doi.org/10.1111/mbe.12315
Decades of educational genetics research have highlighted that differences in academic achievement are partly explained by genetic variation between individuals. Consequently, there is ongoing discussion about whether genetic influences on educationally related traits should be more widely acknowledged in schools and communicated specifically to teachers. Nonetheless, there is little research on how teachers might interpret such information, and how it might alter their perceptions of the students they teach or their teaching practice. In this review, we draw on the mixed blessings model proposed by Haslam and Kvaale, Current Directions in Psychological Science, 2015, 24, 399–404, as a framework for defining both positive and negative repercussions of disseminating the findings of educational genetic research to teachers. We discuss research examining teacher perceptions of student ability and behavior and findings outlining perceptions of psychological disorders when genetic explanations are invoked. We conclude by proposing new directions for research designed to better understand interpretations of genetic information in school contexts.

Lemarchand-Chauvin, M.-C. (2022, novembre 30.). **Pourquoi il faut s'intéresser aux émotions des enseignants débutants**. Consulté 2 décembre 2022, à l'adresse The Conversation website: http://theconversation.com/pourquoi-il-faut-sinteresser-aux-emotions-des-enseignants-debutants-192522
Une fois en classe, la réalité du métier peut s'avérer très différente de ce à quoi s'attendaient les enseignants débutants et ce décalage peut engendrer des émotions intenses, voire douloureuses.

Lesperance, K., Hofer, S., Retelsdorf, J., & Holzberger, D. (2022). **Reducing gender differences in student motivational-affective factors: A meta-analysis of school-based interventions**. *British Journal of Educational Psychology*, 92(4), 1502-1536. https://doi.org/10.1111/bjep.12512
Background Research shows that gender differences tend to exist in student motivational-affective factors in core subjects such as math, science or reading, where one gender is stereotypically disadvantaged. Aims This study aimed to investigate strategies that could reduce these gender differences by conducting a meta-analysis on school-based intervention studies that targeted student motivational-affective factors. We therefore evaluated whether interventions had differential effects for male and female students' motivational-affective factors in a given academic subject. We also evaluated potential moderator variables. Method After conducting a systematic database search and screening abstracts for inclusion, we synthesized 71 effect sizes from 20 primary studies. All included studies were conducted in science or mathematics-related subjects, which are stereotypically female-disadvantaged. Results While the interventions had significant positive effects for both genders, there was no statistically significant difference between the two genders with regard to the intervention effects on motivational-affective factors. However, the descriptive effect size for female students (g = .49) was far greater than for male students (g = .28). Moderator analyses showed no significant effects for grade level, intervention duration, or school subject, but there was a significant influence of intervention method used. Conclusions This study demonstrated that school-based interventions have positive effects on motivational-affective factors for both genders. It also provides evidence that interventions in subjects where female students are stereotypically disadvantaged may have greater effects for females than for males. Implications and suggestions for future research are discussed.

Likhanov, M., Maslennikova, E., Costantini, G., Budakova, A., Esipenko, E., Ismatullina, V., & Kovas, Y. (2022). **This is the way: Network perspective on targets for spatial ability development programmes**. *British Journal of Educational Psychology*, 92(4), 1597-1620. https://doi.org/10.1111/bjep.12524
Background Spatial ability (SA) was shown to be important for success in different fields, including STEM. Recent research suggested that SA is a unitary construct, rather than a set of related skills. However, it is not clear how individual differences in different facets of SA emerge, and how they relate to variance in general cognitive ability. Aims The aim of the present study was threefold: 1) to examine the structure of SA testing nine theoretical models; 2) to explore the relation between 16 different facets of SA with general cognitive ability; and 3) to identify central facet(s) within the network of SA – with most links and/or strongest links to other facets. Sample The study participants were 958 university students from Russia. Methods The study used a comprehensive battery of 16 SA tests and a verbal ability measure. Results Results supported previous research, suggesting moderate overlap between all SA facets. Factor analysis suggested several potential structures, with similar fit indices for five different theoretically driven models, including split into small- and large scale; partially independent manipulation, visualization and navigation facets. Confirmatory factor analysis, mediation and network analyses showed spatial ability being largely independent from verbal ability. In addition, network analysis showed that navigation according to directions is in the centre of the network, potentially linking all SA facets. Conclusion The results have potential implications for identifying the best targets for SA interventions. The next step in research

is conducting experimental studies to evaluate effectiveness of interventions targeting navigation in comparison with other facets of SA.

Mainhard, T., Donker, M. H., & van Gog, T. (2022). **When closeness is effortful: Teachers' physiological activation undermines positive effects of their closeness on student emotions**. *British Journal of Educational Psychology*, 92(4), 1384-1402. https://doi.org/10.1111/bjep.12506
Background Student perceptions of teachers' interpersonal closeness positively affect their emotions. If closeness is, however, effortful for the teacher (i.e., emotional labour, signalling less genuine closeness), this may undermine these positive effects. We tested this assumption by using student reports and external observations of teacher closeness and ambulant measures of teacher heart rate, to gauge teachers' physiological effort connected to being close during class. Aims We investigated the association between teachers' physiological effort connected to closeness and students' lesson-focused emotions. Sample 75 teachers and their students (N = 1645) participated during one real-life lesson. Methods Teacher interpersonal closeness was continuously coded based on a video recording and teachers' heart rate was measured continuously as an indicator of physiological effort. Students reported their emotions and perception of teacher closeness at the end of the lesson. Results Multilevel models with student emotions as DVs and students' perceptions of teacher warmth (L1 predictor) and teachers' physiological effort when being close (i.e., an intra-individual cross-correlation, L2 predictor) were tested. As expected, students reported more positive and less negative emotions when they perceived more teacher closeness. The physiological effort connected to being close was not directly associated with student emotions; however, such effort moderated the effect of perceived closeness, especially with regard to negative student emotions (i.e., cross-level interactions). The more effortful teacher closeness was, the less closeness protected students from negative emotions. Conclusions In line with extant research on faking enjoyment and emotional labour, students seemed to be affected when teacher closeness was physiologically effortful, and overall positive effects of teacher closeness were undermined.

Măirean, C., Zancu, A. S., & Diaconu-Gherasim, L. R. (2022). **Children's anxiety, academic self-efficacy, and intergenerational transmission of worries regarding the transition to middle school**. *British Journal of Educational Psychology*, 92(4), 1638-1650. https://doi.org/10.1111/bjep.12530
Background Worries about school transition were related to poor academic adjustment during middle school. However, limited studies simultaneously investigated individual and contextual factors that may shape the children's reaction related to transition. Aims The first aim of this present study was to assess how children's anxiety and academic self-efficacy, including the parents' worries about school transition, are related to children's worries regarding the transition from primary to middle school. Our second aim was to explore the moderating role of children's academic self-efficacy in the relation to children's anxiety symptoms and children's worries. Materials & Methods A sample of 292 fourth-grade children (Mage = 10.43; 53.4% girls) completed scales assessing their anxiety, academic self-efficacy and worries about the transition to middle school. Parents also filled out a scale assessing the worries regarding their children's transition from primary to middle school. Results The results show that children's anxiety is positively related to their worries about the transition to middle school, whereas children's academic self-efficacy is negatively related to their worries. Parents' worries regarding their children's school

transition are positively related to their children's worries regarding the transition. Furthermore, academic self-efficacy moderates the relation between children's anxiety and their worries about school transition. Conclusion Children with lower levels of anxiety reported lower worries for the transition when their academic self-efficacy was higher, whereas children with higher anxiety reported higher worries for school transition at every level of self-efficacy. Theoretical and practical implications of these findings for successful school transition are discussed.

Matlasz, T. M., Frick, P. J., & Clark, J. E. (2023). **A Comparison of Parent, Teacher, and Youth Ratings on the Inventory of Callous–Unemotional Traits**. *Assessment*, *30*(1), 210-224. https://doi.org/10.1177/10731911211047893
The current study compared the validity of self-, parent-, and teacher-report versions of the Inventory of Callous–Unemotional Traits (ICU), a widely used measure of callous–unemotional (CU) traits, at several different ages. Participants (N = 236, 60.6% girls) were children in Grades 3, 6, and 8 (Mage = 11.55, SD = 2.23) from a public school system in the southern United States. We tested the association of all three ICU versions with several validators: parent- and teacher-reported conduct problems, peer nominations of characteristics associated with CU traits, and sociometric peer nominations of social preference. Results revealed an interaction between the ICU version and grade in the overall level of CU traits reported, with teacher-report leading to the highest ratings in sixth grade and being higher than parent-report in third grade. Furthermore, the validity of the different versions of the ICU varied somewhat across grades. Specifically, findings support the validity of both teacher- and self-report in third grade, but self-report was the only version to show strong validity in the eighth grade.

Mitchelson, H., Adams, D., & Simpson, K. (2022). **Factors and experiences that influence school mobility for autistic students: A systematic review**. *British Journal of Educational Psychology*, 92(4), 1366-1383. https://doi.org/10.1111/bjep.12505
Background Autistic students are reported to move schools at a high rate, but little is understood about why this is happening. What is known is that the effects of school mobility can negatively impact both short- and long-term outcomes, particularly the child's learning, behaviours, mental health and school retention. Aims The aim of this systematic review was to synthesize the research on factors and experiences which influence the family's decision to move their autistic child to another school. Methods A protocol was registered with PROPERO (ID: CRD4202120794). Searches were conducted with ERIC, Scopus and Web of Science and seven studies were identified. Results The studies focused on three main types of mobility: mainstream-to-mainstream school moves, moving between mainstream and segregated schools, and moving between mainstream and homeschool. Parents' concerns for their child's learning, social experiences and mental health, as well as their own interactions with their child's school, influenced the decision to leave. Whilst there were similarities across the studies for reasons to move, there were also differences based upon the settings between which students moved. Conclusion The findings highlight the need for further research across all school mobility types to better understand the reasons underpinning high rates of school mobility for autistic students.

Murphy, D., Leonard, S. J., Taylor, L. K., & Santos, F. H. (2022). **Educational achievement and bullying: The mediating role of psychological difficulties**. *British Journal of Educational Psychology*, 92(4), 1487-1501. https://doi.org/10.1111/bjep.12511

Background Bullying has a profound and enduring impact on academic achievement. However, there is a lack of clarity surrounding the specific mechanisms of this relationship. Aims This study examined the link between bullying at age 9 and Numeracy/Literacy achievement at age 15 to determine if this relationship is partially or fully explained by psychological difficulties at age 13. Sample Secondary data analysis was completed on waves 1, 2 and 3 of child cohort (Cohort'98) of the Growing Up in Ireland (GUI) study, respectively, at 9 years (N = 8568), 13 years (N = 7527) and 15 years of age (N = 6216). Results Longitudinal path mediation model was conducted with bullying at age 9 as the predictor, total (emotional and behavioural) difficulties at age 13 as the mediator and Numeracy/Literacy scores at age 15 as outcomes revealing significant indirect effects of bullying on achievement, via psychological difficulties. Conclusions We discuss the impact of bullying on the student's psychological well-being, the relationship between bullying and academic attainment and how this may be tackled to avoid consequences throughout education and later in life. Educational Impact and Implications This study emphasizes the need for schools to address the emotional and behavioural difficulties occurring as a result of bullying in order to improve the overall educational experience of a child. Existing interventions can be built upon by focusing on the continuous remediation of such psychological difficulties.

Murtagh, L., & Seoighe, A. (2022). **Educational psychological provision in Irish-medium primary schools in indigenous Irish language speaking communities (Gaeltacht): Views of teachers and educational psychologists**. *British Journal of Educational Psychology*, 92(4), 1278-1294. https://doi.org/10.1111/bjep.12499

Background Schools located in indigenous Irish-speaking areas collectively known as the Gaeltacht are unique in terms of their sociocultural and linguistic identity and important in the key role they play in the preservation of the language. Those situated in Category A Gaeltacht districts are Irish-medium schools in communities with the strongest use of Irish and are the focus of the present study. Educational psychologists (EPs) who work with these schools are challenged to provide culturally and linguistically sensitive services for these schools. The EPs' work is impacted by state policies in relation to language planning, Irish language education and inclusive education. Aims This qualitative research study aims to describe the views and experiences of EPs and teachers in relation to educational psychological services in primary schools in Category A districts in the Gaeltacht. It explores how the service meets the needs of schools and students and seeks to identify barriers in provision. Method The study is underpinned by Bronfenbrenner's bioecological theoretical framework and the bilingual education and sociocultural theories of Jim Cummins. Semi-structured interviews were conducted with four EPs and eleven teachers working in Category A schools. The transcribed interview data were analysed using thematic analysis. Results The findings are presented under identified themes using relevant transcript extracts in original and translated form and the findings are interpreted in the light of the theoretical frameworks adopted and relevant literature. Key findings indicate that both EPs and teachers were happy with the new models of special education support and consultation in operation in the schools and were also positively disposed towards Irish-medium education. However, the findings also reveal that the quality of educational psychological and special education services is adversely impacted by factors such as inadequate translation services, the lack of suitable assessment tools and assessors who were not fully proficient in Irish. Conclusion The findings highlight the urgent need for macro-level policies relating to children's education in indigenous Irish-speaking communities to be matched by practices that ensure

educational psychological services such as consultation, interventions and assessments can be provided in a timely fashion through the medium of Irish. Recommendations include improved translation services, assessment through the medium of Irish, professional training for psychologists working with this cultural and linguistic minority and recruitment of psychologists who are competent Irish speakers.

Musso, M. F., Cómbita, L. M., Cascallar, E. C., & Rueda, M. R. (2022). **Modeling the Contribution of Genetic Variation to Cognitive Gains Following Training with a Machine Learning Approach**. *Mind, Brain, and Education*, *16*(4), 300-317. https://doi.org/10.1111/mbe.12336
The objective of this research was to develop robust predictive models of the gains in working memory (WM) and fluid intelligence (Gf) following executive attention training in children, using genetic markers, gender, and age variables. We explore the influence of genetic variables on individual differences in susceptibility to intervention. Sixty-six children (males: 54.2%) aged 50.9–75.9 months participated in a four-weeks computerized training program. Information on genes involved in the regulation of dopamine, serotonin, norepinephrine, and acetylcholine was collected. The standardized pre- to post-training gains of two dependent measures were considered: WM Span backwards condition (WISC-III) and the IQ-f factor from the Kaufman Brief Intelligence Test (K-BIT). A machine-learning methodology was implemented utilizing multilayer perceptron artificial neural networks (ANN) with a backpropagation algorithm. Both ANN models reached high overall accuracy in their predictive classification. Variations in genes involved in dopamine and norepinephrine neurotransmission affect children's susceptibility to benefit from executive attention training, a pattern that is consistent with previous studies.

O'Hara, G., Kennedy, H., Naoufal, M., & Montreuil, T. (2022). **The role of the classroom learning environment in students' mathematics anxiety: A scoping review**. *British Journal of Educational Psychology*, *92*(4), 1458-1486. https://doi.org/10.1111/bjep.12510
Background Math anxiety is a common experience that interferes with learning and achievement in mathematics. Considering that mathematics learning mostly takes place within the classroom, it is critical to examine how math anxiety develops in this context. Aims The purpose of the current scoping review was to identify classroom-learning environment factors associated with math anxiety in elementary and high school students. Sample(s) Out of an initial sample of 3011 studies, 28 were eligible for inclusion. Methods Data on author(s), publication year, and study location; sample demographics; classroom variables; intervention details (if applicable); measures; and key results were extracted from articles. Results Numerous protective and vulnerability factors were identified. Conclusions Directions for future research and methodological implications were explored.

Pickren, S. E., Harriott, E. M., Huerta, N. B., & Cutting, L. E. (2022). **Impact of COVID-19 on Children's Attention Deficit Hyperactivity Disorder Symptomology, Daily Life, and Problem Behavior During Virtual Learning**. *Mind, Brain, and Education*, *16*(4), 277-292. https://doi.org/10.1111/mbe.12337
To explore the impact of COVID-19 on daily life and problem behavior during virtual learning, we created and administered a survey to 64 school-aged children (in 2019, M = 9.84 years; SD = 0.55 years). Results indicated significant increases in hyperactivity (t = −2.259; p = .027) and inattention (t = −2.811; p = .007) from 2019 to 2020. Decreases in

sleep were associated with increases in hyperactivity (B = −0.27; p = .04); increases in time exercising were associated with smaller increases in inattention (B = −0.34, p = .01); and higher levels of parent stress, specifically related to virtual learning, were associated with increases in child inattention (B = 0.57, p = .01). Furthermore, hyperactivity predicted problem behavior during virtual learning (B = 0.31, p = .03).

Riant, M. (2022). ***Effet de la méthode en classe puzzle sur la motivation, l'autorégulation et les performances en mathématiques : une recherche longitudinale en lycée professionnel*** (Phdthesis, Université Grenoble Alpes). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03857265
Cette thèse évalue dans quelle mesure apprendre en classe puzzle (Aronson & Patnoe, 2011) impacte les trajectoires de motivation et d'autorégulation ainsi que les performances en mathématiques des élèves de lycée professionnel. Comme la motivation et l'autorégulation sont au cœur de la réussite scolaire (Dent & Koenka, 2016), il est crucial de construire des environnements en classe propices à leur développement. Selon Slavin (2014), le travail coopératif qui structure fortement l'interdépendance positive et les responsabilités individuelles dans les groupes est profitable aux apprentissages des élèves. A ce titre, la méthode en classe puzzle initialement conçue pour structurer la coopération via les ressources d'apprentissage peut également être bénéfique. Pourtant, les preuves de l'efficacité de cette méthode sur les apprentissages, la motivation et l'autorégulation sont inconsistantes. Certains auteurs ont suggéré que la classe puzzle est plus efficace quand les élèves apprennent ainsi pendant plusieurs mois (Roseth et al., 2019). Dans cette thèse, nous avons suivi sur deux années scolaires 5226 lycéens professionnels répartis dans trois conditions d'apprentissage : en coopération structurée (classe puzzle), en coopération peu structurée et en condition habituelle. Les résultats de cette thèse ne montrent aucune différence de trajectoires de motivation et d'autorégulation entre les trois conditions. Cependant, alors que les élèves n'ont pas mieux performé dans les premiers mois qui ont suivi l'expérimentation, un an plus tard, les élèves ayant appris en classe puzzle avaient de meilleures performances que ceux de la condition habituelle. Les résultats de cette thèse révèlent aussi qu'une bonne fidélité d'implémentation de la classe puzzle a peu modéré son impact. De plus, contrairement aux résultats de Roseth et al. (2019), quel que soit le niveau d'attitudes coopératives des élèves, la classe puzzle n'a pas eu d'effets sur l eur motivation, leur autorégulation et leurs performances. Nous observons toutefois que les trajectoires de motivation et d'autorégulation différaient selon les conditions et le niveau initial en mathématiques des élèves. Alors que chez les élèves faibles ayant appris en classe puzzle et en coopération peu structurée ces trajectoires diminuaient au fil du temps, celles des élèves faibles qui ont travaillé de manière habituelle étaient stables, voire augmentaient. En conclusion, le travail coopératif ne semble pas être bénéfique à la motivation et à l'autorégulation des élèves les plus faibles.

Rodríguez-Negro, J., Pesola, J. A., & Yanci, J. (2022). **Can different physical education programs produce specific developments in psychological responses and cognitive functions? An ecological intervention in school-age children**. *British Journal of Educational Psychology*, 92(4), 1687-1698. https://doi.org/10.1111/bjep.12533
Aims The aim of this study was to investigate the effects of physical education (PE) class contents on 6–8 years school-age children's perceived exertion, psychological responses and cognitive functions. Materials and Methods These dimensions were measured in 135 children (6.61 ± 0.58 years) before and after an 8-week different PE intervention programs

[i.e. balance intervention program (BIP), game based program (GBP) or drama learning program (DLP)]. Results With regard to the physical exertion, higher perceived exertion was found in BIP than in GBP and DLP ($p < .01$, ES = −0.5 to −1.0, small to moderate). Regarding cognitive functions, children of the GBP and the DLP significantly improved some of the cognitive functions test scores ($p < .01$ or 0.05, ES = 0.5 to 1.5, small to large). Conclusion These results lead us to think that physical activity could be an effective tool for improving children's cognitive functions.

Starrett, A., Irvin, M. J., Lotter, C., & Yow, J. A. (2022). **Understanding the Relationship of Science and Mathematics Place-Based Workforce Development on Adolescents' Motivation and Rural Aspirations**. *American Educational Research Journal*, *59*(6), 1090-1121. https://doi.org/10.3102/00028312221099009
One overarching goal for rural place-based education is to influence adolescents' aspirations to stay in the community to help sustain and revitalize the local economy. The authors explore the relationship of place-based workforce development in science and mathematics classes with motivation (i.e., expectancy beliefs and science, technology, engineering, and mathematics [STEM] career interest) and rural community aspirations in a large sample of secondary students. The results confirmed that the more place-based workforce development adolescents reported, the higher their expectancy beliefs, STEM career interest, and rural community aspirations. Moreover, motivation positively predicted rural community aspirations. Our findings suggest that teachers should attend not only to content but also to the inclusion of local STEM-related assets and needs, thereby cultivating STEM career trajectories in rural communities.

Stenseng, F., Tingstad, E. B., Wichstrøm, L., & Skalicka, V. (2022). **Social withdrawal and academic achievement, intertwined over years? Bidirectional effects from primary to upper secondary school**. *British Journal of Educational Psychology*, *92*(4), 1354-1365. https://doi.org/10.1111/bjep.12504
Background Socially withdrawn children tend to perform poorer academically than their peers. What remains unknown, is the temporal ordering of the two phenomena. Also, substantial gender differences exist in both social withdrawal and academic achievement; thus, it is conceivable that the strength of the relation between them is gendered as well. Aims To investigate cross-sectional correlates and test directional effects of social withdrawal and academic achievement from primary to upper secondary school, and to examine potential gendered effects. Methods Prospective associations were analysed from age 6 to age 14 using biannual teacher ratings of children's social withdrawal and academic achievement in a representative community sample (n = 845), by means of random intercept cross-lagged panel modelling. Results In boys, increased academic achievement at ages 8 and 12 forecasted decreased social withdrawal 2 years later, whereas increased social withdrawal at age 10 predicted reduced academic achievement at age 12. No such effects were seen in girls. Conclusions Social withdrawal and academic achievement are bidirectionally related among boys, but not girls. Results are discussed in light of need-to-belong theory, and practical implications for schools and teachers are illuminated.

Tindle, R., Castillo, P., Doring, N., Grant, L., & Willis, R. (2022). **Developing and validating a university needs instrument to measure the psychosocial needs of university students**. *British Journal of Educational Psychology*, *92*(4), 1550-1570. https://doi.org/10.1111/bjep.12515

Background University students are four times more likely to experience elevated levels of psychological distress compared to their peers. The psychosocial needs of university students are associated with high psychological distress, stressful life events, and academic performance. Our study focuses on developing a measure to help universities identify these psychosocial needs. Aims The study aimed to develop and validate the factor structure of the University Needs Instrument and identify the relationship between psychosocial needs, psychological distress and academic performance among university students. Sample Undergraduate university students (N = 511) currently studying at university. Method Participants completed demographic questions, the University Needs Instrument and the Kessler-10 Psychological Distress scale. The University Needs Instrument comprises 30 items within six psychosocial factors (academic support, financial support, support from family, support from friends, practical support and emotional support), each consisting of five items. Results Confirmatory factor analysis showed that all items significantly loaded on the six hypothesized factors. The hypothesized model was supported by the data displaying excellent model fit and psychometric properties. Our analysis determined that the UNI has strong internal consistency. The results also confirmed that university students' high levels of psychological distress and their academic performance may be affected by their psychosocial needs. Conclusions Our findings have provided an initial validation of the UNI to help screen and identify the psychosocial needs of university students. This scale can be used to identify the appropriate psychosocial support that can be offered to students and in turn could help reduce their psychological distress, improve their psychosocial well-being and increase academic performance.

Ventura-Campos, N., Ferrando Esteve, L., Miró-Padilla, A., & Ávila, C. (2022). **Brain-Anatomy Differences in the Commission of Reversal Errors during Algebraic Word Problem Solving**. *Mind, Brain, and Education*, *16*(4), 318-327. https://doi.org/10.1111/mbe.12333
An important line of research related to the resolution of word problems is the study of the cognitive processes involved when subjects translate problems into the language of algebra. One of the most common errors in problem-solving is the reversal error (RE), which occurs when students reverse the relationship between two variables when translating equations from comparison word problems. The aim of this neuroeducational study is to investigate the brain anatomy differences between two groups, one group that commits RE and a second group that does not. Magnetic resonance images of 37 normal and healthy participants between the ages of 18–25 years were acquired. Differences in gray matter were assessed using voxel-based morphometry analysis. Our results show that the RE group has a larger volume in the putamen, suggesting that these subjects have to make a greater effort to solve problems.

Waters, G. M., Tidswell, G. R., & Bryant, E. J. (2022). **Mothers' and fathers' views on the importance of play for their children's development: Gender differences, academic activities, and the parental role**. *British Journal of Educational Psychology*, *92*(4), 1571-1581. https://doi.org/10.1111/bjep.12520
Background Play is a main driver of children's cognitive and social development and is crucial for educational success (Paediatrics, 119, 2007 and 182). In recent years, however, parents and schools are under pressure to prioritize academic targets over play. Aims The current research investigated parents' views about three aspects of their children's play and academic activities. Sample Predominantly highly educated UK parents (109 mothers and 49 fathers) were recruited via social media. Method

Participants were asked to complete an amended online version of the Preschool Play and Learning Questionnaire (International Journal of Behavioral Development, 28, 2004 and 97). The questionnaire consisted of 25 items covering three themes: the importance of play for children's development, the importance of academic activities, and the importance of parents' role in their children's development. The independent variables were the gender of the parent, the gender of their child, and the age group of their child (4–7 years, or 8–11 years). Results Parents rated play higher than academic activities or their own roles, but the difference was not noteworthy. However, fathers rated academic activities and the parents' role significantly higher than mothers did. In addition, parents of girls rated academic activities and their own role significantly higher than parents of boys. Conclusions The findings of the current research highlight gender divisions between parents and towards boys and girls regarding the importance of education. Gender roles appear to influence the way parents think about the academic activities their children partake in.

Wu, Y., Hilpert, P., Tenenbaum, H., & Ng-Knight, T. (2022). **A weekly-diary study of students' schoolwork motivation and parental support**. *British Journal of Educational Psychology*, 92(4), 1667-1686. https://doi.org/10.1111/bjep.12532
Background Parental support plays an important role in children's schoolwork motivation and may have been even more important during the first UK COVID-19 pandemic lockdown because all schoolwork was completed at home. When examining the effect of parental support on children's schoolwork motivation, research has typically focused on comparing families with each other (i.e., difference between families). In reality, however, the effect unfolds as a transactional, bidirectional process between parents and children over time (i.e., a within family process). This research trend can result in imprecise conclusions about the association between parental support and schoolwork motivation. Objectives We examined bidirectional effects of parental schoolwork support and children's schoolwork motivation at both the between-family and within-family level. Methods This study reports findings from a weekly-diary study conducted during the first UK COVID-19 school lockdown. Cross-lagged within and between multilevel modelling was used to analyse data from UK secondary school students (N = 98) in Years 7–9. Results Between-family results show no evidence of association between motivation and parental support. Within-family results indicate that higher motivation (assessed as higher expectations of success) predicted more support from parents. However, in contrast with predictions, weekly levels of parental support did not predict children's weekly fluctuations in motivation. Conclusions Within-family results were not consistent with between-family results. This study is novel in showing that child-driven effects appear to be important in eliciting parental support within families over time.

Yu, X., Chen, Y., Yang, C., Yang, X., Chen, X., & Dang, X. (2022). **How does parental involvement matter for children's academic achievement during school closure in primary school?** *British Journal of Educational Psychology*, 92(4), 1621-1637. https://doi.org/10.1111/bjep.12526
Background COVID-19 has infected over twenty million people across 200 countries. UNESCO claimed that more than 190 countries had implemented countrywide school closures, which resulted in preventing 1.6 billion students of their classroom learning opportunities. As children are unable to study in the classroom with teachers' supervision, the importance of parental engagement is amplified in children's learning at home. Aim The primary purpose of the present study was to investigate how parental involvement

contribute to children's academic achievement during school closure. Sample Two hundred and twenty-nine primary school children and their parents. Method Children's academic achievement before (T1) and after school closure (T3), parental involvement (T2) and children's learning engagement (T2) during school closure were measured. Results After controlling for gender, age, grade and SES, children's learning engagement (T2) served as a full mediator of the association between parental involvement (T2) and children's academic achievement from T1 to T3. Moreover, parental psychological control (T2) moderated the association between parental involvement (T2) and children's learning engagement (T2). Specifically, the contribution of parental involvement to children's learning engagement became stronger for children whose parents had higher levels of psychological control. Higher Chinese parental psychological control did not always correlate to lower academic outcomes in the context of COVID-19. Conclusion These findings highlight the central roles of parental involvement and children's learning engagement in children's academic achievement during school closure caused by COVID-19.

Zhang, Y., Tian, Y., Yao, L., Duan, C., Sun, X., & Niu, G. (2022). **Teaching presence predicts cyberloafing during online learning: From the perspective of the community of inquiry framework and social learning theory**. *British Journal of Educational Psychology*, *92*(4), 1651-1666. https://doi.org/10.1111/bjep.12531
Background Cyberloafing exists extensively in online learning and impairs learning, yet little is known about how course-related factors affect it. The community of inquiry framework maintains that learning is affected by teaching presence, according to which, we assume that teaching presence impacts cyberloafing, which is mediated by social presence, cognitive presence, and lack of attention, and moderated by normative influence. Aims This study examined the effect of teaching presence on cyberloafing and its underlying mechanisms – the mediating roles of social presence, cognitive presence and lack of attention, and the moderating roles of normative influence. Sample Participants were 814 university students who were taking video-centric asynchronous online courses. Methods Self-report instruments were adopted, and data were analysed using structural equation modelling. Results Teaching presence was negatively associated with cyberloafing. Social presence (positively), cognitive presence (negatively), and lack of attention (negatively) mediated the relation, respectively. Social presence, cognitive presence and lack of attention were also serial mediators of the association (i.e., teaching presence → social presence → cognitive presence → cyberloafing; teaching presence → cognitive presence → lack of attention → cyberloafing; teaching presence → social presence → cognitive presence → lack of attention → cyberloafing), and these sequential mediating effects were negative. Moreover, normative influence could aggravate the negative effect of cognitive presence on lack of attention, the positive effect of social presence on cyberloafing, and the positive effect of lack of attention on cyberloafing. Conclusions Theoretical and practical implications of the findings for learning and teaching are discussed.

Zhoc, K. C. H., Cai, Y., Yeung, S. S., & Shan, J. (2022). **Subjective wellbeing and emotion regulation strategies: How are they associated with student engagement in online learning during Covid-19?** *British Journal of Educational Psychology*, *92*(4), 1537-1549. https://doi.org/10.1111/bjep.12513
Background The COVID-19 pandemic has brought unprecedented challenges to the world, creating significant impact on people's lives and subjective wellbeing. While

previous studies have shown that students' wellbeing and how they manage their emotions are critical to students' learning, less research has considered their specific impacts on student engagement in online learning. Aims The aim of this study is to examine how students' subjective wellbeing and emotion regulation strategies (viz cognitive reappraisal and expressive suppression) are associated with student engagement in online learning during the pandemic. Sample A total of 965 students from a university in China participated in the study. Methods The data were collected online during the COVID-19 from March to July 2020, which included measures of wellbeing, emotion regulation strategie, and online learning engagement. Results Structural equation modelling results showed that wellbeing was positively associated with both the use of reappraisal and suppression. Moreover, mediation analysis showed that reappraisal partially mediated the relationship between wellbeing and all types of online learning engagement (including cognitive, emotional and behavioural engagements). Conversely, suppression was found to have a small mediating effect between wellbeing and behavioural engagement of online learning only. No such effect was found on cognitive and emotional engagements. Conclusions The findings provide evidence on the positive relationship between wellbeing and both the strategies of suppression and reappraisal during the pandemic. However, only reappraisal has positive impact on learning, suggesting the importance of effective regulation strategies on students' online engagement. Theoretical and practical implications of the findings are discussed.

Aspects sociaux de l'éducation

Armand, G. (2022). **Entre les images : l'école**. *TrOPICS*, (11), 107-117. https://doi.org/10.26171/tropics_1107

Barhoumi, M., & Caille, J.-P. (2022). **Les six manières dont les collégiens occupent leur temps libre**. *Note d'Information*, (22.35), 1-4. https://doi.org/10.48464/ni-22-35

À 13 ou 14 ans, les collégiens occupent leur temps libre par des activités fortement fédératrices : sport, écoute de la musique, jeux vidéo, sans oublier les devoirs.

CAPUTO, C. F., CHERBLANC, J., & FAWER CAPUTO, C. (2022). ***Mort et deuils en milieux scolaires : regards pédagogiques, cliniques et socioculturels***. Consulté à l'adresse https://www.alphil.com/index.php?controller=attachment&id_attachment=315

On a souvent du mal à associer la mort à l'école qu'on considère plutôt comme un lieu de vie, avec des jeunes en devenir. Pourtant, les établissements doivent parfois composer avec les drames et le deuil. Les contributions présentent les différentes situations auxquelles le monde scolaire doit parfois faire face (décès, maladies graves, expérience migratoire) et proposent des pistes d'accompagnement pour les acteurs éducatifs. Ces situations sont abordées en quatre volets : 1. « agir quand un drame frappe l'école » se demande comment agissent – ou devraient agir – les institutions en de telles circonstances ; 2. « vivre et accompagner l'orphelinage en milieu scolaire » évoque plusieurs facettes de la gestion du deuil de l'enfant scolarisé ; 3. « comprendre les deuils multiples des jeunes migrants scolarisés » ; 4. « éduquer et sensibiliser à la mort en milieu scolaire » étudie la question de la mort comme tabou à dépasser.

Deem, R., Case, J. M., & Nokkala, T. (2022). **Researching inequality in higher education: tracing changing conceptions and approaches over fifty years**. *Higher Education*, *84*(6), 1245-1265. https://doi.org/10.1007/s10734-022-00922-9

Fifty years ago, higher education globally had started to change radically in terms of the proportion of young people enrolled in the system as well as society's expectations for what this would deliver. From the outset, Higher Education has featured research interrogating various aspects of inequality in higher education, including institutions and staff as well as students. This article offers an overview of that work. Our analysis is structured around three levels at which major questions on this topic have been framed and investigated. The macro level focuses on national systems and looks at widening participation, especially the increase in access to higher education for young people. The meso level mostly focuses on institutions and their engagement with organisational inequality. The micro level focuses on the lived experiences of academics, in this case focusing on gender and race. We adopted a thematic and purposive approach to article choice, ultimately selecting key papers for further illustrative analysis. In our analysis, we tracked changes in areas of empirical or other emphasis, the use of a variety of theoretical and epistemological frameworks and methods, policy recommendations, and the geographical locations of authors and their content. We noted a growing emphasis on intersectionality and a widening range of countries but also more critical analyses and suggestions for more radical changes in higher education systems.

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.

Demoulin, J., & Frouillou, L. (2022, novembre 29). **Les trajectoires scolaires des jeunes des quartiers populaires, entre parcours d'obstacles et aspirations à la réussite**. Consulté 30 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/les-trajectoires-scolaires-des-jeunes-des-quartiers-populaires-entre-parcours-dobstacles-et-aspirations-a-la-reussite-192042
Comment les jeunes de quartiers populaires racontent-ils leurs parcours scolaires quand la précarité limite le champ des possibles mais que domine l'injonction à devenir « entrepreneur de soi » ?

Doll, K., Calnin, G., Ragan, M., Mason, S., & House, K. (2022). **Parenting in the time of COVID-19: Insights and lessons from parents of international school children**. *Journal of*

Research in International Education, *21*(3), 273-290. https://doi.org/10.1177/14752409221137694
The closure of school buildings due to COVID-19 and the resulting rapid transition to online education dramatically altered the lives of educators, students and parents. While previous literature demonstrates the vital role of parents in effective online education (Hattie, 2020; Liu et al, 2010), pre-pandemic literature focuses on parents and students who have opted in to online education. As such, the outbreak of COVID-19 has presented new challenges for understanding the relationship between parents and their child/ren's online learning. Since the start of the pandemic, studies have emerged exploring parental experience adjusting to their child/ren's online remote learning (Bhamani et al, 2020; Brom et al, 2020; Dong et al, 2020; Garbe et al, 2020; Lee et al, 2021). However, less is known about the online learning experiences during COVID-19 of families with children enrolled within international schools. Accordingly, the present study draws upon insights from 44 parents of children attending international schools who took part in 22 focus groups, across three countries and in three languages. The study investigates the parental experience with online education and unpacks four themes that emerged from the data: challenges faced by parents, parental perception of their child/ren's wellbeing, impressions of the learning quality and parental suggestions for consideration by school leadership. With these findings, school leaders have a unique opportunity to leverage lessons learned and support parental growth so that families, educators and students may all contribute to the promise of a brighter educational future.

EFFAH, H., & KAUFMAN, A. (2022). ***« Ce n'est pas parfait mais les temps changent » : Expériences des femmes dans les disciplines universitaires des STIM***. Consulté à l'adresse https://heqco.ca/wp-content/uploads/2022/09/WIA-Part-5-FINAL-f.pdf
Ce document constitue le rapport final du projet « Les femmes dans le milieu universitaire. « Ce n'est pas parfait mais les temps changent » : Expériences des femmes dans les disciplines universitaires des STIM », une étude qualitative des expériences personnelles de femmes membres du corps professoral, d'étudiantes diplômées et d'anciennes étudiantes diplômées. Malgré des progrès aussi bien dans les universités qu'au sein de la société de manière générale, les femmes dans les disciplines universitaires des STIM font encore face à des défis liés au genre. Les femmes interrogées décrivent les changements apportés au système comme étant beaucoup trop lents et estiment que les croyances sexistes continuent à exercer une influence négative sur leurs expériences. Toutefois, elles relatent également une hausse de la prise de conscience face aux préjugés de genre, ce qui améliore le climat de travail. Ces changements ont fait l'objet d'un consensus parmi les femmes à différents stades de leur carrière, ce qui constitue une évolution positive.

Fabre, M., Courtot, C., Poussin, M., & Peyre, M. (2022). **Parole aux parents**. *TrOPICS*, (11), 27-46. https://doi.org/10.26171/tropics_1102
Gunning, C., & Holloway, J. (2022). **Descriptive Analysis of Preschool Social Interactions**. *Journal of Behavioral Education*, *31*(4), 796-822. https://doi.org/10.1007/s10864-020-09424-z
Supporting social competence in early childhood is associated with the development of friendships, positive outcomes across developmental domains, and preventing challenges in later life. However, within social skills interventions to improve social competence, identifying and selecting target social skills that are likely to be functional within a child's environment represent a complex challenge. In the current research,

descriptive analysis was employed within the preschool context, to identify the common, functional social skills that typically developing children engage in, within naturally occurring social exchanges. Environmental variables possibly correlated with social behavior within the preschool context were analyzed. An analysis of the social antecedents and consequences for social behavior was also conducted. Specific social behaviors that are likely to be functional and developmentally appropriate within the preschool context were identified. Analyses of factors are discussed in terms of recommendations for developing social skills interventions for early educational settings.

Hamel, C., Rodrigues, C., Bozec, G., & Hanane, K. (2022, novembre 28). **Discrimination et racisme à l'université : un constat alarmant**. Consulté 29 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/discrimination-et-racisme-a-luniversite-un-constat-alarmant-194680
Vu la faible connaissance sur les niveaux de discrimination dans l'enseignement supérieur et de la recherche, une équipe de chercheuses et chercheurs a initié une vaste enquête sur le sujet.

INSEE. (2022a). **Inégalités sociales dans l'enseignement scolaire**. In INSEE, *France, portrait social*. Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535233?sommaire=6535307

INSEE. (2022b). **Inégalités sociales dans l'enseignement scolaire**. In INSEE, *France, portrait social* (p. 136-137). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535233?sommaire=6535307
INSEE. (2022c). **Mobilité sociale**. In INSEE, *France, portrait social* (p. 140-141). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535237?sommaire=6535307

INSEE. (2022d). **Niveau d'éducation de la population**. In INSEE, *France, portrait social* (p. 134-135). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535231?sommaire=6535307

JALBOUT, M., & BULLARD, K. (2022). ***Key tensions in refugee education***. Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2022/11/Key-tensions-in-refugee-education_FINAL-VERSION-1.pdf
À l'échelle mondiale, l'éducation est en crise. Cette crise est également une crise mondiale de l'éducation des réfugiés, urgente, et insuffisamment soutenue. Un grand nombre d'élèves réfugiés ont de faibles opportunités d'apprentissage ou suivent des cours de qualité médiocre. Alors que les efforts de plaidoyer poussent à des engagements mondiaux et nationaux en faveur d'une éducation équitable et de haute qualité pour tous, ce document a pour objectif d'aider à garantir que l'éducation des réfugiés fasse partie du programme de transformation de l'éducation. Assorti de recommandations, il identifie trois types tensions : 1) des tensions entre l'inclusion dans les systèmes éducatifs nationaux et l'éducation privée ; 2) des tensions entre l'urgence et des réponses sur le long terme ; 3) des tensions entre les responsabilités mondiales et les responsabilités nationales.

Jang, B., & Zeng, L. (2022). **Extending the stereotype content model of racial attitudes among college freshmen**. *Social Science Quarterly*, *103*(6), 1489-1506. https://doi.org/10.1111/ssqu.13212

Objective This study draws on Fiske's stereotype content model (SCM) to understand the complexities and latent dimensions of racial outgroup attitudes in the United States. Methods Using the National Longitudinal Survey of Freshmen, we conduct a series of exploratory factor analyses to identify factorial structures of racial attitudes toward different ethnoracial groups and further establish the construct validity of identified dimensions by observing their association with a theoretically related concept, individualistic blame toward racial outgroups. Results We identify a robust three-factor solution that we label competence, warmth, and socioeconomic standing, the last of which is distinct from Fiske's SCM. We find that the dimensions of competence and socioeconomic standing are closely related to respondents' individualistic attitudes toward their racial outgroups. Conclusion Given the robustness and significance of the dimension of socioeconomic standing, we suggest employing our three dimensions to better conceptualize racial stereotypes.

Jarraud, F. (2022, novembre 22). **Maths et parité : Un rapport pour occulter un désastre ?** Consulté 23 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/22/maths-et-parite-un-rapport-pour-occulter-un-desastre/
Le rapport de l'inspecteur général Xavier Gauchard fait l'impasse sur les responsabilités ministérielles dans la réforme du lycée.

Laufer, J. (2022). **Nicole Mosconi, un rapport au savoir féministe**. *Travail, genre et sociétés*, *48*(2), 7-26. https://doi.org/10.3917/tgs.048.0007
Le Café pédagogique. (2022, novembre 23). **Au guichet du rectorat : des sociologues au chevet du recrutement des contractuels**. Consulté 23 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/23/au-guichet-du-rectorat-des-sociologues-au-chevet-du-recrutement-des-contractuels/
Caroline Bertron (Paris 8) et Hélène Buisson-Fenet ont enquêté au service des contractuels de l'Académie de Lyon.

Le café pédagogique. (2022, novembre 23). **Mixité sociale : Il faut une politique globale pour Aziz Jellab**. Consulté 23 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/23/mixite-sociale-il-faut-une-politique-globale-pour-aziz-jellab/
« Rassembler les pauvres d'un côté, les riches de l'autre nuit au niveau global. La ségrégation produit des effets négatifs sur les trajectoires scolaires, l'accès au savoir et à la culture, et plus généralement sur le sentiment d'appartenance à une nation et à un destin commun. Instaurer et maintenir une mixité sociale dans les établissements…

Lee, J. (2023). **Potential Racial Threat on Student In-School Suspensions in Segregated U.S. Neighborhoods**. *Education and Urban Society*, *55*(1), 3-33. https://doi.org/10.1177/00131245221076090
Persistent disparities in school exclusionary policies by race and ethnicity have long been recognized as a major issue in student disciplinary practices and in unequal opportunities for education. Only limited research has been conducted to provide insight into the varying effects of race and ethnicity on the recently increasing implementation of student discipline. This study examines racial imbalances in in-school suspension rates within school neighborhoods, which are defined as school districts and five-digit zip-code areas. This research provides partial but significant support for the racial threat hypothesis

by presenting that racially uneven school districts and communities present smaller differences in in-school suspension rates between African American and White students and between Hispanic or Latinx students and White students.

Lloyd, D. D. (2022). **African American mothers' racial socialization practices with preschoolers: A mixed methods study**. *Family Relations*, *71*(5), 1859-1877. https://doi.org/10.1111/fare.12639
Objective This pilot study examined the racial socialization frequency, practices, and goals African American mothers use to socialize their preschool-age children around race. Background Previous studies have demonstrated that African American mothers engage in racial socialization. However, little research has focused on how race and racism influence African American mothers' racial socialization frequency, practices, and goals. Methods In the quantitative phase, a racial socialization measure was used to assess African American mothers' (N = 30) racial socialization frequency. In the qualitative phase, follow-up interviews conducted with eight African American mothers explored how race and racism influence the mothers' parenting. Results Mothers with a high racial socialization score encouraged racial awareness, whereas mothers with low scores discouraged racial awareness. Most mothers used oppressive practices to keep their preschoolers safe. Most mothers braided their parental practices with their racial experiences from childhood. Conclusions Mothers of African American children are processing parental guidance approaches on two levels—general guidance related to their child's development and a track related to the role race may be playing. Implications The implications of this study will be influential in the development and effectiveness of culturally centered practices that support Black children as well as Black mothers' parenting.

Margot, D. (2022). **Le baccalauréat par spécialités, vecteur de nouvelles inégalités d'accès aux études scientifiques ?** *Céreq Working Paper*, (17), 1-48. Consulté à l'adresse https://www.cereq.fr/le-baccalaureat-par-specialites-vecteur-de-nouvelles-inegalites-dacces-aux-etudes-scientifiques
Ce document de travail fait suite à un post-doctorat au CERTOP (CNRS, Université Jean-Jaurès), laboratoire centre associé du Céreq de Toulouse. Il a bénéficié d'un financement associé au projet…

Matlasz, T. M., Frick, P. J., & Clark, J. E. (2023). **A Comparison of Parent, Teacher, and Youth Ratings on the Inventory of Callous–Unemotional Traits**. *Assessment*, *30*(1), 210-224. https://doi.org/10.1177/10731911211047893
The current study compared the validity of self-, parent-, and teacher-report versions of the Inventory of Callous–Unemotional Traits (ICU), a widely used measure of callous–unemotional (CU) traits, at several different ages. Participants (N = 236, 60.6% girls) were children in Grades 3, 6, and 8 (Mage = 11.55, SD = 2.23) from a public school system in the southern United States. We tested the association of all three ICU versions with several validators: parent- and teacher-reported conduct problems, peer nominations of characteristics associated with CU traits, and sociometric peer nominations of social preference. Results revealed an interaction between the ICU version and grade in the overall level of CU traits reported, with teacher-report leading to the highest ratings in sixth grade and being higher than parent-report in third grade. Furthermore, the validity of the different versions of the ICU varied somewhat across grades. Specifically, findings

support the validity of both teacher- and self-report in third grade, but self-report was the only version to show strong validity in the eighth grade.

NUGROHO, D., DELGADO, M., BAGHDASARYAN, B., VINDROLA, S., LATA, D., & SYED, G. M. (2022). ***Tackling gender inequality from the early years: strategies for building a gender-transformative pre-primary education system***. Consulté à l'adresse https://www.unicef.org/media/129821/file/Tackling%20Gender%20Equality%20From%20the%20Early%20Years:%20Strategies%20for%20building%20a%20gender-transformative%20pre-primary%20education%20system%20%20%20

l'enseignement tertiaire – tant sur le plan de l'emploi que des revenus –, ce qui peut renforcer à leurs yeux l'attrait de la poursuite d'études supérieures.

OECD. (2022b). **Why is the gender ratio of teachers imbalanced?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3718* [Report]. Consulté à l'adresse OECD website: https://www.oecd-ilibrary.org/education/why-is-the-gender-ratio-of-teachers-imbalanced_8fea2729-en
Women are strongly over-represented among primary and secondary teachers. This can be explained at least partly by gender stereotypes, but also by the attractiveness of the profession to working mothers and by differences in the relative wage levels in teaching for men and women. Recognising teachers' contribution to society could help to attract the best qualified candidates to the teaching profession, irrespective of gender.

Oyefuga, E., & Shakeshaft, C. (2023). **Social Capital and the Higher Education Academic Achievement: Using Cross-Classified Multilevel Models to Understanding the Impact of Society on Educational Outcomes**. *Youth & Society*, *55*(1), 163-183. https://doi.org/10.1177/0044118X211042912
This article aims to show the influence of social capital on the academic achievement of American students. Using data from Waves I and IV of the National Longitudinal Study of Adolescent to Adult Health (Add Health), this study explored how one of the domains of social capital, the family, makes a difference to educational outcomes in higher education. Cross-classified multilevel models were used to analyze the data to understand the effects of family social capital variables and contexts on academic achievement. In addition, the models examined if gender, race, and parental socioeconomic status influenced the relationship. The findings from this study showed that the effects of family social capital differed for different groups of students and was impacted by the context. This study also found that parental income, education, and employment all affected how family social capital influenced academic achievement.

Özel, E. (2022). ***A Conceptual Framework for Studying Gender Bias in Grant Peer Review***. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03862027
Competition for research funding on the basis of peer-reviewed grant applications is an essential component of knowledge production. Although women's participation in science is increasing, challenges remain in achieving gender equality in the allocation of research grants. There is a very large literature that attempts to describe and analyze gender bias in academia. However, grant peer review is often researched separately in different disciplines, each applying different criteria and studying different phenomena. The complexity of multi-stage decision making in grant funding mechanisms is largely overlooked in the literature. This study presents a framework for studying gender bias in grant peer review. It explains the key concepts of peer review and the relationships between them, identifies theories of bias applicable to grant peer review, and analyzes their effects in different decision-making contexts.

Projet de loi de finances pour 2023 : Solidarité, insertion et égalité des chances.
Rienzo, S. (2022). ***Rencontrer les parents : malentendus, tensions et ambivalences entre l'école et les familles***. Consulté à l'adresse https://books.openedition.org/eie/pdf/1856
Une première génération d'enquêtes sociologiques a montré que la relation entre l'école et les familles dépend d'un rapport de classe. L'ouvrage s'inscrit dans une deuxième génération d'enquêtes qui se déploie dans une institution scolaire convertie

à la collaboration. L'autrice est allée à la rencontre d'un petit groupe d'enseignants et de parents autour d'élèves de 10–12 ans. Elle éclaire les dynamiques communicationnelles et les raisons des postures et stratégies dans l'échange. Son enquête montre que tous les participants ont des attentes fortes à propos de la collaboration. Elle est pourtant source d'insatisfaction, voire de ressentiment, et se réalise inégalement entre milieux sociaux. Au fil de l'analyse apparaissent les résistances au changement du rapport école-familles. Les inégalités sociales ont fait place aux inégalités de participation : à l'école désormais de se demander comment collaborer avec les parents sans se déresponsabiliser de l'échec scolaire.

Sayac, N. (2022, novembre 15). **Maths à l'école : d'où vient le problème ?** Consulté 16 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/maths-a-lecole-dou-vient-le-probleme-191691
Les filles et les jeunes de milieu défavorisé sont moins nombreux à suivre des spécialités en maths au lycée. Ces inégalités se sont creusées avec la réforme du bac mais ont des racines anciennes.

Stocker, J. D., Hughes, E. M., Wiesner, A., Woika, S., Parker, M., Cozad, L., & Morris, J. (2022). **Investigating the Effects of a Fact Family Fluency Intervention on Math Facts Fluency and Quantitative Reasoning**. *Journal of Behavioral Education*, *31*(4), 635-656. https://doi.org/10.1007/s10864-020-09422-1
The current study investigates the effects of a fact family fluency intervention on math facts fluency and quantitative reasoning. Sixty-three students in Grades 5–8 participated in the study, including 14 students receiving special education services and 15 students receiving additional support. The researchers employed a quasi-experimental, switching replications design that included three waves of assessment. The first group to receive intervention achieved statistically significant gains in performance on both math facts fluency and quantitative reasoning. The second group then received intervention and demonstrated a similar performance. Implications of the current findings and potential directions for future research are discussed.

Toma, R. B., Orozco-Gómez, M. L., Molano Niño, A. C., Obando-Correal, N. L., & Suárez Román, R. S. (2022). **Testing assumptions of the Draw-a-Scientist-Test (DAST): do stereotyped views affect career aspirations?** *International Journal of Science Education*, *44*(16), 2423-2441. https://doi.org/10.1080/09500693.2022.2126738
A growing body of research addresses students' images of scientists using the Draw-a-Scientist-Test (DAST) and its Checklist (DAST-C). These protocols rest on the assumption that stereotypical views of scientists, as identified by the presence of multiple indicators in student drawings (e.g. lab coat, male gender; eyeglasses; facial hair), may affect science career interest. Yet, such an assumption remains unexplored. This study investigated whether stereotyped images of scientists identified by the DAST and DAST-C predicted and affected students' science career interests. A total of 1799 students in grades 3, 6, 9, and 11 in Colombia drew a picture of a scientist at work and reported their interest in a scientific career. Contrary to theoretical expectations, neither the original seven DAST stereotypical indicators nor the eight alternative DAST-C indicators predicted students' science career interests. Similarly, drawings of male or female scientists had no predictive power of students' science career interest. On the contrary, students interested in a science career drew significantly more stereotyped indicators than their counterparts with low interest. This study failed to find evidence supporting the contention

of DAST and DAST-C protocols, and raises questions about their validity in identifying stereotipical images of scientists.

Tomek, S., Hooper, L. M., Schneider, W., Bolland, A. C., Porter, M., Gun, E., & Bolland, J. M. (2023). **The Longitudinal Effects of Age of Alcohol Initiation on School Outcomes**. *Youth & Society*, *55*(1), 61-82. https://doi.org/10.1177/0044118X211038970
Previous research has demonstrated initiation of alcohol during adolescence has a negative effect on both school attendance and missed instruction due to behavior. Utilizing longitudinal data comprised of primarily Black American youth between ages 11 and 18 (N?=?931), both the short-term and long-term effects of alcohol initiation were analyzed using a piecewise growth curve model. Results indicated that alcohol initiation negatively impacted school absences, but this effect was unique and independent of the age at which alcohol was initiated. The number of days of missed instruction due to school violations was also negatively impacted, but the effect was found to be more detrimental to those youth initiating alcohol at a younger age. By age 18, early alcohol initiators had a significantly greater number of days of missed instruction due to school violations, yet did not differ in the number of school absences. Implications of the results are discussed.

Trachman, M. (2022). **Très masculin, pas très féminine. Les variations sociales du genre**. *Population & Sociétés*, (605), 1-4. https://doi.org/10.3917/popsoc.605.0001

Weber, R. (2022). **Apprehension and educational outcomes among Hispanic students in the United States: The impact of Secure Communities**. *PLoS ONE*, *17*(10), 1-26. https://doi.org/10.1371/journal.pone.0276636
Prior research suggests that disruptive events, such as shocks induced by family instability, neighborhood violence, or relocation, tend to be detrimental for children's educational outcomes, but findings are heterogeneous depending on the type of event. Limited evidence is available on how shocks resulting from immigration enforcement impact educational outcomes among targeted minority groups. This study contributes to the literature by assessing how a policy implementation in the US–Secure Communities–is related to the school district level achievement of Hispanic students. The Secure Communities program is a national level immigration enforcement policy that was rolled out on a county-by-county basis. The program has increased the risk of deportation and led to rising apprehension and insecurity among undocumented migrants and the wider Hispanic community. Using detailed information on the implementation of Secure Communities, data from the Stanford Education Data Archive, and the Current Population Survey, this study estimates dynamic difference in differences exploiting regional variation in the timing of the policy change to assess its impact on educational outcomes. Results show that the activation of Secure Communities is negatively associated with Hispanic students' subsequent English language arts achievement, while white and black students' achievement does not change. Findings further suggest that Hispanic students living in the South, rural areas, and areas with high proportions of likely undocumented migrants are disproportionately impacted by the program's activation. Whereas, Hispanic students in sanctuary jurisdictions, which reduce the likelihood of deportation, are not impacted. These findings indicate that immigration enforcement can have negative consequences for educational and social inequalities in the United States.

Williams, E. K. (2022). **Racial socialization and perceived social support for African American fathers in academia**. *Family Relations*, *71*(5), 1949-1972. https://doi.org/10.1111/fare.12796
Objective The purpose of this study was to understand the role that racial socialization plays in African American fathers' abilities to balance the responsibilities of being productive scholars and active parents and understand how racial socialization affects the perceived social support in the home and work environments. Background Though there is research on the microaggressions and implicit bias that African American faculty face, there is little research that specifically details the experiences of those balancing both the father and faculty member roles. Method Data were collected using semistructured interviews with 20 African American fathers who were employed as faculty members at various institutions in the United States. Additionally, I explored how the murders related to the #SayTheirName movement influenced conversations fathers had with their children related to racial socialization and anti-Black racism in the United States. Results Participants noted that they experienced microaggressions in their academic environments. They were perceived as intimidating or characterized as the Angry Black Man. These perceptions were sources of mundane extreme environmental stress for participants. An emergent finding related to social support and work–life balance was that most study participants were members of Black Greek Letter Organizations (BGLOs) and found instrumental, informational, and emotional social support from these relationships. Conclusion Racial socialization received in their upbringing was a source of self-efficacy for some participants. Additionally, perceived social support from the home and work environment was important for the participants' individual development, yet it was not the primary factor that influenced their work–life balance.

Climat de l'école

Paakkari, L., Jourdan, D., Inchley, J., & Torppa, M. (2021). **The Impact of School Closure on Adolescents' Wellbeing, and Steps towards to a New Normal: The Need for an Assessment Tool Update?** *Adolescents*, *1*(3), 360. https://doi.org/10.3390/adolescents1030027
Close to 200 countries have implemented school closures to decrease the spread of the COVID-19 coronavirus. Though the closures have seemed necessary, their effects on the wellbeing of children and adolescents have raised serious concerns. To truly understand the impact of such disruption on young people's wellbeing, and their views on how to move towards a new normal, we must adopt different approaches to gather the data to secure children's and adolescents' rights to be heard in the issues that concern their lives. Current ways to examine the impacts of school closure have been dominated by gathering information concerning the children and adolescents, using mainly existing wellbeing indicators and related questionnaire surveys. Although such sources of information are important, they provide limited understanding of how children and adolescents have experienced school closures, especially if they have been produced using measures developed purely by adults. There is a need for information produced by children and adolescents themselves, which may require going beyond existing and pre-COVID theoretical wellbeing frameworks. By capturing information produced by children and adolescents, we can more effectively guide the development and evaluation of public health policies and identify solutions to mitigate the negative impacts of school closure, or to acknowledge the possible positive effects, and respond accordingly.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). ***Le rôle clé des enseignants pour mettre fin à la violence et au harcèlement à l'école : note technique***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383563_fre?posInSet=22&queryId=N-70f3bc64-1440-4dce-b736-9f7eba1d7343
La violence scolaire se produit dans tous les pays et touche un grand nombre d'enfants et d'adolescents. Les enseignantes et les enseignants sont également affectés, la violence ayant un impact sur leur motivation et leur pratique. Bien que la plupart des enseignants considèrent que la prévention et la lutte contre la violence scolaire relèvent de leur responsabilité, ils ne sont pas encore capables de reconnaître toutes les formes de violence. Ce document appelle à une formation complète et continue et à un soutien institutionnel solide au sein de l'école et en dehors, afin que les enseignantes et les enseignants puissent jouer leur rôle essentiel de garants de la sécurité de l'environnement d'apprentissage pour tous les apprenantes et les apprenants.

Évaluation des dispositifs d'éducation-formation

Education Endowment Foundation. (2022). **Making a difference with effective tutoring**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3713* [Report]. Consulté à l'adresse Education Endowment Foundation website: https://d2tic4wvo1iusb.cloudfront.net/documents/Tutoring_Guide_2022_V1.2.pdf?v=1668607323
High-quality tuition presents a significant opportunity to make a long-term contribution to closing the socio-economic attainment gap in classrooms across the country. The best evidence tells us that this gap has only widened as a result of the pandemic.Our Teaching and Learning Toolkit shows that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress. It can be particularly effective for socio-economically disadvantaged pupils too.Schools have gone above and beyond to implement tuition successfully against the backdrop of disruption to staffing, budget constraints, logistics planning and pupil attendance. Our guide, which is based on the best available evidence, offers educators practical advice to support these efforts and make tutoring have a positive impact in their setting.It focuses on three central principles:1. Selecting pupils and scheduling sessions effectively.How to identity those pupils who will benefit the most, as well as how frequent sessions should be and when they should take place.2. Aligning tutoring with curriculum and assessment.How to align tutoring with a pupils' current curriculum, so that they can reinforce learning from tuition sessions in their classroom practice.3. Creating a sustainable tutoring model.How to monitor and evaluate the impact of tutoring so schools can track progress and refine their approach over time.The guide also includes insights from school leaders about how tutoring has been put in place in their settings.The challenge of the closing the socio-economic attainment gap means there is an urgent need to make sure that as many disadvantaged pupils as possible have access to tutoring through the National Tutoring Programme. We would like to see the government increase the current subsidy levels to 75 per cent, which would allow more schools to access tutoring for more of their socio-economically disadvantaged pupils. Lire également : Key tutoring questions for school leaders.

Le café pédaogique. (2022, novembre 24). **La scolarisation précoce, facteur de prévention des difficultés ?** Consulté 24 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/24/la-scolarisation-precoce-facteur-de-prevention-des-difficultes/
« Rares sont les pédopsychiatres pour défendre la scolarisation précoce. De leur point de vue, elle néglige le développement psychoaffectif des enfants, qui ont besoin, jusqu'à 3 ans, d'un environnement adapté à leurs besoins, en petits groupes et non pas dans un groupe classe d'une vingtaine d'élèves, avec dans le meilleur des cas, une aide…

Riant, M. (2022). ***Effet de la méthode en classe puzzle sur la motivation, l'autorégulation et les performances en mathématiques : une recherche longitudinale en lycée professionnel*** (Phdthesis, Université Grenoble Alpes). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03857265
Cette thèse évalue dans quelle mesure apprendre en classe puzzle (Aronson & Patnoe, 2011) impacte les trajectoires de motivation et d'autorégulation ainsi que les performances en mathématiques des élèves de lycée professionnel. Comme la motivation et l'autorégulation sont au cœur de la réussite scolaire (Dent & Koenka, 2016), il est crucial de construire des environnements en classe propices à leur développement. Selon Slavin (2014), le travail coopératif qui structure fortement l'interdépendance positive et les responsabilités individuelles dans les groupes est profitable aux apprentissages des élèves. A ce titre, la méthode en classe puzzle initialement conçue pour structurer la coopération via les ressources d'apprentissage peut également être bénéfique. Pourtant, les preuves de l'efficacité de cette méthode sur les apprentissages, la motivation et l'autorégulation sont inconsistantes. Certains auteurs ont suggéré que la classe puzzle est plus efficace quand les élèves apprennent ainsi pendant plusieurs mois (Roseth et al., 2019). Dans cette thèse, nous avons suivi sur deux années scolaires 5226 lycéens professionnels répartis dans trois conditions d'apprentissage : en coopération structurée (classe puzzle), en coopération peu structurée et en condition habituelle. Les résultats de cette thèse ne montrent aucune différence de trajectoires de motivation et d'autorégulation entre les trois conditions. Cependant, alors que les élèves n'ont pas mieux performé dans les premiers mois qui ont suivi l'expérimentation, un an plus tard, les élèves ayant appris en classe puzzle avaient de meilleures performances que ceux de la condition habituelle. Les résultats de cette thèse révèlent aussi qu'une bonne fidélité d'implémentation de la classe puzzle a peu modéré son impact. De plus, contrairement aux résultats de Roseth et al. (2019), quel que soit le niveau d'attitudes coopératives des élèves, la classe puzzle n'a pas eu d'effets sur l eur motivation, leur autorégulation et leurs performances. Nous observons toutefois que les trajectoires de motivation et d'autorégulation différaient selon les conditions et le niveau initial en mathématiques des élèves. Alors que chez les élèves faibles ayant appris en classe puzzle et en coopération peu structurée ces trajectoires diminuaient au fil du temps, celles des élèves faibles qui ont travaillé de manière habituelle étaient stables, voire augmentaient. En conclusion, le travail coopératif ne semble pas être bénéfique à la motivation et à l'autorégulation des élèves les plus faibles.

Speight, R., Kucharczyk, S., & Whitby, P. (2022a). **Effects of a Behavior Management Strategy, CW-FIT, on High School Student and Teacher Behavior**. *Journal of Behavioral Education*, *31*(4), 751-770. https://doi.org/10.1007/s10864-020-09428-9
Challenging classroom behavior can interfere with learning. Fortunately known, positive, and proactive approaches to behavior management can improve student responding.

Class-Wide Function-related Intervention Teams (CW-FIT) have led to improvement in student behavior across elementary and middle school contexts. However, little is known of the impact of the intervention on high school student behavior. This study evaluated CW-FIT's utility in improving high school student and high school teacher behavior in a co-taught learning environment. A single-subject withdrawal design was used to evaluate improvements in on-task behavior for 14 high school students in one co-taught classroom. The impact on praise and reprimand statements of two high school teachers was also assessed. The findings showed improvement to student and teacher behavior and sustainability of the intervention. Further, teachers and students expressed satisfaction with the intervention and teachers maintained high levels of implementation fidelity. Limitations of the evaluation and areas for future research are presented.

Speight, R., Kucharczyk, S., & Whitby, P. (2022b). **Publisher Correction: Effects of a Behavior Management Strategy, CW-FIT, on High School Student and Teacher Behavior**. *Journal of Behavioral Education*, *31*(4), 849-849. https://doi.org/10.1007/s10864-022-09495-0

Formation continue

OECD. (2022). **Education Policy Outlook 2022: Transforming Pathways for Lifelong Learners**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3720* [Report]. Consulté à l'adresse https://www.oecd-ilibrary.org/education/education-policy-outlook-2022_c77c7a97-en

The effects of Russia's invasion of Ukraine (with its dramatic impact on energy and food prices), the continuation of the COVID-19 pandemic, and extreme weather events in some parts of the world in 2022 are expected to reverberate into 2023. International implications for education and training include economic uncertainty and tight labour markets, ongoing digital transformation, and continued growth and influence of mass information. These trends challenge education policymakers to transform existing pathways in their countries and economies, so people can become effective lifelong learners to navigate change. Building on the OECD's Framework of Responsiveness and Resilience in Education Policy, as well as analysis of international policies and practices from over 40 education systems implemented mainly since 2020, this report identifies three areas of policy effort that education policymakers can undertake in 2023: 1) enhancing the relevance of learning pathways; 2) easing transitions throughout learners' pathways; and 3) nurturing learners' aspirations. Lessons emerging from recent policy efforts are synthesised into key policy pointers for 2023. The report has been prepared with evidence from the Education Policy Outlook series—the OECD's analytical observatory of education policy.

Marché du travail

Babule, K., & Chappert, F. (2022). **Les nouveaux risques professionnels du télétravail**. *Travail, genre et sociétés*, *48*(2), 153-156. https://doi.org/10.3917/tgs.048.0153

Binet, S. (2022). **Femmes qualifiées et télétravail : la double peine ?** *Travail, genre et sociétés*, *48*(2), 163-165. https://doi.org/10.3917/tgs.048.0163

Boudinet, M., & Revillard, A. (2022). **Politiques de l'emploi, handicap et genre**. *Travail, genre et sociétés*, *48*(2), 71-87. https://doi.org/10.3917/tgs.048.0071
Comment les politiques visant l'emploi des personnes handicapées prennent-elles en compte le genre ? À partir d'un travail de revue de littérature et de deux enquêtes par méthodes mixtes, cet article propose trois contributions essentielles à la réflexion. Tout d'abord, sur le plan historique, les politiques visant l'emploi des personnes handicapées ont été fondées sur un modèle de travailleur masculin, héritier notamment de la figure du mutilé de guerre. Ensuite, cet héritage a des conséquences différenciées selon le sexe, en dépit d'une neutralisation formelle des politiques sur le plan du genre, du fait des types de handicap que ces politiques ciblent en priorité. Enfin, se reproduisent au sein des politiques visant les « travailleurs handicapés » des inégalités de genre classique, liées par exemple à une attente de disponibilité totale pour la recherche d'emploi, ou encore à une hiérarchie sexuée des métiers au sein du travail protégé.

Burn, I., & Martell, M. E. (2022). **Gender typicality and sexual minority labour market differentials**. *British Journal of Industrial Relations*, *60*(4), 784-814. https://doi.org/10.1111/bjir.12671
Sexual minorities experience significant differences in labour market outcomes relative to comparable heterosexuals, with larger differences in earnings than in labour supply. A common explanation of these differences is that they may reflect unobserved differences in masculinity and femininity in the sexual minority population. We leverage data on personality and behaviours in the National Study of Adolescent to Adult Health (Add Health) to test whether controlling for differences in masculinity and femininity through quantitative measures of gender typicality eliminates labour market differentials. While we find evidence that gender typicality does affect labour market outcomes of men and women on average, we find no evidence of a differential effect for gays and lesbians. Controlling for gender typicality does not affect the sexual orientation labour market differentials. The evidence suggests that existing estimates of earnings differentials are not affected by omitted variable bias due to not controlling for gender typicality.

Calderaro, C. (2022). **La critique féministe-marxiste : du travail domestique aux théories de la reproduction sociale**. *Travail, genre et sociétés*, *48*(2), 113-128. https://doi.org/10.3917/tgs.048.0113
L'article retrace les grandes lignes de la pensée féministe-marxiste, en partant de ses prémices dans les années 1920 jusqu'à ses développements récents autour de la théorie de la reproduction sociale. Défini comme l'ensemble des tâches et activités quotidiennes nécessaires au maintien de la vie et à la capacité au travail, le travail reproductif est au cœur de ces évolutions théoriques. Après avoir évoqué les premières critiques féministes de l'œuvre de Marx, l'article revient sur le débat sur le travail domestique des années 1970. Il s'attache ensuite à montrer comment la pensée féministe-marxiste évolue depuis lors vers un cadre d'analyse plus large permettant d'appréhender le travail reproductif dans et en dehors de la sphère domestique : payé et gratuit, reconnu et non reconnu. Enfin, l'article dresse les évolutions récentes de la pensée féministe-marxiste qui met au jour une approche unitaire des oppressions via l'élaboration d'une théorie de la reproduction sociale.

Debacq, L., & Moreau, H. (2022). **Heurts et malheurs du télétravail dans la Fonction publique**. *Travail, genre et sociétés*, *48*(2), 171-172. https://doi.org/10.3917/tgs.048.0171

Desaint, C. (2022). **Femmes handicapées, les invisibles dans l'emploi**. *Travail, genre et sociétés*, *48*(2), 53-70. https://doi.org/10.3917/tgs.048.0053
L'emploi des femmes handicapées se heurte à des obstacles qui se multiplient en raison de leur handicap, de l'inaccessibilité, mais surtout parce qu'elles sont des femmes. Leur participation à la vie économique est freinée par des préjugés, des stéréotypes dans toutes les dimensions de l'emploi : éducation, orientation, recrutement, chômage, carrière professionnelle, articulation des temps, retraites. Elles sont peu invisibles dans les publications des études et statistiques, d'où leur absence dans les politiques publiques sur le handicap et sur l'égalité femmes-hommes jusque très récemment. Les femmes handicapées font partie des populations les plus marginalisées et vivant dans la précarité. Il est temps que la société change son regard et considère les femmes handicapées non plus comme une charge, mais comme détentrices de talents, de compétences et d'expertise. Les femmes handicapées sont porteuses de changement et représentent un atout pour les entreprises et les institutions.

Giuliani, G. A., & Raspanti, D. (2022). **Between the territory and the legacies: The politicization of active labour market policy in southern Europe**. *Journal of European Social Policy*, *32*(5), 548-563. https://doi.org/10.1177/09589287221095032
The literature concerning active labour market policy (ALMP) in advanced economies during the post-Fordist Age is very informative. Nevertheless, surprisingly, we know little about ALMP politicization. By focusing on two archetypes of the Mediterranean countries, Italy and Spain, this study argues that the geographical distribution of social stratification affects ALMP politicization at the national level. Analysing the party manifestos of the main nationwide parties in the most recent electoral turnouts (2013–2019), this article shows that while the issue is highly politicized in Spain, it is almost completely neglected in Italy. We demonstrate that when outsiderness is concentrated in a delimited geographical area, as in Italy, it hinders ALMP politicization on a national level, since it becomes a regional issue. On the contrary, when it is spread across the whole national territory, as in Spain, ALMP politicization is more likely, since the issue is nationally relevant. However, the concentration of outsiders is not sufficient to trigger a change in the electoral competition dynamic and the intervening effect of policy legacy may enhance or constrain ALMP politicization.

Hunink, C., & Raesfeld, L. (2022). **Social representation of nonacademic work from the perspective of company gatekeepers in the Mexican tourism sector**. *International Journal of Training and Development*, *26*(4), 629-645. https://doi.org/10.1111/ijtd.12291
Cooperations or transfers of the German technical and vocational education and training (TVET) system have taken place in different cultural contexts in recent decades. In Mexico, the so-called Modelo Méxicano de Formación Dual has been adapted to Mexico's cultural conditions. Yet, it still seems to be largely unknown in society, the education system and the labour market. Attitudes, perceptions or so-called 'social representations' are culturally anchored in a society and can be identified in artefacts and individual narratives. Especially social representations of company gatekeepers, such as human resources employees are focused because they regulate access in companies and to higher positions. Although this happens on the basis of organizational transition policies, decision-making processes are shaped by culturally anchored individual perceptions. The target group of company gatekeepers from the tourism sector was interviewed within the framework of a qualitative study during eight semistructured 'face-to-screen' interviews, analysed according to grounded theory

methodology. Based on social representation analysis, the Mexican labour market seems to be dichotomized. Academic titles have a high symbolic value, promising prestige. TVET options are given little focus, lack a high social esteem and are still largely unknown. Those produce técnicos, while holders of oficos often do on-the-job training within their families. Both depend upon their employers and have to accept unfavourable working conditions. This implies physically demanding, often gender-specific work. Promotions are possible, even without academic degrees. Because of a lack of institutionalization, these are subjective, depending on the goodwill of company gatekeepers. Promotions are possible to a certain extent, so nonacademic workers are facing a glass ceiling.

INSEE. (2022a). **Chômage**. In INSEE, *France, portrait social* (p. 148-150). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6652040?sommaire=6535307

INSEE. (2022b). **Durée et conditions de travail**. In INSEE, *France, portrait social* (p. 143-154). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535245?sommaire=6535307

INSEE. (2022c). **Emploi**. In INSEE, *France, portrait social* (p. 146-149). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535241?sommaire=6535307

INSEE. (2022d). **Population active**. In INSEE, *France, portrait social* (p. 144-145). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535239?sommaire=6535307

INSEE. (2022e). **Revenu salarial**. In INSEE, *France Portrait Social*. Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535247?sommaire=6535307
INSEE. (s. d.). **Séries longues sur les salaires dans le secteur privé**. Consulté 30 novembre 2022, à l'adresse INSEE Résultats website: https://www.insee.fr/fr/statistiques/6662361

Landour, J. (2022). **Témoignage d'une Mompreneur : télétravailler à domicile pour mieux articuler les temps de vie ?** *Travail, genre et sociétés*, *48*(2), 177-180. https://doi.org/10.3917/tgs.048.0177

Lapeyre, N., & Silvera, R. (2022). **Télétravail, un nouveau genre de risque ?** *Travail, genre et sociétés*, *48*(2), 147-151. https://doi.org/10.3917/tgs.048.0147

Lavabre, A. (2022). **Hors normes. Quand les associations prennent en charge les disqualifiés du service public de l'emploi**. *Sociétés contemporaines*, *126*(2), 33-61. https://doi.org/10.3917/soco.126.0033
Ce numéro Varia propose plusieurs articles se rapportant à l'emploi ou aux services liés à la fonction publique. Maud Gelly et Alexis Spire traitent du développement d'activités médicales privées dans l'enceinte des hôpitaux publics et des conséquences sur les collectifs de travail, les filières de soin et les principes qui fondent l'ethos de service public. Alice Lavabre aborde la délégation aux associations de certains profils d'usagers du service public de l'emploi et montre que le travail de qualification des individus produit de nouvelles formes de marginalité dans le monde professionnel. La thématique de l'emploi est aussi abordée par Arnaud Mias et Madlyne Samak à propos des expériences et du rapport à l'emploi de techniciens dans le secteur de l'audiovisuel et de leur attachement à l'intermittence, loin du modèle de l'emploi pérenne promu par les pouvoirs publics. Lucile Quéré analyse les mobilisations transnationales de self-help féministe, qui contestent l'emprise médicale sur le corps et la sexualité des femmes. Enfin

Claire Cosquer s'intéresse à la position sociale « expatriée » dans le contexte migratoire d'Abu Dhabi et aux luttes de classement dans l'espace du travail et des pratiques culturelles vis-à-vis du groupe émirien.

Lestic, B. (2022). **Télétravail : vers le développement de tiers-lieux ?** *Travail, genre et sociétés*, *48*(2), 167-169. https://doi.org/10.3917/tgs.048.0167

Letourneux, F. (2022). **Les figures du travail à distance : logiques sociales et effets de genre**. *Travail, genre et sociétés*, *48*(2), 173-176. https://doi.org/10.3917/tgs.048.0173

Masson, D. (2022). **Les théories féministes anglosaxonnes du handicap. Cartographie des Feminist Disability Studies**. *Travail, genre et sociétés*, *48*(2), 89-109. https://doi.org/10.3917/tgs.048.0089
Alors que les travaux sur le sujet se font de plus en plus nombreux en études féministes du handicap anglo-saxonnes, ou Feminist Disability Studies, l'objectif de cet article est d'outiller les études féministes francophones en proposant une cartographie du développement du champ, axée sur ses grands courants et leurs propositions théoriques et conceptuelles majeures. La première partie de l'article rappelle l'essentiel des modèles médical et social du handicap. La seconde se centre sur les contributions des approches féministes matérialistes du handicap et la troisième sur celles des perspectives féministes poststructuralistes et postmodernes. La quatrième partie expose trois développements récents en Feminist Disability Studies illustrant l'influence des pensées crip et queer, la complexification des analyses intersectionnelles du handicap et l'émergence de perspectives du Sud.

Mias, A., & Samak, M. (2022). **L'emploi permanent au prix de la carrière ?L'attachement conditionnel des techniciens de l'audiovisuel au régime d'intermittence**. *Sociétés contemporaines*, *126*(2), 63-92. https://doi.org/10.3917/soco.126.0063
Ce numéro Varia propose plusieurs articles se rapportant à l'emploi ou aux services liés à la fonction publique. Maud Gelly et Alexis Spire traitent du développement d'activités médicales privées dans l'enceinte des hôpitaux publics et des conséquences sur les collectifs de travail, les filières de soin et les principes qui fondent l'ethos de service public. Alice Lavabre aborde la délégation aux associations de certains profils d'usagers du service public de l'emploi et montre que le travail de qualification des individus produit de nouvelles formes de marginalité dans le monde professionnel. La thématique de l'emploi est aussi abordée par Arnaud Mias et Madlyne Samak à propos des expériences et du rapport à l'emploi de techniciens dans le secteur de l'audiovisuel et de leur attachement à l'intermittence, loin du modèle de l'emploi pérenne promu par les pouvoirs publics. Lucile Quéré analyse les mobilisations transnationales de self-help féministe, qui contestent l'emprise médicale sur le corps et la sexualité des femmes. Enfin Claire Cosquer s'intéresse à la position sociale « expatriée » dans le contexte migratoire d'Abu Dhabi et aux luttes de classement dans l'espace du travail et des pratiques culturelles vis-à-vis du groupe émirien.

Mosconi, N., Revillard, A., & Vouillot, F. (2022). **Handicap, genre et travail**. *Travail, genre et sociétés*, *48*(2), 27-34. https://doi.org/10.3917/tgs.048.0027

Observatoire des inégalités. (2022, novembre 30). **La discrimination pour obtenir un entretien d'embauche persiste**. Consulté 1 décembre 2022, à l'adresse Observatoire des

inégalités website: https://www.inegalites.fr/La-discrimination-pour-obtenir-un-entretien-d-embauche-persiste
18 % des candidats d'origine maghrébine obtiennent un entretien pour un poste de cadre administratif, contre 25 % de ceux au nom à consonance française, à CV équivalent. Pour un emploi d'aide-soignante, les chiffres sont respectivement de 37 % et 45 %. Les discriminations persistent, notamment dans la fonction publique.

Projet de loi de finances pour 2023 : Travail et emploi. http://www.senat.fr/rap/a22-118-6/a22-118-6.html

Rossetti, F., Meuleman, B., & Baute, S. (2022). **Explaining public support for demanding activation of the unemployed: The role of subjective risk perceptions and stereotypes about the unemployed**. *Journal of European Social Policy*, *32*(5), 497-513. https://doi.org/10.1177/09589287221106980
In recent decades, European welfare states have adopted demanding active labour market policies (ALMPs), aimed at increasing labour market participation through imposing stricter work-related obligations and benefit cuts in case of job offer rejection. This article investigates whether support for such demanding ALMPs is driven by risk perceptions of future unemployment and negative stereotypes about unemployed persons. Insights into the role of risk perceptions and stereotypes offer opportunities to gain a better understanding of the impact of structural variables. Drawing on data from the European Social Survey 2016 in 21 European countries, the analysis reveals that higher subjective risk of unemployment decreases support for these ALMPs substantially, whereas negative perceptions of the unemployed increase support. However, these factors play at the individual level only and do not explain country-level differences in support of demanding ALMPs. The notable cross-national variation in support of activation policies is found to be unrelated to economic factors and to the strictness of activation requirements for unemployment benefits.

Tremblay, D.-G. (2022). **Les enjeux et risques du télétravail pour les femmes au Canada et au Québec**. *Travail, genre et sociétés*, *48*(2), 157-161. https://doi.org/10.3917/tgs.048.0157

Métiers de l'éducation

Bourguet, D., Rouzies, E., & Guillemaud, T. (2022, novembre 23). **« Peer Community In », un système alternatif de publication scientifique**. Consulté 24 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/peer-community-in-un-systeme-alternatif-de-publication-scientifique-191225
« Peer Community In » ouvre la voie à une réappropriation par les chercheurs de leur système d'évaluation et de publication et une plus grande transparence dans la chaîne de production des savoirs.

Damon-Tao, L. (2022). ***Prendre soin de la relation enseignant-élève : la formation au développement des compétences émotionnelles des enseignants comme piste potentielle***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9

782140295027&utm_source=phplist&utm_campaign=message_34879&utm_medium=email&utm_content=lienTitre
Favoriser des interactions enseignant-élève empreintes de chaleur, d'affection et de soutien est primordial. Pour les élèves, ce type de relation contribue à développer leur engagement, leurs résultats scolaires, leurs compétences émotionnelles et sociales. Pour les enseignants, il favorise le ressenti d'émotions positives. Une telle relation est cependant rarement instaurée avec les élèves présentant des comportements perturbateurs, ces derniers ayant tendance à vivre une relation conflictuelle avec leur professeur. Or, ce type d'interactions favorise le maintien de ces comportements dans le temps et l'épuisement émotionnel des enseignants. Outiller ces derniers à améliorer la qualité de la relation vécue avec ces enfants constitue un enjeu important. Dans cette perspective, une recherche a été menée auprès de sept enseignantes de maternelle pour évaluer l'efficacité d'une formation courte, dédiée au développement de leurs compétences émotionnelles. Cet ouvrage présente le cadre théorique mobilisé, l'ingénierie de formation réalisée et les résultats observés.

Demoussa, E. (2022). ***Évolution de la formation des enseignants en Afrique : étude comparative entre le Sénégal et la France***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74593

INEE: Inter-agency network for education. (2022). ***Teacher wellbeing in emergency settings - Guidance note***. Consulté à l'adresse https://inee.org/sites/default/files/resources/INEE%20-%20A%20Guidance%20Note%20for%20Teacher%20Wellbeing%20in%20Emergency%20Settings%20v1.1%20EN%20LowRes.pdf
Cette note fournit des conseils sur la manière de soutenir le bien-être des enseignants. Elle explique notamment comment promouvoir la santé mentale et le soutien psychosocial des enseignants ; créer des environnements de travail plus propices ; renforcer leur voix et leur leadership en situations d'urgence. Elle propose également des ressources et des outils et donnes des exemples.

Feldman-Maggor, Y., Tuvi-Arad, I., & Blonder, R. (2022). **Development and evaluation of an online course on nanotechnology for the professional development of chemistry teachers**. *International Journal of Science Education*, *44*(16), 2465-2484. https://doi.org/10.1080/09500693.2022.2128930
Professional development courses help teachers integrate new content knowledge into the high-school curriculum. Designing practical online courses for this purpose is challenging, particularly in emerging fields such as nanotechnology. In this study, we evaluated such a course in three complementary dimensions: (1) knowledge, (2) the complexity of learners' understanding, and (3) learners' difficulties during the course. We evaluated the first aspect using a pre–post-knowledge test, the second using the Structure of the Observed Learning Outcome (SOLO) taxonomy applied to the course's assignments, and the third by analyzing online activity reports and semi-structured interviews. Three cohorts comprising 95 teachers participated in this course from 2016 to 2019. Our multi-dimensional analysis revealed that teachers' knowledge of nanotechnology concepts improved. They were able to connect the advanced content they learned to the high-school chemistry curriculum at different levels of complexity. The evaluation process also enabled us to identify difficult sections of the course. These

findings can contribute to designing the curriculum of future professional development online science courses in terms of the intended learning outcomes.

Kazemi, E., Resnick, A. F., & Gibbons, L. (2022). **Principal Leadership for School-Wide Transformation of Elementary Mathematics Teaching: Why the Principal's Conception of Teacher Learning Matters**. *American Educational Research Journal*, *59*(6), 1051-1089. https://doi.org/10.3102/00028312221130706
Supporting teacher learning for normative change in classroom learning environments creates significant demands on principal leadership. We offer an analytic framework that aims to understand principal practice for instructional transformation. The framework examines how the principal's conception of teacher learning shapes practice in relation to particular contexts and support systems. We illustrate the explanatory power of this framework by using it to make sense of one elementary principal's practice in leading her school for instructional transformation in mathematics. Our analysis contributes to how leadership efforts to transform instruction might be studied and ultimately supported.

Krop, J. (2022). **L'évolution des rapports hiérarchiques entre directeurs et adjoints dans le champ de l'enseignement primaire de la Seine sous la IIIe République : aux origines d'une autonomie professionnelle**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11327
En France, les directeurs d'école ne sont pas les supérieurs hiérarchiques de leurs collègues, tous ayant le statut de professeur des écoles. Cet article revient aux origines historiques de cette situation sous la IIIe République, période de reconfiguration du champ de l'enseignement primaire et des rapports de pouvoirs entre directeurs d'école et instituteurs adjoints. Cette étude repose sur les données recueillies au cours d'une étude exhaustive d'un corpus représentatif composé de dossiers d'instituteurs et d'institutrices appartenant à la première génération des enseignants des écoles publiques entrés dans l'enseignement primaire de la Seine entre 1870 et 1886. L'analyse de la conflictualité entre les instituteurs et les directeurs d'écoles montre comment l'histoire des relations sociales dans le champ de l'enseignement primaire a produit les dispositions pratiques rejetant la reconstitution d'une subordination hiérarchique par la sédimentation des schèmes de perception des rapports d'autorité.

LARSEN, E. J., SCHULTE, B., & THUE, F. W. (2022). ***Schoolteachers and the nordic model : comparative and historical perspectives***. Consulté à l'adresse https://library.oapen.org/bitstream/id/d849337c-8c4b-49d5-b09f-f95d9c8252cf/9781000521252.pdf
L'ouvrage examine la spécificité culturelle de la profession enseignante et de la formation des enseignants dans les pays du Nord (Finlande, Suède, Danemark, Norvège.) comparativement à celle de pays européens et d'Amérique du Nord. Les auteurs se penchent sur les différentes dimensions des identités professionnelles, des modalités de recrutement, du statut social, des valeurs et des connaissances des enseignants. L'approche comparative et historique permet d'analyser la convergence ou la divergence des systèmes éducatifs au niveau mondial.

Le Café pédagogique. (2022a, novembre 16). **De plus en plus de profs migrants au Québec**. Consulté 17 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/17/de-plus-en-plus-de-profs-migrants-au-quebec/

Le nombre de permis d'enseigner délivrés à des enseignants étrangers a doublé en un an au Québec, explique Le Journal du Québec. Des efforts sont faits pour intégrer ces nouveaux enseignants. Venant du Mexique et du Cameroun, des enseignants interrogés soulignent l'écart avec l'école de leur pays d'origine et l'accueil reçu au Québec. Fut un…

Le Café pédagogique. (2022b, novembre 23). **Au guichet du rectorat : des sociologues au chevet du recrutement des contractuels**. Consulté 23 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/23/au-guichet-du-rectorat-des-sociologues-au-chevet-du-recrutement-des-contractuels/
Caroline Bertron (Paris 8) et Hélène Buisson-Fenet ont enquêté au service des contractuels de l'Académie de Lyon.

le Goaziou, V. (2022). ***Démunis: Les travailleurs sociaux et la grande précarité***. Consulté à l'adresse https://www.pressesdesciencespo.fr/en/book/?gcoi=27246100537040#h2tabFormats
Véronique Le Goaziou a accompagné pendant deux ans les travailleurs sociaux auprès des populations démunies et des sans-abris dans les squats et les bidonvilles des Bouches-du-Rhône et à la gare Saint-Charles de Marseille. Malgré les intentions affichées et les politiques mises en œuvre, en France, plus de 300 000 personnes, selon la fondation Abbé Pierre, sont en situation de grande précarité et peinent à satisfaire leurs besoins élémentaires. Les iniquités de notre modèle de développement sont connues, leurs causes et leurs effets, mesurés, mais elles demeurent. Pour tenter de comprendre les raisons de cette impuissance, Véronique Le Goaziou est allée en première ligne : dans les squats et les bidonvilles des Bouches-du-Rhône et à la gare Saint-Charles de Marseille, où elle a accompagné pendant deux ans les travailleurs sociaux qui se portent auprès des populations démunies et des sans-abris. Son ouvrage décrit et analyse leur travail de fourmi, le plus souvent fait de débrouille et de ruse pour contourner les obstacles et forcer les portes sans attendre que les conditions soient réunies pour agir (en réalité, elles ne le sont jamais) ; d'improvisation aussi, lorsqu'une pandémie les contraint à mettre de côté leur mission de prévention et d'aide à l'insertion pour basculer dans l'humanitaire. Le regard d'une sociologue et romancière sur le monde, à la fois proche et méconnu, des laissés-pour-compte de la société et de ceux, parfois tout aussi démunis, qui leur tendent la main.

Lemarchand-Chauvin, M.-C. (2022, novembre 30). **Pourquoi il faut s'intéresser aux émotions des enseignants débutants**. Consulté 2 décembre 2022, à l'adresse The Conversation website: http://theconversation.com/pourquoi-il-faut-sinteresser-aux-emotions-des-enseignants-debutants-192522
Une fois en classe, la réalité du métier peut s'avérer très différente de ce à quoi s'attendaient les enseignants débutants et ce décalage peut engendrer des émotions intenses, voire douloureuses.

Livingston, K., & Ling, L. (2022). **Third space workers in higher education in times of dislocated complexity**. *European Journal of Education*, *57*(4), 646-658. https://doi.org/10.1111/ejed.12523
In this article we examine the changing nature of the higher education workforce with specific reference to the increasing influence and importance of third space workers (e.g., blended learning designers, e-learning developers, partnerships managers,

associate tutors, learning technology specialists and communication and engagement officers). Discussing the contextual framework, we contend that the higher education context is uncertain and has taken on a disrupted character, generating a social condition that we term dislocated complexity. Through the lens of Giddens' Theory of Structuration, we analyse empirical data from two studies—one in Scotland and one in Australia—to shed light on how the workforce in higher education is changing. We illuminate the need for greater recognition of third-space workers as part of a team alongside academic discipline experts in these times of dislocated complexity. We propose the term dislocated complexity as a means to describe the heightened state of complexity that exists in higher education systems in times of crisis, such as the COVID-19 pandemic, and highlight the need for structural and policy changes.

Mallard, S., Réto, G., & Décret-Rouillard, R. (2022). **De l'engagement dans la fonction d'adjoint d'établissement scolaire à l'exercice partagé du pouvoir et de l'autorité**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11334
L'administration scolaire intermédiaire constitue un levier majeur pour la mise en œuvre des politiques éducatives. La littérature internationale est abondante et vise généralement à documenter la fonction de chef d'établissement sans dissociation avec leurs adjoints. Pourtant concernée par ces questions, la population des adjoints d'établissement scolaire constitue la grande absente. Cet article s'intéresse à l'engagement de professionnels de l'éducation et de l'enseignement dans la fonction d'adjoint d'établissement scolaire. L'analyse des entretiens semi-directifs menés auprès d'adjoints de l'enseignement public, a fait émerger trois axes saillants : s'engager pour prendre des responsabilités, traverser des épreuves et enfin tenir le rôle pour devenir le chef. Ces axes permettent de qualifier l'engagement dans la fonction d'adjoint et de comprendre ce qui apparaît comme la colonne vertébrale de leur fonction : l'exercice partagé du pouvoir et de l'autorité avec le chef d'établissement.

Mierzejewski, S., & Zaid, A. (2022). **Pression temporelle et situation de porte-à-faux. Regard socio-didactique sur les positionnements professionnels des conseillers pédagogiques de circonscription - « tuteurs terrain »**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11359
Cet article aborde la problématique générale du dossier, en l'envisageant du double point de vue de la pression temporelle et des contradictions structurelles qui caractérisent l'évolution des missions de conseiller pédagogique de circonscription. Chargés du tutorat des fonctionnaires-stagiaires de l'enseignement primaire dans de nombreuses académies, les positionnements professionnels de cette catégorie spécifique d'acteurs expriment la profonde ambivalence des politiques de formation enseignantes françaises qui, sous couvert d'accompagnement des parcours, contribuent à asseoir des logiques de contrôle dont les effets formatifs peuvent être très éloignés des objectifs officiellement assumés. L'approche socio-didactique développée permet d'en examiner les incidences au plus près de l'activité d'accompagnement des conseillers pédagogiques de circonscription. Les auteurs s'appuient à cette fin sur huit entretiens exploratoires, ainsi que sur de nombreuses observations directes.

OECD. (2022). **Why is the gender ratio of teachers imbalanced?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3718* [Report].

Consulté à l'adresse OECD website: https://www.oecd-ilibrary.org/education/why-is-the-gender-ratio-of-teachers-imbalanced_8fea2729-en
Women are strongly over-represented among primary and secondary teachers. This can be explained at least partly by gender stereotypes, but also by the attractiveness of the profession to working mothers and by differences in the relative wage levels in teaching for men and women. Recognising teachers' contribution to society could help to attract the best qualified candidates to the teaching profession, irrespective of gender.

Péralès, D., Chandon-Coq, M.-H., & Rayna, S. (2021). ***Les passerelles, tout un art ! crèches, centres de loisirs, écoles maternelles***. Consulté à l'adresse https://www.editions-eres.com/ouvrage/4837/les-passerelles-tout-un-art
En dépit des cloisonnements verticaux et horizontaux, les univers des crèches, des écoles maternelles et des centres de loisirs peuvent se rencontrer et créer des passerelles pour les jeunes enfants et leur famille. Les équipes de ces divers lieux en témoignent avec leurs actions communes menées dans deux arrondissements de Paris. Avec la participation de divers acteurs, responsables et décideurs de l'accueil, de l'animation et de l'éducation des jeunes enfants, cet ouvrage s'inscrit dans le processus initié, non sans mal, au début des années 1990, pour « faire passerelle » entre la vie à la crèche et la vie à l'école maternelle et au centre de loisirs. Il montre l'émergence d'une dynamique locale, engagée dans le cadre du projet éducatif territorial de Paris et soutenue par des institutions culturelles locales (conservatoire, bibliothèque) pour le plus grand bénéfice des enfants – tant au niveau du bien-être et que des apprentissages –, de leur famille et des équipes. Les modalités d'accompagnement de ces actions collaboratives, où l'art et la culture jouent un rôle central, sont expliquées en détail et illustrées d'exemples concrets dans l'objectif de stimuler la créativité des professionnels de l'enfance

Progin, L. (2022). **Le leadership : la fin d'un tabou et le début d'un mythe. Évolution des métiers de l'encadrement scolaire et de leur formation en Suisse romande**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11358
Il est désormais attendu que les cadres scolaires relèvent de nombreux défis : incarner le changement ; garantir les transformations y compris pédagogiques ; mettre en œuvre une école à visée inclusive ; convaincre et mobiliser l'ensemble des acteurs et des partenaires dans le cadre de démarches d'auto-évaluation. Dans ce contexte, nous étudions la manière dont les injonctions au leadership ont évolué et ont impacté les cadres scolaires en Suisse romande (la partie francophone de la Suisse) depuis la mise en place d'une formation commune à tous les cadres scolaires en 2008. Cette analyse met en évidence que – sous l'effet notamment de la formation – les cadres ne considèrent plus le leadership comme un mot tabou alors que cela a longtemps été le cas. Ils l'intègrent désormais dans leurs discours quand ils s'expriment sur leur manière d'incarner leur rôle. Le leadership peut, en effet, représenter l'une des manières de prendre en compte la nouvelle gestion publique tout en contribuant à la construction d'un mythe tant dans l'imaginaire collectif qu'au sein des systèmes éducatifs.

Riondet, X. (2022). **Rapports de force et crise de l'autorité dans le mouvement Freinet entre 1945 et 1968 : quand l'horizontalité questionne la verticalité**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11313
Peut-on diriger et doit-on impulser une direction dans un mouvement pédagogique qui, lui-même, remet en question certaines formes d'autorité ? Pour répondre à cette interrogation, ce texte aborde la question des rapports de pouvoir et de la crise de

l'autorité dans le cadre du développement du Mouvement Freinet entre 1945 à 1968. Cet article montre comment, structurellement, le contexte institutionnel de la pédagogie de cette époque rend nécessaire ce travail de direction et de coordination, alors que, conjoncturellement, le fait que les relations sociales entre adultes et entre adultes et enfants connaissent des mutations significatives vient remettre en question cette nécessité et la possibilité d'incarner une tradition.

Roaux, C. (2022). **La direction d'école primaire, une question de pouvoir ?** *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11352
Cet article propose d'examiner comment la transformation du « référentiel » éducatif fragilise la position des directeurs d'école en France et pose la question de leur pouvoir. Si les responsabilités de ces derniers se sont accrues, se rapprochant de celles des chefs d'établissement du second degré, l'école primaire reste marquée par une division du travail éducatif et un patriotisme de corps pour préserver l'autonomie des acteurs dans la classe. À partir d'une enquête par questionnaire évoquant la question du statut des directeurs d'école, sera étudiée la coupure idéologique entre enseignants et directeurs, qui a pour effet d'assigner ces derniers à un travail dévalorisé, les plaçant en marge du fonctionnement de l'école dont ils sont pourtant seuls responsables. Notre cadre d'analyse est celui de la sociologie des organisations et des systèmes.

Thomas, J.-É. (2022). **Les missions particulières des enseignants dans les établissements du second degré en 2020-2021**. *Note d'information*, (22.33), 1-4. https://doi.org/10.48464/ni-22-33
Depuis 2015, des missions complémentaires, non incluses dans le service des enseignants, comme être référent numérique ou coordonner les enseignants d'une même discipline au sein d'un collège ou d'un lycée, peuvent être effectuées par les professeurs des établissements du second degré.

Vostal, B. R., Mrachko, A. A., Vostal, M., & McCoy, A. (2022). **Effects of Group Behavioral Skills Training on Teacher Candidates' Acquisition and Maintenance of Active Listening**. *Journal of Behavioral Education*, *31*(4), 679-698. https://doi.org/10.1007/s10864-021-09431-8
This study examined group-delivered behavioral skills training (BST) as a method for preparing special education teacher candidates to demonstrate active listening communication skills. Results indicated that: (a) BST was effective for instruction, (b) all instructional groups maintained communication skills across probes, and (c) participants felt prepared to talk to general education teachers and parents after BST in communication skills. Results offer evidence that BST can be implemented in group settings and can be used to teach communication skills to teacher candidates. Teacher preparers should consider BST as a method for communication skills training in university classrooms as a way to support preservice teachers.

Numérique et éducation

Abdallah Altarawneh, A. M., & Awwad Alomoush, R. A. (2022). **The reality of E-counseling services in the light of Digital learning from the point of View of Teachers in Jordan**. *Education and Information Technologies*, *27*(9), 12773-12792. https://doi.org/10.1007/s10639-022-11102-8

This study aims to investigate the reality of e-counseling services in the light of digital learning from the perspective of teachers in Jordan. The sample of the study consisted of (348) male and female teachers at Rusaifa Education Directorate in 2021. The scale of the counseling services for this study was created by the researchers, where the validity and reliability of the scale were approved, and the appropriate statistical procedures were used. The study reached some statistical results regarding e-counseling services in the light of digital learning from the perspective of teachers in Jordan. Results revealed that the arithmetic averages of the reality of e-counseling services have an intermediate degree at the overall level, and each dimension has an intermediate degree, too. The prevention dimension took the first place, followed by the social dimension, the moral dimension, the professional dimension, the educational dimension, and lastly, the technical dimension, respectively. The results revealed that there are no statistically significant differences at the level of significance ($a \leq 0.05$) at the overall level. The level of each dimension of the scale is attributed to the variables of gender and one's years of experience.

Acquatella, F., Fernandez, V., & Houy, T. (2022). **Les MOOC : une promesse de rupture non tenue**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, *39*(39). https://doi.org/10.4000/dms.8138
« Les MOOC représentent une formidable opportunité de transformation positive et radicale du secteur de l'éducation »… telle était en substance la croyance la plus répandue autour des MOOC lorsqu'ils ont été popularisés en 2012 avec la création et le développement de la plateforme Coursera. Dix ans plus tard, l'espoir suscité par cette nouvelle modalité d'enseignement a-t-il été déçu ou, au contraire, satisfait ? Il ressort de nos observations (Acquatella et al., 2019) et de la littérature académique que la plupart des initiatives visant à compléter ou à substituer les enseignements traditionnels par des cours en ligne sont restées embryonnaires, et ce malgré les contraintes imposées par la crise du Covid. Les MOOC peinent toujours à établir la preuve formelle de leur intérêt pour l'ensemble des acteurs impliqués de l'écosystème – apprenants, professeurs et institutions d'enseignement supérieur. À ce jour, il paraît donc raisonnable de penser que ces dispositifs pédagogiques ont fait naître une promesse de rupture non tenue.

Alblehai, F. (2022). **Can avatar homophily influence flow and exploratory behaviour of online users?** *Education and Information Technologies*, *27*(9), 12363-12379. https://doi.org/10.1007/s10639-022-11111-7
Virtual learning environments have been recognized as an area of particular importance by which educators can use to improve desirable learning behaviours. Investigating the impact of different virtual environments on learners' behaviours has become the centre of attention of researchers, especially during COVID-19. The homophily effect of avatar-identity on individuals' perceptions of an environment can be a key for understanding their learning behaviours. This study examined the relationship between key constructs related to avatar homophily (background and attitude) and learners' flow and exploratory behaviour. An online survey was distributed to 157 students (93 males and 64 females with age ranging from 19 to 21 years) who took part in an online learning activity using an avatar-mediated environment (Second Life). The results showed that users' flow experience can be influenced by the function of perceived background and attitude homophily in an avatar-mediated environment. Flow experience was found to mediate the relationship between avatar homophily and learners' exploratory behaviour. This

study offers a conceptual understanding of the relationship between homophily and individual's flow state.

Al-Dokhny, A. A., Bukhamseen, A. M., & Drwish, A. M. (2022). **Influence of assistive technology applications on dyslexic students: The case of Saudi Arabia during the COVID-19 pandemic**. *Education and Information Technologies*, *27*(9), 12213-12249. https://doi.org/10.1007/s10639-022-11090-9
In Saudi Arabia, the COVID-19 pandemic forced students with dyslexia to complete their learning through online applications, like their peers without dyslexia. This study explores the influence of assistive technology (AT) on improving the visual perception (VP) and phonological processing (PhP) abilities of students with dyslexia. Three learning applications were used (Google Classroom, Zoom, and Quizlet) as AT platforms. A quantitative approach was adopted based on a quasi-experimental design. Single-subject experimental methods were used to examine the influence of AT on improving students' VP, PhP, and frequency of access (FA). Fourteen students with dyslexia who were selected as participants through purposeful sampling were divided into two experimental groups based on gender. The results showed that AT influenced the VP, PhP, and FA in both experimental groups. Girls scored higher than boys in VP, PhP, and FA, and a positive correlation was found between VP and PhP with AT applications among girls and boys. A simple linear regression analysis showed that a significant and positive relationship exists between FA and the VP and PhP abilities of students with dyslexia through AT applications.

Alemdag, E. (2022). **Effects of instructor-present videos on learning, cognitive load, motivation, and social presence: A meta-analysis**. *Education and Information Technologies*, *27*(9), 12713-12742. https://doi.org/10.1007/s10639-022-11154-w
Although instructional videos with on-screen instructors have become prevalent in various learning contexts, their effect has been questioned because of mixed findings in the literature. This meta-analysis study aimed to elucidate the overall effect of instructor-present videos on learning, cognitive load, motivation, and social presence and to indicate potential moderators. It analyzed 20 experimental studies where participants watched an instructional video with or without an on-screen instructor. According to the findings, the effects of instructor presence on learning and social presence were not statistically significant. However, instructor-present videos had a significant impact on increasing cognitive load and motivation. Furthermore, moderator analyses for knowledge acquisition outcome revealed (marginally) significant differences in effect sizes based on human embodiment and study setting, favoring instructional videos featuring only the instructor's hand and being watched in laboratory settings. Based on these findings, the present study provides important directions for future research and practices.

Badea, G., & Popescu, E. (2022). **A dynamic review allocation approach for peer assessment in technology enhanced learning**. *Education and Information Technologies*, *27*(9), 13131-13162. https://doi.org/10.1007/s10639-022-11175-5
Peer assessment plays an important part in education, fostering involvement and critical thinking skills for the students, while reducing the grading workload for the teacher. However, research on review allocation mechanisms in the context of peer assessment is relatively scarce in the literature. Although the first electronic peer assessment systems emerged over two decades ago, the matching of the solutions to reviewers has been

done predominantly statically and randomly. The current paper proposes an innovative dynamic review allocation mechanism with extra bidding that attempts to solve some of the issues exhibited by the static and random approaches. The new method splits the review period in two stages: a first review phase, where students have to submit required assessments, and an extra review phase, where students can offer bidding points to perform additional optional reviews. The mechanism was integrated as part of our LearnEval peer assessment platform. We employed the approach in the context of a computer science course. A comparison of the proposed mechanism with a static review allocation approach applied in the previous year shows increased fairness. Furthermore, the results from a dedicated simulation module for emulating the novel review allocation mechanism attest the scalability of the approach.

Belda-Medina, J., & Calvo-Ferrer, J. R. (2022). **Integrating augmented reality in language learning: pre-service teachers' digital competence and attitudes through the TPACK framework**. *Education and Information Technologies*, *27*(9), 12123-12146. https://doi.org/10.1007/s10639-022-11123-3
Although the use of Augmented Reality (AR) in language learning has increased over the last two decades, there is still little research on the preparation of pre-service teachers as AR content creators. This paper focuses on analyzing the digital competence and attitudes of teacher candidates to integrate AR in the foreign language classroom. For this purpose, eighty-five college students were assigned into different teams to create their own AR-based projects which aimed at teaching English and content to young learners. The teacher candidates employed several software development kits (SDKs) to construct collaborative AR projects in a five-week period, including discursive and illustrative representations of the learning content. In this research based on a mixed method, quantitative and qualitative data were gathered trough AR project presentations and surveys encompassing two validated scales, the Technological Pedagogical Content Knowledge (TPACK) framework and the Augmented Reality Applications Attitudes Scale (ARAAS). The statistical data and qualitative findings revealed that the participants lacked practical knowledge on AR content creation and implementation in Education. The major problems were related to the TPK (Technological Pedagogical Knowledge) intersection since participants had been previously trained in AR technology just as recipients and not as content creators and educators.

Bistodeau, A., Lafleur, F., & Michelot, F. (2022). **L'évaluation sous surveillance par caméra**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, *39*(39). https://doi.org/10.4000/dms.8168
Le confinement lié à la pandémie de Covid-19 a forcé les universités à tenir des examens à distance sans nécessairement disposer d'outils de télésurveillance appropriés. La présente étude se penche sur le cas de l'université du Québec à Trois-Rivières, qui a préconisé les examens sous surveillance caméra par le biais de l'application Zoom. L'objectif de cette recherche est de documenter les conditions dans lesquelles les étudiants ont réalisé ces examens, ainsi que leurs perceptions concernant certaines dimensions de l'évaluation en ligne. Les résultats du sondage effectué auprès de 396 étudiants indiquent qu'ils n'étaient pas bien préparés à passer ce type d'examen, et que plusieurs d'entre eux n'avaient pas accès à des conditions favorables, à du matériel informatique ou à une connexion Internet appropriés. Les étudiants sont d'avis que l'utilisation de la webcam et la contrainte de temps limité ont contribué à augmenter leur stress durant l'examen. La moitié des répondants n'étaient pas à l'aise

d'être filmés, et ils considèrent que cela était une atteinte à leur vie privée. Bien que la limitation de la tricherie soit un enjeu important pour les étudiants, ils sont d'avis que l'examen en ligne sous surveillance caméra ne permet pas de la prévenir.

Blikstein, P., Zheng, Y., & Zhou, K. Z. (2022). **Ceci n'est pas une école: Discourses of artificial intelligence in education through the lens of semiotic analytics**. *European Journal of Education*, *57*(4), 571-583. https://doi.org/10.1111/ejed.12528
New ideas and technologies enable new ways of doing as well as new forms of language. The rise of Artificial Intelligence (AI) is no exception. The implications of changing activity and language take on new gravity in certain fields to which AI is applied, such as education (AIEd). Terms like smart, intelligence, and learning, which had certain meanings when describing human cognition, take on new meanings in the context of computational systems, with the potential for polysemy when the human and computational meanings meet. This article unpacks what AIEd companies mean when they use these terms. Drawing on findings from a mixed-methods study, we first describe how AIEd companies used these terms on two websites. Then, using Natural Language Processing techniques, we quantitatively analyse a corpus of over 65,000 words scraped from 26 AIEd company websites. Our analyses suggest that commonly promoted narratives around student learning and 21st Century skill-building are not supported by the language on AIEd company websites, which focus instead on mass customization, efficiency, and monitoring—all tasks at which computers excel. Also, notably scarce in the corpus were extensive articulations on ethics. Given these findings we propose that although AIEd companies create powerful new technical possibilities, they must also be evaluated for the powerful ways in which they shape narratives around the use of technology in education and the behaviours and capabilities that constitute education.

Boström, L., & Sjöström, M. (2022). **MethodViz: designing and evaluating an interactive learning tool for scientific methods – visual learning support and visualization of research process structure**. *Education and Information Technologies*, *27*(9), 12793-12810. https://doi.org/10.1007/s10639-022-11139-9
In this study, we focussed on designing and evaluating a learning tool for the research process in higher education. Mastering the research process seems to be a bottleneck within the academy. Therefore, there is a great need to offer students other ways to learn this skill in addition to books and lectures. The MethodViz tool supports ubiquitous aspects of the research process in their scientific works higher education students follow. Moreover, the tool facilitates and structures the process interactively. In this paper, we describe the creation process of the artefact and examine the characteristics and scope of MethodViz alongside the traits and ideas of design science research. The evaluation's results are encouraging and show that MethodViz has the potential to improve students' learning achievements.

Bradaric, B. D., & Tresselt, D. B. (2022). **Factors influencing undergraduate education in an expanding virtual world during COVID-19**. *Education and Information Technologies*, *27*(9), 11991-12002. https://doi.org/10.1007/s10639-022-11104-6
Moving to a virtual platform can introduce barriers beyond access and stability of technology, which may influence students' academic performance. The aim of this study was to identify factors, both personal and technology-related, that students and faculty perceived as contributors to academic performance. Enrolled students and teaching faculty in the Bachelor of Science programs at Rush University were surveyed. Analysis of

survey results indicated that mental health and finances hindered students' performance, whereas faculty reported that technology accessibility and stability was the greatest contributor to students' performance. Both groups reported that at-home learning environment contributed to students' academic performance. These results provided insight into factors that impact student academic performance, allowing for appropriate changes to courses and overall curriculum to ensure undergraduates' learning and retention of course material.

Bruguera, C., Guitert, M., & Romeu, T. (2022). **Social media in the learning ecologies of communications students: Identifying profiles from students' perspective**. *Education and Information Technologies*, *27*(9), 13113-13129. https://doi.org/10.1007/s10639-022-11169-3
Social media can be a support during the initial training of communication professionals, although most studies on social media and learning have mainly focused on other professional groups. The purpose of this article is to explore how communication students learn and their use of social media platforms, in order to identify the role of social media in supporting communication students' learning. Data was collected using a questionnaire sent to communication students of the UOC and analyzed using a clustering technique, to identify student profiles based on how they organize their learning and their use of social media platforms. Our results suggest that there are 5 main student profiles: (i) students that learn through many contexts with strong support of Wikipedia, Blogs and YouTube; (ii) students with preference for academically guided learning resources; (iii) students with preference for informal and digital learning contexts, supported by social networks; (iv) students with preference for physical and formal contexts with a slight support of interactive social media platforms and (v) students detached academically with low use of learning resources and occasional use of social media platforms. Findings show that in the formative stage, there is a different degree of utility of social media among communication students, with a division between platforms that we could designate as more static and sources of information (Wikipedia, blogs or YouTube) and more interactive and dynamic (Twitter, Facebook or LinkedIn). The findings of this article can help to inform and make communication studies more flexible, collaborative and personalized oriented. In follow up studies, it would be interesting to delve further into how COVID-19 has affected the role of social media platforms.

Chen, D., Hebert, M., & Wilson, J. (2022). **Examining Human and Automated Ratings of Elementary Students' Writing Quality: A Multivariate Generalizability Theory Application**. *American Educational Research Journal*, *59*(6), 1122-1156. https://doi.org/10.3102/00028312221106773
We used multivariate generalizability theory to examine the reliability of hand-scoring and automated essay scoring (AES) and to identify how these scoring methods could be used in conjunction to optimize writing assessment. Students (n = 113) included subsamples of struggling writers and non-struggling writers in Grades 3–5 drawn from a larger study. Students wrote six essays across three genres. All essays were hand-scored by four raters and an AES system called Project Essay Grade (PEG). Both scoring methods were highly reliable, but PEG was more reliable for non-struggling students, while hand-scoring was more reliable for struggling students. We provide recommendations regarding ways of optimizing writing assessment and blending hand-scoring with AES.

Chen, J. (2022). **Effectiveness of blended learning to develop learner autonomy in a Chinese university translation course**. *Education and Information Technologies*, *27*(9), 12337-12361. https://doi.org/10.1007/s10639-022-11125-1
The paper presents a study of training learner autonomy by applying blended learning in a university translation course in China. In the study, the author has constructed a blended translation course and has conducted a survey to determine the effectiveness of blended learning to improve learner autonomy. The study adopts a triangulation approach with regard to instrument. Quantitative data and qualitative data are collected from 120 juniors, including males and females who have chosen the translation course. Quantitative data are gathered through a questionnaire and a final course evaluation, and qualitative data are obtained from face-to-face interviews with open-ended questions. The study focuses on various aspects: students' view of blended learning to develop learner autonomy, teachers' construction of a blended course, and the influence of blended learning on students' learning responsibility, learning motivation, learning involvement and learning independence. The results show that, the majority of students take blended learning as an effective way to develop learner autonomy; the majority of students are learners of quite high level of learning motivation, learning involvement and learning responsibility, while their learning independence is moderately high, which implies that teachers still play an irreplaceable role even in the blended learning environment.

Chen, M., Liu, Y., Li, Z., & Li, Y. (2022). **Promoting teacher information literacy from a principal's perspective based on intermediate chain analysis**. *Education and Information Technologies*, *27*(9), 13067-13087. https://doi.org/10.1007/s10639-022-11157-7
Teacher information literacy is an important aspect of teachers' professional development and is affected by the school environment. From the perspective of principals, this study discusses the impact of principals' information leadership (PIL), organizational climate (OC), and ICT implementation strategies (IMS) on teachers' information literacy (TIL) and further analyzes the complex system of TIL and the relationship between these factors. Through chain intermediary analysis, this study shows that teachers' information literacy is not only directly affected by their principals' information leadership but also indirectly affected by the chain intermediary effect of organizational climate and ICT implementation strategies. It provides insights into how to cultivate teachers' information literacy in the school system and puts forward some optimization paths to create the best conditions for improving teachers' information literacy.

Costa, S. F., & Diniz, M. M. (2022). **Application of logistic regression to predict the failure of students in subjects of a mathematics undergraduate course**. *Education and Information Technologies*, *27*(9), 12381-12397. https://doi.org/10.1007/s10639-022-11117-1
The large rates of students' failure is a very frequent problem in undergraduate courses, being even more evident in exact sciences. Pointing out the reasons of such problem is a paramount research topic, though not an easy task. An alternative is to use Educational Data Mining techniques (EDM), which enables one to convert data from educational database into useful information, in order to understand and improve teaching and learning processes. In this way, the objective of this paper is to propose mathematical models based on EDM techniques to estimate the probability of a student in a mathematics degree course at IFSP (Federal Institute of São Paulo) to fail in exact sciences disciplines, and later on, indicate which aspects contribute significantly for the

Students' failure rates in these branches. We present three logistic regression models that which were applied based on socioeconomic data and student performance over 4 years. For interpretation and evaluation of such models, odds ratio, ten-fold Cross Validation method and the metrics: accuracy, sensitivity, specificity and area under the ROC curve (AUC) were used. It was noted that through Cross Validation, the models achieved accuracy values accounting for over 70%, sensitivity over 70%, specificity over 60% and AUC over 0.75. Analyzing the predictive variables of these models, we identified that factors such as advantage age, rates of failure through the course and attendance in initial semesters can increase the probability of failure in exact science disciplines in the analyzed course.

Despujol, I., Castañeda, L., & Turró, C. (2022). **MOOCs as a massive learning resource for a Higher Education Community. The Universitat Politècnica de València experience using the EdX remote access program**. *Education and Information Technologies*, *27*(9), 12999-13020. https://doi.org/10.1007/s10639-022-11140-2
During the 2020 COVID-19 lockdown, edX launched an initiative, called the Remote Access Program, to give access to free certificates for its Massive Open Online Courses (MOOCs) to the communities of its partners. This paper describes the experience of a Higher Education (HE) institution in Europe participating in this initiative as a strategic action to spread MOOCs, not just as a resource to open the university educational offer but also to improve the professional development possibilities of its community. This case study explores general data about the participation of over 7,700 people (23,4% of the Universitat Politècnica de Valencia's community) in these courses and data from participants (1,515) about their initiative perceptions. The data obtained evaluates how a university community integrates MOOCs into their day-to-day life under certain conditions and their perception of the quality and usefulness of the courses. Data shows most of the community did not have experience or knowledge about MOOCs (73%), they used it (they obtained 5,202 certificates, a 33% completion rate), they value the course quality (4.1/5) and are happy with the initiative (4.7/5), and they think MOOCs will be useful for their career (3.67/5) and will take more MOOCs in the future (98%, with 71% thinking it is worth paying for the certificate). These results remark the importance of thinking about MOOCs in HE Institutions not just as a punctual resource but as a strategic investment affecting the university teaching offer, the professional development of its community, and their social compromise.

Ekström, S., & Pareto, L. (2022). **The dual role of humanoid robots in education: As didactic tools and social actors**. *Education and Information Technologies*, *27*(9), 12609-12644. https://doi.org/10.1007/s10639-022-11132-2
The idea of using social robots for teaching and learning has become increasingly prevalent and robots are assigned various roles in different educational settings. However, there are still few authentic studies conducted over time. Our study explores teachers' perceptions of a learning activity in which a child plays a digital mathematics game together with a humanoid robot. The activity is based on the idea of learning-by-teaching where the robot is designed to act as a tutee while the child is assigned the role of a tutor. The question is how teachers perceive and talk about the robot in this collaborative child-robot learning activity? The study is based on data produced during a 2-years long co-design process involving teachers and students. Initially, the teachers reflected on the general concept of the learning activity, later in the process they participated in authentic game-play sessions in a classroom. All teachers' statements

were transcribed and thematically coded, then categorized into two different perspectives on the robot: as a social actor or didactic tool. Activity theory was used as an analytical lens to analyze these different views. Findings show that the teachers discussed the activity's purpose, relation to curriculum, child-robot collaboration, and social norms. The study shows that teachers had, and frequently switched between, both robot-perspectives during all topics, and their perception changed during the process. The dual perspectives contribute to the understanding of social robots for teaching and learning, and to future development of educational robot design.

Farros, J. N., Shawler, L. A., Gatzunis, K. S., & Weiss, M. J. (2022). **The Effect of Synchronous Discussion Sessions in an Asynchronous Course**. *Journal of Behavioral Education*, *31*(4), 718-730. https://doi.org/10.1007/s10864-020-09421-2
Online learning is extremely prevalent in education, more than ever given the COVID-19 pandemic that has shifted most educational services to an online platform. More specifically, in 2015, close to six million students were taking at least one online learning course, which was 29.7% of all postsecondary students (U.S. Department of Education, National Center for Education Statistics 2018). In 2017, the Online Learning Consortium reported an almost 4% increase in online learning students in 2015 as compared to the previous two years. Although online learning is becoming more prevalent, there has been little to no research to determine what makes online learning most effective. Those that have, either have not compared modalities (i.e., only testing one format) (Sella et al. 2014; Walker and Rehfeldt 2012) or have focused on another aspect of the learning (e.g., does grading anonymously affect performance) (Liu et al. 2018). Determining the components of online learning that lead to better student outcomes will add to the current literature and improve online learning as a whole. The primary purpose of this experiment was to determine what forms of discussion (synchronous vs asynchronous) are most effective in an asynchronous online master-level applied behavior analysis course.

Feldman-Maggor, Y., Tuvi-Arad, I., & Blonder, R. (2022). **Development and evaluation of an online course on nanotechnology for the professional development of chemistry teachers**. *International Journal of Science Education*, *44*(16), 2465-2484. https://doi.org/10.1080/09500693.2022.2128930
Professional development courses help teachers integrate new content knowledge into the high-school curriculum. Designing practical online courses for this purpose is challenging, particularly in emerging fields such as nanotechnology. In this study, we evaluated such a course in three complementary dimensions: (1) knowledge, (2) the complexity of learners' understanding, and (3) learners' difficulties during the course. We evaluated the first aspect using a pre–post-knowledge test, the second using the Structure of the Observed Learning Outcome (SOLO) taxonomy applied to the course's assignments, and the third by analyzing online activity reports and semi-structured interviews. Three cohorts comprising 95 teachers participated in this course from 2016 to 2019. Our multi-dimensional analysis revealed that teachers' knowledge of nanotechnology concepts improved. They were able to connect the advanced content they learned to the high-school chemistry curriculum at different levels of complexity. The evaluation process also enabled us to identify difficult sections of the course. These findings can contribute to designing the curriculum of future professional development online science courses in terms of the intended learning outcomes.

Frei-Landau, R., Muchnik-Rozanov, Y., & Avidov-Ungar, O. (2022). **Using Rogers' diffusion of innovation theory to conceptualize the mobile-learning adoption process in teacher education in the COVID-19 era**. *Education and Information Technologies*, *27*(9), 12811-12838. https://doi.org/10.1007/s10639-022-11148-8
Using mobile learning (ML) has become exceedingly relevant in times of distant teaching. Although much is known about the factors affecting ML usage, less is known about the ML adoption process under constraints such as the COVID-19 pandemic. The aim of this exploratory case study was to gain insight into the ML adoption process using the lens of Rogers' Diffusion of Innovation Theory. Participants were in-service (32) and preservice (29) teachers who attended ML training. Data were collected using semi-structured interviews (20), focus groups (6), and participants' reflections (183) at three time points. Data underwent multilevel analysis (content and linguistic analysis), revealing 12 themes that denote the ML adoption process and demonstrated intergroup similarities and differences. The study provides theoretical insight into the ML adoption process under crisis and highlights the features that must be addressed to promote optimal ML adoption in teacher education in both routine and emergency conditions.

Gargrish, S., Mantri, A., & Kaur, D. P. (2022). **Evaluation of memory retention among students using augmented reality based geometry learning assistant**. *Education and Information Technologies*, *27*(9), 12891-12912. https://doi.org/10.1007/s10639-022-11147-9
The teaching of Mathematics – in particular, Geometry, through conventional methods has been a challenging task for tutors. Augmented Reality (AR) based applications available in commercial space, have not followed any structured pedagogical approach in the designing process, and also do not ensure that the learning time of students is spent prolifically. In this paper, we explore the use of AR in mathematics for geometry education, to aid visualization of multidimensional objects and long-term retention of concepts by the learners. For designing an appropriate AR application it is necessary to identify some principles which support better memory retention of the students. The application has been specifically designed on the basis of identified principles affecting memory retention. We further explain the development of an AR-based Geometry Learning Assistant (AR-GLA), using a structural approach to pedagogical-design for teaching 3-dimensional geometry to higher school students through improved visualization and enhance their memory retention for related concepts. A sample of 54 K-12 students and 2 teachers with expertise in mathematics were part of the experiment. The students were divided into two different groups; one of the groups was taught with AR-based content whereas the other group was given Interactive Simulation (IS) based learning. The results illustrated that AR-based learning provides better retention of memory as compared to IS-based learning were tested over a period of two months.

Grigorkevich, A., Savelyeva, E., Gaifullina, N., & Kolomoets, E. (2022). **Rigid class scheduling and its value for online learning in higher education**. *Education and Information Technologies*, *27*(9), 12567-12584. https://doi.org/10.1007/s10639-022-11131-3
The spread of coronavirus infection brings changes to all spheres of activity, including education, which is increasingly moving to a distance learning format. The ultimate goal of this study was to investigate the effectiveness of the recommendations for developing a rigid class scheduling method in the framework of online learning using advanced approaches updating traditional learning mechanisms. Overall, this research was conducted among 226 students and 54 teachers representing Moscow Aviation Institute

and Kazan Federal University. Research methodology basis was represented by a sociological survey, which allowed identifying the problems of implementation of online learning from the students' standpoint. The collected outcomes showed that for 35% of students, one of the main problems in distance learning was the lack of self-discipline, which can be further adjusted by a clearly established schedule of classes (37% of respondents) and tests (29% of respondents). At the same time, the collected data showed that the learning process was most efficient in subgroups 1 (0.5), 2 (0.3), and 5 (0.45). Recommendations provided for further distance education improvement, first of all, related to schedule formation issues. More precisely, the paper emphasized the need for time constraints, even distribution of subjects, use of special applications, designation of dates for knowledge checking, and inclusion of additional learning materials. The findings and results of this work are believed to be of scientific value for the methodological departments of educational institutions responsible for curricula preparation as they are expected to significantly contribute to educational process advancement.

Hong, J.-C., Li, Y., Kuo, S.-Y., & An, X. (2022). **Supporting schools to use face recognition systems: a continuance intention perspective of elementary school parents in China**. *Education and Information Technologies*, *27*(9), 12645-12665. https://doi.org/10.1007/s10639-022-11084-7
A great deal of attention has been focused on technological innovation, for example, face recognition, which has been used in some countries in various fields. Nonetheless, there has been little attention paid to parents' acceptance of the use of face recognition systems on campus. To address this gap in the literature, this study examined how different degrees of technological innovativeness and dangerous beliefs in the virtual world (DBVW) influence parents' perceived value of using and intention to continue supporting schools' use of face recognition systems. This study adopted snowball sampling to collect data through questionnaires, and received 380 valid responses from parents living in Xuzhou, China. Confirmatory factor analysis and structural equation modeling were used to analyze the data, with results indicating that: (1) DBVW was negatively related to perceived value; (2) technological innovativeness was positively related to perceived value; and (3) perceived value was positively related to continuance intention to use face recognition systems. The results suggest that parents support the use of face recognition systems in elementary school; thus, such systems can be adopted by other elementary schools in other areas.

Hwang, W.-Y., Nguyen, V.-G., & Purba, S. W. D. (2022). **Systematic survey of anything-to-text recognition and constructing its framework in language learning**. *Education and Information Technologies*, *27*(9), 12273-12299. https://doi.org/10.1007/s10639-022-11112-6
Since recognition technology has been widely used to support learners' language learning, it is necessary to have a framework that can support the implementation of anything-to-text recognition technology, such as speech-to-text recognition, image-to-text recognition, body movement-to-text recognition, emotion-to-text recognition, and location-to-text recognition, into learning designs. Therefore, in this study, we aim to review published articles related to anything-to-text recognition in language learning from 2011 to 2020 and propose an anything-to-text recognition framework. A total of 48 articles passed the selection process of this study. The results showed that most of the published articles focused on English language learning and recruited university students to participate in their studies. In addition, most of the articles aimed to foster learners'

listening skills, and very few of them paid attention to writing skills. Speech-to-text recognition was commonly used to help speaking and listening skills. Image-to-text recognition was usually used to help reading and listening skills. Body movement-to-text, emotion-to-text, and location-to-text recognition technologies were rarely used; however, these also had the potential to support language learning. Based on these findings, an anything-to-text recognition framework should consist of three important layers, namely learning representations, recognition accuracy, and learning effects with regard to learners' needs and imaginations in language learning supported by recognition technologies. Furthermore, this study also highlights the features of research trends and provides suggestions for researchers in this field.

Jang, Y., Choi, S., Jung, H., & Kim, H. (2022). **Practical early prediction of students' performance using machine learning and eXplainable AI**. *Education and Information Technologies*, *27*(9), 12855-12889. https://doi.org/10.1007/s10639-022-11120-6
Predicting students' performance in advance could help assist the learning process; if "at-risk" students can be identified early on, educators can provide them with the necessary educational support. Despite this potential advantage, the technology for predicting students' performance has not been widely used in education due to practical limitations. We propose a practical method to predict students' performance in the educational environment using machine learning and explainable artificial intelligence (XAI) techniques. We conducted qualitative research to ascertain the perspectives of educational stakeholders. Twelve people, including educators, parents of K-12 students, and policymakers, participated in a focus group interview. The initial practical features were chosen based on the participants' responses. Then, a final version of the practical features was selected through correlation analysis. In addition, to verify whether at-risk students could be distinguished using the selected features, we experimented with various machine learning algorithms: Logistic Regression, Decision Tree, Random Forest, Multi-Layer Perceptron, Support Vector Machine, XGBoost, LightGBM, VTC, and STC. As a result of the experiment, Logistic Regression showed the best overall performance. Finally, information intended to help each student was visually provided using the XAI technique.

Kennedy, J. L., Christensen, C. G., Maxon, T. S., Gerard, S. N., Garcia, E. B., Kook, J. F., … Pasnik, S. (2022). **The Efficacy of Digital Media Resources in Improving Children's Ability to Use Informational Text: An Evaluation of Molly of Denali From PBS KIDS**. *American Educational Research Journal*, *59*(6), 1194-1228. https://doi.org/10.3102/00028312221113326
Informational text—resources whose purpose is to inform—is essential to daily life and fundamental to literacy. Unfortunately, young children typically have limited exposure to informational text. Two 9-week randomized controlled trials with 263 first-grade children from low-income communities examined whether free educational videos and digital games supported children's ability to use informational text to answer real-world questions. Participants received Internet-enabled tablets and were randomly assigned to condition. Study 1 found significant positive intervention impacts on child outcomes; Study 2 replicated these findings. Combined analyses demonstrated primary impact on children's ability to identify and use structural and graphical features of informational text. Results are discussed in the context of the scalability of educational media to support informational text learning.

Kim, M., Knotts, T. L., & Albers, N. D. (2022). **Hands-on activity vs. high-tech tools in the higher education classroom to improve student satisfaction and loyalty in professional programs**. *Education and Information Technologies*, *27*(9), 12147-12177. https://doi.org/10.1007/s10639-022-11124-2
Engaging activities are increasingly a staple in higher education. Professional programs, including business, engineering, and healthcare, rely on engaging activities to better prepare students for their future careers. Experiential learning can be achieved through a wide variety of approaches that can generally be classified as hands-on activities, such as internships, practicums, and medical practice models, or as high-tech tools, such as simulations, games, and exercises delivered via an electronic medium. It is unlikely that all activities produce equally valuable outcomes under all course settings and disciplines. The purpose of this study is to specifically compare a computer-based simulation to hands-on based activities. An empirical structural equation model has been estimated developing pathways between dimensions of gamification, measures of satisfaction, scales of student attitudes, and measures of student loyalty. The model was estimated using undergraduate hospitality students as part of business coursework in a large U.S. public university. Findings validate significant paths. Based on the findings, this study proposes theoretical and pedagogical implications for faculty in higher education.

Koltan Yilmaz, Ş., & Deveci Topal, A. (2022). **Analysis of awareness of academicians and graduate students about digital product copyrights with chi-squared automatic interaction detector**. *Education and Information Technologies*, *27*(9), 12743-12771. https://doi.org/10.1007/s10639-022-11142-0
Academics are both owners and users of copyrighted material. Complex, vague, and ever-changing copyright law creates problems related to copyright for academicians and students who want to access works and digital products. It is important to increase the awareness of these individuals in order to prevent these problems. In this study, it is aimed to classify academicians and graduate students according to their awareness of the copyright of digital products. Chi-Squared Automatic Interaction Detector (CHAID), one of the Decision Tree (DT) algorithms, was applied to data obtained by questionnaire from academicians and graduate students working in different universities in Turkey. According to the findings of the DT models obtained, the most important variables that affect whether academicians and graduate students obtain digital products legally are found to be age, gender and level of computer use. 60.6% of academicians and graduate students and all those who are in the young age group and who can use computers at an advanced level use pirated software. Age-related concepts are Free Software and Copyleft, and the level of knowledge about these concepts is low. Most academicians and graduate students do not download cracking programs from the internet; do not use the work of others without attribution, and do not share their own licensed software with their friends. When it comes to copyright violations, younger people think that downloading content should be free, while most middle-aged and older people disagree. Although all academicians and graduate students think that the person who violates copyright does not care about social responsibility, academicians agree with this idea more than students. The reasons for copyright violations were determined as insufficient law/legislation, financial reasons and the belief that they would not be caught.

Kong, S.-C. (2022). **Problem formulation in computational thinking development for nurturing creative problem solvers in primary School**. *Education and Information Technologies*, *27*(9), 12523-12542. https://doi.org/10.1007/s10639-022-11101-9
The ability to formulate problems is an important part of computational thinking (CT) development for nurturing creative problem solvers. However, problem formulation is inadequately addressed in primary school education. This study aimed to investigate the problem formulation processes of primary school students. Students from eight winning teams in a primary school CT competition in Hong Kong participated in the study. Focus group interviews were conducted with the students and teachers separately. Data analysis revealed that the students' problem formulation processes could be divided into three stages, namely, the Find, Investigate, and Define stages. The Investigate stage was an essential stage connecting the Find and Define stages. Interviews showed that support from teachers and parents was necessary for students to gain a positive experience of formulating problems in primary school context. Findings suggest that CT curriculum should be designed to allocate sufficient project time and learning space for students to develop their problem formulation ability. Problem formulation abilities are critical in the development of students' creativity in computational thinking.

Liu, X., Chen, J., Zhang, K., Wang, X., Wang, G., & Zhang, R. (2022). **The evaluation of the cognitive and language abilities of autistic children with interactive game technology based on the PEP-3 scale**. *Education and Information Technologies*, *27*(9), 12027-12047. https://doi.org/10.1007/s10639-022-11114-4
Evaluation is crucial in the treatment of autistic children. The Psychoeducational Profile - Third Edition (PEP-3) is a standardized scale used to evaluate the development of children with autism spectrum disorder (ASD). However, as a traditional scale, the PEP-3 relies highly on the experience of the evaluator, and the evaluation process is complicated and time-consuming. Therefore, based on the PEP-3, this study aimed to use touchscreen and speech recognition technology to develop a set of human–computer interaction (HCI) games for the evaluation of the cognitive and language abilities of children with ASD. The study consisted of three parts: construct evaluation of the items and games, calibration and validation of the games, and cross-validation of the games. A total of 45 ASD children were recruited. They were divided into two groups: the calibration/validation group and the cross-validation group. The calibration/validation group was used to test the feasibility of the evaluation games. The cross-validation group was used to validate the effectiveness of the evaluation games. The results showed (1) the HCI evaluation games were a supportive tool to evaluate the cognitive and language ability of children with ASD; (2) there was a high agreement between the HCI evaluation games and the PEP-3, and the evaluation based on the HCI evaluation games reflected the evaluation results of the PEP-3; and (3) compared to the PEP-3, the HCI evaluation games saved time and were objective and attractive. Overall, our findings demonstrated that the HCI evaluation games were an effective means for evaluation and encourage future work in exploring technology-based methods for evaluating children with ASD.

McKenzie, S., & Bennett, D. (2022). **Understanding the career interests of Information Technology (IT) students: a focus on choice of major and career aspirations**. *Education and Information Technologies*, *27*(9), 12839-12853. https://doi.org/10.1007/s10639-022-11141-1

Despite continuous growth in the number of positions in Australia's Information Technology (IT) industry since 2015, only half of Australia's IT graduates go on to work in IT positions. A much-debated challenge for graduates is that the transition to work is complex and often demands several attempts. Less discussed is why school students choose to study IT at university and whether these motivational factors inform their career choice. The motivation to study at university has many potential influences including social factors, prior experience, self-perceptions, intrinsic or personal utility values, or simply the prospect of a good salary. Students' choice of university major has similar influences; however, many learners select their major and enter university without having thought about possible career pathways. As such, without appropriate support during their time at university, students may not translate interest and motivation into career identity or commitment, and they may not develop realistic career goals or job-seeking strategies. To understand the antecedents to career interest, this study investigated the choice of major and career aspirations of undergraduate IT students at an Australian university. The two-year study engaged students in two phases of data collection. First, students completed an online self-assessment of study and career confidence, answering two open questions on why they chose to study IT and how long they intended to work in the discipline. Students then responded to a short online survey about their short- and longer-term career aspirations and prior experience. The results show that the motivation to study IT is based largely on intrinsic interest and enjoyment of IT rather than on external factors such as salary or job security. Most students reported broad career aspirations related to IT; however, students were unable to articulate what these careers might entail and they were unsure about the amount of time they would spend in the IT profession. The study concluded that understanding IT students' motivation for study could inform career development learning activities through which students transform their interest into career choice and pre-professional identity.

Meekers, L., Kumps, A., Boumazguida, K., Temperman, G., & De Lièvre, B. (2022). **Analyse de facteurs qui influencent le choix de parcours des apprenants dans le MOOC « L'innovation pédagogique dont vous êtes le héros »**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, *39*(39). https://doi.org/10.4000/dms.8268
Les MOOC, des dispositifs technopédagogiques en expansion, ont évolué ces dernières années et se sont diversifiés en proposant aux apprenants des expériences d'apprentissage diversifiées. Le MOOC que nous étudions ici, intitulé « L'innovation pédagogique dont vous êtes le héros », propose deux types de parcours : un parcours dit « transmissif » et un parcours dit « connectiviste ». Nos analyses montrent que les apprenants se dirigent principalement vers le parcours « Performance » dont la pédagogie est dite transmissive. Afin de comprendre cette tendance, les réponses des apprenants à un questionnaire en fin de formation ont été étudiées grâce à une grille d'analyse. Cette grille a permis de réaliser une analyse quantitative des données textuelles qualitatives et de mettre en exergue les critères déterminants dans le choix des apprenants. Plusieurs aspects tels que la dimension temporelle, la dimension socioaffective, l'obtention d'une certification et les modalités de travail ont été évoqués par les utilisateurs. Ce MOOC est suivi par deux types d'apprenants (les enrôlés et les spontanés) et l'analyse de leurs réponses montre que leur choix concernant la méthode d'enseignement s'effectue sur base de critères différents. Les apprenants enrôlés qui doivent suivre la formation pour valider un cours inscrit dans leur cursus ont davantage favorisé les modalités de travail et la facilité supposée du parcours tandis que les apprenants spontanés dont la majorité sont des professionnels de l'éducation ont

favorisé des aspects pragmatiques comme les échéances prévues pour la réalisation des tâches et la possibilité d'obtenir une certification.

Miller, R., & Tuomi, I. (2022). **Making the futures of AI in education: Why and how imagining the future matters**. *European Journal of Education*, *57*(4), 537-541. https://doi.org/10.1111/ejed.12529

Mimouni, A. (2022). **Using Mobile gamified quizzing for active learning: the effect of reflective class feedback on undergraduates' achievement**. *Education and Information Technologies*, *27*(9), 12003-12026. https://doi.org/10.1007/s10639-022-11097-2
This study investigated whether reflective class feedback (RCF) boosts the effectiveness of mobile gamified quizzing in enhancing active learning in higher education. A quasi-experimental non-equivalent group design was adopted in this study to measure the effect of mobile gamified quizzing with and without RCF on students' achievement. Two intact groups of EFL first-year undergraduates in a Grammar course at Ibn Zohr university, Faculty of Letters and Human Sciences, participated in this study. One group played the mobile gamified quizzes with RCF, while the other played the same mobile gamified quizzes without RCF. The findings showed that the students who played the mobile gamified quizzes with RCF scored significantly higher than those who played the same gamified quizzes without RCF. These findings yielded a number of theoretical and practical implications for the effective use of mobile gamified quizzing.

Mo, D. Y., Tang, Y. M., Wu, E. Y., & Tang, V. (2022). **Theoretical model of investigating determinants for a successful Electronic Assessment System (EAS) in higher education**. *Education and Information Technologies*, *27*(9), 12543-12566. https://doi.org/10.1007/s10639-022-11098-1
Electronic assessment (e-assessment) is an essential part of higher education, not only used to manage a large class size of students' learning performance and particularly in assessing the learning outcomes of students. The e-assessment data generated can not only be used to determine students' study weaknesses to develop strategies for teaching and learning, but also in the development of essential teaching and learning pedagogies for online teaching and learning. Despite the wider adoption of Information and Communication Technology (ICT) technologies due to the COVID-19 pandemic, universities still encountered numerous problems during the transformation to electronic teaching as most educators struggled with the effective implementation of the Electronic Assessment System (EAS). The successful launch of EAS relied heavily on students' use intention towards the new and unfamiliar electronic system, which was actually unknown to the project managers of EAS. It is therefore important to understand students' views and concerns on EAS and the proactive measures taken by universities to enhance students' acceptance and intention of usage. Although most studies investigate students' acceptance of online learning, there is still little research on the adoption of e-assessment. In this regard, we propose to develop a theoretical model based on students' perceptions of EAS. Based on the Technology Acceptance Model (TAM) and a major successor of TAM, an electronic assessment system acceptance model (EASA model) is developed with key measures including system adoption anxiety, e-assessment facilitation, risk reduction amid, etc. The data is obtained through a survey among current students at a local university, and structural equation modeling (SEM) is applied to analyze the quantitative data. This study has a significant impact on improving

educators' use of e-assessment in order to develop essential online teaching and learning pedagogy in the future.

Mœglin, P. (2022). **L'enseignement supérieur au défi du numérique**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, *39*(39). https://doi.org/10.4000/dms.8164
L'auteur propose une enquête sur les MOOC en 2013. Ne partageant pas l'enthousiasme de leurs partisans, il suggère que l'économie de ces systèmes est fragile et qu'en particulier, l'avenir des plateformes californiennes n'est pas assuré. En revanche, il fait l'hypothèse que le développement des MOOC marque une étape importante dans le processus de l'industrialisation éducative.

Molenaar, I. (2022). **Towards hybrid human-AI learning technologies**. *European Journal of Education*, *57*(4), 632-645. https://doi.org/10.1111/ejed.12527
Education is a unique area for application of artificial intelligence (AI). In this article, the augmentation perspective and the concept of hybrid intelligence are introduced to frame our thinking about AI in education. The involvement of quadruple helix stakeholders (i.e., researchers, education professionals, entrepreneurs, and policymakers) is necessary to understand the opportunities and challenges of different educational use cases from an integrated point of view. To facilitate a meaningful dialogue, a common language about AI in education is needed. This article outlines elements of such a common language. The detect-diagnose-act framework is used to describe the core functions of AI in education. The six levels of automation model is introduced to develop our thinking about the roles of AI, learners, and teachers in educational arrangements. In this model, the transition of control between teacher and technology is articulated at different levels and related to the augmentation perspective. Finally, the future of AI in education is discussed using self-regulated learning as an example. The proposed common language will help to support a coordinated development of an interdisciplinary dialogue between quadruple helix stakeholders to strengthen meaningful application of AI for learning and teaching.

Mselle, L., & Ishengoma, F. (2022). **Memory transfer language as a tool for visualization-based-pedagogy**. *Education and Information Technologies*, *27*(9), 13089-13112. https://doi.org/10.1007/s10639-022-11165-7
In this paper, MTL, an approach for visualization-based pedagogy, is analyzed and contextualized in both Cognitive Load Theory (CLT) and Dual Coding Theory (DCT). Through MTL, lectures, tutorials, laboratory sessions and individual study in learning and teaching programming are all carried out using two cognitive channels; verbal and non-verbal. RAM diagrams together with animations are used to visualize (represent the images of) codes, while text and voice are used for verbal presentations. A class experiment was carried out to evaluate the impact of using MTL together with animations in teaching programming. The chi-square test results revealed that, students' performance on one question (question 1) was significantly ($p < 0.0001$) higher for the experimental group (23.53%) as compared to the control group (1.89%). Similarly, the results of the chi-square test revealed that, students' performance on another question (question 2) was significantly ($p < 0.0001$) higher for the experimental group (23.53%) as compared to the control group (1.14%). It is concluded that the MTL approach enhances comprehension since it allows the use of two cognitive channels, which, in turn, reduces cognitive load.

Nsabayezu, E., Mukiza, J., Iyamuremye, A., Mukamanzi, O. U., & Mbonyiryivuze, A. (2022). **Rubric-based formative assessment to support students' learning of organic chemistry in the selected secondary schools in Rwanda: A technology-based learning**. *Education and Information Technologies*, *27*(9), 12251-12271. https://doi.org/10.1007/s10639-022-11113-5
A significant number of instructors, researchers and students have claimed that chemistry is a challenging subject to teach and learn at all education levels. Its main learning difficulties are in line with certain sights of its phenomena that are abstract, and some chemistry teachers do not specify what to be learned and assessed in chemistry lesson. The current work investigates the use of formative assessment rubrics for supporting secondary school students' progressive learning in organic chemistry through a technology-based learning project approach in Rwanda. The investigators used a convergent parallel research design, and quantitative data were gathered by distributing questionnaires to the students, and the answers were statistically analyzed. Qualitative data were obtained through observation and interview and were narratively analyzed. The results from this study showed that rubric-based formative assessment supported students' learning of organic chemistry via technology-based learning approach. This is accredited to the fact that students were motivated while doing their assessment and they were able to do self-assessment by applying the provided rubrics via technology. The students understood instructors' expectations, encouraged their learning, sharpened their technology skills, and their knowledge retention was also increased. The instructors were able to grade the students' tasks fast with the help of an analytic rubric and good formative feedback was availed to students on time. The instructors were also able to diagnose the strengths and weaknesses of the learners and give them quick formative feedback.

Peraya, D., & Cerisier, J.-F. (2022). ***Concevoir aujourd'hui des formations hybrides ou à distance : écrit introductif au guide de l'ingénierie de formation à l'IH2EF, pour une assise scientifique de l'hybridation***. Consulté à l'adresse https://www.ih2ef.gouv.fr/sites/default/files/2022-11/article-scientifique-ing-nierie-concevoir-aujourd-hui-des-formations-hybrides-ou-distance--6808.pdf
Cette publication présente les principaux concepts sous-jacents à l'ingénierie pédagogique des dispositifs de formation hybrides ou à distance ainsi que les termes qui les désignent. Une première partie envisage la formation comme levier du développement professionnel des cadres de l'éducation. La deuxième partie est consacrée à l'instrumentation numérique des dispositifs de formation. Une troisième partie aborde la question des modèles et méthodes de l'ingénierie pédagogique. Une quatrième et dernière partie présente les questions de soutenabilité du recours au numérique dans l'ingénierie pédagogique en discutant son utilité face aux enjeux pédagogiques et didactiques, éthiques, économiques et environnementaux.

Pérez Sánchez, C. J., Calle-Alonso, F., & Vega-Rodríguez, M. A. (2022). **Learning analytics to predict students' performance: A case study of a neurodidactics-based collaborative learning platform**. *Education and Information Technologies*, *27*(9), 12913-12938. https://doi.org/10.1007/s10639-022-11128-y
In this work, 29 features were defined and implemented to be automatically extracted and analysed in the context of NeuroK, a learning platform within the neurodidactics paradigm. Neurodidactics is an educational paradigm that addresses optimization of

the learning and teaching process from the perspective of how the brain functions. In this context, the features extracted can be fed as input into various machine learning algorithms to predict the students' performance. The proposed approach was tested with data from an international course with 698 students. Accuracies greater than 0.99 were obtained in predicting the students' final performance. The best model was achieved with the Random Forest algorithm. It selected 7 relevant features, all with a clear interpretation in the learning process. These features are related to the principles of neurodidactics, and reflect the importance of a social learning and constructivist approach in this context. This work constitutes a first step in relating the tools of learning analytics to neurodidactics. The method, after its adaptation to capture relevant features corresponding to different contexts, could be implemented on other management learning platforms, and applied to other online courses with the aim of predicting the students' performance, including real-time tracking of their progress and risk of dropout.

Selwyn, N. (2022). **The future of AI and education: Some cautionary notes**. *European Journal of Education*, *57*(4), 620-631. https://doi.org/10.1111/ejed.12532
In light of fast-growing popular, political and professional discourses around AI in education, this article outlines five broad areas of contention that merit closer attention in future discussion and decision-making. These include: (1) taking care to focus on issues relating to « actually existing » AI rather than the overselling of speculative AI technologies; (2) clearly foregrounding the limitations of AI in terms of modelling social contexts, and simulating human intelligence, reckoning, autonomy and emotions; (3) foregrounding the social harms associated with AI use; (4) acknowledging the value-driven nature of claims around AI; and (5) paying closer attention to the environmental and ecological sustainability of continued AI development and implementation. Thus, in contrast to popular notions of AI as a neutral tool, the argument is made for engaging with the ongoing use of AI in education as a political action that has varying impacts on different groups of people in various educational contexts.

Sperling, K., Stenliden, L., Nissen, J., & Heintz, F. (2022). **Still w(AI)ting for the automation of teaching: An exploration of machine learning in Swedish primary education using Actor-Network Theory**. *European Journal of Education*, *57*(4), 584-600. https://doi.org/10.1111/ejed.12526
Machine learning and other artificial intelligence (AI) technologies are predicted to play a transformative role in primary education, where these technologies for automation and personalization are now being introduced to classroom instruction. This article explores the rationales and practices by which machine learning and AI are emerging in schools. We report on ethnographic fieldwork in Sweden, where a machine learning teaching aid in mathematics, the AI Engine, was tried out by 22 teachers and more than 250 primary education students. By adopting an Actor-Network Theory approach, the analysis focuses on the interactions within the network of heterogeneous actors bound by the AI Engine as an obligatory passage point. The findings show how the actions and accounts emerging within the complex ecosystem of human actors compensate for the unexpected and undesirable algorithmic decisions of the AI Engine. We discuss expectations about AI in education, contradictions in how the AI Engine worked and uncertainties about how machine learning algorithms 'learn' and predict. These factors contribute to our understanding of the potential of automation and personalisation—a process that requires continued re-negotiations. The findings are presented in the form of

a fictional play in two acts, an ethnodrama. The ethnodrama highlights controversies in the use of AI in education, such as the lack of transparency in algorithmic decision-making—and how this can play out in real-life learning contexts. The findings of this study contribute to a better understanding of AI in primary education.

STARING, F., BROWN, M., BACSICH, P., & IFENTHALER, D. (2022). ***Digital higher education: emerging quality standards, practices and supports***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/digital-higher-education_f622f257-en
Les formations en ligne et hybrides sont apparues rapidement dans l'enseignement supérieur. Cependant, l'expérience négative de certains étudiants, instructeurs et institutions avec l'enseignement à distance d'urgence pendant la pandémie de COVID-19 a suscité des inquiétudes quant à la qualité des programmes. Les autorités publiques de l'ensemble de l'OCDE ont commencé à réfléchir à la manière d'intégrer la qualité l'assurance qualité (AQ) de l'enseignement numérique dans leurs cadres d'assurance qualité pour l'enseignement supérieur. Le document vise à aider les décideurs politiques à adapter leurs systèmes d'assurance qualité de l'enseignement supérieur au numérique.

Stringer, L. R., Lee, K. M., Sturm, S., & Giacaman, N. (2022). **A systematic review of primary school teachers' experiences with digital technologies curricula**. *Education and Information Technologies*, *27*(9), 12585-12607. https://doi.org/10.1007/s10639-022-11127-z
Many countries around the world have now introduced Digital Technology concepts and pedagogical practices to their primary school curricula to ensure students develop the understanding, competences and values that will enable them to contribute to and benefit from their future labour market and society. This study aimed to explore teachers' experiences with these curricula in order to understand how teachers can be supported to raise their implementation efforts. An analysis of twenty-three studies across eleven countries was undertaken and found there was a lack of consensus of an appropriate age and approach to introducing Digital Technology concepts within primary schools. Teachers' Digital Technology self-efficacy, Digital Technology self-esteem/ Digital Technology confidence was seen to greatly influence their implementation, and many challenges to implementation were discussed. Professional Learning and Development was raised as a solution to boost teachers' confidence and overcome common implementation barriers.

Sung, J. (2022). **Assessing young Korean children's computational thinking: A validation study of two measurements**. *Education and Information Technologies*, *27*(9), 12969-12997. https://doi.org/10.1007/s10639-022-11137-x
Computational thinking (CT) in young children has recently gained attention. This study verified the applicability of the Korean version of the Bebras cards and TACTIC-KIBO in measuring CT among young children in South Korea. A total of 450 children responded to the Bebras cards, TACTIC-KIBO, and Early Numeracy tasks that were used for the following analyses. Item response theory analysis, confirmatory factor analysis, correlation analysis, and calculation of Cronbach's alpha were conducted to examine the psychometric properties of the validity and reliability of the two measurements. The results showed that these two measurements are acceptable for assessing CT among young children, demonstrating good validity and reliability, despite limitations such as the weak factor loadings of some items and low internal consistency of subfactors. These two CT measurements were significantly and positively correlated with early mathematical

ability. Thus, these two measurements are acceptable for assessing CT among young children with varying CT ability, as they present good psychometric properties of the overall scores even though they have low internal consistency of subfactors and slightly weak correlations between subfactors.

Švábenský, V., Vykopal, J., Čeleda, P., & Kraus, L. (2022). **Applications of educational data mining and learning analytics on data from cybersecurity training**. *Education and Information Technologies*, *27*(9), 12179-12212. https://doi.org/10.1007/s10639-022-11093-6
Cybersecurity professionals need hands-on training to prepare for managing the current advanced cyber threats. To practice cybersecurity skills, training participants use numerous software tools in computer-supported interactive learning environments to perform offensive or defensive actions. The interaction involves typing commands, communicating over the network, and engaging with the training environment. The training artifacts (data resulting from this interaction) can be highly beneficial in educational research. For example, in cybersecurity education, they provide insights into the trainees' learning processes and support effective learning interventions. However, this research area is not yet well-understood. Therefore, this paper surveys publications that enhance cybersecurity education by leveraging trainee-generated data from interactive learning environments. We identified and examined 3021 papers, ultimately selecting 35 articles for a detailed review. First, we investigated which data are employed in which areas of cybersecurity training, how, and why. Second, we examined the applications and impact of research in this area, and third, we explored the community of researchers. Our contribution is a systematic literature review of relevant papers and their categorization according to the collected data, analysis methods, and application contexts. These results provide researchers, developers, and educators with an original perspective on this emerging topic. To motivate further research, we identify trends and gaps, propose ideas for future work, and present practical recommendations. Overall, this paper provides in-depth insight into the recently growing research on collecting and analyzing data from hands-on training in security contexts.

Talbi, O., & Ouared, A. (2022). **Goal-oriented student motivation in learning analytics: How can a requirements-driven approach help?** *Education and Information Technologies*, *27*(9), 12083-12121. https://doi.org/10.1007/s10639-022-11091-8
Determining student motivation within the context of Learning Analytics is fundamental for academic students to realize their educational goals. We aim to perceive the student's motivation state at a high level of abstraction and act accordingly to deal with motivation issues. We investigate how Model-Driven Engineering paradigms capture the essence of a motivation domain and provide deep automation in stimulating students' tasks. In this paper, first, we propose a Conceptual Modeling Approach that provides a unified environment in which all dimensions of students' motivation are explicitly defined. Secondly, a guideline, allows educational stakeholders to perceive the states of change in students' motivation. Third, the issue of student motivation is addressed by making a mechanism that stimulates students. Finally, to stress our approach and to prove how it is useful, we present a global usage scenario for our system called Hafezni. Sixteen Master's students of the computer science department of the Ibn Khaldoun University of Algeria participated in the experiment. Results showed that our approach allows educational actors to perceive the motivational state of the student. The Hafezni mobile app is useful according to learners and educational stakeholders. Finally, the student motivation

makes sense on the causality of failure/success with an acceptable percentage of correctly classified instances increased from 69.23% to 96.13%.

Tang, Y. M., Lau, Y., & Chau, K. Y. (2022). **Towards a sustainable online peer learning model based on student's perspectives**. *Education and Information Technologies*, *27*(9), 12449-12468. https://doi.org/10.1007/s10639-022-11136-y
The outbreak of the COVID-19 pandemic has fundamentally shifted learning from the traditional classroom approach to online learning. As such, this study used a revision centre as a case study to develop the factors that contribute to the theoretical framework of online peer learning in the higher education sector due to COVID-19. This study also explores the integrated effects of online peer learning on students and investigates whether advanced information technology creates new opportunities or additional burdens for students in adopting online peer learning environments. Descriptive statistical analysis, factor analysis, and correlation analysis were conducted on survey data gathered from 204 sub-degree students in Hong Kong. The results addressed four main factors developed from 39 variables: enhancement of learning ability, the attitude toward learning, motivation for learning, and interpersonal relationship which were closely associated. The study findings provide strategies and constructive recommendations for educators to develop a new online learning pedagogy, construct sustainable online peer learning, and effectively manage students' online learning to meet the needs for post-COVID online education.

Tuomi, I. (2022). **Artificial intelligence, 21st century competences, and socio-emotional learning in education: More than high-risk?** *European Journal of Education*, *57*(4), 601-619. https://doi.org/10.1111/ejed.12531
Over the last two decades, 21st century competences and socio-emotional skills have become a major focus in educational policy. In this article, skills for the 21st century, soft skills, as well as social and emotional skills, are contextualised in the context of technological change, machine learning, and the ethics of artificial intelligence. The use of data-driven AI technologies to model and measure these skills—in this article defined as non-epistemic competence components—can lead to major social challenges that have important implications for educational policies and practices. A moratorium on the use of data on these competence components in machine learning systems is proposed until the society-wide impact is better understood.

Tuomi, I., Holmes, W., & Miller, R. (2022). **Charting the futures of artificial intelligence in education**. *European Journal of Education*, *57*(4), 531-536. https://doi.org/10.1111/ejed.12530

VALENZA, M., DREESEN, T., & KAN, S. (2022). ***On call: using mobile technologies to measure learning in emergencies***. Consulté à l'adresse https://www.unicef-irc.org/publications/pdf/On-Call-Using-Mobile-Technologies-to-Measure-Learning-in-Emergencies.pdf
Comment pouvons-nous exploiter la puissance des technologies mobiles pour suivre l'apprentissage dans les situations d'urgence ? Il est extrêmement important d'identifier les moyens d'améliorer les évaluations dans les situations d'urgence, car il reste de grandes lacunes dans la compréhension de la manière dont les enfants apprennent. Ce rapport vise à fournir aux praticiens des conseils pratiques et des ressources sur l'utilisation de la technologie mobile pour effectuer des évaluations de l'apprentissage dans les

situations d'urgence. Il s'agit du deuxième volume d'une série en deux parties sur les utilisations des téléphones portables pour l'éducation.

Vera, L. A. S. (2021). ***Genèses d'usages de technologies numériques chez les enseignants de mathématiques et sciences en lycée professionnel*** (Phdthesis, Université Paris Cité). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03853032
Cette recherche vise l'étude des genèses d'usages des technologies de l'information et communication dans l'enseignement des mathématiques en lycée professionnel. Nous nous proposons de modéliser ces genèses d'usages en identifiant des évolutions des pratiques enseignantes relatives aux trois niveaux d'organisation de pratiques : micro, local et global définis dans le cadre de la Double Approche (Robert et Rogalski, 2002). Pour étudier l'activité de l'enseignant et son évolution dans un environnement technologique, nous avons mobilisé les outils fournis par le construit théorique de genèse d'usages des technologies dans l'enseignement (Abboud-Blanchard et Vandebrouck (2013)). Ce cadre théorique permet de modéliser l'activité instrumentée de l'enseignant dans les différents contextes d'usage des technologies tout en tenant compte des facteurs externes à la classe qui la déterminent. Pour aborder nos questions de recherche, nous avons choisi une méthodologie en deux temps. Dans un premier temps, afin d'accéder aux indicateurs des genèses d'usages des technologies chez les enseignants débutants, nous avons effectué une intervention en formation initiale de ces enseignants. Pour ce faire, nous avons d'abord préparé un matériel support basé sur l'analyse de tâches et déroulement à partir de vidéos de séances TICE ; ensuite nous avons exploité ce matériel dans le cadre d'une formation du master MEEF de 2nd degré pour le lycée professionnel. Les productions des stagiaires et les échanges avec eux lors de l'intervention ainsi qu'un questionnaire passé en début de la formation nous ont permis d'avoir accès à des éléments (indicateurs) de genèses d'usages individuels et partagés liées à la composante personnelle de pratiques des stagiaires. Dans un deuxième temps, pour étudier plus finement les genèses d'usages des technologies à court et moyen terme, nous avons suivi le cas de deux enseignantes qui ont participé à la formation. Nous avons analysé un corpus de séances de mathématiques menées en salle informatique par ces deux enseignantes pendant une année scolaire en lycée professionnel que nous avons complété par des entretiens de debriefing réalisés à l'issue des séances observées. Les résultats mettent en évidence des évolutions issues des usages des TICE aux niveaux global/local/micro de pratiques. Les mouvements constatés du niveau local/global et local/micro traduisent des évolutions et constituent les genèses d'usages des TICE des enseignants.

Verdugo-Castro, S., Sánchez-Gómez, M. C., & García-Holgado, A. (2022). **University students' views regarding gender in STEM studies: Design and validation of an instrument**. *Education and Information Technologies*, *27*(9), 12301-12336. https://doi.org/10.1007/s10639-022-11110-8
Differences in the representation of diversity in higher education, emphasising the gender gap in some areas, are issues addressed from different research domains. Socially, gender roles have been constructed and are also related to professions. In this context, the Social Cognitive Career Theory explores the possible causes of segregation. This segregation is evident in Europe and Spain, as indicated by the European Institute for Gender Equality. This paper describes the design and validation process of an instrument to find out what opinions university students have about higher education studies in science, technology, engineering and mathematics (STEM), according to gender. After

drafting the questionnaire, it was piloted in a non-experimental quantitative design in Spain. Subsequently, a validity and reliability study was applied to validate the items and construct their dimensionality. The process was implemented using Reliability Analysis and Exploratory Factor Analysis. Also, the dimensionality consists of five scales: Gender Ideology, Perception and Self-perception, Expectations about Science, Attitudes and Interests. Based on the results, it is concluded that the opinion about STEM studies is conditioned by personal elements, such as motivations, educational background and family and social influences, such as people who judged their decision, were their references or studied STEM programs. Finally, it is essential to pay socio-educational attention to the modulating components of decisions about which higher education studies to pursue. Awareness of the factors involved in the decision helps the educational community to establish mechanisms to prevent horizontal gender segregation. The instrument designed, validated and presented in this study provides a glimpse of possible causes for the gender gap in STEM higher education.

Wang, Q. (2022). **The use of semantic similarity tools in automated content scoring of fact-based essays written by EFL learners**. *Education and Information Technologies*, *27*(9), 13021-13049. https://doi.org/10.1007/s10639-022-11179-1
This study searched for open-source semantic similarity tools and evaluated their effectiveness in automated content scoring of fact-based essays written by English-as-a-Foreign-Language (EFL) learners. Fifty writing samples under a fact-based writing task from an academic English course in a Japanese university were collected and a gold standard was produced by a native expert. A shortlist of carefully selected tools, including InferSent, spaCy, DKPro, ADW, SEMILAR and Latent Semantic Analysis, generated semantic similarity scores between student writing samples and the expert sample. Three teachers who were lecturers of the course manually graded the student samples on content. To ensure validity of human grades, samples with discrepant agreement were excluded and an inter-rater reliability test was conducted on remaining samples with quadratic weighted kappa. After the grades of the remaining samples were proven valid, a Pearson correlation analysis between semantic similarity scores and human grades was conducted and results showed that InferSent was the most effective tool in predicting the human grades. The study further pointed to the limitations of the six tools and suggested three alternatives to traditional methods in turning semantic similarity scores into reporting grades on content.

Wong, A., Lee, D., & Chan, C. (2022). **Do school reputation and price matter? The choice for continuing education in acquiring digital skills by adult learners**. *Education and Information Technologies*, *27*(9), 12495-12521. https://doi.org/10.1007/s10639-022-11133-1
Taking courses by continuing education (CE) providers is one of the main ways for adults to learning digital skills. CE is provided in either face-to-face (F2F) or online distance learning (ODL) mode. While F2F courses are natural and well-understood, ODL is flexible and less expensive. However, ODL lacks the natural teacher-student and student-student interaction. It is important to find out the factors that affect the adult learner's preferred learning mode for gaining digital skills. This study examined these factors by modifying the Unified Theory Of Acceptance And Use Of Technology (UTAUT). The authors modified the UTAUT by adding the reputation of the provider (RP) and price perception (PP) as moderators. The data from an online survey involving 125 adult learners was analyzed using Smart PLS 3.0. It was found that among the four original UTAUT constructs, social influence is not related to the attitude towards the preferred learning mode. Furthermore,

RP has a significant moderation effect on the Performance Expectancy, and Effort Expectancy. Lastly, PP affects the Facilitating Conditions. The implication for CE providers is that they should try to maintain a good reputation for their CE courses. In particular, for MOOC platforms, the providers should have more courses that are created by professional bodies or universities. Interestingly, the adult learners perceive the price as an indicator of facilitating conditions. Hence, the provider should charge their courses that reflect the quality of the infrastructure of, and the support for, the technologies used in delivering those courses. (246 words).

Yalley, A. A. (2022). **Student readiness for e-learning co-production in developing countries higher education institutions**. *Education and Information Technologies*, *27*(9), 12421-12448. https://doi.org/10.1007/s10639-022-11134-0
This study set out to conceptualize and empirically establish the determinants and consequences of student readiness for e-learning co-production in the context of higher education institutions in developing countries. Using an online systematized questionnaire and structural equation modeling, data were collected and analyzed from 317 university students in Ghana. The analysis of the findings identified firm resource commitment, student resource commitment, task socialization, self-efficacy, motivation, and effective communication as the determinants of student readiness for e-learning co-production and student satisfaction as its consequence. The findings provide higher education managers with the critical factors for enhancing students' readiness for e-learning co-production. It also provides higher education policymakers with the strategic factors when assessing institutions as well as developing and implementing national policies on higher education e-learning. For academic researchers, this study was limited to the Ghanaian context, thus, limiting the robustness of the conceptual model and the ability to generalize the findings to another cultural context. Thus, future studies should undertake a cross-national comparison between developed and developing countries.

Yang, L., Martínez-Abad, F., & García-Holgado, A. (2022). **Exploring factors influencing pre-service and in-service teachers´ perception of digital competencies in the Chinese region of Anhui**. *Education and Information Technologies*, *27*(9), 12469-12494. https://doi.org/10.1007/s10639-022-11085-6
The emergence of the Covid-19 pandemic has accelerated the wave of digital social transformation worldwide and pushed the "Accelerator Key" for the digital transformation of education in 2020. This transformation has also impacted in an all-around way in China. Taking Anhui province as a case study, this research explores socio-demographic factors influencing the digital competence level of pre- and in-service teachers of primary and secondary education in China. The quantitative methodological approach emphasizes the study subjects' perception of their digital competencies in three factors: basic technology literacy, technical support learning, and technical support teaching. The study involved 250 pre-service teachers and 248 in-service teachers. The main findings are: (1) participants have good consciousness and attitudes towards using ICT in daily work, but their educational practice is weak; (2) in-service teachers have a digital competence level generally higher than pre-service teachers', which might be their professional practice promote them to reflect on perceptions and attitudes regarding technological education; (3) for in-service teachers, there are significant differences between their digital competence level and age, years of teaching experience, educational background; (4) current ICT courses have no influencing on in-service teachers' digital competence level, implying that current ICT

training system may have problems. The study provides insights to improve pre-service teachers' digital competence education in universities and develop well-designed in-service teachers' ICT training courses.

Yin, B., & Yuan, C.-H. (2022). **Detecting latent topics and trends in blended learning using LDA topic modeling**. *Education and Information Technologies*, *27*(9), 12689-12712. https://doi.org/10.1007/s10639-022-11118-0
With the rapid application of blended learning around the world, a large amount of literature has been accumulated. The analysis of the main research topics and development trends based on a large amount of literature is of great significance. To address this issue, this paper collected abstracts from 3772 eligible papers published between 2003 and 2021 from the Web of Science core collection. Through LDA topic modeling, abstract text content was analyzed, then 7 well-defined research topics were obtained. According to the topic development trends analysis results, the emphasis of topic research shifted from the initial courses about health, medicine, nursing, chemistry and mathematics to learning key elements such as learning outcomes, teacher factors, and presences. Among 7 research topics, the popularity of presences increased significantly, while formative assessment was a rare topic requiring careful intervention. The other five topics had no significant increase or decrease trends, but still accounted for a considerable proportion. Through word cloud analysis technology, the keyword characteristics of each stage and research focus changes of research were obtained. This study provides useful insights and implications for blended learning related research.

Zacharis, G., & Nikolopoulou, K. (2022). **Factors predicting University students' behavioral intention to use eLearning platforms in the post-pandemic normal: an UTAUT2 approach with 'Learning Value'**. *Education and Information Technologies*, *27*(9), 12065-12082. https://doi.org/10.1007/s10639-022-11116-2
The use of eLearning platforms has made it possible to continue the learning process in universities, and other educational institutions, during the Covid pandemic. Students' acceptance of eLearning is important because it is associated with their engagement in the online teaching–learning environment. This study used the Unified Theory of Acceptance and Use of Technology (UTAUT2: Venkatesh et al., 2012) to determine the factors predicting the behavioral intention of university students' to use eLearning platforms in the post-pandemic era. UTAUT2 was extended to include the constructs 'Learning Value' and 'Empowerment in Learning'. 314 students from different universities across Greece participated by completing an online questionnaire. Performance Expectancy, Social Influence, Hedonic Motivation, Learning Value and Habit had a significant impact on students' intention to use eLearning platforms to learn, while Facilitating Conditions and Learning Value had a direct impact on actual use. The findings enhance the research applying the UTAUT2 model, with the Learning Value, for the investigation of students' intention to use eLearning platforms in the post-Covid era. We suggest for Learning Value to be included in future research in an educational context.

Zagouras, C., Egarchou, D., Skiniotis, P., & Fountana, M. (2022). **Face to face or blended learning? A case study: Teacher training in the pedagogical use of ICT**. *Education and Information Technologies*, *27*(9), 12939-12967. https://doi.org/10.1007/s10639-022-11144-y
We are experiencing a transitional period in education: from the traditional, face to face teaching model to new teaching and learning models that apply modern pedagogical

approaches, utilize technological achievements and respond to current social needs. For a number of reasons including the recent pandemic covid-19 situation, technology enhanced distance learning, seems to gain ground against traditional face to face teaching and in fact, in a sharp way. Acknowledging that changes in education need time, research and careful steps in order to be successfully applied and established at large scale, in this paper we attempt to compare face to face ("traditional") teacher training with teacher training through a blended learning approach/ model. The latest combines characteristics of both face to face and distance learning models. The case study is based on a large-scale in-service teacher training initiative which has been taking place in Greece for over a decade to train teachers in the utilization and application of digital technologies in the teaching practice (i.e. B-Level ICT Teacher Training). The B-Level ICT Teacher Training was initially based exclusively on face to face teaching but it was later adapted to a specially designed blended learning model which combined both face to face and synchronous distance sessions, accompanied by asynchronous activities and supported by specific e-learning platforms and tools. The comparison refers to the effectiveness of the two models/ approaches, as it derives from teacher trainees' performance, especially in the framework of the certification procedure that takes place through nationwide, independent exams that follow the training and assesses the relevant knowledge and skills acquired. Research findings point out better performances of a small or marginal scale for the teachers of various specialties who participated in blended learning teacher training programs compared to those who participated in traditional teacher training programs. Actually, it is shown that blended learning model trainees i) feel more comfortable to participate in the exams for the certification of knowledge and skills acquired, ii) have some better success rate and iii) get a bit higher grades in these exams. Thus, it can be argued that learning outcomes of the blended learning application in this teacher training initiative, overstep those of the "traditional" model in a small scale and with some slight differentiations among teacher specialties.

Zhang, Q. (2022). **The potentially counterproductive effects on learning achievement, intrinsic motivation, and extrinsic motivation for ludicization employing Habitica**. *Education and Information Technologies*, *27*(9), 12399-12419. https://doi.org/10.1007/s10639-022-11130-4

This study investigated the actual efficiency of ludicization, ludic metaphorization of educational contexts, by identifying whether it exerted counterproductive effects on learning achievement, intrinsic motivation, and extrinsic motivation. Seventy participants were divided into the ludicization and traditional didactic groups. According to the Analysis of Covariance (ANCOVA), CET-4 posttest average score was not lower for the ludicization group ($N = 35$, $M = 65.956$, $SD = 1.490$) than for the traditional didactic pedagogy group ($N = 35$, $M = 61.858$, $SD = 1.490$). According to the t-test, the average score in intrinsic motivation was insignificantly higher for the ludicization group ($N = 35$, $M = 13.6000$, $SD = 2.48762$) than for the traditional didactic pedagogy group ($N = 35$, $M = 13.4571$, $SD = 2.24057$), while the average score in extrinsic motivation was significantly lower for the group ($N = 35$, $M = 12.2857$, $SD = 2.58470$) than for the traditional didactic group ($N = 35$, $M = 13.5714$, $SD = 2.66001$). Thus, ludicization exerted counterproductive effects on extrinsic motivation. Ludicization produced poorly internalized extrinsic motivation that restrained intrinsic motivation and learning achievement. Despite potentially counterproductive effects, ludicization and game-related pedagogies still have promising effects on pedagogical practices if applied appropriately.

Zhang, W., Wang, Y., & Wang, S. (2022). **Predicting academic performance using tree-based machine learning models: A case study of bachelor students in an engineering department in China**. *Education and Information Technologies*, *27*(9), 13051-13066. https://doi.org/10.1007/s10639-022-11170-w
Educational data mining (DEM) provides valuable educational information by applying data mining tools and techniques to analyze data at educational institutions. In this paper, tree-based machine learning algorithms are used to predict students' overall academic performance in their bachelor's program. The transcript data of the students in the same department in a Chinese university were collected. All the courses in the bachelor's program were then divided into six typical categories, and the mean GPAs of each category were taken as primary input features for prediction. Three tree-based machine learning models were established, i.e. decision tree (DT), Gradient boosting decision tree (GBDT) and random forest (RF). Results show that we can successfully identify more than 80% of the students at low-performance risk using the RF model at the end of the second semester, which is meaningful because the global quality of teaching and learning of the department can be improved by taking targeted measures in time according to the machine learning model. Feature importance and the structure of decision tree were also analyzed to extract knowledge that is valuable for both students and teachers. The results of this case study can be used as a reference for other engineering departments in China.

Zou, C., Li, P., & Jin, L. (2022). **Integrating smartphones in EFL classrooms: students' satisfaction and perceived learning performance**. *Education and Information Technologies*, *27*(9), 12667-12688. https://doi.org/10.1007/s10639-022-11103-7
The increasing prevalence and use of smartphones among college students have changed the teaching and learning arena, leading to a surge in research on integration of smartphones in education, especially language education. While most studies focused on the use of smartphones after class for language learning, this study aimed at identifying factors affecting students' satisfaction with and perceived learning performance in the practice of integrating smartphones in EFL classrooms. The partial least squares structural equation modeling technique was used on data gathered from a sample of 278 college students in a Chinese university. The proposed research model exhibited high predictive power and relevance, confirming nine hypotheses out of twelve. Students' continuance intention towards the practice of integrating smartphones in EFL classrooms were positively and significantly influenced by social influence, facilitating conditions, perceived enjoyment and learner control. Continuance intention, together with perceived enjoyment, and learner control showed a significantly positive impact on students' satisfaction. Both continuance intention and satisfaction were determining factors in students' perceived learning performance. All these factors should be carefully considered in teaching design with extensive use of smartphones in EFL classrooms.

Orientation scolaire et professionnelle

Brouillaud, A. (2022). **Inscriptions dans Parcoursup et dans l'enseignement supérieur : conformités et différences**. *Note d'information du SIES*, (22.10), 1-8. Consulté à l'adresse

https://www.enseignementsup-recherche.gouv.fr/fr/inscriptions-dans-parcoursup-et-dans-l-enseignement-superieur-conformites-et-differences-87961
Plus de neuf fois sur dix, les néo-bacheliers de 2020 ayant accepté une proposition d'admission sur Parcoursup, dans une des quatre principales filières d'entrée dans l'enseignement supérieur, y sont effectivement inscrits en 2020-2021. Réciproquement, 93 % des inscrits dans ces filières avaient accepté une proposition dans la filière considérée sur Parcoursup.

Dain, A. (2022, novembre 22). **Reconversions : ces bac+5 qui se tournent vers l'artisanat**. Consulté 23 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/reconversions-ces-bac-5-qui-se-tournent-vers-lartisanat-193976
Pouvant être lues comme des « déclassements volontaires », les reconversions de jeunes diplômés et de cadres vers des métiers manuels sont de plus en plus médiatisées. Quelles en sont les motivations ?

Demoulin, J., & Frouillou, L. (2022, novembre 29). **Les trajectoires scolaires des jeunes des quartiers populaires, entre parcours d'obstacles et aspirations à la réussite**. Consulté 30 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/les-trajectoires-scolaires-des-jeunes-des-quartiers-populaires-entre-parcours-dobstacles-et-aspirations-a-la-reussite-192042
Comment les jeunes de quartiers populaires racontent-ils leurs parcours scolaires quand la précarité limite le champ des possibles mais que domine l'injonction à devenir « entrepreneur de soi » ?

Rizqi, N., & El Hassani, H. (2022). **The impact of socio-demographic factors and entrepreneurial education on the emergence of the entrepreneurship idea among Moroccan students**. *African Scientific Journal*, *3*(1), 485-509. https://doi.org/10.5281/zenodo.7303523

Sayac, N. (Novembre 2022, 15). **Maths à l'école : d'où vient le problème ?** Consulté 16 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/maths-a-lecole-dou-vient-le-probleme-191691
Les filles et les jeunes de milieu défavorisé sont moins nombreux à suivre des spécialités en maths au lycée. Ces inégalités se sont creusées avec la réforme du bac mais ont des racines anciennes.

Toma, R. B., Orozco-Gómez, M. L., Molano Niño, A. C., Obando-Correal, N. L., & Suárez Román, R. S. (2022). **Testing assumptions of the Draw-a-Scientist-Test (DAST): do stereotyped views affect career aspirations?** *International Journal of Science Education*, *44*(16), 2423-2441. https://doi.org/10.1080/09500693.2022.2126738
A growing body of research addresses students' images of scientists using the Draw-a-Scientist-Test (DAST) and its Checklist (DAST-C). These protocols rest on the assumption that stereotypical views of scientists, as identified by the presence of multiple indicators in student drawings (e.g. lab coat, male gender; eyeglasses; facial hair), may affect science career interest. Yet, such an assumption remains unexplored. This study investigated whether stereotyped images of scientists identified by the DAST and DAST-C predicted and affected students' science career interests. A total of 1799 students in grades 3, 6, 9, and 11 in Colombia drew a picture of a scientist at work and reported their

interest in a scientific career. Contrary to theoretical expectations, neither the original seven DAST stereotypical indicators nor the eight alternative DAST-C indicators predicted students' science career interests. Similarly, drawings of male or female scientists had no predictive power of students' science career interest. On the contrary, students interested in a science career drew significantly more stereotyped indicators than their counterparts with low interest. This study failed to find evidence supporting the contention of DAST and DAST-C protocols, and raises questions about their validity in identifying stereotipical images of scientists.

Politique de l'éducation et système éducatif

Abdi, N. M. (2022). **Somali Immigrant Mothers' Experiences of School Engagement: Implications for School Leaders**. *Educational Administration Quarterly*, *58*(5), 746-779. https://doi.org/10.1177/0013161X211033555
Purpose: This critical phenomenology study examines the experiences of Somali mothers' involvement with an urban school in London, United Kingdom. Specifically, the study explores Somali mothers' experiences and responses in navigating the coloniality of gender discourses imbedded in school structure and culture. The research questions that guided the study concerned the gender-based tools that Somali mothers use to navigate the school structure and culture and how school leaders can recognize and tap into parental knowledge and ways of being to serve these communities. Methods: This study is based on the stories of five Somali immigrant mothers. Data collection included focus groups, field memos, site observations, and school archival data. Data were analyzed through hermeneutic interpretation of whole-part-whole. Findings: Somali mothers use three important elements—identity, resistance, and traditions—to respond to coloniality of gender in school as they negotiate tensions between the Somali conception of motherhood and western notions of gender. The findings emphasize the practices rooted in Indigenous Somali culture and gender roles as assets. Implications: This research argues that the matripotent leadership practices of Somali mothers can inform theory, practice, and policy, as these practices offer a more collective and humanizing approach to leadership centered in ideals connected to a non-Western conception of motherhood, gender, and gender dynamics.

Ahmed, E. I. (2023). **Systematic review of research on educational leadership and management in Muslim societies**. *Educational Management Administration & Leadership*, *51*(1), 52-74. https://doi.org/10.1177/1741143220973658
This article reports the results of a systematic review of research on educational leadership and management (EDLM) in Muslim societies. Quantitative methods were employed to examine 362 articles published in eight core international EDLM journals. This review examined general patterns of knowledge production, as well as research topics, conceptual models, and methods employed by scholars in Muslim societies. The results show that 44% of the articles had been published in the past 4 years, and 67% in the past 8 years. Turkey, Malaysia, and the United Arab Emirates (UAE) qualified as the largest producers of knowledge production (45.6%). Almost 88.4% of the literature consisted of empirical studies with topical foci focused on leadership in K-12, principals, organizational behavior, climate, and culture. Recommendations were provided to advance the development of knowledge production in the field.

Andreu, S., Conceiçao, P., Desclaux, J., Eteve, Y., Gill-Sotty, C., Laskowski, C., … Wuillamier, P. (2022). ***Évaluations 2022 : Repères CP, CE1 - Premiers résultats*** (Document de travail N° 2022-E06; p. 89). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-2022-reperes-cp-ce1-premiers-resultats-343393
En septembre 2022, les élèves entrant en Cours Préparatoire (CP) ou en Cours Élémentaire première année (CE1) ont passé une évaluation standardisée sur support papier. Au total, près de 1,6 million d'élèves ont ainsi été évalués dans plus de 33 000 écoles publiques et privées sous contrat. Il s'agit de la cinquième édition de ce dispositif Repères initié en 2018.

Arthur, L., & Souza, A. (2023). **All for one and one for all? Leadership approaches in complementary schools**. *Educational Management Administration & Leadership*, *51*(1), 245-263. https://doi.org/10.1177/1741143220971285
This article explores the nature of leadership in Brazilian complementary schools in the UK. Such schools are typically parent-driven, voluntary and financially vulnerable. Using data from a questionnaire survey (n=14; more than three-quarters of Brazilian complementary schools) and three in-depth case studies, leadership is examined in relation to five established approaches: directive, instructional, transformational, distributed and collaborative. The study found that the size of the school and the personality of the leader appeared to influence the type of leadership adopted. In terms of effectiveness, a combination of instructional leadership with an approach that motivated staff and volunteers (whether directive, collaborative or transformational, depending on the school's circumstances) seemed most appropriate to the context of complementary schools. The research illustrates the complexity of school leadership and the overlap between different models. Leadership flexibility was important in responding to the needs of staff, students and parents. The findings are transferable to mainstream schools with contexts similar to those of complementary schools, particularly small primary schools and free schools.

Ashwin, P. (2022). **The educational purposes of higher education: changing discussions of the societal outcomes of educating students**. *Higher Education*, *84*(6), 1227-1244. https://doi.org/10.1007/s10734-022-00930-9
In this article, I examine the educational purposes of higher education in terms of the societal outcomes of educating students through higher education. Based on an analysis of the first 80 volume of Higher Education, published from 1972 to 2020, I argue that discussions of societal educational purposes were dominated by authors from the Anglophone, global North and these authors were more likely to write as if the educational purposes under discussion were relevant to all higher education systems regardless of national context. This tendency increased over time. The overall models of the educational purposes in each contribution differed in terms of whether they focused on single, multiple, or differentiated sets of educational purposes. I argue that as higher education has become increasingly stratified, there has been less discussion of whether there are differences in the societal outcomes served by different forms of higher education. This is problematic because it obscures the potential differences in the educational purposes of higher education in different societies and the extent to which inequalities are perpetuated by differences in the forms of higher education to which students gain access. In order to address this, I argue there is a need to move away from a focus on the educational purposes of the institutional form of 'the University' to focus

on the educational purposes that are served by different configurations of higher education systems.

Badescu, M. (2022). ***Key indicators on education, skills and employment 2022***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2022-11/KIESE%202022%20Final.pdf

Bainazarov, T., Gilzene, A. A., Kim, T., López, G. R., Louis, L., Oh, S., & Taylor, E. K. (2022). **Toward Decolonizing Our Scholarship and Discourses: Lessons From the Special Issue on Decoloniality for EAQ**. *Educational Administration Quarterly*, *58*(5), 810-829. https://doi.org/10.1177/0013161X221136729
Members of the Educational Administration Quarterly (EAQ) internal editorial team took a critical look at the publication record of our journal with respect to epistemological plurality over the past 10 years. Our goal was to identify international publication trends and highlight how pluralized the research frames are within EAQ. Data overwhelmingly show that EAQ is a largely U.S.-centric publication, even when the topics explored touch on critical or epistemological concerns. The implications of these findings are discussed.

Bouchet, G. (2022). ***Ils ont pensé l'école républicaine***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140312144&utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_21_11_au_26_11_35046&utm_medium=email&utm_content=lienTitre
Brankovic, J., & Cantwell, B. (2022). **Making sense of change in higher education research: exploring the intersection of science and policy**. *Higher Education*, *84*(6), 1207-1226. https://doi.org/10.1007/s10734-022-00928-3
Higher education studies give considerable attention to understanding change. The interest in change reflects the historical conditions in which higher education emerged as a distinct field of study. Around the mid-twentieth century, a pragmatic need for an academic response to managing larger and more complex higher education institutions and systems was taking shape. This need gave rise to a tradition of studying change in higher education, which has continued into the present. To explore how higher education researchers have been grappling with the problem of change, we examine a selection of works published in this and other higher education outlets since the 1970s. We organize our exploration around three distinct yet interrelated lines of research: (a) change within higher education institutions, which in higher education studies are typically conceptualized as organizations; (b) change concerning nation-states, which are usually conceptualized as systems; and (c) transnational change, sometimes referred to also as global. Each line of research features the field's telltale dual orientation: (i) contributing to abstract knowledge through academic inquiry, on the one hand, and (ii) generating practical and actionable insights for decision makers, on the other. We find that the field's dual orientation shapes knowledge creation along each line of inquiry, yet with important variations. We propose more generally that higher education studies' ability to balance the two orientations is an important source of its legitimacy as a field of research.

Bush, T. (2023). **The price of popularity: Expanding EMAL to manage demand**. *Educational Management Administration & Leadership*, *51*(1), 3-5. https://doi.org/10.1177/17411432221132632

Butzbach, M. (2022, novembre 30). **Réforme du collège : que faut-il changer ?** Consulté 1 décembre 2022, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/reforme-college-faut-changer/00105313
Pap Ndiaye a décrit le collège comme le « maillon faible » du système et devrait annoncer bientôt quelques mesures prudentes concernant la sixième. Les enseignants regrettent, eux, un manque de temps et de moyens.

Clay, K. L., & Broege, N. C. R. (2022). **Searching for Amistad in Two School Districts: A Case Study of Black History Curriculum Implementation in New Jersey**. *Educational Administration Quarterly*, *58*(5), 718-745. https://doi.org/10.1177/0013161X211026962
Background: Over the past 30 years, much debate has been produced about improving the quality and caliber of curriculum taught to public school students. Less prominent in these discussions has been the content of Black history and culturally relevant curriculum. Many states and districts assume they are adequately including these experiences through theme months (i.e., Black History Month) or single school days dedicated to workshops on diversity and equity. Unlike most states, the State of New Jersey has legislated the inclusion of Black history education through the enactment of the Amistad Legislation. In doing so it stands out among its peers, but has this legislation actually enacted curricular change? Research Design: We engage a decoloniality framework in this exploratory case study of two districts, describing how each is interpreting Amistad, the processes they subsequently implement, the curricular results, and if/how these attempts address dominant Eurocentric frames essential to the project of coloniality. Findings: We find that simply following the legislation itself does not result in a great deal of reform. The districts we profile, rather than follow the vague dictum of Amistad, opt to follow the "spirit" of the law. The result is clear curricular reform and district-level changes. Our cases present interesting points of discussion as they are at two distinct points on the spectrum of implementation—one having already established a well-regarded curriculum, the other in the early stages of reform. Despite this, administrators in each express the value of Amistad for their students, faculty, and communities.

Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2023). **Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: testing a multilevel mediation model**. *Educational Management Administration & Leadership*, *51*(1), 95-115. https://doi.org/10.1177/1741143220968170
A vast amount of contemporary research has been devoted to defining effective school leadership roles and practices and measuring their influence on school processes, structures and outcomes. This paper examines the effects of trust in principals and school leaders' focus on instruction on teacher collaboration and teacher self-efficacy. Using teacher survey data collected from 45 lower secondary Turkish schools across the country in the 2018–2019 academic year, this study employs multilevel structural equation modelling with Bayesian estimation to investigate the structural relationships between trust in principals, alongside leaders' focus on instruction, and teacher collaboration and teacher self-efficacy. The study confirms previous research, indicating that trust in principals has a crucial role in teachers' emphasis on instruction and that these principals' instructional leadership practices enhance teachers' sense of efficacy both directly and indirectly through teacher collaboration. The research concludes that, while the way these practices are carried out might differ across contexts, the principals' leadership practices focusing on teaching and learning still matter for teachers' beliefs and

practices in non-western countries. Implications for policy, practice and further research are discussed.

Cochet, A. (2022). **Temps et activités péri et extrascolaires : quelle satisfaction des parents, quels freins d'accès, quel impact de la crise ?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3715* [Report]. Consulté à l'adresse Institut national de la jeunesse et de l'éducation populaire (France) website: https://injep.fr/publication/temps-et-activites-peri-et-extrascolaires-quelle-satisfaction-des-parents-quels-freins-dacces-quel-impact-de-la-crise/
Le Rendez-vous de la Doc du 11 octobre 2022 accueille Cécile EMSELLEM, chargée de recherche et d'évaluation à la Caisse nationale des Allocations familiales (CNAF) et Arnaud CREPIN, directeur d'études à l'Institut d'études & Conseils TMO, pour la présentation des résultats du Baromètre des temps et activités péri et extrascolaires 2021, publiés par la CNAF. En lien avec la thématique de cet évènement, cette bibliographie non exhaustive porte sur les temps et activités péri et extrascolaires.Les références bibliographiques citées sont extraites de la base documentaire « Télémaque » (https://telemaque.injep.fr/) du centre de ressources de l'INJEP. La bibliographie est composée de deux parties : l'une porte sur les temps activités périscolaires et l'autre, sur les temps et activités extrascolaires. Les références sont classées par type de documents : articles, ouvrages, rapports-études et brochures, classées par ordre alphabétique d'auteurs Le texte souligné en bleu renvoie vers des liens disponibles.

Commission européenne. (2022a). ***Education and training monitor 2022: comparative report***. Consulté à l'adresse https://op.europa.eu/webpub/eac/education-and-training-monitor-2022/downloads/comparative-report/Education-and-Training-Monitor-Comparative-Report.pdf
Luxembourg : Office des publications de l'Union européenne, 11/2022, 68 p. Le rapport de suivi de l'éducation et de la formation 2022 analyse dans une perspective comparative les systèmes d'éducation et de formation des États membres de l'Union européenne (UE), en examinant les progrès vers la réalisation des objectifs de l'Espace européen de l'éducation. Sept objectifs ont été fixés, et ce rapport les complète avec de nombreux indicateurs. En outre, il commence par un tout nouvel indicateur mesurant l'équité des systèmes. Les premières tendances vers plusieurs objectifs de l'UE sont positives. Le décrochage scolaire est en baisse, le niveau d'enseignement supérieur et la participation à l'éducation et à l'accueil de la petite enfance sont en hausse. Dans le même temps, des signes d'alerte apparaissent, appelant à des efforts pour améliorer l'équité dans l'éducation et lutter contre les pénuries d'enseignants.

Commission européenne. (2022b). ***Progrès accomplis dans la réalisation de l'espace européen de l'éducation : Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/a5ef3055-66f5-11ed-b14f-01aa75ed71a1/language-fr/format-PDF/source-275339427

Dei (Nana Adusei Sefa Tweneboah), G. J. S., & Adhami, A. (2022). **Coming to Know and Knowing Differently: Implications of Educational Leadership**. *Educational Administration Quarterly*, *58*(5), 780-809. https://doi.org/10.1177/0013161X211036079
Our paper will examine the question of counter-hegemonic knowledge production in the Western academy and the responsibilities of the Racialized scholar coming to know and

producing knowing to challenge the particularity of Western science knowledge that masquerades as universal knowledge in academia. We engage the topic from a stance examining the coloniality of knowledge in educational leadership by centering Indigenous knowledge systems in the academy as a means to disrupt Euro-colonial hegemonic knowledging. We ask: How do we challenge the "grammar of coloniality" of Western knowledge and affirm the possibilities of a reimagining of "new geographies" and cartographies of knowledge as varied and intersecting ontologies and epistemologies that inform our human condition as "learning experiences, research, and knowledge generation" practices? The paper highlights epistemic possibilities of multicentricity, that is, multiple ways of knowledge as critical to understanding the complete history of ideas and events that have shaped and continue to shape human growth and development. The paper highlights Indigeneity as a salient entry point to producing counter-hegemonic knowing. The paper concludes pointing to implications for educational "re-search" and African educational futurity.

Drégoir, M., & Rousseau, S. (2022). **169 milliards d'euros consacrés à l'éducation en 2021 : 6,8 % du PIB**. *Note d'Information*, (22.34). https://doi.org/10.48464/ni-22-34
En 2021, la France a consacré 168,8 milliards d'euros à son système éducatif, soit une hausse de 8,3 milliards d'euros par rapport à 2020.

Dumonteil, J. (Éd.). (2022). **De la diversité à l'École : parcours, représentations, pratiques et politiques éducatives**. *TrOPICS*, (11). Consulté à l'adresse https://tropics.univ-reunion.fr/accueil/numero-11

Ellen Kelly, M. (2022). **Sustainable Leadership in Private International Schools: Lessons from Kuwait**. *Journal of Research in International Education*, *21*(3), 242-255. https://doi.org/10.1177/14752409221140628
The rapid, global growth of the private international school sector has raised demand for qualified school administrators to lead schools in that sector. Many administrators hired into that sector face particular challenges when coming from public systems in other countries. The question is in what ways do gaps between the training and experience of recruits and the demands of the sector compromise the sustainability of effective leadership in private international schools. There are implications for policy development around training and support for leaders in this sector as, unlike many national public systems, it lacks a supply of specifically trained leaders. This article presents a qualitative study of semi-structured interviews with 17 international school leaders who moved from national public systems abroad to private international schools in Kuwait. The major themes that emerged in those interviews were the challenges faced by leaders in adjusting to differing governance structures, the business and marketing aspects of private international schools, and managing the transience of staff. A number of similar themes have been cited in research on international schools in other world regions, although some expressions of those themes are particular to Kuwait. This article concludes with a discussion of the need to provide sustainable norms for leadership across the international school sector, with training and support to help school leaders transition and work more effectively in the sector.

European Centre for the Development of Vocational Training. (2022). ***Work-based learning and the green transition***. Consulté à l'adresse https://data.europa.eu/doi/10.2801/69991

European Education and Culture Executive Agency (European Commission), & Balcon, M.-P. (2022). **The organisation of school time in Europe. Primary and general secondary education 2022-2023**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3722* [Report]. Consulté à l'adresse Eurydice (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/080f40cc-63d3-11ed-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 report gives an overview on the start of the school year and its length as well as the timing and length of school holidays. It covers both primary and general secondary education. The information is available for the 37 countries participating in the EU's Erasmus+ programme (27 EU Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Türkiye). The reference year is 2022/2023.

Eurydice : réseau d'information sur l'éducation en Europe, & EACEA : Agence executive : éducation, audiovisuel et culture. (2022). ***Structural indicators for monitoring education and training systems in Europe 2022: overview of major reforms since 2015***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/1e14056b-6701-11ed-b14f-01aa75ed71a1/language-en

Fitzpatrick, J. (2022). **Microinclusive teaching in family science courses**. *Family Relations*, *71*(5), 2084-2103. https://doi.org/10.1111/fare.12794
The purpose of this article is to provide a summary of microaggressive (MA) and microinclusive (MI) issues in college teaching. In MA communications, individuals/groups are treated as invisible or comparatively less desirable. MA can have a detrimental impact on its targets (to whom comments or behaviors are directed) as well as bystanders who witness the aggression. As part of ethics in family scholarship, it is worthwhile for faculty to consider MA and learn about more prosocial/supportive options, such as MI. This article provides a brief overview of MA, MI teaching, ethical approaches to MA/MI guidance, and MI teaching examples in one family science course. These issues are also relevant to coursework in other HDFS department programs or tracks (e.g., developmental, policy and practice, therapy, community education).

Fontdevila, C., Valiente, O., & Schneider, S. (2022). **An organized anarchy? Understanding the role of German cooperation in the construction and export of the dual training model**. *International Journal of Training and Development*, *26*(4), 585-605. https://doi.org/10.1111/ijtd.12274
The role of German cooperation as a key force behind the worldwide dissemination of dual training is well-established within the specialized literature. The multilayered and fragmented nature of the German cooperation landscape suggests that German efforts in this area follow a complex and evolving interplay of motivations—yet the rationales behind Germany's bilateral work in the area of technical and vocational education and training (TVET) have rarely been examined in a systematic way. Additionally, existing approaches to the question of aid motivations as provided by economics and international relations scholarship appear to be ill-suited to understanding the rationales behind Germany's TVET cooperation efforts. Drawing on a combination of document analysis and interviews with key stakeholders, this paper investigates the heterogeneity

of drivers and motivations behind German cooperation efforts in the promotion and export of the dual training model and examines the coordination challenges posed by this diversity. The paper finds that German efforts in the international promotion of dual training are driven by at least three analytically distinct rationales that correspond roughly to three differentiated poles within the German policy space—namely, the economic, development and education arenas. The paper also finds that this diversity of motivations poses important coordination challenges—and that, while recent coordination efforts have succeeded in securing some degree of rhetorical consistency, only limited progress has been made in terms of operational coherence.

Graveleau, S. (2022, novembre 22). **Le succès ambivalent des écoles d'art privées**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/11/22/le-succes-ambivalent-des-ecoles-d-art-privees-ou-les-eleves-sont-aussi-des-clients_6151012_4401467.html
L'attractivité de l'enseignement artistique et des métiers du design, ainsi que les capacités d'accueil limitées des écoles d'art publiques, favorisent le secteur privé.

Grosperrin, J. ***Projet de loi de finances pour 2023 : Enseignement scolaire***. , Pub. L. No. Avis n° 120 (2022-2023). http://www.senat.fr/rap/a22-120-31/a22-120-31.html

Groux, D. (2022). ***Une crise mondiale de l'éducation ? Les grandes questions de l'éducation comparée***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140296734?utm_source=phplist&utm_campaign=message_34879&utm_medium=email&utm_content=lienTitre
L'éducation est un bien commun à l'Humanité. Nous constatons, après Hannah Arendt, que l'Ecole ne remplit pas toujours sa mission et que nous vivons une crise mondiale de l'éducation... Il s'agit de s'interroger sur la mission de l'Ecole. Quelles sont les questions urgentes à traiter en éducation pour mettre en place une Société mondiale durable ? Nous avons demandé à des spécialistes internationaux de l'éducation d'écrire un texte sur leur vision de l'Ecole.

GSL : Global schools leaders. (2022). ***Promoting understanding of leadership in schools (PULS) survey report***. Consulté à l'adresse https://drive.google.com/file/d/1gMNYK5unCTBKYUU1CAS09P0JASVDbRH2/view
L'enquête sur la promotion de la compréhension du leadership dans les écoles (PULS) vise à informer les responsables politiques et les décideurs sur la réalité de terrain et le soutien dont ont besoin les chefs d'établissement dans les pays à revenu faible et intermédiaire (PRFI). Ce rapport rend compte de la troisième enquête menée dans onze pays. Les chefs d'établissements sont confrontés à plusieurs grands défis. Beaucoup d'élèves ne sont pas retournés à l'école. Les pertes d'apprentissage sont importantes et les chefs d'établissement n'ont pas le soutien et les connaissances nécessaires pour atténuer ce phénomène. Les problèmes de santé mentale sont importants dans toute la communauté scolaire et les chefs d'établissements ne savent pas comment y remédier.

Hissard, D. (2022). ***Les grandes tendances de la mobilité étudiante en Afrique subsaharienne***. Consulté à l'adresse https://ressources.campusfrance.org/publications/dynamiques_regionales/fr/dynreg_afrique_subsaharienne_fr.pdf

Cette étude analyse les mobilités des étudiants subsahariens (8,8 millions), qui sont particulièrement mobiles : 4,8 % d'entre eux partent en mobilité internationale contre 2,7 % des étudiants en moyenne dans le monde. Leurs principales destinations sont la France (14 % des étudiants subsahariens mobiles accueillis, soit 92 000 étudiants), les États-Unis (10 %) et l'Afrique du Sud (7 %). La mobilité intra-zone est particulièrement faible : seuls 20 % des étudiants subsahariens mobiles choisissent de rester dans la région. Cela a encouragé les politiques de développement de campus co-construits, afin de diversifier l'offre de formation, d'offrir des diplômes de référence dans plusieurs pays, mais aussi de limiter la « fuite des cerveaux ».

HOLLAND, P. A., SUNDHARAM, J. S., CHANDUVI, J. S., ABU-GHAIDA, D., & DARVAS, P. (2022). ***Safe and learning in the midst of fragility, conflict, and violence : a world bank group approach***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/987751647358730492/pdf/Safe-and-Learning-in-the-Midst-of-Fragility-Conflict-and-Violence-A-World-Bank-Group-Approach-Paper.pdf
Les enfants qui ont le plus besoin d'une bonne éducation sont aussi ceux qui risquent le plus de voir leur apprentissage perturbé, que ce soit par un conflit, des violences, des pandémies, le climat ou d'autres crises. Ce document présente l'approche politique de la Banque mondiale afin que les enfants soient en sécurité et apprennent. La première partie définit les concepts clés de l'éducation dans un contexte de fragilité, de conflit et de violence (FCV). La deuxième partie retrace l'évolution de la stratégie de la Banque mondiale. La troisième partie présente des recommandations opérationnelles. Les auteurs exposent des principes directeurs, des options politiques et des recommandations sur la manière dont le secteur de l'éducation peut contribuer à la réalisation de la stratégie du groupe dans des contextes de FCV.

Horta, H. (2022a). **Academic Inbreeding: Academic Oligarchy, Effects, and Barriers to Change**. *Minerva*, *60*(4), 593-613. https://doi.org/10.1007/s11024-022-09469-6
Most studies of academic inbreeding have focused on assessing its impact on scholarly practices, outputs, and outcomes. Few studies have concentrated on the other possible effects of academic inbreeding. This paper draws on a large number of studies on academic inbreeding to explore how the practice has been conceptualized, how it has emerged, and how it has been rationalized in the creation and development of higher education systems. Within this framework, the paper also explores how academic inbreeding shapes and maintains a powerful academic oligarchy, leading to the stonewalling of both knowledge and institutional change to maintain social and political structures somewhat akin to those of medieval societies. The paper shows that the key to mitigating academic inbreeding practices lies in ensuring that academic recruitment processes are open, meritocratic, and transparent. However, a more difficult task is to change longstanding mentalities and disrupt a system that serves the interests of certain groups but not the advancement of knowledge or the fulfillment of universities' social mandates.

Horta, H. (2022b). **Trust and incentives in academic research and the position of universities within innovation systems**. *Higher Education*, *84*(6), 1343-1363. https://doi.org/10.1007/s10734-022-00954-1
Academic research has evolved tremendously over the last century. The middle of the twentieth century saw the development of research and the strengthening of trust both

within academia and between academics and external actors. Since the later part of the twentieth century, however, the development of academic research has been characterised by reduced trust in universities and academics. It is argued that the lowering degrees of trust in universities and science are reflected in the current incentives in academia, often driven by governmental funding agencies, and the result of the altered position of universities within innovation systems. Universities are still important contributors to knowledge production, but they have slowly become more peripheral within innovation systems. Rather than setting their own research directions, they face strong incentives to do research primarily to serve others. This requires them to interact with organisations with which they have little in common and with which they find it difficult to communicate. The academic research pendulum seems to have swung too much towards knowledge transfer and application, with problematic outcomes. These developments indicate that it is necessary to reassess the purposes and potential benefits of academic research to restore trust in universities and increase the integrity and usefulness of research.

INSEE. (2022a). **Éducation en Europe**. In INSEE, *France, portrait social* (p. 200-201). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6478137?sommaire=6535307

INSEE. (2022b). **Population scolaire des 1er et 2d degrés**. In INSEE, *France portrait social* (p. 130-131). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535227?sommaire=6535307

INSEE. (2022c). **Scolarisation des jeunes de 18 à 29 ans**. In *France, portrait Social* (p. 132-133). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6535229?sommaire=6535307

Jansen, C., & du Plessis, A. (2023). **The role of deputy principals: Perspectives of South African primary school principals and their deputies**. *Educational Management Administration & Leadership*, *51*(1), 157-175. https://doi.org/10.1177/1741143220975764
Education leadership literature indicates that relatively little attention has been given to the specific duties and responsibilities of South African deputy principals in comparison with other leadership and management positions in schools. As a result, their roles and responsibilities remain vague. The purpose of this study was, therefore, to explore the roles of deputy principals in selected well-resourced fee-paying primary schools. Semi-structured interviews were conducted with the principal and two deputy principals of each of the five participating schools. The participating schools were selected for having a reputation of being high-performing schools and being most likely to provide rich data. The findings suggest that the sub-context of a school is an important factor influencing the role of a deputy principal. In addition, principals play a key role in determining the job description of individual deputy principals. This is often accompanied by purposeful leadership distribution and a reconfiguration of conventional management structures. In addition, deputy principals were generally viewed as 'principals-in-training' and their relationship with their principals characterised by shared leadership practices.

Keser, Ö., Altan, S., & Lane, J. F. (2022). **Learner Profile Attributes in IB Teaching: Insights from a Continuum School in Turkey**. *Journal of Research in International Education*, *21*(3), 256-272. https://doi.org/10.1177/14752409221139051

This article presents findings from a case study of a K-12 school in Turkey where teachers shared perceptions of how the International Baccalaureate Learner Profile attributes related to their own practice. While discussing the interdependency of the attributes, teachers considered that being an inquirer is the most valuable attribute for effective International Baccalaureate teachers. Participants at all grade levels believed that being open-minded and reflective were important attributes. Despite the importance of inquiry, participants shared that they feel most capable of implementing the attribute of being knowledgeable. The conceptual framework developed for this study may be used by schools and teacher educators to develop attributes of teachers who can help students become global citizens with intercultural understandings.

Kovačević, J., Mujkić, A., & Kapo, A. (2023). **Examining school leadership in a transitional context: A mixed-methods study of leadership practices and school cultures as mechanisms of educational change**. *Educational Management Administration & Leadership*, *51*(1), 219-244. https://doi.org/10.1177/1741143220971286
This research presents the results of studies designed to observe the effects of school leadership and school culture as mechanisms of change in the context of a large-scale educational reform in Bosnia and Herzegovina. A mixed-methods approach was employed to illuminate how institutional context either activates or deactivates leadership and school cultures as mechanisms that influence teacher efficacy beliefs in times of large-scale educational reform. Quantitative and qualitative data were analyzed through three independent studies. Quantitative procedures included measurement model analysis, structural equation modeling and a non-parametric Mann–Whitney U test. The qualitative analytic approach encompassed procedures of content analysis and quantification of qualitative data from reform documents and semi-structured interviews in the form of hierarchical clustering and multidimensional scaling. The triangulation of findings occurred in the interpretation phase, characterized by the development of meta-inferences that go beyond the findings from each study.

Larsson, P., & Löwstedt, J. (2023). **Distributed school leadership: Making sense of the educational infrastructure**. *Educational Management Administration & Leadership*, *51*(1), 138-156. https://doi.org/10.1177/1741143220973668
Distributed leadership focuses on what teachers and school leaders do together, but also on how the situation mediates that interaction. This paper focuses on the importance and function of the situational dimension of practice. By framing situational aspects in terms of local educational infrastructure, it explores organizational components in the educational infrastructure and how they condition teachers' sensemaking about their instructional practice. Two schools in the same school district in Sweden were purposively chosen to reflect significant variation in student outcomes. Semi-structured interviews were conducted, in addition to observations of meetings. The results show that an important function of the infrastructure is to facilitate and guide teachers' sensemaking about their instructional practice and that these processes are influenced by the clarity of the school's vision and the principal's use of the infrastructure for sensegiving purposes. The outcome is an argument for studying school leadership through the lens of organizational components in the educational infrastructure

Lawer Egbenya, D., & Kwesi Quayson, E. (2022). **Attitude of junior high school students towards the study of science in Ghanaian schools: the case of first-year students in the**

Cape Coast metropolis. *International Journal of Science Education*, *44*(16), 2442-2464. https://doi.org/10.1080/09500693.2022.2126954
Attitude of students towards studying science is essential in their pursuit of academic success and development of interest to pursue science-related professions. The study investigated factors that affect attitudes of first-year Junior High School students toward the study of science in the Cape Coast Metropolis of the Central Region of Ghana. The standardised Revised Simpson-Troost Attitude Questionnaire (STAQ-R) was used to measure the attitudes of 162 students in seven basic schools. The results showed significant differences exist among ages of students in the same class (mixed-age enrolment) on overall attitudes toward the study of science. Also, teachers and classroom activities (motivating science class), self-directed efforts, family background, students' interest and peer influence significantly contribute toward students' attitudes toward the study of science. Gender does not significantly affect students' attitudes toward the study of science. Overall, the participants possessed, on average, a positive attitude towards the study of science. Public education on gender equality in the study of science and the need for change in some socio-cultural practices that affect education might be yielding good results. School authorities and parents should continue to create the enabling environment that will help develop appropriate attitudes of students (wards) toward the study of science.

Le café pédagogique. (2022, novembre 30). **Un rapport de l'Inspection invite à revoir les rapports État et collectivités locales**. Consulté 30 novembre 2022, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2022/11/30/un-rapport-de-l-inspection-invite-a-revoir-les-rapports-etat-et-collectivites-locales/
Un rapport invite à revenir sur les instances qui régissent les rapports entre l'État et les collectivités territoriales dans l'éducation.

Lee, S. W., & Mao, X. (2023). **Recruitment and selection of principals: A systematic review**. *Educational Management Administration & Leadership*, *51*(1), 6-29. https://doi.org/10.1177/1741143220969694
School principals play an invaluable role in schools', teachers', and students' success; therefore, it is of particular importance that we learn, through empirical research, about the factors related to recruiting and selecting school principals. This study critically reviewed 64 empirical literature studies that were published in the United States over the past 2 decades on the topic of principal recruitment and selection. The present study examined the characteristics of the individuals who apply and are selected to join the principal workforce, as well as the characteristics of the schools and/or districts that attract potential candidates. The topics identified in the review are gender, race, qualifications, and intrinsic motivation at the individual level, as well as school locale, student characteristics, financial incentives, working conditions, superintendents, and hiring practices at the organizational level. Though hiring is a two-way interactive process, the literature to date has paid little attention to the process and practices that lead to recruiting and hiring effective school leaders. This paper concludes with a discussion about the trends that are recognizable in the existing work on principal recruitment and selection, and the practice and policy implications of the study's review.

Longuet, G. ***Projet de loi de finances pour 2023 : Enseignement scolaire***. , Pub. L. No. 115 (2022-2023) (2022). http://www.senat.fr/rap/l22-115-314/l22-115-314.html

Marginson, S. (2022). **Space and scale in higher education: the glonacal agency heuristic revisited**. *Higher Education*, *84*(6), 1365-1395. https://doi.org/10.1007/s10734-022-00955-0
The 2002 'glonacal' paper described higher education as a multi-scalar sector where individual and institutional agents have open possibilities and causation flows from any of the interacting local, national and global scales. None have permanent primacy: global activity is growing; the nation-state is crucial in policy, regulation and funding; and like the other scales, the local scale in higher education and knowledge is continually being remade and newly invented. The glonacal paper has been widely used in higher education studies, though single-scale nation-bound methods still have a strong hold. Drawing on insights from human geography and selected empirical studies, the present paper builds on the glonacal paper in a larger theorization of space and scale. It describes how material elements, imagination and social practices interact in making space, which is the sphere of social relations; it discusses multiplicity in higher education space and sameness/different tensions; and it takes further the investigation of one kind of constructed space in higher education, its heterogenous scales (national, local, regional, global etc.). The paper reviews the intersections between scales, especially between national and global, the ever-changing ordering of scales, and how agents in higher education mix and match scales. It also critiques ideas of fixed scalar primacy such as methodological nationalism and methodological globalism—influential in studies of higher education but radically limiting of what can be imagined and practised. Ideas matter. The single-scale visions and scale-driven universals must be cleared away to bring a fuller geography of higher education to life.

Margot, D. (2022). **Le baccalauréat par spécialités, vecteur de nouvelles inégalités d'accès aux études scientifiques ?** *Céreq Working Paper*, (17), 1-48. Consulté à l'adresse https://www.cereq.fr/le-baccalaureat-par-specialites-vecteur-de-nouvelles-inegalites-dacces-aux-etudes-scientifiques
Ce document de travail fait suite à un post-doctorat au CERTOP (CNRS, Université Jean-Jaurès), laboratoire centre associé du Céreq de Toulouse. Il a bénéficié d'un financement associé au projet…

Marsh, T. E. J., Wright, J., Khalifa, M., & López, G. R. (2022). **Introduction: Coloniality, Educational Leadership, and White Supremacy: The Other Global Pandemic**. *Educational Administration Quarterly*, *58*(5), 679-692. https://doi.org/10.1177/0013161X221136728
In lieu of writing a separate introduction to this special issue, the three guest editors invited the EAQ Editor-In-Chief to join them as a coauthor in their introduction. López, agreed but took a few liberties with the draft that was provided to him by the guest editors. The result is an imagined "conversation" that did not actually take place but is highly probable given the deep admiration and mutual respect the four individuals have for each other both as individuals and as scholars. This introductory conversation situates the theme of the special issue within the larger scope of educational leadership while simultaneously troubling the role of school leaders as agents of Coloniality.

MUNNELLY, C. (2022). ***Fixing a broken system : transforming education financing***. Consulté à l'adresse https://resourcecentre.savethechildren.net/pdf/education-financing-report-2022.pdf/
Les difficultés rencontrées pour obtenir une éducation universelle de qualité ont été aggravées par les effets prolongés de la pandémie et le lent rétablissement qui a suivi, ce qui a perturbé de manière disproportionnée l'accès à l'éducation et les moyens de

subsistance des familles et de leurs enfants dans les pays à faible revenu (PFR) et les pays à revenu intermédiaire de la tranche inférieure (PRITI). Les systèmes éducatifs ont besoin d'un financement à la fois plus important et de meilleure qualité. Si la majorité de ce financement doit être mobilisée par les gouvernements eux-mêmes, cette année, plus de la moitié des PFR et des PRITI sont déjà surendettés ou courent un grand risque de l'être. Les dirigeants mondiaux doivent prendre les mesures nécessaires pour rehausser le financement de l'éducation et avancer vers l'accès universel à des systèmes éducatifs résilients. Le rapport recommande de renforcer la mobilisation de ressources nationales en améliorant la mobilisation du revenu et l'efficacité des dépenses ; prioriser la qualité et l'équité des dépenses, et mettre l'accent sur l'amélioration de l'apprentissage des enfants les plus marginalisés ; exploiter les opportunités d'augmenter l'accès à des financements de qualité, notamment en veillant à la soutenabilité de la dette, en améliorant l'accès à des prêts concessionnels et en utilisant des droits de tirage spéciaux et de nouvelles formes de financement.

Muralidhran, K., & Singh, A. (2022). ***Improving public sector management at scale? Experimental evidence on school governance in India***. Consulté à l'adresse https://www.povertyactionlab.org/sites/default/files/research-paper/MPSQA%20%28Current%20WP%29.pdf

Murphy, G. (2023). **Leadership preparation, career pathways and the policy context: Irish novice principals' perceptions of their experiences**. *Educational Management Administration & Leadership*, *51*(1), 30-51. https://doi.org/10.1177/1741143220968169
Given recent large-scale reform of school leadership and management policy with implications for leadership preparation, the Republic of Ireland is an interesting context in which to explore leadership preparation. Although policy reforms have influenced the preparation and development of school leaders at all levels in the system, there is little available research on principals' perceptions of their preparation to lead schools in the contemporary policy context. Addressing this gap in the research, in this study 12 recently appointed, novice primary and post-primary principals' perceptions of their preparation to become a school leader and the reformed policy context are documented and analysed. Thematic analysis of principals' accounts exposes a range of dualities they must navigate owing to recent reforms. Their accounts also paint their diverse pathways towards the principalship, illuminate challenges and complexities on this pathway and in their current position. Their perspectives inform a more dynamic framework of leadership preparation than that of the leadership pipeline, a common metaphor in leadership preparation, with relevance for many actors in the system, including policy-makers, researchers, practitioners and those involved in selection and appointment. Implications are drawn for the Irish context but may also be relevant to other jurisdictions considering or implementing reform of school leadership preparation.

NUGROHO, D., DELGADO, M., BAGHDASARYAN, B., VINDROLA, S., LATA, D., & SYED, G. M. (2022). ***Tackling gender inequality from the early years: strategies for building a gender-transformative pre-primary education system***. Consulté à l'adresse https://www.unicef.org/media/129821/file/Tackling%20Gender%20Equality%20From%20the%20Early%20Years:%20Strategies%20for%20building%20a%20gender-transformative%20pre-primary%20education%20system%20%20%20

Malgré le rôle que l'éducation préscolaire peut jouer dans la lutte contre les inégalités entre les sexes, les garçons et les filles continuent d'avoir des expériences différentes en classe. Les préjugés et les stéréotypes sexistes sont fréquemment reproduits dans les interactions enseignant-élève, les jeux, les programmes d'enseignement préscolaire et le matériel d'enseignement et d'apprentissage. Ils façonnent les identités, les aspirations et les attentes de genre qui ont un impact profond sur les choix de vie, les résultats et les inégalités auxquels sont confrontés les filles et les garçons. Illustré par des études de cas, ce rapport présente des stratégies clés qui peuvent aider les décideurs à intégrer de manière proactive la dimension du genre dans la conception et la mise en œuvre de leurs politiques et programmes d'éducation de la petite enfance.

Oberfield, Z. W., & Baker, B. D. (2022). **The Politics of Progressivity: Court-Ordered Reforms, Racial Difference, and School Finance Fairness**. *American Educational Research Journal*, *59*(6), 1229-1264. https://doi.org/10.3102/00028312221126096
This article contributes to our understanding of American education politics by exploring when and why states redistribute K–12 education dollars to poorer schools. It does so by examining three explanations for intrastate changes in progressivity: court-ordered finance reforms, political trends, and demographic changes. Using state-level data from 1995 to 2016, we find mixed evidence that progressivity increased following a court-ordered school-finance overhaul. Rather, we show that changes in progressivity were most consistently tied to changes in student demography: As students became poorer, or more racially diverse, lawmakers created less progressive finance systems. The article concludes by discussing what these findings mean for advocates seeking to protect and advance gains in education-spending progressivity.

OECD. (2022). **Education Policy Outlook 2022: Transforming Pathways for Lifelong Learners**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3720* [Report]. Consulté à l'adresse https://www.oecd-ilibrary.org/education/education-policy-outlook-2022_c77c7a97-en
The effects of Russia's invasion of Ukraine (with its dramatic impact on energy and food prices), the continuation of the COVID-19 pandemic, and extreme weather events in some parts of the world in 2022 are expected to reverberate into 2023. International implications for education and training include economic uncertainty and tight labour markets, ongoing digital transformation, and continued growth and influence of mass information. These trends challenge education policymakers to transform existing pathways in their countries and economies, so people can become effective lifelong learners to navigate change. Building on the OECD's Framework of Responsiveness and Resilience in Education Policy, as well as analysis of international policies and practices from over 40 education systems implemented mainly since 2020, this report identifies three areas of policy effort that education policymakers can undertake in 2023: 1) enhancing the relevance of learning pathways; 2) easing transitions throughout learners' pathways; and 3) nurturing learners' aspirations. Lessons emerging from recent policy efforts are synthesised into key policy pointers for 2023. The report has been prepared with evidence from the Education Policy Outlook series—the OECD's analytical observatory of education policy.

Park, J.-H., Cooc, N., & Lee, K.-H. (2023). **Relationships between teacher influence in managerial and instruction-related decision-making, job satisfaction, and professional**

commitment: A multivariate multilevel model. *Educational Management Administration & Leadership*, *51*(1), 116-137. https://doi.org/10.1177/1741143220971287
Research shows teacher influence in school decision-making is related to improving individual job satisfaction and professional commitment. However, few empirical studies investigate how different domains of school decision-making may have a distinct relationship with both individual teacher job satisfaction and professional commitment. Using the Schools and Staffing Survey 2011–2012 and the National Teacher and Principal Survey 2015–2016 which are national samples of U.S. primary and secondary schools, this study examines teacher influence in managerial and instruction domains of school decision-making and whether both are associated with job satisfaction and professional commitment. Results showed that teacher influence in the instruction domain has a statistically stronger relationship with teacher professional commitment than job satisfaction. In contrast, teacher influence in the managerial domain of school decision-making has a statistically stronger relationship with teacher job satisfaction than professional commitment. The results have policy implications for involving teachers in school decision-making and improving their overall job satisfaction.

Partenariat mondial pour l'éducation. (2022). ***Récits de résilience durant la pandémie de COVID-19 Comment les enfants ont pu continuer à apprendre grâce au soutien du GPE***. Consulté à l'adresse https://assets.globalpartnership.org/s3fs-public/document/file/2022-06-GPE-recits-de%20resilience-COVID-19.pdf?VersionId=xoq2n7C.rFWGaJnoohDJz5p24zjcvwu7
La pandémie de COVID-19 a balayé le monde début 2020 et, à son pic, contraint 1,6 milliard d'enfants à ne plus aller à l'école en raison de la fermeture des établissements scolaires. Les pays partenaires du GPE risquaient tous de voir annihiler des décennies de progrès durement acquis dans le domaine de l'éducation. Ce document met en lumière le pouvoir du partenariat à travers huit récits qui témoignent des efforts déployés par les pays partenaires pour tirer parti de l'expérience de cette pandémie en vue de rendre leurs systèmes éducatifs résilients à toute crise future.

Probert, S. (2022). **China: The Under-Researched Nexus of Activity**. *Journal of Research in International Education*, *21*(3), 228-241. https://doi.org/10.1177/14752409221140627
In recent years there has been a significant shift in the international school market in China, from educating predominantly the children of expatriates to educating Chinese nationals. This article will examine the problems such schools face in terms of putting together an international curriculum, not least in terms of the complex web of stakeholders often involved in such schools, and also the need to comply with local curriculum standards. Examining the notion of the 'glocal', and intercultural communicative competence as a means of bridging the divide between local and global curriculum themes, this article will consider ways of reducing the impact of these issues on curriculum planning, proposing a model moving forward, and arguing that these schools represent a new paradigm in the evolution of international education in China.

Darcos, L. ***Projet de loi de finances pour 2023 : Recherche***. Avis n° 120 (2022-2023) (2022). http://www.senat.fr/rap/a22-120-51/a22-120-51.html

Delattre, N. ***Projet de loi de finances pour 2023 : Enseignement technique agricole***. Avis n° 120 (2022-2023) (2022). http://www.senat.fr/rap/a22-120-32/a22-120-32.html

Moga, J.-P. ***Projet de loi de finances pour 2023 : Recherche et enseignement supérieur***. Avis n° 120 (2022-2023) (2022). http://www.senat.fr/rap/a22-116-5/a22-116-5.html

Paoli-Gagin, V., & Rapin, J.-F. J.-F. ***Projet de loi de finances pour 2023 : Recherche et enseignement supérieur***. Rapport général n° 115 (2022-2023) (2022). http://www.senat.fr/rap/l22-115-324/l22-115-324.html

REIMERS, F., & MARMOLEJO, F. J. (2022). ***University and school collaborations during a pandemic: sustaining educational opportunity and reinventing education***. Consulté à l'adresse https://link.springer.com/content/pdf/10.1007/978-3-030-82159-3.pdf

REYNOLDS, K. A., WRY, E., MULLIS, I. V. S., & DAVIER, M. V. (2022). ***PIRLS 2021 Encyclopedia: education policy and curriculum in reading***. Consulté à l'adresse https://pirls2021.org/encyclopedia/
Depuis 2001, l'IEA (international association for the evaluation of educational achievement) mène des évaluations tous les cinq ans pour mesurer le niveau de compréhension en lecture des élèves de 4ème année de l'école obligatoire. L'encyclopédie PIRLS (progress in reading literacy study) offre un aperçu des contextes nationaux pour l'enseignement et l'apprentissage de la lecture des 49 pays participants : structure des systèmes éducatifs, programmes d'enseignement, besoins de formation des enseignants et pratiques d'évaluation. Elle fournit également des éléments de contexte facilitant la compréhension des différents paramètres de l'enseignement de la lecture dans ces pays.

Roelens, C., & Mierzejewski, S. (2022). **L'autorité et le pouvoir éducatifs à l'épreuve des politiques d'éducation**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11300
Ce dossier aborde la question de la recomposition des rapports de pouvoir et d'autorité au sein du système scolaire en interrogeant dans leur globalité les relations à l'œuvre entre les différents acteurs de l'institution scolaire chargés de définir, encadrer et mettre en œuvre les politiques publiques censées répondre aux défis du temps. En se centrant sur les personnels de direction, d'encadrement ou de formation, et en faisant valoir la multiréférentialité des sciences de l'éducation et de la formation, les textes de ce dossier se saisissent de cette question à la racine en envisageant les implications à l'échelle la plus globale et les incidences professionnelles les plus pratiques et quotidiennes. Saisies à partir de la situation de celles et ceux qui, dans le système éducatif, sont censés l'incarner au premier chef, les conditions et modalités concrètes de métamorphose de l'autorité institutionnelle révèlent alors combien l'exercice des responsabilités correspondantes est mis à l'épreuve par les politiques publiques contemporaines dites de responsabilisation et le lot d'incertitudes et d'injonctions paradoxales qu'elles charrient.

SAR : Scholars at risk network. (2022). ***Free to think 2022: report of the scholars at risk academic freedom monitoring project***. Consulté à l'adresse https://www.scholarsatrisk.org/resources/free-to-think-2022/
« Scholars At Risk (SAR) est un réseau international d'universités qui vise à protéger les universitaires menacés, à prévenir les attaques contre la communauté scientifique et à

promouvoir les libertés académiques dans le monde. Huitième opus du réseau, ce rapport analyse 391 attaques contre les communautés d'enseignement supérieur de 65 pays. Les attaques contre les libertés académiques et l'enseignement supérieur sont fréquentes et ont des conséquences de grande envergure, parfois mortelles, pour les universitaires, les étudiants et la société dans son ensemble. Ces attaques se produisent dans des sociétés où le droit de penser et de parler librement est systématiquement opprimé, dans un contexte de crises politiques et économiques et de conflits armés qui placent les universitaires et les étudiants dans des situations particulièrement vulnérables. Mais elles se produisent également dans des sociétés plus ouvertes, démocratiques et stables, ne laissant aucun pays à l'abri.

Sarrico, C. S. (2022). **The expansion of doctoral education and the changing nature and purpose of the doctorate**. *Higher Education*, *84*(6), 1299-1315. https://doi.org/10.1007/s10734-022-00946-1
Doctorate level attainment has increased significantly in developed economies. In 2019, the average share of 25–64-year-olds with a doctorate across the OECD was around 1%. However, if current trends continue, 2.3% of today's young adults will enter doctoral studies at some point in their life. This essay starts by describing the expansion of doctoral education. It then reflects on the causes of this growth and the consequences for the nature and purpose of the doctorate. This reflection is mostly based on published research in Higher Education in the last 50 years and the author's work on policy analysis for the OECD on this topic. The paper finishes with a research agenda on doctoral education and the career of doctorate holders.

Seraphin, G. (Éd.). (2022). ***La qualité de l'accompagnement en protection de l'enfance : établir des indicateurs***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140300967&utm_source=phplist&utm_campaign=message_34879&utm_medium=email&utm_content=lienTitre
Dans cet ouvrage, des chercheur·e·s présentent leurs travaux et les indicateurs portant sur la qualité de l'accompagnement de l'enfant suivi en protection de l'enfance. En ce qui concerne la protection de l'enfance, quel que soit le pays considéré, les rares indicateurs disponibles sont souvent des indicateurs qui portent sur le suivi de l'activité d'un établissement, d'un service ou d'un département ministériel, notamment sur le plan budgétaire ou de la gestion des ressources humaines ; les indicateurs qui portent directement sur l'enfant et ses besoins sont rares. Notre objectif est tout à la fois de présenter des indicateurs complémentaires en matière de protection de l'enfant et un regard critique sur chacun de ces indicateurs qui met en lumière à la fois les apports et les limites. Les objectifs de la recherche rejoignent ainsi les objectifs pratiques de mise en œuvre d'une politique publique : élaborer des indicateurs robustes qui indiquent précisément la nature et l'intensité d'un phénomène, en l'occurrence un danger ou une protection.

Shen, W., Xu, X., & Wang, X. (2022). **Reconceptualising international academic mobility in the global knowledge system: towards a new research agenda**. *Higher Education*, *84*(6), 1317-1342. https://doi.org/10.1007/s10734-022-00931-8
The cross-border movement of people in higher education has been attracting scholarly attention for decades, but the definition of 'international academic mobility' bears ambiguities. This article reviews the literature on international academic mobility

published in the journal Higher Education and beyond. By bridging the literature on international academic mobility from higher education studies and other disciplines, this article proposes to redefine international academic mobility, which highlights the integration of both international student mobility and international faculty mobility. Furthermore, this article outlines a new conceptual framework and research agenda, on the role of international academic mobility in the national, regional, and global knowledge systems. The framework highlights the relationship between international academic mobility and worldwide knowledge acquisition, production, transfer, circulation, networks, and the geopolitics of science. The article also proposes further methodologies for future research on international academic mobility.

Taddei, F., Mainguy, G., & Dowley, L. (Novembre 2022, 24). **Mind the gaps: the world needs to radically transform its educational systems, not just upgrade them**. Consulté 28 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/mind-the-gaps-the-world-needs-to-radically-transform-its-educational-systems-not-just-upgrade-them-194374
At the Learning Planet Institute, an initiative launched with UNESCO, we've seen many programs that foster the ability and motivation to learn, act and lead for a better world.

UNESCO - Equipe du Rapport mondial de suivi sur l'éducation. (2022). ***Spotlight on basic education completion and foundational learning in Africa : born to learn***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383289

UNESCO. IIPE : Institut international de planification de l'éducation & PME : Partenariat mondial pour l'éducation. (2022). ***Education sector analysis: Republic of Liberia***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383314/PDF/383314eng.pdf.multi
Le gouvernement du Libéria vient de finaliser, avec l'appui de l'IIPE-UNESCO Dakar, une analyse de son secteur de l'éducation. Réalisé lors de la pandémie mondiale de COVID-19, l'analyse a été l'occasion de mettre en lumière les forces et faiblesses du système éducatif, à savoir : les faibles dépenses en matière d'éducation, un taux de scolarisation élevé au préscolaire mais des pratiques d'apprentissage perfectibles, des disparités dans l'éducation de base et la nécessité de favoriser l'égalité de genre en éducation.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). ***Education starts early: progress, challenges and opportunities : conference background report***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383668
Le rapport analyse l'état de l'éducation et de la protection de la petite enfance à l'échelle mondiale. Il présente les principaux défis et obstacles à la mise en place de systèmes inclusifs de grande qualité. A l'échelle mondiale, la participation à l'enseignement préprimaire a considérablement augmenté au cours des dix dernières années, passant de 46 % en 2010 à 61 % en 2020. Toutefois, le taux de participation est d'à peine 20 % dans les pays à faible revenu, alors que le budget alloué à l'éducation préprimaire dans ces pays représente 2 % du budget total de l'éducation. Aujourd'hui, 1 enfant de moins de 5 ans sur 4 n'a jamais bénéficié d'aucune forme d'éducation pré-primaire, soit 33 millions d'enfants sur 134 millions. L'un des obstacles réside dans le manque de personnel soignant et enseignant du préprimaire qualifié.

Valente, G. (2022). **Diversités au Brésil : ses politiques éducatives et ses acceptions**. *TrOPICS*, (11), 91-103. https://doi.org/10.26171/tropics_1106

Wei, F., & Ni, Y. (2023). **Parent councils, parent involvement, and parent satisfaction: Evidence from rural schools in China**. *Educational Management Administration & Leadership*, *51*(1), 198-218. https://doi.org/10.1177/1741143220968166
Parents are one of the most important factors promoting children's educational success. Using parent survey data from rural primary and middle schools in one county, this study examines the implementation of the parent councils (PCs) policy in rural China, specifically, the relationships among PCs, school-based parent involvement (PI), and parent satisfaction. Our analysis shows that not all schools have established PCs and only a small proportion of parents were aware of the existence of PCs. Multi-level mixed effects logistic regression results indicate that having a PC and perceiving a PC in school were both associated with improved parent-teacher communication and parent participation in various school activities. However, the magnitudes of the relationships were substantially higher in the models using perceived existence of PCs. Because of more frequent parent-teacher communication and parent participation in school activities, parent satisfaction levels were higher in schools with PCs, and the satisfaction levels were even higher in schools where parents were aware of the PC's existence. The findings contribute to our understanding of the importance of PI and have implications for policymakers and school leaders to promote parent satisfaction by establishing PCs, raising the awareness of PCs among parents, and increasing meaningful school-based PI.

Wolf, J., Casado-Muñoz, R., & Pedone, F. (2022). **Partnership of schools and civil society organisations to support education of students of varied linguistic backgrounds—The situation in the Czech Republic, Italy and Spain**. *European Journal of Education*, *57*(4), 674-691. https://doi.org/10.1111/ejed.12524
This article reports on research examining the intensity and forms of partnership between civil society organisations (particularly non-profit non-governmental organisations with a focus on students with a different mother tongue) and schools in three European geographical areas, answering three research questions: (1) What services do non-profits offer for teachers? (2) How do non-profits see the current cooperation? (3) Do teachers know about the existence of non-profits in this area and are they interested in such cooperation? A mixed methods research approach was used. A questionnaire was used for eliciting responses from 34 non-profit organisations (nine in Czech Republic, nineteen in Spain, six in Italy); and fifteen teachers (five for each country) were interviewed. The findings reveal a great potential of non-profit organisations as partners in education for covering important themes from intercultural education. All interviewed teachers were in favour of cooperating with the non-profit sector even though most had never collaborated with non-profits. Several teachers had experienced difficulties in teaching students of varied linguistic backgrounds. Non-profits acknowledged that collaboration with teachers and schools had not been ideal and suggested strategies which might empower such partnerships.

Wright, J. (2022). **The Deep Roots of Inequity: Coloniality, Racial Capitalism, Educational Leadership, and Reform**. *Educational Administration Quarterly*, *58*(5), 693-717. https://doi.org/10.1177/0013161X211029483

Purpose: This article is a critical analysis of educational leadership and administration's historically privileged Eurocentric epistemologies, research methodologies, and intellectual norms, shaping the field through conceptions of coloniality. The purpose of this article is toward decolonizing educational leadership. Problem: Dominant, Eurocentric knowledge systems are epistemically imposing. Racialized and ethnic critiques of Eurocentric epistemologies and educational leadership norms are relatively new in dominant knowledge production institutions such as University Council of Educational Administration and peer-review journals such as Education Administration Quarterly. Questions: Why are BIPOC (Black, Indigenous, and People of Color) epistemologies a critical issue in educational leadership, research, practice, and leadership preparation? In what ways have educational leadership research, practice, and training represented BIPOC epistemologies? Conceptual Framework: This article refines and advances theories of coloniality by a concept that I coined Coloniality Racial-Capitalism and Modernity. Coloniality, the darker side of modernity, is highlighted in educational leadership practices and reform for perpetuating epistemicide in the service of racial capitalism. Contributions to the Field: This article reconnects the struggles of Blackamericans to a global struggle, such as the progenitors in the Blackamerican struggle understood. Furthermore, placing coloniality in conversation with other critical work in educational leadership around coloniality's articulations of racism and inequity is useful for BIPOC and their allies in fights for educational justice for BIPOC children.

Yoshizawa, L. (2022). **The Imposition of Instrumental Research Use: How School and District Practitioners Enact Their State's Evidence Requirements**. *American Educational Research Journal*, *59*(6), 1157-1193. https://doi.org/10.3102/00028312221113556
The Every Student Succeeds Act builds on prior efforts to bridge the gap between research and practice through the imposition of evidence requirements. This article presents findings from a small-scale micro-process study of three districts in one state during their first year of implementing those requirements. Informed by past conceptualizations of the research-practice gap and sociocultural theory, I look closely at how these practitioners made use of the state's highly elaborated implementation tools for research-based decision-making. I argue that these micro-processes point to possible new dimensions of the research-practice gap—namely, practitioners' understandings of the purposes of evidence, the degree of confidence evidence should provide, and the commensurability of different forms of evidence

Zeinabadi, H. (2023). **Breaking down the walls of weak knowledge-sharing among Iranian teachers: Investigating a less-considered leadership role of principals**. *Educational Management Administration & Leadership*, *51*(1), 176-197. https://doi.org/10.1177/1741143220968160
One of the common aspects of professional culture is that teachers share their knowledge and experience only occasionally. However, principals can significantly contribute to reducing this weakness by demonstrating knowledge-sharing in their leadership role. It is critical for Iranian principals to play this role because there is some weakness among teachers due to certain context-specific conditions. The existing knowledge about this vital role is very scarce and cannot provide a complete and clear picture. The purpose of this study is to investigate this less-considered role in the context of Iranian primary schools. To this end, a basic qualitative approach was adopted. Using constant comparative analysis of the data obtained from interviews with successful principals, seven categories of themes emerged for knowledge-sharing leadership. This

study not only supports the assertion that the principal's role in knowledge-sharing is indisputable but also contributes to the school leadership literature. Along with its implications for training programmes for principals, this study has several suggestions for theory and research.

Zhan, X., Anthony, A. B., Goddard, R., & Beard, K. S. (2023). **Development, factor structure, and reliability of the Shared Instructional Leadership Scale in public secondary schools**. *Educational Management Administration & Leadership*, *51*(1), 75-94. https://doi.org/10.1177/1741143220963103
Shared instructional leadership may support informed decision making on matters of curriculum, instruction, and assessment. Given the various organizational processes and outcomes associated with this construct, it is important to be able to measure the degree to which it exists in schools. In this article we propose the Shared Instructional Leadership Scale and report its reliability and the validity of its factor structure. The scale was designed to assess the extent to which faculty perceive that principals, teachers, and school staff collaborate on instructional leadership practices. Drawing from a sample of 422 teachers nested in 107 schools, we generated four sub-samples to examine its psychometric properties. Next, using exploratory factor analysis techniques, we found the Shared Instructional Leadership Scale factor structure to be stable across all four sub-samples. Finally, we conducted confirmatory factor analysis on a second school-level sample (n = 103) and the results confirmed the Shared Instructional Leadership Scale had a unidimensional structure. We conclude with a discussion of the potential of the Shared Instructional Leadership Scale to inform practice and implications for future research, including directions for further scale validation.

Pratiques enseignantes

Abbas, A., Haruna, H., Arrona-Palacios, A., Camacho-Zuñiga, C., Núñez-Daruich, S., Enríquez de la O, J. F., … Hosseini, S. (2022). **Students' evaluations of teachers and recommendation based on course structure or teaching approaches: An empirical study based on the institutional dataset of student opinion survey**. *Education and Information Technologies*, *27*(9), 12049-12064. https://doi.org/10.1007/s10639-022-11119-z
In today's ICT-based learning environment, students are expected to evaluate the structure of their courses and associated teaching methods. The expectation is that these evaluations will provide valuable feedback to teaching staff. This quantitative study explores the impact of students' evaluations of teaching (SETs) and is based on the students' perceptions of course structure and teaching approaches. The SETs are carried out via an online survey and are used to inform future students about the course structure and teaching style based on teacher recommendations as made by the students. The study utilized institutional data related to SETs and teachers' recommendations. The online survey was conducted by the Institutional Effectiveness Department (IED) of the university at twenty-six different campuses of Tecnologico de Monterrey in Mexico. The dataset contained a composite record of SET, and their recommendations of 5275 teachers and data were analyzed using a hierarchical regression method performed to identify the impact of SETs and to see how course structure and teaching approaches correlate with teacher recommendations. Empirical findings confirm that the control variables (gender, nationality, employment status, and academic qualifications) have a 0.6% variance in teacher recommendation with no major effects of teacher's gender on their recommendations. The hierarchical regression results demonstrate that SETs based

on course structure and teaching approaches have a positive significant association with the recommendations the students make of their teachers, where students recommend their teachers on the bases of course structure compared with the teaching approaches. The reason for preferring a course structure of offered courses in registered degree programs is important for the students to develop skills necessary for their future career.

Allen, K. R. (2022). **Family science and students: Pedagogical connections that transform our lives**. *Family Relations*, *71*(5), 2104-2106. https://doi.org/10.1111/fare.12793

Arino, M. (2022). **Dans la maison de François Ozon (2012) ou à l'école ? Perversité de l'enseignement de la littérature et de la relation professeur-élève**. *TrOPICS*, (11), 119-133. https://doi.org/10.26171/tropics_1108

Chambonnière, G. (2022). ***L'oral au cœur des apprentissages : pistes et enjeux pour enseigner l'oral sous toutes ses formes***. Consulté à l'adresse https://www.esf-scienceshumaines.fr/accueil/423-l-oral-au-coeur-des-apprentissages.html
Omniprésent à l'école, souvent sollicité en classe, l'oral reste largement un impensé pédagogique. Présent partout, son enseignement n'est nulle part… Et pourtant les enseignants savent bien qu'il ne suffit pas de donner la parole aux élèves pour qu'ils la prennent. Ils mesurent tous les jours l'importance, dans ce domaine, des inégalités sociales et des histoires personnelles. Ils voient les facilités des uns et les difficultés des autres. Ils constatent aussi les problèmes de toutes et tous pour trouver le bon niveau de langue, développer une argumentation cohérente, participer à un débat serein et constructif. C'est le grand mérite de l'ouvrage de Gwenaëlle Chambonnière que d'aborder enfin cette question de front. Car l'oral est bien au programme ! De la maternelle à la terminale et dans toutes les disciplines. Il est en effet, tout à la fois, un moyen d'expression indispensable et un outil d'élaboration de savoirs, une condition fondamentale d'inscription dans un collectif et un enjeu essentiel de formation à la citoyenneté. Les enseignants trouveront dans ce livre une présentation complète du rôle de l'oral et des modalités de son développement. Du dialogue au débat, de l'échange spontané à la lecture à haute voix, de l'exposé au conseil d'élèves, de la prise de parole improvisée à la confection d'une émission de radio scolaire… toutes les facettes de l'oral sont abordées avec, à chaque fois, de nombreux exemples, des propositions concrètes et des grilles d'évaluation . Un ouvrage fondamental pour que la formation à l'oral soit véritablement intégrée dans le quotidien scolaire, en interaction permanente avec l'apprentissage de l'écrit… Et pour que chacun et chacune, dans un cadre sécurisé, puisse découvrir le vrai pouvoir de la parole. Philippe Meirieu

Chen, D., Hebert, M., & Wilson, J. (2022). **Examining Human and Automated Ratings of Elementary Students' Writing Quality: A Multivariate Generalizability Theory Application**. *American Educational Research Journal*, *59*(6), 1122-1156. https://doi.org/10.3102/00028312221106773
We used multivariate generalizability theory to examine the reliability of hand-scoring and automated essay scoring (AES) and to identify how these scoring methods could be used in conjunction to optimize writing assessment. Students (n = 113) included subsamples of struggling writers and non-struggling writers in Grades 3–5 drawn from a larger study. Students wrote six essays across three genres. All essays were hand-scored by four raters and an AES system called Project Essay Grade (PEG). Both scoring methods were highly reliable, but PEG was more reliable for non-struggling students, while hand-

scoring was more reliable for struggling students. We provide recommendations regarding ways of optimizing writing assessment and blending hand-scoring with AES.

Cifali, M., Pham Quang, L., & Roiné, C. (Éd.). (2022). ***Éthique de l'intériorité dans les pratiques contemporaines de formation et de recherche***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140292026&utm_source=phplist&utm_campaign=message_34879&utm_medium=email&utm_content=lienTitre
Un travail d'intériorité est-il encore de saison ? Pour des professionnels oeuvrant dans des environnements marqués par la généralisation massive de démarches normées ? Telle est la question soulevée par les auteurs. Un travail d'intériorité non réduite au développement personnel autorisant une pensée de ce qui arrive entre l'intérieur et l'extérieur, pour s'y repérer, tenir bon, éviter les destructivités de soi et des autres. Les auteurs ont répondu oui. En tenant le fi¬l de la parole et de l'intériorité, ils tentent de préciser l'évolution des institutions, des valeurs qu'elles soutiennent, des imaginaires qu'elles stimulent, en saisissant leurs retombées sur des pratiques professionnelles et personnelles. En amont des productions visibles d'action ou de pensée, un travail d'intériorité est ce qui se mijote, se mâchonne. Des dispositifs de recherche et de formation le rendent possible. Si craintes et blessures sont identifiées, créativités et espérances sont également repérées. Loin d'emprunter le chemin du renoncement, les auteurs ouvrent des portes, là où clinique et éthique se rejoignent. Cet ouvrage intéressera les formateurs, chercheurs, enseignants et tous ceux désireux d'interroger leurs pratiques actuelles d'intériorité. Il contribue à faire connaître une approche clinique, ses démarches et son éthique.

Damon-Tao, L. (2022). ***Prendre soin de la relation enseignant-élève : la formation au développement des compétences émotionnelles des enseignants comme piste potentielle***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140295027&utm_source=phplist&utm_campaign=message_34879&utm_medium=email&utm_content=lienTitre
Favoriser des interactions enseignant-élève empreintes de chaleur, d'affection et de soutien est primordial. Pour les élèves, ce type de relation contribue à développer leur engagement, leurs résultats scolaires, leurs compétences émotionnelles et sociales. Pour les enseignants, il favorise le ressenti d'émotions positives. Une telle relation est cependant rarement instaurée avec les élèves présentant des comportements perturbateurs, ces derniers ayant tendance à vivre une relation conflictuelle avec leur professeur. Or, ce type d'interactions favorise le maintien de ces comportements dans le temps et l'épuisement émotionnel des enseignants. Outiller ces derniers à améliorer la qualité de la relation vécue avec ces enfants constitue un enjeu important. Dans cette perspective, une recherche a été menée auprès de sept enseignantes de maternelle pour évaluer l'efficacité d'une formation courte, dédiée au développement de leurs compétences émotionnelles. Cet ouvrage présente le cadre théorique mobilisé, l'ingénierie de formation réalisée et les résultats observés.

Dhaliwal, T. K., Daramola, E. J., Alonso, J. D., & Marsh, J. A. (2023). **Educators' Beliefs and Perceptions of Implementing Restorative Practices**. *Education and Urban Society*, *55*(1), 88-118. https://doi.org/10.1177/00131245211048439

Many urban school districts are adopting restorative practices (RP) as a means to reduce suspensions and resolve racial discipline gaps. In this study, we use a sensemaking framework to examine educators' beliefs about discipline and their perceptions of RP and its implementation. We draw on survey responses (N = 363) administered after educators attended RP trainings in a large, diverse county in California. Our results show the majority of respondents possess beliefs or an understanding of RP that are compatible with the goals of the approach. Survey respondents cite challenges to implementing RP that are at times consistent (e.g., lack of time) and at times at odds (e.g., relatively low emphasis on lack of leadership as a hindrance) with the current literature. As suggested by sensemaking theory, we find attitudes and beliefs are predictors of educators' experiences implementing RP, including challenges to implementation and effects of the practices.

Ellis, R. A. (2022). **Strategic directions in the what and how of learning and teaching innovation—a fifty-year synopsis**. *Higher Education*, *84*(6), 1267-1281. https://doi.org/10.1007/s10734-022-00945-2

Studentlearning experiences at university are constantly evolving; new disciplinary discoveries, new knowledge, interdisciplinary synergies and new exigencies make learning a dynamic experience for students, teachers and researchers alike; and that is just the what of learning. Add to this, changes in the how of learning, new pedagogies and new technologies, new partners in the provision of learning, as well as new configurations of where learning takes place, such as on campus, at home, in the workplace and online; and it is not hard to make the case that learning experiences of students enrolled in a degree are relatively more complex today than they were even 20 years ago. Much of this change has been captured over the last five decades in the journal Higher Education. The ongoing challenge of these changes is the complexity that accompanies them. How do we improve the student experience of learning in a complex context? What should the outcomes of a higher education degree be? What learning processes are likely to lead better outcomes? How do you assess the quality of learning that may occur in small groups on campus or online, or in large groups in both places, or in laboratories or the workplace? What is the role of material objects in these experiences and do they contribute to outcomes? This manuscript will consider such questions and where the journal is pointing researchers towards new avenues that are developing in learning and teaching internationally.

Fabre, S. (2022). **Accompagner les élèves dans leurs expériences artistiques : des milieux rythmiques ?** *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11369

L'éducation artistique et culturelle (EAC) cherche une éducation à et par l'art, réalisée dans la succession de projets s'inscrivant dans des parcours (« Parcours d'éducation artistique et culturelle »). À distance des enseignements disciplinaires, les projets recherchent rencontres et pratiques en lien avec la structuration de connaissances. Qu'espérer de tels projets ? L'article se fonde sur une observation menée dans un atelier « Danse » et rend compte des évolutions du comportement d'un élève, d'une attitude de repli vers une première adhésion. Il propose d'interpréter ce déplacement et les actions d'enseignement qui ont pu le permettre à partir de la notion de « milieu rythmique ». Cette notion mobilise les champs de l'esthétique, de la didactique et de la philosophie du travail (Canguilhem, Schwartz). Elle éclaire l'EAC comme jouant conjointement sur l'ouverture culturelle et le retour réflexif, en impliquant des dimensions

hétérogènes et complémentaires. L'EAC, en construisant un milieu rythmique pour l'élève, l'aide à s'ouvrir à l'expérience culturelle.

Gail Jones, M., Nieuwsma, J., Rende, K., Carrier, S., Refvem, E., Delgado, C., … Huff, P. (2022). **Leveraging the epistemic emotion of awe as a pedagogical tool to teach science**. *International Journal of Science Education*, *44*(16), 2485-2504. https://doi.org/10.1080/09500693.2022.2133557
Awe is a complex emotion theorised to impact science learning and practice. In science education, awe has the potential to motivate explanation-seeking, promote conceptual change, and instill feelings of connectedness to the natural world. This exploratory study examined teachers' experiences with awe as well as their uses of awe in their science instruction. Thirty-four elementary (grades 4-5; n =14) and middle school (grades 6-7; n = 20) teachers completed a survey of awe perceptions and experiences and participated in a semi-structured interview. Results showed that science teachers report using awe-invoking classroom experiences in a variety of science disciplines with the intention of leveraging the emotional response in ways that facilitate learning outcomes and inspire long-term science interest. Teachers also reported numerous dispositional factors they perceived as being influential in governing awe experiences in science instruction including age, prior experiences, interest, curiosity, and the presence of co-occurring emotions. This study adds to the developing body of work around awe and science instruction, supports the findings from other fields related to the epistemic and self-transcendent nature of awe, and suggests that awe can be used to enhance science teaching and learning.

González-Martínez, E., & Boéchat-Heer, S. (2021). **Les difficultés et les stratégies d'ajustement des enseignants face à l'innovation technologique : trois études de cas**. *STICEF (Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation)*. https://doi.org/10.23709/sticef.28.1.4

Gorton, K., Allday, R. A., Lane, J. D., & Ault, M. J. (2022). **Effects of Brief Training Plus Electronic Feedback on Increasing Quantity and Intonation of Behavior Specific Praise Among Preschool Teachers**. *Journal of Behavioral Education*, *31*(4), 731-750. https://doi.org/10.1007/s10864-020-09427-w
The primary purpose of this study was to examine the effects of a brief training plus e-mail-specific performance feedback (ESPF) on increasing preschool teacher's use of behavior-specific praise (BSP) statements. Quantity of BSP was measured using a frequency count, while voice intonation of BSP statements was measured using a voice recording system. A multiple probe design across four preschool teachers who taught in inclusive preschool classrooms was used to evaluate the effectiveness of ESPF on BSP delivery. As an outcome measure, researchers examined whether changes to the teacher's BSP affected children's task engagement during class activities. Results indicated a functional relation between ESPF and an increase in the quantity of BSP statements. Voice intonation of BSP statements increased for three participants following ESPF; however, a clear functional relation was not present in the data. Results also indicated that increased quantity and intonation of BSP statements resulted in a tendency for increased mean task engagement across all children; this finding may warrant further investigation. Limitations and future research directions are discussed.

Lorenzi Bailly, N. (2022). **De l'usage de la pratique théâtrale pour favoriser l'inclusion des enfants avec autisme**. *TrOPICS*, (11), 61-73. https://doi.org/10.26171/tropics_1104

Nygren, T., Frau-Meigs, D., Corbu, N., & Santoveña-Casal, S. (2022). **Teachers' views on disinformation and media literacy supported by a tool designed for professional fact-checkers: Perspectives from France, Romania, Spain and Sweden**. *SN Social Sciences*, *2*(4), 40. https://doi.org/10.1007/s43545-022-00340-9

O'Boyle, É. (2022). **Adolescents' perceptions of how teachers encourage creativity in the context of the International Baccalaureate Middle Years Programme**. *Journal of Research in International Education*, *21*(3), 201-227. https://doi.org/10.1177/14752409221135018
This article describes findings from a case study that aimed to understand adolescents' perceptions of how teachers encourage creativity across the curriculum. Four broad categories of creativity-fostering teaching practices emerged. These were disciplinary understanding (D), empowerment (E), relevance (R), and creative metacognition (M). This categorisation led directly to the development of the 'DERM model' that aims to provide teachers with guidance for encouraging creativity in the classroom.

O'Handley, R. D., Dufrene, B. A., & Wimberly, J. (2022). **Bug-in-the-Ear Training Increases Teachers' Effective Instruction Delivery and Student Compliance**. *Journal of Behavioral Education*, *31*(4), 771-795. https://doi.org/10.1007/s10864-020-09429-8
Many teachers struggle to implement behavioral interventions in the classroom with sufficient treatment integrity. One way to support teachers' intervention implementation is through bug-in-the-ear (BITE) training, a training format in which a school-based consultant provides teachers real-time prompts and immediate performance feedback as teachers interact with students. In the current study, a multiple baseline design across three teachers was used to test the independent effects of BITE training on teachers' initial and maintained use of effective instruction delivery (EID), an intervention for increasing student compliance with teacher instructions. Student compliance in response to EID was also measured. Results indicated immediate and large increases in EID and student compliance, with both outcomes maintained at high levels post-BITE training. Teachers also rated BITE training positively on a social validity measure. Limitations, directions for future research, and implications for applied practice are discussed.

Park, J., Chang, J., Park, J., & Yoon, H.-G. (2022). **Features of and representational strategies in instructional videos for primary science classes**. *International Journal of Science Education*, *44*(16), 2397-2422. https://doi.org/10.1080/09500693.2022.2126289
Utilisation of instructional videos for science teaching has become more widespread due to the expansion of online teaching and learning environments and growing awareness of benefits of videos, such as enabling use of effective multiple representations. With this in mind, this study aimed to examine features of instructional videos for teaching scientific inquiry, a key element of science education, and learners' engagement, a crucial issue in instruction in terms of representational strategies used. We analysed 16 instructional videos for science teaching generated by pre-service teachers. We found that the instructional videos tended to focus on posing a question related to a phenomenon and constructing its explanation conceptually rather than conducting investigations and interpreting the data. It was also found that there were alternations between providing

relevant and conceptual resources and affording learners opportunities to answer questions verbally and visually to prompt their engagement. Various representational strategies, such as summarising, comparing, highlighting, sequencing, and presenting vivid phenomena, were also employed for better teaching scientific inquiry as a part of learners' ongoing cognitive activities. Based on the findings, we argue that there is potential for using instructional videos for teaching science, considering representational strategies in terms of scientific inquiry and learners' engagement.

PUOZZO, I. C., VUICHARD, A., & CAPRON PUOZZO, I. (2022). ***L'innovation pédagogique : de la théorie à la pratique***. Consulté à l'adresse https://www.alphil.com/index.php?controller=attachment&id_attachment=333

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). ***Le rôle clé des enseignants pour mettre fin à la violence et au harcèlement à l'école : note technique***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383563_fre?posInSet=22&queryId=N-70f3bc64-1440-4dce-b736-9f7eba1d7343
La violence scolaire se produit dans tous les pays et touche un grand nombre d'enfants et d'adolescents. Les enseignantes et les enseignants sont également affectés, la violence ayant un impact sur leur motivation et leur pratique. Bien que la plupart des enseignants considèrent que la prévention et la lutte contre la violence scolaire relèvent de leur responsabilité, ils ne sont pas encore capables de reconnaître toutes les formes de violence. Ce document appelle à une formation complète et continue et à un soutien institutionnel solide au sein de l'école et en dehors, afin que les enseignantes et les enseignants puissent jouer leur rôle essentiel de garants de la sécurité de l'environnement d'apprentissage pour tous les apprenantes et les apprenants.

Vera, L. A. S. (2021). ***Genèses d'usages de technologies numériques chez les enseignants de mathématiques et sciences en lycée professionnel*** (Phdthesis, Université Paris Cité). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03853032
Cette recherche vise l'étude des genèses d'usages des technologies de l'information et communication dans l'enseignement des mathématiques en lycée professionnel. Nous nous proposons de modéliser ces genèses d'usages en identifiant des évolutions des pratiques enseignantes relatives aux trois niveaux d'organisation de pratiques : micro, local et global définis dans le cadre de la Double Approche (Robert et Rogalski, 2002). Pour étudier l'activité de l'enseignant et son évolution dans un environnement technologique, nous avons mobilisé les outils fournis par le construit théorique de genèse d'usages des technologies dans l'enseignement (Abboud-Blanchard et Vandebrouck (2013)). Ce cadre théorique permet de modéliser l'activité instrumentée de l'enseignant dans les différents contextes d'usage des technologies tout en tenant compte des facteurs externes à la classe qui la déterminent. Pour aborder nos questions de recherche, nous avons choisi une méthodologie en deux temps. Dans un premier temps, afin d'accéder aux indicateurs des genèses d'usages des technologies chez les enseignants débutants, nous avons effectué une intervention en formation initiale de ces enseignants. Pour ce faire, nous avons d'abord préparé un matériel support basé sur l'analyse de tâches et déroulement à partir de vidéos de séances TICE ; ensuite nous avons exploité ce matériel dans le cadre d'une formation du master MEEF de 2nd degré pour le lycée professionnel. Les productions des stagiaires et les échanges avec eux lors de l'intervention ainsi qu'un questionnaire passé en début de la formation nous ont

permis d'avoir accès à des éléments (indicateurs) de genèses d'usages individuels et partagés liées à la composante personnelle de pratiques des stagiaires. Dans un deuxième temps, pour étudier plus finement les genèses d'usages des technologies à court et moyen terme, nous avons suivi le cas de deux enseignantes qui ont participé à la formation. Nous avons analysé un corpus de séances de mathématiques menées en salle informatique par ces deux enseignantes pendant une année scolaire en lycée professionnel que nous avons complété par des entretiens de debriefing réalisés à l'issue des séances observées. Les résultats mettent en évidence des évolutions issues des usages des TICE aux niveaux global/local/micro de pratiques. Les mouvements constatés du niveau local/global et local/micro traduisent des évolutions et constituent les genèses d'usages des TICE des enseignants.

Relation formation-emploi

Dahmen, H. (2022). ***Vers la professionnalisation des étudiants en architecture d'intérieur : pédagogie par projet et intelligence collective***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140290138&utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_21_11_au_26_11_35046&utm_medium=email&utm_content=lienTitre
Comment réussir l'adaptation entre l'offre de formation et les exigences du marché d'emploi ? Autrement dit, comment professionnaliser les étudiants en formation universitaire ? C'est dans cette optique de professionnalisation que cet ouvrage est inscrit. Il s'intéresse particulièrement à la formation en architecture d'intérieur. L'objectif est d'établir un dispositif pédagogique professionnalisant spécifique à l'atelier de méthodologie de projet d'architecture d'intérieur en master professionnel. Pour ce faire, l'auteure propose une combinaison de deux formules : la pédagogie par projet et l'intelligence collective comme stratégie opérationnelle de la professionnalisation. Dans cette perspective, l'auteure établit un exemple de dispositif construit à base de référentiels de métiers et de compétences. Cette formule pédagogique pourra être utile, non seulement pour cette discipline mais aussi pour tout enseignement du projet en design ou autre.

INSEE. (2022, novembre 28). **Bilan Formation-Emploi 2022 : Principaux chiffres sur les sortants du système éducatif, leur insertion professionnelle et la formation tout au long de la vie**. Consulté 29 novembre 2022, à l'adresse INSEE Résultats website: https://www.insee.fr/fr/statistiques/6657784

Kassberg, G., & Dornberger, U. (2022). **Perception of export intenders on relevant resources and competences for the internationalization of vocational education and training (VET) providers**. *International Journal of Training and Development*, *26*(4), 606-628. https://doi.org/10.1111/ijtd.12278
The local market conditions for VET in Germany naturally affect the exportability of these educational products. In the rarest of cases, education and training products are transferable to foreign markets without any adaptation. The existing literature on international VET cooperation focuses on several transfer aspects as well as case studies of active exporters, investigating drivers and challenges of foreign engagement or analysing international business models. The perspective of resources and competences of VET providers going international has not been considered so far, failing to understand

the relevancy of specific factors. This study analyses the required resources and capabilities of internationally active VET organizations (exporters) as well as those without any international experience, but intending to internationalize (intenders). Based on a literature review, this study applied four constructs of company resources and six constructs of competences necessary for conducting international business, each containing two to five indicators. Applying a quantitative research approach, data from 43 exporters and 37 intenders were collected to explore the most relevant resources and competences of both groups. Based on a ranking of all factors, a significant difference in terms of relevance perception was detected comparing both groups. Exporters rate relational resources, intercultural competence, physical resources, and product adaption abroad as much more relevant than export intenders do. Intenders, on the other hand, seem to rely heavily on their strengths in the national market and give high priority to organizational resources like quality management and strategy development for opening up international markets. These findings indicate that support programmes fostering the internationalization of VET providers should put more emphasis on the relevant resource and competence development that export intenders need.

Meyne, L., & Peters, S. (2022). **Transfer in international VET cooperation: Development of a typology**. *International Journal of Training and Development*, *26*(4), 725-746. https://doi.org/10.1111/ijtd.12289
In this paper, the perspective of international vocational education and training (VET) providers on the issue of transfer from Germany as a origin country to a specific target country is considered. The existing state of research on the topic of VET transfer has so far been largely located at the macro level. Still, to develop a better understanding of transfer, it is useful to include individual projects on a programme basis in the analysis as their understanding in turn shapes the entire transfer work. The study aims to identify the understanding of transfer of vocational training service providers in internationalisation projects, as well as different types of transfer. Case studies are applied that involve German VET providers, sampled from a German funding line. Based on qualitative and quantitative data, process documents and previous research, in-depth interviews with six project actors are conducted to identify the perspectives and approaches for transfer. Among other theoretical approaches, Dolowitz and Marsh's policy transfer framework and Gessler's levels of transfer form the theoretical framework of the study. In the context of the present study, different understandings of transfer can be attributed. Furthermore, using type-building content analysis, four ideal transfer types, namely imitative Re-Combination, adaptative Specialization, adaptative Re-Combination and transformative Specialization are classified. The transfer itself is determined by the project activity rather than by a pre-determined understanding of transfer on the part of the internationally active VET provider. In turn, the project activity shapes the type of transfer in combination with the project partners in the target country context. The project actors focus on structures and content; the transfer of practices and processes is largely understood implicitly and thus less directly forced.

Regel, J., Ramasamy, M., & Pilz, M. (2022). **Ownership in international vocational education and training transfer: The example of quality development in India**. *International Journal of Training and Development*, *26*(4), 664-685. https://doi.org/10.1111/ijtd.12290
This article addresses policy transfer in international development activities in vocational education and training. Ownership has been identified and established as a key factor

for sustainability of transfer activities in different fields of development cooperation. While the concept has been targeted from a macro-level perspective of government-to-government transfer for a long time, meso- and micro-level perspectives of multi-stakeholder involvement are increasingly emerging. Thus, the focus is on the function of ownership in terms of the role of local stakeholder commitment for sustainable transfer at the level of vocational training institutions in India. Using the example of the transfer of an approach for quality measurement, factors, potentials and challenges for ownership development are explored. Findings are based on the first evaluation cycle of a quality measurement framework developed with specific regard to Polytechnic Colleges and Industrial Training Institutes. Results of the evaluation were analysed considering the model intentions and theoretically based assumptions taken in the research process. Ownership at the meso-level can be established by high degrees of acceptability of measures, participation of stakeholders at the institutional level and internal and external moderation processes in implementation. This paper argues that increased participation and decision-making authority will contribute to measures in line with stakeholders' needs and enable Polytechnic Colleges and ITIs to engage in institutional development more effectively when considering stakeholders' views. This is the case, particularly when focusing on quality assurance and development at the organisational level.

Toepper, M., Zlatkin-Troitschanskaia, O., & Kühling-Thees, C. (2022). **Literature review of international empirical research on transfer of vocational education and training**. *International Journal of Training and Development*, *26*(4), 686-708. https://doi.org/10.1111/ijtd.12276
Although the practice of transferring vocational education and training (VET) structures internationally has a long tradition, there is still a lack of systematic research in this field. The various theoretical models and empirical approaches applied to analyse the transfer of the internationally very heterogeneous VET systems result in a strong fragmentation of the research landscape. Hence, consolidation and synthesizing efforts in international VET transfer research are required. This study focuses on the empirical research on VET transfer, analysing the impact and the evidential quality of the study results, and their significance. In this systematic literature review, a total of 231 relevant studies were found and of these, 26 studies were selected for full-text analysis based on predefined criteria. These empirical studies were analysed in a two-step procedure. First, the studies were classified into predefined superordinate categories (e.g., year, research objective, method, sample, participating countries, central result). Second, they were analysed in more depth following an integrative framework based on a research pyramid model and a model for assessing the quality of qualitative research. This critical twofold analysis of the current relevant literature indicates that there is extensive research on international VET transfer. So far, this field of research is characterized by case studies with predominantly qualitative designs and analysis methods. More methodological diversity, which includes longitudinal studies and comparative analyses, is important to this field to provide more well-founded research outcomes in the future. These, in turn, could provide practical and political actors with an evidence-based foundation for their decision-making. By identifying the specific strengths and shortcomings of the empirical research on VET transfer, we reveal central desiderata and derive recommendations on how to strengthen future research and evidence-based VET practice.

Vogelsang, B., Röhrer, N., Pilz, M., & Fuchs, M. (2022). **Actors and factors in the international transfer of dual training approaches: The coordination of vocational education and**

training in Mexico from a German perspective. *International Journal of Training and Development*, *26*(4), 646-663. https://doi.org/10.1111/ijtd.12279
The transfer of the German dual vocational education and training to other countries is much discussed. The reduction of youth unemployment, in particular, is considered as a central motive. Similarly, some promoting factors and challenges that influence the transfer of vocational education are already known. The focus of this study is on the reform of the Mexican vocational education system and the facilitating and inhibiting factors faced by the different actors from German-speaking countries involved. The study is based on 22 expert interviews that were analysed using qualitative content analysis. The results show that there are factors that have both a positive and a negative impact on transfer in Mexico.

Zhu, S., Meyer, W., & Röhrig, S. (2022). **The typology of vocational education and training cooperation between Germany and China**. *International Journal of Training and Development*, *26*(4), 709-724. https://doi.org/10.1111/ijtd.12283
Germany and China have been engaged in a wide range of vocational education and training (VET) cooperation activities since the 1980s. To clarify what organizations have been involved and what project types exist within VET cooperation, a semistructured survey had been conducted for collecting data. By this approach, 99 VET project profiles with 258 organizations related were detected. To analyse these projects and organizations, the 'general key factor model of sustainability' is used to structure the analysis framework. In this framework, 'cooperation type', 'content type' and 'project duration' were considered as the three fundamental criteria for further categorization. On this basis, seven cooperation types were created by the organizations involved, three content types were established by the goal of the project and three project duration were distinguished by the time planned for the project. The result shows that governmental organizations are the main actors who play a major role in the Sino-German VET cooperation. However, numerically, German private organizations participated more in VET cooperation rather than Chinese private organizations. Civil social organizations show no significant function. Meanwhile, different cooperation types show different projects' emphasis: Type G (Governmental) projects focus on building or promoting on the organization level; Type G + P (Governmental + Private) projects tend to objectives on the individual and system level; Type G + C (Governmental + Civil) projects occur more often at an individual level; Type G + P + C (Governmental + Private + Civil) projects tend to pursue goals on organizational or system level.

Zlatkin-Troitschanskaia, O., & Pilz, M. (2022). **Internationalization of vocational education and training—Advances and developments**. *International Journal of Training and Development*, *26*(4), 581-584. https://doi.org/10.1111/ijtd.12292

Réussite scolaire

Guterman, O., & Gill, E. (2023). **Differences between Students of Jewish and Arab Origin in Reasons for Deciding to Study**. *Education and Urban Society*, *55*(1), 119-137. https://doi.org/10.1177/00131245211027366
Academic studies play a central role in determining socioeconomic status in Western society. Nevertheless, most research had focused on factors of academic achievement and paid less attention to factors of actual registration for academic studies. Reasons for choosing to enrol in academic studies are particularly important for understanding

majority and minority group differences in rates of registration for such studies and helping promote ethnic groups. The present research, conducted with undergraduate students in Israel, examined differences between students of Jewish and Arab origin in terms of their reasons for undertaking studies. First, qualitative interviews were held with 50 students from the two groups about their reasons for choosing to study. Based on thematic analysis of the interviews, a quantitative questionnaire was developed. It was administered to 367 students from the two groups. The data indicate several differences between the groups, but also reveal opposite directions of correlations in the two groups, corresponding with different family situations. Some possible explanations are suggested for the associations of the groups, family status, and reasons for studying, and the theoretical and methodological implications of these associations are discussed.

Ménard, B. (2022a). **Parcours et réussite en DUT : les résultats de la session 2021**. *Note Flash du SIES*, (31), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-dut-les-resultats-de-la-session-2021-88072
Près de huit néo-bacheliers 2018 inscrits en DUT sur dix obtiennent leur diplôme après deux ou trois années d'études, réussite qui varie selon les caractéristiques sociodémographiques des étudiants et les disciplines.

Ménard, B. (2022b). **Parcours et réussite en licence : les résultats de la session 2021**. *Note Flash du SIES*, (30), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-licence-les-resultats-de-la-session-2021-88069
Près de la moitié (46 %) des bacheliers 2017 inscrits en 1ère année de licence à la rentrée suivante ont obtenu leur diplôme en 3 ou 4 ans, réussite qui varie selon les disciplines et les caractéristiques sociodémographiques des étudiants.

Riant, M. (2022). ***Effet de la méthode en classe puzzle sur la motivation, l'autorégulation et les performances en mathématiques : une recherche longitudinale en lycée professionnel*** (Phdthesis, Université Grenoble Alpes). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03857265
Cette thèse évalue dans quelle mesure apprendre en classe puzzle (Aronson & Patnoe, 2011) impacte les trajectoires de motivation et d'autorégulation ainsi que les performances en mathématiques des élèves de lycée professionnel. Comme la motivation et l'autorégulation sont au cœur de la réussite scolaire (Dent & Koenka, 2016), il est crucial de construire des environnements en classe propices à leur développement. Selon Slavin (2014), le travail coopératif qui structure fortement l'interdépendance positive et les responsabilités individuelles dans les groupes est profitable aux apprentissages des élèves. A ce titre, la méthode en classe puzzle initialement conçue pour structurer la coopération via les ressources d'apprentissage peut également être bénéfique. Pourtant, les preuves de l'efficacité de cette méthode sur les apprentissages, la motivation et l'autorégulation sont inconsistantes. Certains auteurs ont suggéré que la classe puzzle est plus efficace quand les élèves apprennent ainsi pendant plusieurs mois (Roseth et al., 2019). Dans cette thèse, nous avons suivi sur deux années scolaires 5226 lycéens professionnels répartis dans trois conditions d'apprentissage : en coopération structurée (classe puzzle), en coopération peu structurée et en condition habituelle. Les résultats de cette thèse ne montrent aucune différence de trajectoires de motivation et d'autorégulation entre les trois conditions. Cependant, alors que les élèves n'ont pas mieux performé dans les premiers mois qui ont suivi l'expérimentation, un an plus tard, les

élèves ayant appris en classe puzzle avaient de meilleures performances que ceux de la condition habituelle. Les résultats de cette thèse révèlent aussi qu'une bonne fidélité d'implémentation de la classe puzzle a peu modéré son impact. De plus, contrairement aux résultats de Roseth et al. (2019), quel que soit le niveau d'attitudes coopératives des élèves, la classe puzzle n'a pas eu d'effets sur l eur motivation, leur autorégulation et leurs performances. Nous observons toutefois que les trajectoires de motivation et d'autorégulation différaient selon les conditions et le niveau initial en mathématiques des élèves. Alors que chez les élèves faibles ayant appris en classe puzzle et en coopération peu structurée ces trajectoires diminuaient au fil du temps, celles des élèves faibles qui ont travaillé de manière habituelle étaient stables, voire augmentaient. En conclusion, le travail coopératif ne semble pas être bénéfique à la motivation et à l'autorégulation des élèves les plus faibles.

Valeurs

Audidière, S., & Janvier, A. (2022). ***«Il faut éduquer les enfants…»: l'idéologie de l'éducation en question***. Consulté à l'adresse https://books.openedition.org/enseditions/41131
La phrase «il faut éduquer les enfants…» sonne simultanément comme une évidence, une injonction et un idéal. Il semble évident d'adhérer à ce qui semble même un invariant anthropologique. L'ouvrage propose pourtant une autre perspective grâce à des études philosophiques et historiques s'appuyant sur deux grandes périodes : un long XIXe siècle marqué par la révolution et l'émancipation, qui génère la figure centrale de l'école, et un XXe siècle travaillé par l'extrême violence et l'inquiétude sur l'humain. Révélant les contradictions ou les failles des appareils éducatifs, l'ouvrage engage une démarche philosophique critique sur «l'idéologie de l'éducation» qui commande, depuis deux ou trois siècles au moins, nos façons d'apprendre, de socialiser, d'aider à grandir et de former les petits d'humains dans des institutions déterminées (la famille et l'école avant tout) et suivant des représentations et des catégories précises (la catégorie d'enfance, en premier lieu).

Conseil de l'Union européenne. (2022). ***Recommandation du Conseil sur l'apprentissage au service de la transition écologique et du développement durable***. Consulté à l'adresse https://eur-lex.europa.eu/legal-content/FR/TXT/HTML/?uri=CELEX:32022H0627(01)&from=EN
Alignée sur les travaux de l'Unesco concernant l'éducation au développement durable pour 2030, cette recommandation (juin 2022) entend faire de l'apprentissage au service de la transition écologique et du développement durable l'un des domaines prioritaires des politiques et des programmes d'éducation et de formation. Elle vise aussi à doter apprenants et enseignants des connaissances, compétences et attitudes nécessaires pour vivre, travailler et agir en vue de contribuer à la durabilité environnementale.

European Centre for the Development of Vocational Training. (2022). ***Work-based learning and the green transition***. Consulté à l'adresse https://data.europa.eu/doi/10.2801/69991

Gentès, D. (2022). **La mise à l'épreuve de la diversité dans un projet d'éducation à l'art et à la culture avec des collégiens**. *TrOPICS*, (11), 49-60. https://doi.org/10.26171/tropics_1103

Jaoul-Grammare, M., & Stenger, A. (2022). **Quel rôle joue l'éducation dans les préoccupations environnementales ?** *Cereq Bref*, *417*(1), 1-4. https://doi.org/10.57706/CEREQBREF-0417
Plusieurs études et rapports internationaux ont mis en valeur le rôle central de l'éducation dans la sensibilisation des populations à la préservation de l'environnement. L'enquête Génération 2013, intégrant un questionnaire ciblé sur le développement durable, permet d'apporter un nouvel éclairage. Ce Céreq Bref s'intéresse aux facteurs éducatifs, mais aussi socio-économiques et géographiques qui influent sur les préoccupations environnementales des jeunes. Au-delà du degré de sensibilisation, ce sont surtout les types de problématiques écologiques qui semblent différer selon le niveau de diplôme.

Lemoine, L., & Schneider, B. (2022). **Les représentations de la diversité à l'école dans la littérature jeunesse**. *TrOPICS*, (11), 11-26. Consulté à l'adresse https://tropics.univ-reunion.fr/accueil/numero-11/i-parcours-et-representations/lise-lemoine-benoit-schneider-les-representations-de-la-diversite-a-lecole-dans-la-litterature-jeunesse

Pontanier, É., & Husser, A.-C. (2022). **La laïcité scolaire à La Réunion : une créolisation de la loi de 2004 ?** *TrOPICS*, (11), 77-89. https://doi.org/10.26171/tropics_1105

Sander, E., Marcoux, G., Wyss, A., Naud, S., Scheibling-Sève, C., Gros, H., & Gvozdic, K. (2022). **Conceptions intuitives des notions de justice et de liberté : résultats d'une étude au collège dans le cours d'enseignement moral et civique**. *Recherches en éducation*, (49). Consulté à l'adresse http://journals.openedition.org/ree/11383
Le développement de la pensée critique en tant que compétence transversale est devenu un enjeu éducatif dans de nombreux pays. Plus encore, il semble, aujourd'hui, crucial de préparer les élèves, en tant que membres déjà actifs de la société et citoyens de demain, à porter un regard critique, au sens d'avoir une opinion éclairée, sur les valeurs proposées par la société dans laquelle ils sont insérés. En France, il existe un programme d'enseignement moral et civique qui a pour ambition de servir cet ob-jectif. Cependant, il apparaît de plus en plus clairement que les conceptions intuitives peu-vent entraver la réflexion et les prises de décisions quant aux questions de société. Dans ce cadre, améliorer ses connaissances des conceptions existantes de notions essentielles en éducation citoyenne telles que la justice et la liberté devrait permettre d'aller au-delà de ces idées premières et de faire évoluer les perspectives, favorisant ainsi le développement de l'esprit critique. C'est l'objet de l'étude sur lequel porte cet article.

Sulzer, E. (2022). **La responsabilité sociétale des entreprises face à la transition écologique**. *Céreq Bref*, (430), 1-4. https://doi.org/10.57706/CEREQBREF-0430
Pour les entreprises, la transition écologique prend souvent la forme de la contrainte réglementaire. Mais qu'en est-il des leviers non contraignants d'écologisation, tel celui de la « responsabilité sociétale des entreprises » (RSE) ? Comment mobilisent-elles cette démarche fondée sur l'engagement volontaire ? Dans le cadre du projet de recherche C>Terre, le Céreq s'est intéressé à la façon dont la RSE peut constituer un cadre d'appropriation par les entreprises de la question environnementale.

Taddei, F. (2022, novembre 20). **Débat : Repenser la citoyenneté pour mieux entendre la jeunesse ?** Consulté 23 novembre 2022, à l'adresse The Conversation website: http://theconversation.com/debat-repenser-la-citoyennete-pour-mieux-entendre-la-jeunesse-189660
Pour faire entendre la voix des jeunes dans la sphère publique, ne faut-il pas passer de la citoyenneté à la « planetizenship » ? Réflexions alors qu'on célèbre le 20 novembre les droits de l'enfant.

Valette-Wursthen, A. (2022). **Transition écologique : l'État peut-il orienter l'action des secteurs professionnels ?** *Céreq Bref*, (429), 1-4. https://doi.org/10.57706/CEREQBREF-0429
Comment les secteurs professionnels, au travers de leurs branches, anticipent-ils l'écologisation des emplois et des compétences ? Une des manières de l'évaluer est de se pencher sur les contrats d'Engagements de Développement des Emplois et des Compétences (ou EDEC) que les branches signent avec l'État. Comment ces contrats, destinés à soutenir leur effort d'anticipation des mutations économiques, intègrent-ils la transition écologique ? L'étude C>Terre du Céreq s'est intéressée aux EDEC signés dans trois secteurs : l'économie sociale et solidaire, le commerce et le BTP. Face aux enjeux écologiques, tous les secteurs ne se mobilisent pas de la même façon.