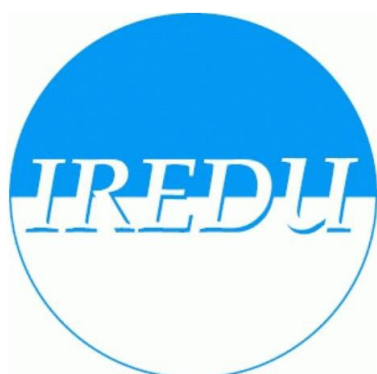


Veille de l'IREDU



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Acquisition de compétences

Albandea, I. (2022). **The vignettes method for evaluating the social skills recruiters expect.** *International Journal of Lifelong Education*, 41(3), 366.
<https://doi.org/10.1080/02601370.2022.2077851>

This study proposes a way of evaluating the importance recruiters ascribe to certain social skills. In an increasingly competitive recruitment setting, the qualities employers seek are often psychological and relational and not always associated with applicant's actual education and training. If skills of this kind are to be enhanced in order to gain entry into the world of work, then the question arises as to how they are developed in the course of education. With this in view, the vignettes method, which is still little used in France, involves asking recruiters to assess fictitious CVs indicating certain characteristics of young higher-education graduates and in particular certain social skills. This paper runs through the stages of compiling effective vignettes. The contributions and limitations of this method are set out and discussed in light of the results obtained.

Bahr, P. R., Chen, Y., & Columbus, R. (2023). **Community College Skills Builders: Prevalence, Characteristics, Behaviors, and Outcomes of Successful Non-Completing Students Across Four States.** *The Journal of Higher Education*, 94(1), 96-131.
<https://doi.org/10.1080/00221546.2022.2082782>

This study investigates community college skills builders—students who enroll for a short time, take courses concentrated in career and technical education (CTE), are highly successful in their coursework, but typically leave college without a postsecondary credential. Drawing on administrative data from Colorado, Ohio, Michigan, and California, we use k-means cluster analysis to identify a distinct group of skills builders in each state. We analyze their prevalence, characteristics, course-taking, and educational and labor market outcomes. We then develop criteria that state systems or individual institutions can use to identify skills builders in their student populations. Skills builders comprised similar proportions of students in each state, between 11 and 14 percent, and were qualitatively similar across states. Their average earnings were flat or trending downward prior to college but reversed after college, rising at a statistically significant rate. Fields of study and certificate completion rates among skills builders varied across states. Identifying skills builders will strengthen state and institutional efforts to communicate student successes that cannot be measured with credential completions, while also equipping institutions with the information needed to better serve skills builders.

Bekkouche, Y., Hougbedji, K., & Koussihouede, O. (2022). **Rainy days and learning outcomes: Evidence from Sub-Saharan Africa** (Working Paper N° DT/2022/07). Consulté à l'adresse DIAL (Développement, Institutions et Mondialisation) website:
<https://econpapers.repec.org/paper/diawpaper/dt202207.htm>:

We combined information on daily rainfall at school locations and standardized test scores to study how learning outcomes at primary schools are affected by precipitation during school days in Sub-Saharan Africa. Our results suggest that student test scores are lower in schools that are exposed to more rainy days during the academic year. Students in locations that had more rainy school days are also more likely to experience grade repetition. We tested the mechanisms through which rainfall affects learning outcomes in our study area and found that teachers are more likely to be absent in locations with

more rainy school days. We discuss the implications of these results and draw attention to policy options to mitigate learning loss during rainy school days.

Benzitoun, C. (s. d.). **Orthographe : les élèves font deux fois plus de fautes que leurs parents**. Consulté 15 décembre 2022, à l'adresse The Conversation website: <http://theconversation.com/orthographe-les-eleves-font-deux-fois-plus-de-fautes-que-leurs-parents-196311>

Selon une étude du ministère, la baisse du niveau en orthographe s'accélère en fin de primaire. Les accords et la conjugaison posent particulièrement problème aux élèves.

Burchinal, M., Pianta, R., Ansari, A., Whittaker, J., & Vitiello, V. (2023). **Kindergarten academic and social skills and exposure to peers with pre-kindergarten experience**. *Early Childhood Research Quarterly*, 62, 41-52. <https://doi.org/10.1016/j.ecresq.2022.07.012>

Pre-kindergarten (pre-k) is thought to have both direct and indirect effects on children's outcomes in early elementary school. Direct pre-k effects consistently include moderate to large gains in academic skills and sometimes include increases in problem behaviors that affect acquisition of skills in school. Indirect pre-k effects assume that having more pre-k attenders in classrooms motivates teachers to provide more challenging instruction and provide children with more academically skilled, but perhaps behaviorally challenged peers with whom they interact. To date, these indirect effects have not been carefully examined. This study used a district-wide cohort study of a pre-k program (n = 2572 children, 482 kindergarten classrooms) to examine whether the proportion of children in kindergarten classrooms with pre-k experience related to gains in children's academic, executive function, and social skills during kindergarten. Results indicated that schools with more pre-k attenders served more children from low-income families and children of color. The quality of instruction in classrooms with more pre-k attenders was rated as slightly higher in terms of instructional support and focus on abstract learning when school composition was not considered. Teachers reported less focus on teachers-parent coordination of home learning in classrooms with more pre-k attenders. Children with more classmates who attended pre-k, regardless of their own pre-k attendance histories, showed slightly larger gains in vocabulary and inhibitory control skills but also showed smaller increases in ability to manage frustration. When taken together, findings may indicate that peers influence young children's verbal and social skills, but do not support speculation that increasing pre-k exposure would improve reading or math skills overall or lead to more externalizing behavior problems.

Ching, B. H.-H. (2023). **Inhibitory control and visuospatial working memory contribute to 5-year-old children's use of quantitative inversion**. *Learning and Instruction*, 83, 101714. <https://doi.org/10.1016/j.learninstruc.2022.101714>

This study examined the hypothesis that general cognitive resources moderated 5-year-old children's performance differences between the Concrete Identical and the Pure Quantity conditions on inversion problems ($a + b - b$) but not on standard problems ($a + b - c$). Study 1 (N = 104) showed that children who experienced higher visuospatial working memory burden performed significantly poorer in solving the inversion problems in the Pure Quantity condition than in the Concrete Identical condition, whereas those who experienced lower working memory burden showed no such difference. Study 2 (N = 194) demonstrated that children with lower levels of inhibitory control solved significantly fewer inversion problems in the Pure Quantity condition than in the Concrete

Identical condition, whereas no such difference was found in children with higher levels of inhibitory control. These findings suggest that inhibitory control and visuospatial working memory may support children's use of quantitative inversion.

Djennadi, L., Benguerna, M., & Gardelle, L. (2022). **La place des compétences transversales dans la formation des ingénieurs en Algérie.** *Les Cahiers du Centre de recherches en économie appliquée pour le développement*, (38 (04)), 91. Consulté à l'adresse <https://shs.hal.science/halshs-03434750>

On évoque de plus en plus les compétences transversales depuis une décennie dans le monde de l'éducation et de la formation, en Algérie et ailleurs. En théorie, elles sont considérées comme essentielles dans toutes les formations, et en particulier dans les formations d'ingénieurs du fait de leur vocation professionnalisante. Basé sur une enquête qualitative menée entre 2018 et 2020 et constituée de l'analyse des curricula et d'une campagne d'entretiens avec des enseignants et des responsables pédagogiques dans trois écoles d'ingénieurs algériennes, cet article ambitionne d'identifier les différentes compétences transversales visées par les écoles d'ingénieurs en Algérie. Il vise également à saisir les objectifs et les enjeux recherchés à travers la mise en place de ces compétences à travers les discours les acteurs interviewés. Cette étude montre que les écoles introduisent des compétences transversales afin de former des ingénieurs généralistes mais leur pourcentage reste faible et leur présence timide. Elle montre aussi que l'environnement dans les écoles n'est pas vraiment capacitant et met en lumière le problème du manque de moyens (humains et financiers) dans les écoles d'ingénieurs algériennes pour pleinement atteindre les ambitions de formation exprimées.

Elliott, L., Votruba-Drzal, E., Miller, P., Libertus, M. E., & Bachman, H. J. (2023). **Unpacking the home numeracy environment: Examining dimensions of number activities in early childhood.** *Early Childhood Research Quarterly*, 62, 129-138. <https://doi.org/10.1016/j.ecresq.2022.08.002>

A growing body of research has examined parents' practices to support their young children's number learning at home, that is, the home numeracy environment. Many of these studies focus on formal and informal domains of numeracy activities, which are inconsistently defined and related to children's math learning. In this study, we explore dimensions of the home numeracy environment and examine their relations with children's math skills among a sample of 4-year-old children and their parents over the course of 1 year. Parents reported on the frequency of 21 numeracy activities when children were 4 and 5. Exploratory and confirmatory factor analyses revealed a 2-factors solution: number-related play activities and use of educational materials with numbers. Frequency of play with numbers was positively related to children's ability to solve applied math problems at age 5, controlling for prior number skills, child age, and socioeconomic status. In contrast, neither measure of the home numeracy environment predicted symbolic number knowledge or non-symbolic number sense when controlling for covariates. These findings underscore the need to differentiate between factors of the home numeracy environment and to develop clear theoretical definitions of these factors.

Eteve, Y., Nghiem, X., & Chaaya, C. (2022). **Les performances en orthographe des élèves de CM2 toujours en baisse, mais de manière moins marquée en 2021.** *Note d'Information*, (22.37). <https://doi.org/10.48464/ni-22-37>

Faber, T. J. E., Dankbaar, M. E. W., Kickert, R., van den Broek, W. W., & van Merriënboer, J. J. G. (2023). **Identifying indicators to guide adaptive scaffolding in games.** *Learning and Instruction*, 83, 101666. <https://doi.org/10.1016/j.learninstruc.2022.101666>

In game-based learning, adaptive scaffolding can enhance the learning of domain-specific skills, known as first-order scaffolding, and self-regulatory skills, known as second-order scaffolding. To design adaptive scaffolding, we need indicators that identify learning opportunities. Therefore we investigated how indicators of performance and self-regulation relate to overall game performance in a medical emergency simulation game. These indicators have the potential to guide the design of adaptive first-order and second-order scaffolding, respectively. Twenty-six fourth-year medical students played 116 game sessions. Using a multilevel model, we investigated the relationship between overall game performance and a range of online and offline measures. For first-order scaffolding, accuracy, systematicity and thoroughness were found to be valid indicators; for second-order scaffolding, high global self-regulatory scores and frequent monitoring were found to be valid indicators. These indicators can be included in future algorithms for adaptive scaffolding in game-based learning.

Guo, J.-P., Lv, S., Wang, S.-C., Wei, S.-M., Guo, Y.-R., & Yang, L.-Y. (2023). **Reciprocal modeling of university students' perceptions of the learning environment, engagement, and learning outcome: A longitudinal study.** *Learning and Instruction*, 83, 101692. <https://doi.org/10.1016/j.learninstruc.2022.101692>

While researchers have proposed a reciprocal and bidirectional relationship among students' perceptions of their learning environment, engagement, and learning outcomes in college learning, scant research has effectively tested this assertion using longitudinal data. The present study examined this relationship with the use of an auto-/cross-lagged longitudinal structural equation modelling across a lag of 2.5 years. University students' (N = 966) perceptions of the learning environment, engagement, generic skills, and GPA were surveyed and collected at sophomore and senior years. In addition to significant auto-lagged effects, the cross-lagged results showed unidirectional predicting paths from prior perceptions to subsequent engagement, and reciprocal and bidirectional relationship between engagement and generic skills. The results provided partial support for the reciprocity of these variables, and confirmed the important role of engagement in the process of college student learning, which extends previous cross-sectional findings in theoretical meaningful ways.

Heitzmann, N., Stadler, M., Richters, C., Radkowitz, A., Schmidmaier, R., Weidenbusch, M., & Fischer, M. R. (2023). **Learners' adjustment strategies following impasses in simulations - Effects of prior knowledge.** *Learning and Instruction*, 83, 101632. <https://doi.org/10.1016/j.learninstruc.2022.101632>

After impasses, the adjustment strategies learners can use in simulations differ from the ones that are available in real-life situations. An open question is whether learners with different levels of prior knowledge use different strategies to adjust their behavior and whether the chosen adjustment strategy helps their learning. In addition, it is unclear whether adjustment strategies are stable throughout the learning process. To answer these questions, we conducted two studies that both used a medical education simulation in which a learner collaborated with an agent-based radiologist to diagnose patients. In study 1 we found that the adjustment strategy of further evidence generation was only helpful for learners with intermediate prior knowledge whereas the likelihood of an accurate diagnosis decreased for learners with low or high prior knowledge. In

Study 2, we found three relatively stable clusters: reflective learners, variable learners, and evidence generators, thus offering the potential for adaptive scaffolding.

Holtzman, D. J., Quick, H. E., & Keuter, S. (2023). **Math for 2s and 3s: The impact of parent-child math activities on parents' beliefs and behaviors and young children's math skill development.** *Early Childhood Research Quarterly*, 62, 163-174. <https://doi.org/10.1016/j.ecresq.2022.07.015>

Mathematics knowledge and skills are critical for success in school and beyond. Professional interest in the role parents play in young children's math development has been increasing, but there is still relatively little rigorous research on this topic, especially for children younger than 4 years old and as compared with research on parents' role in literacy development. This study provided parents of 2- and 3-year-old children with a 12-week series of simple, fun math activities to do with their children and used a randomized controlled design to examine whether the program had effects on parents' ideas and beliefs about math for young children, their math interactions with their children, and the children's learning outcomes. The sample consisted of 358 families who were randomly assigned to receive the early math activity program, which was delivered via text messaging, or not. Findings indicated that the program strengthened parents' beliefs that math was important for young children, increased their engagement in math activities with their child (particularly while they were receiving the program), and enhanced children's skill in subitizing, a foundational early math concept. The program did not significantly affect children's skill levels in other math domains, parents' own math self-efficacy, or parent and child outcomes not related to math.

Hontvedt, M., Prøitz, T. S., & Silseth, K. (2023). **Collaborative display of competence: A case study of process-oriented video-based assessment in schools.** *Teaching and Teacher Education*, 121, 103948. <https://doi.org/10.1016/j.tate.2022.103948>

This paper presents a case study of process-oriented assessment in a Norwegian secondary school. We investigate the teachers' design of a process-oriented and video-based assessment, shedding light on how student collaboration and competence was displayed and made assessable in video-recorded group assessments. The results reveal that, although this is a highly complex assessment format, student group videos can be integrated within process-oriented assessment in ways that allow for assessing students' collaborative work.

Husmann, P. R., & Smith, T. C. (2022). **Do Students Know What They Think They Know?: Evaluating the Relationships between Online Practice Questions, Knowledge Monitoring, and Course Outcomes.** *College Teaching*, 70(4), 482-492. <https://doi.org/10.1080/87567555.2021.1981213>

Previous research has shown the value of retrieval practice and metacognitive awareness for student success. The present research evaluated the use of online question modules, in relationship to examination and final course grades, to encourage the development of these skills in undergraduate anatomy. The results demonstrated trends in both questions completed and metacognitive awareness for final grades and grades on the first set of examinations. However, no association was found between the number of questions completed and the percent of questions on which the student was metacognitively aware. This suggests additional instruction or scaffolding is needed to improve these modules.

Jacob, E. (2022). **La professionnalité émergente des ingénieurs généralistes en France au prisme de l'apprentissage de la gestion de projet : le cas de la formation des élèves à l'école Centrale de Marseille** (Theses, Aix-Marseille Université). Consulté à l'adresse <https://hal.archives-ouvertes.fr/tel-03889065>

Jeong, S., & Feldon, D. F. (2023). **Changes in self-regulated learning profiles during an undergraduate peer-based intervention: A latent profile transition analysis.** *Learning and Instruction*, 83, 101710. <https://doi.org/10.1016/j.learninstruc.2022.101710>

University students often have insufficient strategies to regulate their own learning independently, suggesting the need for adequate support. This study examined developmental changes in students' self-regulated learning (SRL) profiles during their participation in Supplemental Instruction, a peer-based intervention, over the course of a semester and predictive variables of these changes. Latent profile transition analysis of a sample of 352 undergraduates revealed three distinct SRL profiles which emerged identically across time points: competent regulators, self-confident regulators, and goal-oriented regulators. Students in the competent regulators profile were most stable over time, while those in the goal-oriented regulators profile were most malleable, but in a positive sense. Results also indicate that students who attributed SI attendance to mastery goals were more likely to transition beneficially between SRL profiles. The observed predictors of transitions between profiles also highlighted the relative importance of motivational variables as opposed to cognitive-metacognitive variables in accounting for SRL development.

Kaskens, J., Goei, S. L., Van Luit, J. E. H., Verhoeven, L., & Segers, E. (2022). **The Roles of Arithmetic Fluency and Executive Functioning in Mathematical Problem-Solving.** *The Elementary School Journal*, 123(2), 271-291. <https://doi.org/10.1086/721771>

This study is conducted to further understand the direct and indirect contributions of executive functioning (visuospatial updating, verbal updating, inhibition, shifting) and arithmetic fluency to mathematical problem-solving in 458 fourth-grade students. Arithmetic fluency along with visuospatial and verbal updating were significant predictors of mathematical problem-solving at the end of grade 4. When the growth in mathematical problem-solving during grade 4 was analyzed, only arithmetic fluency directly and strongly contributed to students' problem-solving at the end of grade 4. Inhibition and shifting (in combination with inhibition) were indirectly connected to mathematical problem-solving at the end of grade 4 via their arithmetic fluency. Arithmetic fluency plays a critical role and continues to do this in mathematical problem-solving. Furthermore, a decline in importance for visuospatial and verbal updating and increasing importance of inhibition and shifting (combined with inhibition) were found with regard to students' ability to solve mathematical problems during grade 4.

Kowalski, J. R., Lineweaver, T. T., & Novak, K. B. (2022). **Developing Integrative Thinking in Undergraduate Students through an Interdisciplinary General Education Course on Mental Illness.** *College Teaching*, 70(4), 493-505. <https://doi.org/10.1080/87567555.2021.1982856>

Because interdisciplinary thinking is critical to address complex issues, we created and evaluated an interdisciplinary team-taught undergraduate course on mental illness using the kaleidoscope approach. After grounding students in biology, psychology and sociology, we aimed to develop students' abilities to think interdisciplinarily and cultivate their appreciation of the importance of integration. We found that guided integration

practice enhanced students' interdisciplinary abilities, whereas repeated application of these skills emphasized their importance. Future interdisciplinary courses should intertwine both types of experiences to increase the likelihood students develop integration abilities and choose to apply them to solve complex problems facing our world.

Kuter, S., & Sanal-Erginel, S. (2022). **Examination of the core curriculum from the perspective of reference framework of competences for democratic culture: Northern Cyprus case.** *Research Papers in Education*, 37(6), 1119-1141. <https://doi.org/10.1080/02671522.2021.1931948>

This study, conducted within the interpretive paradigm, aimed to understand how democratic education is constructed around the theme of 'responsible and active citizen' in the national core curriculum in Northern Cyprus. An in-depth document analysis was conducted, to examine the extent to which the learning outcomes across the curriculum are aligned with the competence descriptors in the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC). This framework was used as a guide and a tool to obtain a European and global perspective. The findings revealed that there is alignment, to a certain degree, between the learning outcomes and the RFCDC competences. This confirms that some of the major concepts of democratic education are incorporated in the core curriculum. The findings also indicated that in this curriculum, democratic education focuses on knowledge and engagement at a basic level. In doing so, it undermines the experiential side of citizenship learning, and active participation in democratic life. The study also sheds light on the use and nature of the RFCDC.

Laurent, M., Crisci, R., Bressoux, P., Chaachoua, H., Nurra, C., de Vries, E., & Tchounikine, P. (2022). **Impact of programming on primary mathematics learning.** *Learning and Instruction*, 82, 101667. <https://doi.org/10.1016/j.learninstruc.2022.101667>

The aim of this study is to investigate whether a programming activity might serve as a learning vehicle for mathematics acquisition in grades four and five. For this purpose, the effects of a programming activity, an essential component of computational thinking, were evaluated on learning outcomes of three mathematical notions: Euclidean division (N = 1,880), additive decomposition (N = 1,763) and fractions (N = 644). Classes were randomly assigned to the programming (with Scratch) and control conditions. Multilevel analyses indicate negative effects (effect size range -0.16 to -0.21) of the programming condition for the three mathematical notions. A potential explanation of these results is the difficulties in the transfer of learning from programming to mathematics.

Mari, E. (2022). **Potentialités de la robotique pédagogique pour le développement de connaissances spatiales à l'école** (Phdthesis, Aix Marseille Université (AMU), Marseille, FRA.). Consulté à l'adresse <https://hal-amu.archives-ouvertes.fr/tel-03872631>

L'objet de notre recherche est d'étudier l'intégration d'un robot de sol programmable dans le cadre d'un apprentissage de l'espace, au cycle 2 de l'école primaire française, auprès d'élèves de 6 à 7 ans. Nous avons cherché à savoir si le robot favorisait le développement de connaissances spatiales, et à quelle(s) condition(s). À partir des types de tâches spatiales pouvant être rencontrées par des élèves de Cours Préparatoire dans le cadre de leur scolarité, nous avons conçu un test qui nous a servi à comparer les performances d'élèves ayant travaillé ou non avec des robots. Puis nous avons analysé les conditions dans lesquelles ces élèves avaient rencontré plusieurs types de savoirs : des savoirs mathématiques au niveau de l'espace, des savoirs relatifs à la programmation et

à l'algorithmique, mais également des savoirs relatifs à l'artefact. Pour cela, nous avons procédé par étude de cas, à partir d'un outil méthodologique permettant d'analyser à la fois ces savoirs mais également les techniques que les élèves peuvent mettre en œuvre pour résoudre les problèmes qui leur sont proposés, le mode d'intégration du robot, ainsi que les genèses à l'œuvre dans les classes utilisant les robots. Enfin, en mettant ces dernières en relation avec les items du test pour lesquels les résultats étaient significatifs, nous avons constaté que l'entrelacement entre ces savoirs (instrumentaux, spatiaux et informatiques), institutionnalisés au travers de la séquence, ainsi que les changements de positions dans les différents topos et les allers-retours entre micro et méso-espace ainsi permis par le robot, permettent une autre approche des compétences spatiales, tout en favorisant l'appréhension des formes.

McAlpin, E., Levine, M., & Plass, J. L. (2023). **Comparing two whole task patient simulations for two different dental education topics.** *Learning and Instruction*, 83, 101690. <https://doi.org/10.1016/j.learninstruc.2022.101690>

We investigated the effect of two types of whole task patient simulations, role-play and web-based, on learning outcomes for two topics, local anesthesia and non-surgical extractions, in a foundational oral maxillofacial surgery course for second year pre-clinical dental students. Using a 2x2 factorial design, we asked which simulation model allows for deeper cognitive engagement that fosters higher learning outcomes for novices practicing complex skills as a professional, a collaborative role-play simulation (Role-Play Sim), or an individually-paced web-based simulation (Web Sim)? In two studies covering two different topics, we compared the effect of these simulations on 50-item multiple-choice knowledge tests. Participants were randomly assigned to one of four groups: No Sim, Web Sim, Role-Play Sim, or Both Sims. For study 1 covering local anesthesia, there was a statistically significant main effect for the Role-Play Sim, $F(1, 105) = 103.804$, $p < 0.001$, $\eta^2 = 0.497$, but not for the Web Sim, $F(1, 105) = 1.655$, $p = 0.201$. Similarly, for study 2 covering extractions, there was a statistically significant main effect for the Role-Play Sim, $F(1, 108) = 162.362$, $p < 0.001$, $\eta^2 = 0.601$, but not for the Web Sim, $F(1, 108) = 0.072$, $p = 0.798$. The interaction term was not statistically significant in either study. Results suggest that role-play simulations achieved a higher level of learning outcomes than the web-based patient simulation.

Pearson, E. (2022). **So What? Teaching Disciplinary Skills and Purpose with Nontraditional Assignments.** *College Teaching*, 70(4), 541-548. <https://doi.org/10.1080/87567555.2021.1989363>

Helping students recognize the value of humanistic inquiry can be challenging, especially in required courses. This essay presents a solution: an assignment in which students were asked to pitch one of the required readings to Netflix for adaptation. Through close readings of student responses and an analysis of the "so what" component in a later literary analysis essay, I argue that this nontraditional assignment helped students develop disciplinary skills while articulating disciplinary value. This easily adaptable assignment can help instructors increase student motivation, particularly in courses that fulfill departmental and general education requirements.

Rezzi, N., Ponthieu, G., Papon, L., & Pasquier, A. (2021). **Développer les compétences orales et émotionnelles d'élèves de l'école élémentaire par la co-construction de dispositifs d'enseignement innovants.** 92. Consulté à l'adresse <https://hal-amu.archives-ouvertes.fr/hal-03682289>

Dans le cadre d'un dispositif permettant des recherches participatives entre équipes d'enseignants en établissements d'éducation prioritaire et des chercheurs en éducation de la structure fédérative SFERE-Provence (Aix Marseille Université, FED 4238), un collectif s'est créé autour de la langue orale. Celle-ci, est au centre des préoccupations pour lutter contre les inégalités scolaires depuis les années 1970 mais, en France, sa place dans les programmes d'enseignement varie en fonction des politiques menées pour lutter contre l'échec scolaire. Malgré les nombreuses préconisations, la plupart des travaux montrent que l'oral peine à trouver sa place dans les situations d'apprentissage des élèves (Grandaty & Lafontaine, 2016 ; Malec, Peterson & Helshereif, 2017). Du côté des approches métacognitives, les concepts d' « oracy » ou de « discours oral » (Evans & Jones, 2008) renvoient aux opportunités d'écoute et de parole (discussion, jeux, débats, etc.) qui surviennent naturellement et sur lesquelles les enseignants peuvent prendre appui pour développer les compétences orales des élèves. L'oral prend ici une dimension plus dynamique comparable à l'approche anthropologique de l'oralité avec son concept de « parole vivante » (Langlois, 2012). Il s'agit alors d'une réalité complexe reposant sur une interaction des caractéristiques intellectuelles, cognitives, sociales, affectives et corporelles. À l'initiative des enseignants confrontés à la faiblesse des compétences orales de leurs élèves issus d'un milieu socio-économique très défavorisé et formant, pour la plupart, la deuxième génération d'une population immigrée, un dispositif d'enseignement a été pensé pour développer les compétences orales et émotionnelles d'élèves de cycle 3 (9-11 ans). L'analyse conjointe des expériences mises en place par les enseignants de trois classes a fait émerger la question de l'efficacité des formes classiques d'oral (débats ponctuels par exemple) et du manque d'indicateurs précis. Il a donc été co-construit un dispositif d'enseignement basé sur une situation naturelle d'oralité au travers de deux séquences d'Enseignement Moral et Civique. Pour éviter des biais éventuels, les enseignants ont dévolu aux chercheurs la mise en œuvre de ce dispositif en classe centré sur l'identification et l'expression des émotions à l'oral (groupe expérimental) et sur les institutions françaises (groupe contrôle). L'objectif était de tester l'effet du dispositif expérimental sur les compétences orales (lexique, compréhension et production orale) et émotionnelles (intra et inter subjectives) afin d'établir avec les enseignants des indicateurs d'efficacité. Les évaluations ont été faites en deux temps (avant et après le dispositif) au moyen de tests sur le langage oral (ELO, Khomsi, 2001) et d'une échelle de conscience émotionnelle pour enfants (LEAS-C, Bajgar, Ciarrochi, Lane & Deane, 2005). L'analyse des verbatim récoltés lors des séances de travail équipe enseignante- chercheurs montre que l'intégration de situations naturelles d'oral dans un dispositif d'enseignement peut se heurter à certaines réticences. Il s'agit en effet, tout en respectant les programmes d'enseignement, d'aller au-delà des situations scolaires classiques dans lesquelles l'oral est un outil pour apprendre et non un objet à apprendre. L'analyse des résultats des élèves montrent pourtant le bénéfice de pratiques pédagogiques stimulant l'apprentissage dialogique. En effet, les enseignants et les chercheurs ont pu établir des différences significatives de production orale entre le pré et le post dispositif pour le groupe expérimental . Même si les différences entre les deux temps d'évaluation sont significatives pour les deux groupes en ce qui concerne les niveaux de compréhension immédiate et globale, seul le groupe expérimental semble avoir amélioré de façon significative ses compétences en production orale ainsi que ses capacités d'identification et de verbalisation émotionnelle. Ces résultats ont amené les enseignants à s'interroger sur leurs pratiques de l'oral et à demander à l'équipe de chercheurs des ressources théoriques et pratiques sur les compétences émotionnelles et orales via une plate-forme collaborative afin de

mettre en place des dispositifs d'enseignement participant au développement du langage oral et des compétences d'écoute et d'empathie.

Ribeiro, L. (2021). **L'autobiographie d'un autre, une contribution à la construction de soi chez des collégiens d'une banlieue parisienne** (Phdthesis, Université de Strasbourg).

Consulté à l'adresse <https://theses.hal.science/tel-03882200>

Pourquoi se raconter ? Qu'est-ce qui justifie un tel besoin ? Est-ce pour essayer de mieux se connaître et laisser une trace de soi à ses proches, comme Montaigne dans ses Essais (1580), ou bien pour se justifier et se présenter à ses contemporains comme un être unique et singulier, à l'instar de Rousseau avec ses Confessions (1782) ; ou encore pour se confier à une amie imaginaire, comme l'a fait Frank dans son Journal (1947). Entre autres caractéristiques qu'on lui reconnaît ou refuse pour certains, l'autobiographie favorise l'identification et peut avoir une vertu cathartique (Leroux-Hugon, 2014) autant pour le lecteur que pour l'auteur. Si cette thèse a pour matériau et support principal l'étude de textes autobiographiques en classe avec des élèves de troisième, c'est notamment en raison de sa particularité subjective qui le rend parfois complexe et en limite, par la même occasion, le lectorat. Toutefois, derrière cette apparence herméneutique, ce genre est propice à la connaissance de soi, dans la mesure où l'introspection personnelle et initiale de l'auteur convie le lecteur qu'est l'élève, des collégiens dans notre cas, à une réflexion sur lui-même et sur sa personne en particulier. Ce paradigme est d'autant plus important qu'il intervient à un âge aussi instable que l'adolescence, marqué par différentes crises et évolutions (Erikson, 1950) et, par la même occasion, révèle aussi le rapport personnel au savoir (Charlot, 1999). L'enseignement de l'autobiographie, dans des classes de troisième d'un collège REP de la banlieue parisienne, associé à deux autres dispositifs didactiques, donne accès à un autre regard et une autre considération sur soi-même. Nous avons été particulièrement attentifs à l'impact et au sens produit par trois dispositifs didactiques (l'étude de l'autobiographie accompagnée de quatre questionnaires, les débats philosophiques et les ateliers d'écriture), que nous avons mis en place en classe, avec nos propres élèves, en qualité d'enseignante de Lettres et de chercheuse, dans le but d'observer l'expression des rapports à soi et au savoir, d'un échantillon d'élèves de troisième, à travers l'étude de ce genre littéraire qui peut contribuer à la construction de soi de collégiens de la banlieue parisienne.

Rukspollmuang, C. (2022). **Transforming learning for sufficiency economy philosophy and sustainable development through the triangle of living learning lab**. *Asia Pacific Education Review*, 23(4), 595-610. <https://doi.org/10.1007/s12564-022-09804-2>

With recognition to the importance of the royal initiative Sufficiency Economy Philosophy (SEP) as the guiding principle of national development and its role as a main driver to accomplish the UN sustainable development goals (SDGs), Siam University decided to repositioning our institution, education program, and learning ecosystem accordingly. It was agreed that our students needed to learn more about how to apply SEP in practice and that they need to be nurtured and educated more about sustainable development. A research team was then appointed with 2 missions (1) to investigate students' key competencies for sustainability in the 21st Century as needed by students and instructors and (2) to design and propose a model to transform general education program and learning for SEP and sustainable development (SD). A mixed methods approach, using document research, questionnaire, and focus group discussion, was employed. Five domains and 30 characteristics were identified as key competencies for sustainability in

the 21st Century. Needs assessment questionnaire was distributed to 440 students and 160 instructors and analyzed by Modified Priority Needs Index (PNI Modified). It was found that both students and instructors ranked “appreciation, understanding, and commitment to apply the principle of sustainable development (SD) and Sufficiency Economy Philosophy (SEP) in daily life and global/social issues” as first priority (PNI Modified = 0.17, 0.36), “appreciation and preservation of Thai identity and Thai culture” as second (PNI Modified = 0.15, 0.34), and “concern, awareness and understanding global/social issues, and their impacts” as third (PNI Modified = 0.14, 0.28). Results of the study were then used as a basis in designing our general education program. The Triangle of Living Learning Lab model was then proposed as a model to transform GE program and learning for SEP and SD.

Sailer, M., Bauer, E., Hofmann, R., Kiesewetter, J., Glas, J., Gurevych, I., & Fischer, F. (2023). **Adaptive feedback from artificial neural networks facilitates pre-service teachers' diagnostic reasoning in simulation-based learning.** *Learning and Instruction*, 83, 101620. <https://doi.org/10.1016/j.learninstruc.2022.101620>

In simulations, pre-service teachers need sophisticated feedback to develop complex skills such as diagnostic reasoning. In an experimental study with N = 178 pre-service teachers about simulated pupils with learning difficulties, we investigated the effects of automatic adaptive feedback, which is based on artificial neural networks, on pre-service teachers' diagnostic reasoning. Diagnostic reasoning was operationalised as diagnostic accuracy and the quality of justifications. We compared automatic adaptive feedback with static feedback, which we provided in form of an expert solution. Further, we experimentally manipulated whether the learners worked individually or in dyads on the computer lab-based simulations. Results show that adaptive feedback facilitates pre-service teachers' quality of justifications in written assignments, but not their diagnostic accuracy. Further, static feedback even had detrimental effects on the learning process in dyads. Automatic adaptive feedback in simulations offers scalable, elaborate, process-oriented feedback in real-time to high numbers of students in higher education.

Schuster, C., Stebner, F., Geukes, S., Jansen, M., Leutner, D., & Wirth, J. (2023). **The effects of direct and indirect training in metacognitive learning strategies on near and far transfer in self-regulated learning.** *Learning and Instruction*, 83, 101708. <https://doi.org/10.1016/j.learninstruc.2022.101708>

Sommerhoff, D., Codreanu, E., Nickl, M., Ufer, S., & Seidel, T. (2023). **Pre-service teachers' learning of diagnostic skills in a video-based simulation: Effects of conceptual vs. interconnecting prompts on judgment accuracy and the diagnostic process.** *Learning and Instruction*, 83, 101689. <https://doi.org/10.1016/j.learninstruc.2022.101689>

Video-based simulations are considered authentic approximations of practice that can support pre-service teachers' acquisition of diagnostic skills. Still, there is insufficient knowledge on the (differential) effectiveness of different types of prompts on learning in such environments. The presented study experimentally compared the effects of two types of prompts on participants' judgment accuracy and diagnostic processes in a video-based simulation for diagnostic skills in the context of secondary mathematical argumentation skills. The prompts focused learners either on one indicator of argumentation skills (conceptual prompts) or two indicators and their relation (interconnecting prompts). Results indicate that the prompts effectively supported learning in short interventions. While conceptual prompts led to generally higher learning,

interconnecting prompts showed a differential effectiveness based on prior knowledge. Besides highlighting a prototypical video-based simulation for diagnostic skills and prompts to support these, results give indications for teaching diagnostic skills and the adaptive use of prompts for simulation-based learning.

Stevens, E. A., Forsyth, S. R., & Powell, S. R. (2022). **Examining Problem-Solving Schemas and Schema Features in Children's Trade Books.** *The Elementary School Journal*, 123(2), 318-343. <https://doi.org/10.1086/721769>

Teachers and caregivers use children's books (i.e., trade books) to support mathematics learning in school and home settings; shared book reading offers a unique opportunity to support students' understanding of operations and schema development. No prior studies have examined the representations of addition, subtraction, multiplication, and division schemas in trade books. We coded 88 children's books for additive and multiplicative schemas, the position of the unknown information, and features included in the problem-solving scenarios (e.g., single-step vs. multistep). Of the additive schemas, books most often represented join and separate schemas with an unknown end amount. With multiplicative schemas, the equal groups schema was most often represented. We discuss practical implications for using trade books to support schema development and problem-solving competency, and we provide suggestions for authors to better represent a range of schemas and text features to support students' mathematics understanding with more difficult schema concepts during shared reading.

Szumowska, E., Szwed, P., Wójcik, N., & Kruglanski, A. W. (2023). **The interplay of positivity and self-verification strivings: Feedback preference under increased desire for self-enhancement.** *Learning and Instruction*, 83, 101715. <https://doi.org/10.1016/j.learninstruc.2022.101715>

Feedback preference is motivated. In the educational context, two main drivers of feedback preference are the desire for positive evaluation (self-enhancement motive) and the desire for subjectively accurate information (self-verification motive). Whereas the former produces positivity bias, the latter is seen in the preference for feedback consistent with one's established self-perception. Therefore, before the study, we measured participants' self-perception in the social domain. In the laboratory, we presented them with two evaluations of their social abilities: one positive, one negative. We tested participants' preferences for these feedback options under increased self-enhancement motivation. Study 1 showed that participants high (vs. low) on the desire for positive evaluation exhibited an enhanced preference for positive feedback. This was mainly true for participants with positive self-perception. Study 2 showed that under situationally increased self-enhancement motivation, people prefer positive feedback, regardless of its perceived accuracy. The results shed light on how motivation affects feedback processing.

Virion-Gras, I. (2022). **La Réception des métaphores visuelles dans Les Lois de l'été de Shaun Tan: une étude de terrain en maternelle grande section.** *Les Dossiers des sciences de l'éducation*, (47), 103-120. Consulté à l'adresse <https://journals.openedition.org/dse/>

Yang, Y., Zhang, X., & Huo, S. (2023). **Pathways to arithmetic, geometry, and measurement in preschool children: The role of general cognitive and language skills.** *Early Childhood Research Quarterly*, 62, 315-323. <https://doi.org/10.1016/j.ecresq.2022.09.007>

Based on a sample of 138 children aged approximately 5 years in Hong Kong, this study examined how general cognitive and language skills, including working memory, short-term memory, visual-spatial skills, and receptive vocabulary, were associated with young children's performance in arithmetic, geometry, and measurement. The results showed that these cognitive and language skills yielded unique contributions to different domains of mathematical abilities after controlling for children's sex, age, maternal education, paternal education, and family income. Specifically, working memory, visual-spatial skills, and receptive vocabulary were related to arithmetic performance; receptive vocabulary was associated with measurement performance; and short-term memory was related to geometry performance. These findings' implications for theory and practice are discussed.

Zhang, Q., Lin, S., Liu, J., & Zhang, J. (2022). **Role of College Environment on Students' Soft Skills: Achievement Goal Structure.** *College Teaching*, 70(4), 422-432. <https://doi.org/10.1080/87567555.2021.1971603>

The development of undergraduate students' soft skills is crucial because their chances to satisfactorily deal with the demands of various environments and interlocutors increases with the development of their soft skills. Based on the achievement goal theory, this study aimed to examine the role of the school environment in fostering students' soft skills. Structural equation modeling was conducted to examine the relationships between five environmental factors—learning task, teacher support, extracurricular activities, interaction with teachers and peers, and soft skills. These findings positively predicted soft skills in college environments with development and competence growth, for both in-class and out-of-class contexts. In addition, the findings revealed that the most effective methods to facilitate students' soft skills development included supporting extracurricular activities, engaging students in high-order learning tasks, facilitating peer learning, and providing structured guidance.

Aspects économiques de l'éducation

Anderberg, D., Bagger, J., Bhaskar, V., & Wilson, T. (2022). **Marriage market equilibrium with matching on latent ability: Identification using a compulsory schooling expansion** [Working Paper]. Consulté à l'adresse Business School - Economics, University of Glasgow website: https://econpapers.repec.org/paper/glaglaewp/2022_5f11.htm

We use the 1972 UK Raising of the School-Leaving Age (RoSLA) to identify and estimate an equilibrium marriage market model with sorting on academic qualifications and latent ability. Our identification hinges on a RoSLA-induced discontinuity in the distribution of qualifications. We disentangle the contributions of qualification and ability to marital surplus; we find that they are complements. Ability increases the probability of ever marrying; a basic qualification does not. The observed marriage gap between basic qualified and unqualified individuals is entirely due to selection on ability. The RoSLA worsened marital prospects of low ability individuals, through general equilibrium effects.

Andrabi, T., Bau, N., Das, J., & Khwaja, A. (2022). **Heterogeneity in School Value-Added and the Private Premium** (NBER Working Paper N° 30627). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30627.htm>

Using rich panel data from Pakistan, we compute test score based measures of quality (School Value-Added or SVAs) for more than 800 schools across 112 villages and verify

that they are valid and unbiased. With the SVA measures, we then document three striking features of the schooling environment. First, there is substantial within-village variation in quality. The annualized difference in learning between the best and worst performing school in the same village is 0.4 sd; compounded over 5 years of primary schooling, this difference is similar in size to the test score gap between low- and high-income countries. Second, students learn more in private schools (0.15 sd per year on average), but substantial within-sector variation in quality means that the effects of reallocating students from public to private schools can range from -0.35sd to +0.65sd. Thus, there is a range of possible causal estimates of the private premium, a feature of the environment we illustrate using three different identification approaches. Finally, parents appear to recognize and reward SVA in the private sector, but the link between parental demand and SVA is weaker in the public sector. These results have implications for both the measurement of the private premium and how we design and evaluate policies that reallocate children across schools, such as school closures and vouchers.

Bekkouche, Y., HOUNGBEDJI, K., & Koussihouede, O. (2022). **Rainy days and learning outcomes: Evidence from Sub-Saharan Africa** (Working Paper N° DT/2022/07). Consulté à l'adresse DIAL (Développement, Institutions et Mondialisation) website: <https://econpapers.repec.org/paper/diawpaper/dt202207.htm>:

We combined information on daily rainfall at school locations and standardized test scores to study how learning outcomes at primary schools are affected by precipitation during school days in Sub-Saharan Africa. Our results suggest that student test scores are lower in schools that are exposed to more rainy days during the academic year. Students in locations that had more rainy school days are also more likely to experience grade repetition. We tested the mechanisms through which rainfall affects learning outcomes in our study area and found that teachers are more likely to be absent in locations with more rainy school days. We discuss the implications of these results and draw attention to policy options to mitigate learning loss during rainy school days.

Birkelund, J. F., Karlson, K. B., & Yaish, M. (2022). **Life-Cycle Economic Returns to Educational Mobility in Denmark**. *Sociology*, 56(6), 1121-1139. <https://doi.org/10.1177/00380385221090877>

Although most studies of the transition from school to work take a snapshot perspective in examining economic returns to education, such returns evolve over an individual's lifetime. We empirically test a theoretical formulation derived from the cumulative advantage mechanism about enduring life-cycle effects of educational mobility on income. We analyse income trajectories for all Danes born in 1960-1961, and we consider how the welfare state may counteract certain mechanisms of intergenerational transmission that give children with college-educated parents better opportunities in the labour market. We find only small direct effects of parental college attainment on earnings trajectories after we control for offspring college attainment. Thus, schooling acts as a powerful and enduring economic leveller of family background effects in Denmark. Our analyses also show direct effects on trajectories in property income derived from wealth, suggesting that the welfare state has a harder time equalising income from wealth than from earnings.

Borghesan, E., Reis, H., & Todd, P. (2022). **Learning Through Repetition? A Dynamic Evaluation of Grade Retention in Portugal** [PIER Working Paper Archive]. Consulté à

l'adresse Penn Institute for Economic Research, Department of Economics, University of Pennsylvania website: <https://econpapers.repec.org/paper/penpapers/22-030.htm>
High rates of grade retention are a matter of much controversy and debate worldwide. Although some students may learn more with extended classroom time, other students get discouraged and drop out of school. This paper develops and implements a dynamic value-added modeling approach for estimating grade retention effects in Portuguese high schools where over 40% of students were retained. The statistical model is derived from an education production function that describes how knowledge cumulates with sequential years of school attendance, including repeated grades. Model parameters are obtained using simulated method of moments applied to nationwide administrative test score data. The estimated model is used to simulate achievement in math and Portuguese under the existing grade retention and compulsory schooling policies and under alternative policies. Results show that the average impact of the current policy on 12th grade test scores of retained students is positive, 0.2 standard deviations in math and 0.5 s.d. in Portuguese. However, we find that the test score impacts are heterogeneous and roughly one third of students experience learning loss. Retention also significantly increases school dropout, especially for male youth and older students. We compute policy-relevant treatment effects for retention's effects on lifetime earnings, taking into account retention's simultaneous effects on educational attainment, knowledge, and age of labor market entry, and we solve for the optimal retention policy that maximizes average lifetime earnings in the population.

Borgonovi, F., Seitz, H., & Vogel, I. (2022). **Swimming skills around the world: Evidence on inequalities in life skills across and within countries.** <https://doi.org/10.1787/0c2c8862-en>
Being able to swim empowers individuals to make choices, have agency, and be free to choose core aspects of their life, such as working safely on or near water. It is also associated with lifelong health benefits and reduces the risk of drowning. Using data from the Lloyd's Register Foundation World Risk Poll 2019, this paper provides the first global estimates of adults' ability to swim without assistance. Individuals in high-income countries are considerably more likely to report being able to swim without assistance than individuals in low-income countries. Disparities also exist within countries. In particular, women are less likely to be able to swim without assistance than men in virtually all countries, birth cohorts, and levels of education. Investing in reducing inequalities in life skills, such as swimming, can foster economic development and empowerment, especially in light of threats, such as climate change.

Brehm, J., Pestel, N., Schaffner, S., & Schmitz, L. (2022). **From low emission zone to academic track: Environmental policy effects on educational achievement in elementary school** (Ruhr Economic Paper N° 980). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: <https://econpapers.repec.org/paper/zbwrwirep/980.htm>
Low Emission Zones (LEZs) reduce local air pollution by restricting emission-intensive vehicles from accessing designated areas and have been shown to improve population health. Little is known about the effects of driving restriction policies on other areas of life. This paper studies the effects of LEZs on the educational achievements of elementary school students in Germany, measured by secondary-school transition rates. Using school-level data from North-Rhine Westphalia (NRW), Germany's largest federal state, we exploit the staggered adoption of LEZs since 2008 in a difference-in-differences framework. Our results imply that LEZs increased rates of transition to the academic track

by 0.9-1.6 percentage points in NRW. Our findings on the district level for all of Germany confirm the external validity of these findings. Using geo-referenced data from the German Socio-Economic Panel, we provide suggestive evidence that a reduction in the prevalence of respiratory infections is a vital channel through which LEZs affect schooling outcomes.

Cáceres-Delpiano, J., & Giolito, E. (2022). **School Starting Age and the impact on School Admission** (CEMA Working Papers: Serie Documentos de Trabajo. N° 840). Consulté à l'adresse Universidad del CEMA website: <https://econpapers.repec.org/paper/cemdoctra/840.htm>

Using administrative data for Chile, we study the impact of School Starting Age (SSA) on the characteristics of the school of first enrollment. After addressing the usual concerns of endogeneity using minimum age requirements and an RD-design, we uncover gains associated with a delay of school entry at the start of the student's school life. SSA is associated with an enrollment in a school with an approximately 0.1 standard deviations higher average in standardized test scores, an increase of approximately 0.17 years in the average education of the peers' parents, and an increase of 4 percentage points in the probability of being enrolled in a private school. The heterogeneity analysis by parents' education reveals the largest gain in the probability of enrollment in a voucher school among less-educated families. We also show that the impact on school's standardized test scores occurs among girls. This heterogeneity by parents' education and student's gender differs from that reported in previous studies.

Chevalère, J., Cazenave, L., Berthon, M., Martinez, R., Mazenod, V., Borion, M.-C., ... Huguet, P. (2022). **Compensating the socioeconomic achievement gap with computer-assisted instruction**. *Journal of Computer Assisted Learning*, 38(2), 366-378. <https://doi.org/10.1111/jcal.12616>

Background As educational digital technologies are increasingly being used in schools, past research left unanswered the question of these technologies' impact on the socioeconomic achievement gap even when equal access is guaranteed. Objectives The objectives of the present study are to examine whether and how the socioeconomic achievement gap can be reduced through the use of computer-assisted instruction (CAI). Methods We addressed this issue experimentally by comparing CAI to conventional teacher-led classroom instruction with more than 800 middle and high school students from disadvantaged and highly privileged socioeconomic backgrounds in a range of topics. Results and Conclusions Both disadvantaged and highly privileged students taught with CAI outperformed those taught with conventional instruction, thus maintaining the socioeconomic achievement gap constant. However, we also found that disadvantaged students receiving CAI performed as well as highly privileged students receiving conventional teacher-led instruction. Takeaways The positive effects associated with CAI may therefore help compensate the difficulties of students with a disadvantaged background, a still neglected possibility.

Denteh, A., Asare, S., & Senadza, B. (2022). **Is four better than three? The effect of the 4-year high school policy on academic performance in Ghana** (SocArXiv N° jh9q6). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/ofsocarx/jh9q6.htm>

This paper examines the effect of increasing the length of senior high school education on immediate academic performance. We exploit a unique natural experiment that

extended high school duration by one year in Ghana from 2007 to 2009. Following the policy's reversal, the 2009 and 2010 high school entry cohorts experienced exogenously different years of schooling but took the same exit examination in 2013. Using administrative data on the two student cohorts, we find that the extra year of high school substantially increased performance in all subjects. We find the most economically significant improvement in achievement for two core subjects with the lowest historical pass rates—Core Mathematics and Integrated Science. Analysis by gender demonstrates that the policy closed preexisting achievement gaps in favor of female students for Science, Technology, Engineering, and Mathematics (STEM) subjects. The results suggest that relaxing learning time constraints may improve academic achievement and close gender gaps in STEM fields.

Denzler, S., Ruhose, J., & Wolter, S. (2022). « **The Double Dividend of Training** » - **Labor Market Effects of Work-Related Continuous Education in Switzerland** (CESifo Working Paper Series N° 10009). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10009.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.

Dhamija, G., & Sen, G. (2022). **Impact of Early Life Shocks on Educational Pursuits** « **Does a Fade out Co-exist with Persistence?** (Working Paper N° 2022-05). Consulté à l'adresse Shiv Nadar University, Department of Economics website: <https://econpapers.repec.org/paper/alrwpaper/2022-05.htm>

Background: Changes in climatic conditions have increased the variability in rainfall patterns worldwide. A negative rainfall shock faced by children in the initial 1000 days of life and the resulting malnutrition can harm the likelihood of children's survival, overall growth, development of the brain, motor skills, and cognitive abilities, leading to poor performance in education and labor market. While the existing findings about the long-run outcomes are mixed, it is essential to understand the nuances in such an estimation. Methods: Using the exogenous variation in rainfall in India, we estimate the impact of adverse shocks at birth on the cognitive abilities of children at ages 5, 8, 12, and 15, on educational attainments, and the likelihood of studying STEM at higher secondary school. Results: The Young Lives Survey data from Andhra Pradesh, India, presents evidence of the negative impact of rainfall shocks at birth on cognitive abilities from age 5 to 8, attenuating at age 12. Using nationally representative data, while we investigate the impact of adverse rainfall shocks at birth on academic performance measured by the high school grades and STEM choice at higher secondary school, we do not find a persistent impact. Conclusion: We unfold the impact of rainfall shocks on a chain of outcomes connected to long-run educational pursuits, as it helps to identify the most crucial stage for policymaking. Since STEM subjects are strongly associated with the labor market, connecting the association with early life shocks seems to be an essential

addition to the literature. While we find evidence of reduced cognitive abilities in the early years, those do not seem to persist in the long run. The potential sample selection or attrition biases and the estimates of those biases can explain the nuances of estimating the long-run impact of adverse shocks at birth.

Gorard, S., Siddiqui, N., & See, B. H. (2022). **Assessing the impact of Pupil Premium funding on primary school segregation and attainment.** *Research Papers in Education*, 37(6), 992-1019. <https://doi.org/10.1080/02671522.2021.1907775>

Pupil Premium funding has been provided to schools in England since 2011, to reduce socio-economic segregation, and the attainment gap between disadvantaged pupils and their peers. There is little evidence it works. Some stakeholders are now considering whether funding should cease, or have a new objective. Evaluating the impact of such a funding policy is not easy because the relevant outcomes are sensitive to demographic, economic and other concurrent policy changes. These issues are addressed using the National Pupil Database, comparing the poverty gap in primary schools from 2006 to 2019, focusing on pupils who would have attracted Pupil Premium funding, if it existed, in any year and under any economic conditions. After 2010, the segregation of long-term disadvantaged pupils and their peers reduced in Years 1 and 6, and their attainment improved relative to their peers at ages 7 and 11. However, assessments changed after 2014 and this complicates the pattern. A regression model suggests that relative attainment for poor pupils improved markedly in the Pupil Premium era, even in regions like the North of England which have faced criticism for apparently "failing" their poor pupils. We argue for retaining the Pupil Premium policy.

Gurantz, O., & Obadan, A. (2022). **Documenting Their Decisions: How Undocumented Students Enroll and Persist in College.** *Educational Researcher*, 51(8), 524-535. <https://doi.org/10.3102/0013189X221107941>

The absence of federal support leaves undocumented students reliant on state policies to financially support their postsecondary education. We descriptively examine the postsecondary trajectories of tens of thousands of undocumented students newly eligible for California's state-aid program, using detailed application data to compare them to similar peers. In this context, undocumented students who apply and are eligible for the program use grant aid to attend college at rates similar to their peers. Undocumented students remain more likely to enroll in a community college rather than attend a broad-access 4-year college and have higher exit rates from 2-year colleges. However, undocumented students are equally likely to attend the more selective University of California system and across 4-year public colleges have persistence rates similar to their peers, showing that those who do attend 4-year colleges perform well.

Höckel, L. S., & Schilling, P. (2022). **Starting off on the right foot: Language learning classes and the educational success of immigrant children** (Ruhr Economic Paper N° 983). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: <https://econpapers.repec.org/paper/zbwrepep/983.htm>

This study is the first empirical analysis to identify the causal effect of a separate preparatory language learning class on the academic success of newly immigrated primary school-aged children in comparison to their direct integration into regular classrooms. Employing unique administrative panel data from the German federal state Hamburg between 2013 and 2019, we use the quasi-random allocation of refugee

children to neighborhoods and therewith schools to measure the effect of the two educational integration models on standardized test scores and the probability of attending an academic track in secondary school. Our results show that primary school-aged refugees who visit a preparatory class perform significantly worse in standardized test scores in fifth grade. The negative effect is particularly strong for Math and German. They further have a slightly lower probability to attend the academic track. Overall, our results indicate that integrating newly immigrated children directly into regular classrooms fosters their academic achievement more than schooling them first in preparatory classes with a focus on language learning.

Hollingsworth, A., Huang, M., Rudik, I., & Sanders, N. (2022). **A Thousand Cuts: Cumulative Lead Exposure Reduces Academic Achievement** (SocArXiv N° wz73u). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osfsocarx/wz73u.htm>

We study how ambient lead exposure impacts learning in elementary school by leveraging a natural experiment where a large national automotive racing organization switched from leaded to unleaded fuel. We find increased levels and duration of exposure to lead negatively affect academic performance, shift the entire academic performance distribution, and negatively impact both younger and older children. The average treated student in our setting has an expected income reduction of \$5,200 in present value terms. Avoiding said treatment has an effect size similar to improving teacher value added by one-fourth of a standard deviation, reducing class size by 3 students, or increasing school spending per pupil by \$750. The marginal impacts of lead are larger in impoverished, non-white counties, and among students with greater duration of exposure, even after controlling for the total quantity of exposure.

MacrÃ, E., & Migali, G. (2022). **The effect of test anxiety on high stakes exams** (Working Paper N° 365237216). Consulté à l'adresse Lancaster University Management School, Economics Department website: <https://econpapers.repec.org/paper/lanwpaper/365237216.htm>

We run a randomized control trial in an Italian university to study the effect of test anxiety on a high stakes exam. We separate students in two groups and we expose them to two random treatments, silence and music, that influence their level of pre-test anxiety. We measure the variation of test anxiety by observing the difference in individual biomarkers collected before and after the treatments. We find that a reduction in the mean arterial pressure and systolic pressure improve females test scores, and the effect is much stronger if the treatment is silence. For males we do not find any significant effect. Hence, we conclude that test anxiety may help to explain gender differentials in performance.

Muroga, A., Escueta, M., Rodriguez, V., & Brooks Bowden, A. (2023). **An analysis of the costs to provide high-quality and individualized emergent literacy support in pre-K classrooms.** *Early Childhood Research Quarterly*, 62, 206-216. <https://doi.org/10.1016/j.ecresq.2022.08.005>

Emergent literacy skills are a critical base for later academic success. Since gaps in reading skills appear as early as kindergarten, pre-K programs are compelled to increase the quality of whole class literacy instruction and to provide additional personalized support as needed. Given that additional personnel are needed to do both, there is a policy tension: hiring certified specialists that follow an evidence-based approach or utilizing a more affordable option that uses unpaid volunteer instructors where quality

may be mixed. In this study, we explore an alternative emergent literacy model called the Minnesota Reading Corps (MRC) Pre-K Program and analyze its associated costs. The MRC Pre-K model places stipend AmeriCorps members into existing pre-K classrooms and integrates coaching and supervisory support from certified instructors, making enhanced whole-class literacy instruction and at-risk support possible. Using the ingredients method (Levin et al., 2018), we estimate that the average incremental cost per student of the MRC Pre-K Program is approximately \$1,300 per year. We find that the majority of costs are borne by the MRC program (38%), with a much smaller portion of the costs borne by schools (25%), primarily from a reallocation of school staff time. These results demonstrate the opportunity of MRC with trained AmeriCorps members to increase early literacy support at a low-cost to schools.

Rattini, V. (2022). **The Effects of Financial Aid on Graduation and Labor Market Outcomes: New Evidence from Matched Education-Labor Data** (CESifo Working Paper Series N° 10010). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10010.htm

Financial aid decreases the cost of acquiring additional education. By using Italian administrative and survey data on financial aid recipients and exploiting sharp discontinuities in the amount of aid received, this paper identifies the causal effect of aid generosity on college performance and labor market outcomes. The results show that students with a higher cost of college earn more credits each year than those receiving higher financial aid. This gap generates a significant difference in the overall graduation time. No differences emerge in the GPA level or in the probability of working during college. After graduation, lower-aid recipients have a similar probability of continuing to study and of working after college as higher-aid beneficiaries. However, they secure a better job match in terms of working hours and payment but also in terms of skills matching.

Seebacher, M. (2022). **Infrastructure and Girls' Education: Bicycles, Roads, and the Gender Education Gap in India** (Ifo Working Paper Series N° 382). Consulté à l'adresse ifo Institute - Leibniz Institute for Economic Research at the University of Munich website: https://econpapers.repec.org/paper/cesifowps/_5f382.htm

How can infrastructure help to reduce the gender education gap in developing countries? In this paper, I analyze the complementarity of all-weather roads and a bicycle program in Bihar, India, which aimed to increase girls' secondary school enrollment rate. Using Indian household survey data combined with a quadrupledifference estimation strategy, I find that the program's main beneficiaries are girls living at least 3km away from secondary schools whose villages are connected with all-weather roads. Their net secondary school enrollment rate increased by over 87 percent, reducing the respective gender education gap by around 45 percent. I find no effect for girls living in villages without an all-weather road, suggesting that all-weather roads are not just complementary to the bicycle program but a precondition for its success. The findings highlight the importance of well-functioning infrastructure for the accessibility of secondary schools and the empowering of girls in India.

Shores, K., & Steinberg, M. P. (2022). **Fiscal Federalism and K-12 Education Funding: Policy Lessons from Two Educational Crises**. *Educational Researcher*, 51(8), 551-558. <https://doi.org/10.3102/0013189X221125764>

We synthesize and critique federal fiscal policy during the Great Recession and COVID-19 pandemic. First, the amount of aid during both crises was inadequate to meet policy goals. Second, the mechanisms used to distribute funds were disconnected from policy goals and provided different levels of aid to districts with equivalent levels of economic disadvantage. Third, data tools are missing, making it difficult to understand whether funds were used to meet policy goals. Details for these results are provided along with policy recommendations.

Thi Ngoc Ha, N., Spittle, M., Watt, A., & Van Dyke, N. (2022). **A systematic literature review of micro-credentials in higher education: a non-zero-sum game.** *Higher Education Research & Development*, 0(0), 1-22. <https://doi.org/10.1080/07294360.2022.2146061>

This systematic review examines academic literature published between 2012 and 2022 on micro-credential research and practices in higher education. A deductive analysis of empirical evidence from the 29 included articles offers insights into awareness, benefits, challenges, effectiveness, and factors influencing effectiveness of micro-credentials in the sector. The results suggest that there are potential benefits for including micro-credentials in higher education. The findings also highlight that micro-credentials are not a micro task for students to complete or for higher education providers to successfully implement. Micro-credentials in higher education, however, are still at the early stage of development, and further research is required to evaluate their viability and effectiveness in the long term. The review carries implications for micro-credential research and practices.

Value for Money in School Education: Smart Investments, Quality Outcomes, Equal Opportunities. (2022). In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3724> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3724>

Policymaking has always been a matter of making choices, managing trade-offs and balancing multiple goals and priorities to make complex budgetary decisions. Yet, the past few years have seen a rising number of priorities facing policymakers, hence mounting pressure to enhance the efficiency of public spending. There is a strong case for public investment in high-quality education as it leads to a range of economic outcomes as well as broader social outcomes for both individuals and society. But while high-quality education will continue to enable individuals and societies to thrive and recover from disruptions, education ministries will need to rethink the way they invest in education to ensure that education systems deliver greater value for money. Following an introduction laying out the context, this publication first takes stock of the wealth of economic returns and broader social outcomes derived from high-quality education, making the case for continued public investment. It then turns to the examination of smart ways of investing in education and examines key policy levers that can help enhance value for money: governing and distributing school funding to make the most of education investments; achieving educational equity alongside greater efficiency; and planning, monitoring and evaluating the efficient use of school funding.

Bolotnyy, V., Basilico, M., & Barreira, P. (2022). **Graduate Student Mental Health: Lessons from American Economics Departments.** *Journal of Economic Literature*, 60(4), 1188-1222. <https://doi.org/10.1257/jel.20201555>

Brown, E. D., Weaver, Z., Streich, M., Shivde, G., & Garnett, M. (2023). **Cortisol across preschool day relates to teacher ratings of executive functioning for children facing economic hardship.** *Early Childhood Research Quarterly*, 62, 31-40. <https://doi.org/10.1016/j.ecresq.2022.07.006>

Experiences of poverty and racism in early childhood can overburden physiological systems that respond to stress with implications for the development of the prefrontal cortex and related executive functioning. The present study is unique in its examination of basal cortisol output across the preschool day in relation to teacher ratings of executive functioning. Participants were 310 children attending Head Start preschool in the United States, a majority of whom were Black, Hispanic, or Asian Heritage. Salivary cortisol was sampled in duplicate at 4 times across 2 days near the beginning of the school year, resulting in a total of 16 samples per child. Several weeks later, the BRIEF-P teacher rating scale assessed various components of executive functioning. Zero-order correlations suggested that basal cortisol output across the preschool day related to each assessed component of executive functioning, as well as to composite scores. Results of hierarchical linear modeling indicated that higher cortisol across the preschool day related to greater difficulties in overall teacher-reported executive functioning, controlling for child age, birth-assigned sex, race/ethnicity, and family income. Implications concern understanding the impact of stress on executive functioning in the preschool classroom and promoting positive outcomes for children facing adversity.

Fu, Y., Choe, E. M., Lim, H., & Choi, J. (2022). **An Evaluation of Automatic Item Generation: A Case Study of Weak Theory Approach.** *Educational Measurement: Issues and Practice*, 41(4), 10-22. <https://doi.org/10.1111/emip.12529>

This case study applied the weak theory of Automatic Item Generation (AIG) to generate isomorphic item instances (i.e., unique but psychometrically equivalent items) for a large-scale assessment. Three representative instances were selected from each item template (i.e., model) and pilot-tested. In addition, a new analytical framework, differential child item functioning (DCIF) analysis, based on the existing differential item functioning statistics, was applied to evaluate the psychometric equivalency of item instances within each template. The results showed that, out of 23 templates, nine successfully generated isomorphic instances, five required minor revisions to make them isomorphic, and the remaining templates required major modifications. The results and insights obtained from the AIG template development procedure may help item writers and psychometricians effectively develop and manage the templates that generate isomorphic instances.

Gaudreault, F.-A. (2022). **Données et code de réplication pour : Effet non linéaire de la taille des classes sur le développement cognitif et non cognitif de l'enfant - Estimation avec les données de l'Enquête québécoise sur le développement de l'enfant en maternelle de 2012 et 2017** [Data set]. <https://doi.org/10.5683/SP3/SRV0RF>

Code de reproduction pour le mémoire de maîtrise « Effet non linéaire de la taille des classes sur le développement cognitif et non cognitif de l'enfant - Estimation avec les données de l'Enquête québécoise sur le développement de l'enfant en maternelle de 2012 et 2017 ». Voir le fichier ReadMe pour plus de détails.

Goldberg, P., Wagner, W., Seidel, T., & Stürmer, K. (2023). **Why do students exhibit different attention-related behavior during instruction? Investigating effects of individual and context-dependent determinants.** *Learning and Instruction*, 83, 101694. <https://doi.org/10.1016/j.learninstruc.2022.101694>

To determine the success of their instruction, teachers need to rely on observable cues in students' behavior. However, students exhibit different attention-related behavior within one lesson as well as compared with their peers. It is not yet clear to what extent these differences result from the design of classroom instruction and how individual and contextual factors determine students' behavior during instruction. In the present study, we applied a continuous behavior-rating system to 10 classroom videos and based our analysis on 1200 1-s intervals of N = 199 students. Using dynamic structural equation modeling, students' attention-related behavior was primarily determined by contextual factors, stressing the important role of teachers but also the impact of factors that are unique in individual classrooms.

Haberlin, S. (2022). **A Serene Segue: Examining College Student's Perceptions of Starting Classes with Micro-Meditations.** *College Teaching*, 70(4), 509-517. <https://doi.org/10.1080/87567555.2021.1987181>

College students are directly immersed in the Age of Distraction brought on by advances in technology and information overload. During the COVID-19 pandemic, students also reported unprecedented stress and anxiety. In this research, I studied the experiences of 61 undergraduate and graduate students at a private college by starting classes with a brief meditation using a Tibetan Singing Bowl as an "attention bridge" to transition from outside life to classroom instruction. Findings suggest that students believe the pre-class meditation produced states of calmness, helped reset their minds, and created a more supportive learning environment, though a smaller number experienced difficulty with the practice or reported no benefit.

Ikeda, K., Jiang, J., Kakinuma, K., & Tanaka, A. (2023). **Does implicit theory of intelligence moderate judgment of learning-based study time allocation?** *Learning and Instruction*, 83, 101709. <https://doi.org/10.1016/j.learninstruc.2022.101709>

Prior research demonstrated that the theory of intelligence (TOI), which included incremental theory (intelligence is a malleable trait and develops incrementally) and entity theory (intelligence is a fixed and stable trait), affected metacognitive control processes. We focused on metacognitive control processes, such as study time allocation, and examined whether TOI moderated the relationship between judgments of learning (JOLs) and study time allocation (JOL-based study time allocation). In the experiments, participants were asked to remember word pairs and make JOLs during the initial study phase. Subsequently, they restudied these in a self-paced manner. Our results suggest that the TOI did not moderate JOL-based study time allocation. Experiment 1 showed that participants allocated more study time to lower JOLs items in a laboratory setting. Experiment 2 obtained similar results in an online setting. These results suggest that individuals devote more study time to poorly learned (lower JOLs) items, regardless of the TOI.

Jia, C., Hew, K. F., Jiahui, D., & Liuyufeng, L. (2023). **Towards a fully online flipped classroom model to support student learning outcomes and engagement: A 2-year**

design-based study. *The Internet and Higher Education*, 56, 100878. <https://doi.org/10.1016/j.iheduc.2022.100878>

The overarching goal of this design-based research is to develop and evaluate a set of design principles for a fully online flipped classroom to support students' learning outcomes, behavioural, emotional, and cognitive engagement. In a fully online flipped classroom, students are encouraged to complete online pre-class activities asynchronously. But unlike in the conventional flipped approach, students do not subsequently meet face-to-face in classrooms, but rather online synchronously. The testbed involved a conventional flipped class (Cycle 0), a fully online flipped class (Cycle 1), and a refined fully online flipped class (Cycle 2). The results showed that although all three groups of students performed equally well in learning, the refined online flipped model was more effective in supporting students' behavioural engagement in the synchronous online class sessions than the online flipped model. This study contributes to the extant literature by explicating the design principles that support student engagement in fully online flipped learning.

Klusmann, U., Aldrup, K., Roloff-Bruchmann, J., Carstensen, B., Wartenberg, G., Hansen, J., & Hanewinkel, R. (2023). **Teachers' emotional exhaustion during the COVID-19 pandemic: Levels, changes, and relations to pandemic-specific demands.** *Teaching and Teacher Education*, 121, 103908. <https://doi.org/10.1016/j.tate.2022.103908>

We aimed to identify the levels of and changes in emotional exhaustion experienced by teachers and principals during the COVID-19 pandemic and pandemic-related stressors and resources. In a German sample of 2157 teachers and 374 principals, we found high levels and an increase of emotional exhaustion. Results from multi-group structural equation modeling analyses indicated that health concerns and workload were positively and social support negatively related to emotional exhaustion. Additional analyses of an open response question confirmed that teachers and principals experienced their work during the COVID-19 pandemic as predominantly stressful. These results indicate the importance of supporting both teachers and principals in reducing their exhaustion to help students overcome the consequences of the COVID-19 pandemic.

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). **Teachers' Mental Health During the COVID-19 Pandemic.** *Educational Researcher*, 51(9), 593-597. <https://doi.org/10.3102/0013189X221134281>

With an emergence of research investigating the educational impacts of the COVID-19 pandemic, empirical studies assessing teachers' mental health throughout the pandemic have been scarce. Using a large national data set, the current study compares mental health outcomes during the pandemic between pre-K–12 teachers and professionals in other occupations. Further, we compare the prevalence of mental health outcomes between in-person and remote teachers (N = 134,693). Findings indicate that teachers reported a greater prevalence of anxiety symptoms than did those in other professions and that remote teachers reported significantly higher levels of distress than did those teaching in person. We summarize the policy implications of these results.

Lewis, J., & Sireci, S. G. (2022). **Digital Module 30: Validity and Educational Testing: Purposes and Uses of Educational Tests.** *Educational Measurement: Issues and Practice*, 41(4), 81-82. <https://doi.org/10.1111/emip.12533>

This module is designed for educators, educational researchers, and psychometricians who would like to develop an understanding of the basic concepts of validity theory, test validation, and documenting a “validity argument.” It also describes how an in-depth understanding of the purposes and uses of educational tests sets the foundation for validation. We describe the benefits and limitations of educational tests, the concept of validity and why it is important, and the types of validity evidence that should be used to support the use of a test for a particular purpose. We also discuss the need for assessment programs to provide such evidence and how it should be interpreted and documented to use educational assessments to best serve education.

MacrÃ, E., & Migali, G. (2022). **The effect of test anxiety on high stakes exams** (Working Paper N° 365237216). Consulté à l'adresse Lancaster University Management School, Economics Department website: <https://econpapers.repec.org/paper/lanwpaper/365237216.htm>

We run a randomized control trial in an Italian university to study the effect of test anxiety on a high stakes exam. We separate students in two groups and we expose them to two random treatments, silence and music, that influence their level of pre-test anxiety. We measure the variation of test anxiety by observing the difference in individual biomarkers collected before and after the treatments. We find that a reduction in the mean arterial pressure and systolic pressure improve females test scores, and the effect is much stronger if the treatment is silence. For males we do not find any significant effect. Hence, we conclude that test anxiety may help to explain gender differentials in performance.

Martin, A. J., Ginns, P., & Collie, R. J. (2023). **University students in COVID-19 lockdown: The role of adaptability and fluid reasoning in supporting their academic motivation and engagement.** *Learning and Instruction*, 83, 101712. <https://doi.org/10.1016/j.learninstruc.2022.101712>

This study drew on Job Demands-Resources theory and data from 500 Australian university students to investigate the role of COVID-related lockdown, perceived adaptability, and fluid reasoning in students' self-efficacy—and the role of these factors in students' engagement and disengagement. Lockdown was associated with higher disengagement; perceived adaptability was associated with higher self-efficacy; and both perceived adaptability and fluid reasoning were significantly and positively associated with engagement. Self-efficacy significantly mediated the relationship between perceived adaptability and engagement and disengagement, while moderation tests revealed that fluid reasoning yielded a significant positive role for the self-efficacy of students in lockdown. These findings shed light on factors during COVID-19 that are implicated in students' academic development and provide direction for psycho-educational interventions.

McKellar, S. E., & Wang, M.-T. (2023). **Adolescents' daily sense of school connectedness and academic engagement: Intensive longitudinal mediation study of student differences by remote, hybrid, and in-person learning modality.** *Learning and Instruction*, 83, 101659. <https://doi.org/10.1016/j.learninstruc.2022.101659>

In spring 2020, the COVID-19 pandemic thrust nearly 56 million students in the United States into remote education. By fall 2020, states' and school districts' differing public health measures resulted in the adoption of varying COVID-adapted learning modalities (i.e., in-person, remote, and hybrid). Using daily diary data with a nationally representative sample (N = 517, Mage = 14.65 years), we investigated whether

adolescents' academic engagement and connectedness to their teachers and classmates differed by COVID-adapted learning modalities. We also assessed whether adolescent connectedness mediated the link between learning modality and academic engagement. Results revealed that academic engagement and connectedness to teachers and classmates were higher for in-person learners than for students in hybrid and remote learning modalities. Moreover, students' connectedness to classmates and teachers explained the relationship between learning modality and academic engagement.

Pekrun, R., Marsh, H. W., Suessenbach, F., Frenzel, A. C., & Goetz, T. (2023). **School grades and students' emotions: Longitudinal models of within-person reciprocal effects.** *Learning and Instruction*, 83, 101626. <https://doi.org/10.1016/j.learninstruc.2022.101626>

Based on control-value theory, we expected reciprocal associations between school grades and students' achievement emotions. Existing research has employed between-person designs to examine links between grades and emotions, but has failed to analyze their within-person relations. Reanalyzing data used by Pekrun et al. (2017) for between-person analysis, we investigated within-person relations of students' grades and emotions in mathematics over 5 school years (N = 3,425 German students from the PALMA longitudinal study; 50.0% female). The findings from random-intercept cross-lagged modeling show that grades positively predicted positive emotions within persons over time. These emotions, in turn, positively predicted grades. Grades were negative predictors of negative emotions, and these emotions, in turn, were negative predictors of grades. The within-person effects were largely equivalent to between-person relations of grades and emotions. Implications for theory, future research, and educational practice are discussed.

Ranher, C., & Moreland, A. D. (2023). **Adverse childhood experiences, stress, and resilience among early childhood teachers.** *Early Childhood Research Quarterly*, 62, 186-193. <https://doi.org/10.1016/j.ecresq.2022.08.007>

Early childhood teachers play a critical role in supporting young children's cognitive, social, and emotional development. Unfortunately, teachers' abilities to promote young children's well-being can be hindered by their own stress. Teachers can experience both workplace stressors as well as chronic stressors from adverse childhood experiences (ACEs). Very little is known about whether different sources of teacher's stress have independent effects on their functioning. The present study examines whether workplace stress and history of ACEs are unique or redundant predictors of teacher resilience and classroom behavior, including teacher-child interaction quality, child classroom misbehavior, and staff affect regulation. Data were collected from female teachers (N = 718) across 101 childcare centers. Teachers (Mage = 39.26, SD = 13.69) completed self-report assessments on their history of ACEs, workplace stress, and resilience. For a subsample of teachers (n = 58) classroom behavior was observationally coded in the classroom. Controlling for student-teacher ratio and center type, both a higher number of ACEs and workplace stress were associated with lower levels of resilience. Only a history of ACEs was associated with observed teacher-child interaction quality and child classroom misbehavior, not workplace stress. Although there are some limitations to the measurement of retrospective ACEs, the present study offers some promising findings regarding the impact of ACEs on teacher functioning. The present findings suggest that addressing trauma-specific stress is important for early childhood teacher interventions, beyond general relaxation and stress management strategies.

Santos, N. N., Pipa, J., & Vera Monteiro. (2023). **Analysing grade retention beliefs within teachers' psycho-pedagogic beliefs system.** *Teaching and Teacher Education*, 121, 103939. <https://doi.org/10.1016/j.tate.2022.103939>

Teachers have a complex and multidimensional system of socially constructed beliefs that influence their professional practice. Based on self-reported beliefs of 449 Portuguese primary teachers we explored the connectivity between grade retention beliefs and other psycho-pedagogical beliefs using a structural equation model. We also studied the psychological centrality of grade retention beliefs using a latent profile analysis. The results indicated that teachers' grade retention beliefs are maintained within their beliefs system with a high degree of connectivity and centrality, especially when shared by their community. These findings may have implications to the educational policies that aim to reduce retention rates.

Schneeberger McGugan, K., Horn, I. S., Garner, B., & Marshall, S. A. (2023). **“Even when it was hard, you pushed us to improve”:** Emotions and teacher learning in coaching conversations. *Teaching and Teacher Education*, 121, 103934. <https://doi.org/10.1016/j.tate.2022.103934>

We investigate the role of teachers' edge-emotions in coaching conversations. While emotions are common in instructional coaching, they are under-examined in research. This qualitative study examines a particularly emotional coaching event that we facilitated with an experienced mathematics teacher. We use Kerdeman's (2003) framework of being “pulled up short” to describe how the teacher's understanding of her lesson was interrupted, resulting in negative emotions. She was ultimately motivated to transform her practice with our empathy and sustained support. We discuss implications for instructional coaching, particularly how edge-emotions can be leveraged to support teachers' conceptual change.

Shin, E., Smith, C. L., Devine, D., Day, K. L., & Dunsmore, J. C. (2023). **Predicting preschool children's self-regulation from positive emotion: The moderating role of parental positive emotion socialization.** *Early Childhood Research Quarterly*, 62, 53-63. <https://doi.org/10.1016/j.ecresq.2022.07.011>

Guided by the broaden-and-build model, the role that both parent and child positivity play in supporting children's self-regulation was examined. Specifically, parental positive emotional expression and emotion coaching were predicted to moderate the association of children's positive emotions to their self-regulation. Parents rated preschool-aged children's (n = 156) high-intensity and low-intensity pleasure. Parents' positive emotional expression and emotion coaching were coded in an emotion talk task where parents discussed an upsetting event with children. Children's regulation was measured through observed distraction in a frustration task and parental rating of effortful control. Children's high-intensity pleasure was negatively associated with effortful control, whereas low-intensity pleasure was positively related to effortful control. Parents' positive emotional expression when discussing an upsetting event was positively associated with children's distraction and effortful control and moderated the relation of child low-intensity pleasure to distraction. Parents' positive emotion coaching was negatively related to children's effortful control and moderated the relation of children's low-intensity pleasure to distraction. Findings support the idea that parents' socialization of positive emotion is related to children's own low-intensity positive emotion and their

self-regulation during early childhood, which is a foundational period for the development of children's self-regulation.

Soemer, A., Gericke, C., & Schiefele, U. (2023). **Does mind wandering mediate the effects of habitual reading motivation on comprehension?** *Learning and Instruction*, 83, 101693. <https://doi.org/10.1016/j.learninstruc.2022.101693>

The present article reports on a study that examined how individual differences in habitual reading motivation affect a reader's tendency to engage in text-related and text-unrelated thinking during reading. Two-hundred participants read each three texts about finance and meteorology topics and answered comprehension questions afterward. Participants' thoughts during reading were assessed with retrospective ratings and thought samples. Habitual reading motivation was assessed with questionnaires in a separate session prior to reading. Structural equation models fit to this data revealed that more motivated readers reported less mind wandering, more engagement in elaborative thinking and comprehension monitoring, as well as higher topic interest. Furthermore, the beneficial effect of reading motivation on comprehension was partially mediated by mind wandering, elaboration, comprehension monitoring, and interest. Our findings offer a novel explanation for the well-known beneficial effects of reading motivation on comprehension: habitually motivated readers are more likely to engage in text-related thinking and avoid text-unrelated thoughts.

Sweeney, S. M., Sinharay, S., Johnson, M. S., & Steinhauer, E. W. (2022). **An Investigation of the Nature and Consequence of the Relationship between IRT Difficulty and Discrimination.** *Educational Measurement: Issues and Practice*, 41(4), 50-67. <https://doi.org/10.1111/emip.12522>

The focus of this paper is on the empirical relationship between item difficulty and item discrimination. Two studies—an empirical investigation and a simulation study—were conducted to examine the association between item difficulty and item discrimination under classical test theory and item response theory (IRT), and the effects of the association on various quantities of interest. Results from the empirical investigation show that item difficulty and item discrimination are negatively correlated under classical test theory, mostly negatively correlated under the two-parameter logistic model, and mostly positively correlated under the three-parameter logistic model; the magnitude of the correlation varied over the different data sets. Results from the simulation study reveal that a failure to incorporate the correlation between item difficulty and item discrimination in IRT simulations may provide the investigator with inaccurate values of important quantities of interest, and may lead to incorrect operational decisions. Implications to practice and future directions are discussed.

Szumowska, E., Szwed, P., Wójcik, N., & Kruglanski, A. W. (2023). **The interplay of positivity and self-verification strivings: Feedback preference under increased desire for self-enhancement.** *Learning and Instruction*, 83, 101715. <https://doi.org/10.1016/j.learninstruc.2022.101715>

Feedback preference is motivated. In the educational context, two main drivers of feedback preference are the desire for positive evaluation (self-enhancement motive) and the desire for subjectively accurate information (self-verification motive). Whereas the former produces positivity bias, the latter is seen in the preference for feedback consistent with one's established self-perception. Therefore, before the study, we measured participants' self-perception in the social domain. In the laboratory, we

presented them with two evaluations of their social abilities: one positive, one negative. We tested participants' preferences for these feedback options under increased self-enhancement motivation. Study 1 showed that participants high (vs. low) on the desire for positive evaluation exhibited an enhanced preference for positive feedback. This was mainly true for participants with positive self-perception. Study 2 showed that under situationally increased self-enhancement motivation, people prefer positive feedback, regardless of its perceived accuracy. The results shed light on how motivation affects feedback processing.

Tomek, R., & Urhahne, D. (2023). **Testing a model of noise-related stress in school teachers.** *Teaching and Teacher Education*, 121, 103933. <https://doi.org/10.1016/j.tate.2022.103933>
In a cross-sectional study, we examined whether teacher stress and voice fatigue resulting from student noise mediated the relationship between noise sensitivity and noise-related burnout. Based on the simplified model of teacher stress, we collected online data from 159 German elementary and middle school teachers. Results indicated that teacher stress mediated the relationship between noise sensitivity and vocal fatigue; voice fatigue mediated the relationship between stress and noise-related burnout; stress and voice fatigue serially mediated the relationship between noise sensitivity and noise-related burnout. Implications of the findings for teachers are discussed and suggestions for future research are offered.

Weissgerber, S. C., & Rummer, R. (2023). **More accurate than assumed: Learners' metacognitive beliefs about the effectiveness of retrieval practice.** *Learning and Instruction*, 83, 101679. <https://doi.org/10.1016/j.learninstruc.2022.101679>
We doubt the prevailing interpretation of lower Judgments of Learning (JOLs) for testing over rereading to reflect learners' favoritism of an ineffective activity. We argue that JOLs for testing are biased due to a negative feedback effect. In three preregistered experiments (N_{final} = 306), we eliminated the feedback effect by asking students to only imagine learning with the described activities (rereading/testing) after reading a text and by capturing offline-JOLs (off-JOLs = being decoupled from the current learning experience) as a function of an imaginary final test delay (5 min/1 week/2 weeks). In 5-min conditions, off-JOLs consistently reflected no differences between rereading and testing; in 1-week and 2-week conditions, two (of three) experiments demonstrated an advantage of testing over rereading. These results are consistent with actual learning outcomes in an experiment using the same text and activities (Rummer et al., 2017, Exp. 1). Learners' metacognitive judgments resembled actual learning outcomes more accurately than suggested by previous research.

Aspects sociaux de l'éducation

Abello, L., Tripier-Mondancin, O., Roubertie Soliman, L., & Guy, D. (2022). **L'impact des pratiques musicales collectives à vocation sociale en milieu scolaire. Le cas de deux projets en éducation prioritaire.** *Les Dossiers des sciences de l'éducation*, (47), 11-32. Consulté à l'adresse <https://journals.openedition.org/dse/>

Le café pédagogique. (2022, décembre 15). **Qui peut encore acheter près d'un « bon » collègue ?** Consulté 15 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/15/qui-peut-encore-acheter-pres-d-un-bon-college/>

La distribution des ménages entre les secteurs scolaires et l'offre de collège public et privé permet d'activer les stratégies d'évitement.

Ali, S. (2022). **Managing racism? Race equality and decolonial educational futures.** *The British Journal of Sociology*, 73(5), 923-941. <https://doi.org/10.1111/1468-4446.12976>

The Office for Students is now holding UK universities to account for their failures to address racial inequalities, and the Teaching Excellence Framework is bringing the student experience to the fore in assessing higher education institutions. Racial inequalities persist in spite of decades of legislation aiming to promote equality and end discrimination. The paper considers two main areas of racial equalities work, namely, (1) anti-racist and (2) decolonial initiatives. It suggests that the rise of managerialism and in particular, audit cultures, have allowed racism to flourish in spite, or because of, the need to account for equality, diversity and inclusion in global markets for higher education. Auditing requires a focus on identities, and cannot take into account the complex ways in which race, race thinking and racism are maintained in knowledge production. The lack of consensus around what decolonial education should be undermines attempts to produce educational social justice. From a feminist postcolonial perspective, the paper suggests that recentralizing racism and reengaging difference offer an important way to negotiate more just educational futures.

Amico, M. (2022). **Une ethnomusicologie « embarquée » à la Philharmonie de Paris. Recherche et engagement dans les projets musicaux dits « à vocation sociale ».** *Les Dossiers des sciences de l'éducation*, (47), 51-66. Consulté à l'adresse <https://journals.openedition.org/dse/>

Archambault, I., Maltais, C., & Goulet, J. (2022). **Portrait des pratiques collaboratives école-famille-communauté visant le développement des parents de l'école, en lien avec les besoins d'arrimage à la réussite scolaire des enfants placés ou à risque de l'être** (N° 2021-PL-299673; p. 133). Consulté à l'adresse Fonds de recherche Société et culture website: <https://frq.gouv.qc.ca/histoire-et-rapport/portrait-des-pratiques-collaboratives-ecole-famille-communaute-visant-le-developpement-des-parents-de-lecole-en-lien-avec-les-besoins-darrimage-a-la-reussite-scolaire-des-enfants-places-ou-a-risq/>

Collaboration école-famille-communauté auprès des jeunes en situation de placement et suivis par la protection de la jeunesse Les jeunes placés en centre

Asimaki, A., Lagiou, A., & Koustourakis, G. S. (2022). **The impact of school space on primary education art teachers' pedagogical practices: a Bernsteinian approach.** *British Journal of Sociology of Education*, 43(8), 1155-1174. <https://doi.org/10.1080/01425692.2022.2126822>

This article, based on Basil Bernstein's theoretical framework, aims to contribute to the sociological analysis of the impact of space on the formation of the pedagogical practices of the teachers who teach Arts in Primary education. Data were collected using the research methods of observation and interview on a sample of 20 Art teachers in primary education. The most significant findings of this research revealed that school space impacts and affects the pedagogical practices that they implement. When the Arts are taught in traditional classrooms due to lack of an art room in primary school buildings, the teachers' pedagogical practices are visible and characterized by strong classification and framing. When the Arts are taught in the art rooms and in outdoor spaces the teachers' pedagogical practices are characterized by 'weak' classification

and framing and they seem to tend towards the rules of an invisible pedagogical practice.

Baker, G. (2022). **Researching social action through music: challenges and possibilities.** *Les Dossiers des sciences de l'éducation*, (47), 67-80. Consulté à l'adresse <https://journals.openedition.org/dse/>

Baker, R. B., Solanki, S. M., & Kang, C. (2023). **Horizontal and Vertical Racial Segregation in Higher Education: Examining Trends in California Public Colleges.** *The Journal of Higher Education*, 94(1), 60-95. <https://doi.org/10.1080/00221546.2022.2131970>

Conceptualizing and measuring trends in segregation in higher education is difficult as both vertical and horizontal sorting is prevalent and patterns vary across racial groups. In this paper, we measure various trends in racial segregation in California for 20 years. We find significant sorting by race both between and within sectors of higher education, though the overall levels of segregation are lower in California's colleges than they are in California's high schools. These trends have and remained relatively stable over time. We also find important differences between groups. We see that most Latinx-White and Black-White segregation is due to students attending different schools within the same sector, while Asian-White segregation is increasingly due to students attending schools in different sectors. We also find evidence that policy and structural changes, such as opening a new campus, can affect patterns of segregation across and within sectors.

Behizadeh, N. (2023). **Complexities in social justice teacher preparation: A CHAT analysis of a preservice teacher navigating university and school contexts.** *Teaching and Teacher Education*, 121, 103912. <https://doi.org/10.1016/j.tate.2022.103912>

Drawing on cultural-historical activity theory (CHAT), this case study examines obstacles to enacting critical composition pedagogy for a preservice teacher in a suburban, U.S. middle school. The teacher identified as gay, middle-class, gender nonconforming, and White. Analysis revealed interconnected individual and systemic factors presenting challenges to critical pedagogy. These factors included vacillating beliefs about the purpose of school, discomfort with criticality, minimal teacher autonomy, a skills-focused curriculum, excessive testing, and a lack of actionable models. Findings suggest justice-centered teacher preparation must integrate productive dissonance and intersectional identity work. Also, teacher educators should collaborate with schools to create systems supporting criticality.

Bessemoulin, S. (2022). **Un orchestre de jeunes à vocation sociale: le discours public au prisme de l'expérience.** *Les Dossiers des sciences de l'éducation*, (47), 33-50. Consulté à l'adresse <https://journals.openedition.org/dse/>

Birkelund, J. F., Karlson, K. B., & Yaish, M. (2022). **Life-Cycle Economic Returns to Educational Mobility in Denmark.** *Sociology*, 56(6), 1121-1139. <https://doi.org/10.1177/00380385221090877>

Although most studies of the transition from school to work take a snapshot perspective in examining economic returns to education, such returns evolve over an individual's lifetime. We empirically test a theoretical formulation derived from the cumulative advantage mechanism about enduring life-cycle effects of educational mobility on income. We analyse income trajectories for all Danes born in 1960-1961, and we consider how the welfare state may counteract certain mechanisms of intergenerational

transmission that give children with college-educated parents better opportunities in the labour market. We find only small direct effects of parental college attainment on earnings trajectories after we control for offspring college attainment. Thus, schooling acts as a powerful and enduring economic leveller of family background effects in Denmark. Our analyses also show direct effects on trajectories in property income derived from wealth, suggesting that the welfare state has a harder time equalising income from wealth than from earnings.

Borgonovi, F., Seitz, H., & Vogel, I. (2022). **Swimming skills around the world: Evidence on inequalities in life skills across and within countries.** <https://doi.org/10.1787/0c2c8862-en>
Being able to swim empowers individuals to make choices, have agency, and be free to choose core aspects of their life, such as working safely on or near water. It is also associated with lifelong health benefits and reduces the risk of drowning. Using data from the Lloyd's Register Foundation World Risk Poll 2019, this paper provides the first global estimates of adults' ability to swim without assistance. Individuals in high-income countries are considerably more likely to report being able to swim without assistance than individuals in low-income countries. Disparities also exist within countries. In particular, women are less likely to be able to swim without assistance than men in virtually all countries, birth cohorts, and levels of education. Investing in reducing inequalities in life skills, such as swimming, can foster economic development and empowerment, especially in light of threats, such as climate change.

Brown, E. D., Weaver, Z., Streich, M., Shivde, G., & Garnett, M. (2023). **Cortisol across preschool day relates to teacher ratings of executive functioning for children facing economic hardship.** *Early Childhood Research Quarterly*, 62, 31-40. <https://doi.org/10.1016/j.ecresq.2022.07.006>

Experiences of poverty and racism in early childhood can overburden physiological systems that respond to stress with implications for the development of the prefrontal cortex and related executive functioning. The present study is unique in its examination of basal cortisol output across the preschool day in relation to teacher ratings of executive functioning. Participants were 310 children attending Head Start preschool in the United States, a majority of whom were Black, Hispanic, or Asian Heritage. Salivary cortisol was sampled in duplicate at 4 times across 2 days near the beginning of the school year, resulting in a total of 16 samples per child. Several weeks later, the BRIEF-P teacher rating scale assessed various components of executive functioning. Zero-order correlations suggested that basal cortisol output across the preschool day related to each assessed component of executive functioning, as well as to composite scores. Results of hierarchical linear modeling indicated that higher cortisol across the preschool day related to greater difficulties in overall teacher-reported executive functioning, controlling for child age, birth-assigned sex, race/ethnicity, and family income. Implications concern understanding the impact of stress on executive functioning in the preschool classroom and promoting positive outcomes for children facing adversity.

Brusadelli, N. (2022). **«Faire participer les jeunes». La contribution de l'éducation populaire à la socialisation militante juvénile.** *Revue française de pédagogie. Recherches en éducation*, (215), 45-56. <https://doi.org/10.4000/rfp.11718>

Cet article analyse les formes de socialisation militante qui se réalisent au sein des dispositifs de participation juvénile, promus et animés par les principales organisations d'éducation populaire. Il se propose, à partir d'une enquête ethnographique, de

recenser les catégories de perception, de jugement et d'action qui y circulent, mais aussi de montrer par quelles pratiques concrètes et sur la base de quelle offre symbolique – à la fois identitaire et morale – on y promeut « la cause des jeunes ». Ce faisant, l'article donne à voir le type d'engagement qui est façonné et érigé en modèle à travers ces dispositifs, à la fois par les organisations d'éducation populaire et par les pouvoirs publics. Il permet alors d'interroger l'ambiguïté des processus de socialisation politique quand ils se déroulent aux frontières de l'État.

Buckley, J. B. (2023). **From “Cliques” to “Common Ground”: Social Class, Layered Belonging, and Characteristics of Symbolic Boundaries in the Transition From Public High Schools to a Public University.** *The Journal of Higher Education*, 94(1), 8-33. <https://doi.org/10.1080/00221546.2022.2131963>

Using ongoing interviews and focus groups, this longitudinal study examines perceptions of eight students entering a state-serving, public university about the role of social class in identifying symbolic boundaries in different layers of the environment (e.g., from small group to school-wide) in the transition from high school to college. Findings reveal that while diverse students from different, public high schools perceived boundaries in high school that fostered bonding capital, in their transition to higher education, they perceived a difference in the (a) permeability, (b) content, and (c) salience of symbolic boundaries in a public institution, which fostered bridging social capital and an environment conducive to cross-class interaction. In addition, classed microsystem boundaries in high school seemed to cloud mesosystem boundaries, leading to perceptions of lower sense of belonging in high school as a whole. Findings provide insight into ways institutions may work to promote interaction across class diversity and student belonging on campus by adapting classed boundaries within environments.

Bunn, M., Burke, P. J., & Threadgold, S. (2022). **Classed trajectories in higher education and the graduate labour market: affective affinities in a 'meritocracy'.** *British Journal of Sociology of Education*, 43(8), 1273-1287. <https://doi.org/10.1080/01425692.2022.2122936>

In this article, we draw from a recent empirical study to consider how a person's classed trajectory impacts students from different class backgrounds in higher education (HE). Students face rapidly evolving social and academic circumstances and must build reasonable strategies to navigate their trajectory from education to work. In these situational processes, social class becomes emotionally exposed as a durable relational social ordering principle. Affinities with educational and labour market norms provide emotional advantages. To explore the classed nature of accumulated being in Australian HE in the context of widening participation, we examine experiences of access to and participation in HE, and strategies towards entry into the labour market. The movement into, through and out of HE orders and organises classed experience, demonstrating the durability of class in the face of doxic meritocratic choice discourse.

Cabioch, J. (2022, décembre 1). **L'École et les inégalités: Que faire?** Consulté 5 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/01/l-ecole-et-les-inegalites-que-faire/>

Le changement passe par « une repolitisation de la question scolaire et une réflexion à de nouvelles bases ».

Carbonneau, R., Tremblay, R. E., Vitaro, F., Brendgen, M., Boivin, M., Domond, P., & Côté, S. (2023). **Academic Achievement in Grades 1 to 6: Association with Child, Parental and**

Socio-Familial Characteristics 5 Months After Birth. *Early Childhood Research Quarterly*, 62, 304-314. <https://doi.org/10.1016/j.ecresq.2022.09.006>

This exploratory study investigated patterns of children's relative ranking of academic achievement in the classroom from grade 1 to grade 6 and their association with child, parental and socio-familial characteristics assessed 5 months after birth in a population birth-cohort (92% White of European ancestry, N = 1538, 48.1% boys). Using teacher ratings, latent growth modeling revealed four distinct patterns reflecting different levels and developmental courses of relative academic achievement, with each pattern representing between 17.3% and 38.2% of the sample. Twenty-two risk factors from the prenatal period to age 5 months differentiated these longitudinal patterns. In particular, low parental education and family income, male sex, and poor parental behaviors and attitudes towards the child (OR = 1.19–2.53) were associated with a lower trajectory of relative academic achievement. Furthermore, children's patterns of relative academic achievement reflected a gradation in their association with many early risk factors, where children in the lower class differed from their peers in the Moderate-Low class, and the latter from children in the higher classes. Results of the present study show that performance at school entry is a robust indicator of a child's relative academic achievement throughout elementary school. Findings show that many at-risk children can be identified prior to or shortly after birth based on child, parental, and socio-familial characteristics. Preventive interventions aimed at reducing school difficulties should start in early pregnancy, before they lead to negative outcomes culminating in academic failure and potentially to social integration difficulties, as well as health and mental health problems.

Çelik, Ç. (2022). **How tracking gets under the skin: German education system and social consciousness of Turkish descent students in basic secondary school tracks.** *Ethnicities*, 22(6), 904-921. <https://doi.org/10.1177/14687968221083794>

Students of Turkish heritage are overrepresented in basic secondary vocational schools and underrepresented in university-track academic secondary schools in Germany. Macro-level studies analyzing this achievement gap generally focus on the effects of family resources, institutional practices, and discrimination. Yet, the impact of macro-level factors, such as the effects of institutional mechanisms on students' identities, remains relatively unquestioned. Drawing on the ethnicization framework and utilizing in-depth interviews and ethnography, this study examines the social consciousness of a group of male Turkish descent students in German secondary school tracks. The study analyzes the relationship between social consciousness and the broader educational context, suggesting that this relationship involves ethnicized oppositional elements stemming not from culture but from class and ethnic stratifications affirmed and lived out in German schools on a daily basis.

Chevalère, J., Cazenave, L., Berthon, M., Martinez, R., Mazenod, V., Borion, M.-C., ... Huguet, P. (2022). **Compensating the socioeconomic achievement gap with computer-assisted instruction.** *Journal of Computer Assisted Learning*, 38(2), 366-378. <https://doi.org/10.1111/jcal.12616>

Background As educational digital technologies are increasingly being used in schools, past research left unanswered the question of these technologies' impact on the socioeconomic achievement gap even when equal access is guaranteed. Objectives The objectives of the present study are to examine whether and how the socioeconomic achievement gap can be reduced through the use of computer-assisted instruction

(CAI). **Methods** We addressed this issue experimentally by comparing CAI to conventional teacher-led classroom instruction with more than 800 middle and high school students from disadvantaged and highly privileged socioeconomic backgrounds in a range of topics. **Results and Conclusions** Both disadvantaged and highly privileged students taught with CAI outperformed those taught with conventional instruction, thus maintaining the socioeconomic achievement gap constant. However, we also found that disadvantaged students receiving CAI performed as well as highly privileged students receiving conventional teacher-led instruction. **Takeaways** The positive effects associated with CAI may therefore help compensate the difficulties of students with a disadvantaged background, a still neglected possibility.

Chin, M. J. (2022). **The Stability of Families' Revealed Preferences for Schools.** *Educational Researcher*, 51(9), 588-592. <https://doi.org/10.3102/0013189X221125778>

I investigate longitudinal preferences for schools revealed by families' applications to middle and high schools within a large urban school district's universal enrollment system. I find that preferences for schools' racial/ethnic composition are more stable than preferences for quality and proximity to home, even after concurrently controlling for all characteristics. White and Hispanic families' preferences for composition are more durable than those of Black families, though stability overall attenuates when focusing on subgroups. Because preferences are not rigid over time, research and policy might continue exploring whether families can be guided toward options that improve academic outcomes and/or address segregation.

Clayton, A. B., McClay, L. P., Davis, R. D., & Tevis, T. L. (2023). **Considering Both HBCU and PWI Options: Exploring the College Choice Process of First-Year Black Students.** *The Journal of Higher Education*, 94(1), 34-59. <https://doi.org/10.1080/00221546.2022.2131966>

The purpose of this multiple case study was to examine the motivational factors behind Black students' decisions to attend either a historically Black college/university (HBCU) or a predominantly white institution (PWI) when applying to both institutional systems. The study sample included 24 total participants: 12 first-year students from an HBCU and 12 first-year students from a PWI. The primary mode of data collection was one-on-one semi-structured interviews with each participant lasting for approximately one hour. We found in the college choice process, Black students: (a) Discussed College Options with Family and School/Community Members; (b) Learned about HBCUs and PWIs through Tours, Admissions Staff, and Media, (c) Considered Family, Strategy, and Academics in Their Decision to Apply to Both; and (d) Based Final Decision on Affordability, Campus Culture, and Location. Our findings have the potential to inform how practitioners along the educational pipeline can better support Black students' college choice process.

Crutchfield, J., Sparks, D., Williams, M., & Findley, E. (2022). **In My Feelings: Exploring Implicit Skin Tone Bias among Preservice Teachers.** *College Teaching*, 70(4), 469-481. <https://doi.org/10.1080/87567555.2021.1979456>

The Implicit Association Test (IAT) developed by Harvard University has been utilized in teacher preparation for cultural competence. Various versions of the IAT including race and gender based versions are used to raise awareness of student bias and its influences on teaching practice. Through a qualitative exploratory case study, this article introduces the Skin Tone IAT as another meaningful tool for guiding student teachers through an exploration of colorism and implicit skin tone bias. Results demonstrate participants'

increased awareness of their own implicit bias. Implications for teaching practice and other helping professions, research, and pedagogy are explored.

Delval, A.-S. (2022). **Legitimising an unusual choice abroad for privileged students: Swiss hospitality management schools as 'refuge schools'**. *British Journal of Sociology of Education*, 43(8), 1216-1232. <https://doi.org/10.1080/01425692.2022.2122939>

This article aims to bring back into circulation Bourdieu's concept of 'refuge school' to analyse transnational migration for higher education, of privileged students who cannot access the most academically selective institutions. Through the case study of Swiss Hospitality Management Schools (SHMS), I investigate the discursive strategy co-produced by individuals and these institutions to valorise an 'unusual' educational choice abroad. Interviews with staff, alumni and students reveal how SHMS are able to appear prestigious by marketing themselves as the best in their area, unique and elitist. I stress that students' discourses of legitimisation differ according to their home country, which reflects the national hierarchies at play in the field of international higher education. While 'western' students emphasise their personality and emotional intelligence as a perfect fit with the hospitality industry to explain their choice, students from Asia present it as a strategy that affords them a second chance at success.

Domingo-Martos, L., Domingo-Segovia, J., & Pérez-García, P. (2022). **Broadening the view of inclusion from a social justice perspective. A scoping review of the literature.** *International Journal of Inclusive Education*, 0(0), 1-23. <https://doi.org/10.1080/13603116.2022.2095043>

At the present time, it is of interest to promote reflection on educational and social inclusion within a framework of social justice, in order to promote the quality of education. A scoping review approach is adopted from a critical perspective of inclusion, to deconstruct the predominant judgment of educational inclusion and reveal the processes of exclusion and duality that underlie the school environment. A review of the WOS, SCOPUS and ERIC databases was conducted. Seventy-nine articles published in international journals addressing this topic were obtained. Thematic analysis was conducted using the Nvivo software package. The emerging themes include arguments for: rethink to inclusion within the framework of diversity and social justice; arguing the possibilities of inclusion/exclusion depend on various factors and the sociocultural and professional context; calling for greater commitment, ethics and professionalism to meet the challenges of inclusion; denouncing persistent barriers to be overcome; and, finally, calling for new roles and scenarios for support services.

Donnelly, M. (2022). **Non-university higher education: geographies of place, possibility and inequality.** *British Journal of Sociology of Education*, 43(8), 1297-1299. <https://doi.org/10.1080/01425692.2022.2124941>

Ferrández-Ferrer, A., Sanchís-Ramón, M.-J., & La Parra-Casado, D. (2022). **Emerging discourses on education and motherhood with Roma women.** *Ethnicities*, 22(6), 943-962. <https://doi.org/10.1177/14687968221120683>

Previous research has highlighted different factors that limit educational success and continuity in Roma children and young adults, outlining both those linked to cultural identity and those derived from structural racism, which also affect the education system. The aim of this study is to understand how gender influences education for Roma women in Spain and to identify possible changes and/or continuities for formal education and

motherhood in their discourses. This research is based on a qualitative methodology, encompassing 19 interviews with Roma women aged between 18 and 67 and residents in the province of Alicante, Spain. The results show that Roma women consider education as something relevant and should not be abandoned. Success at school is not understood as an element of assimilation, nor as something incompatible with Roma identity. Quite the opposite, studying is perceived as a strategy to obtain a better job in the future, but also as a project for personal development and growth, as well as an empowerment tool, both inside and outside the community. Nonetheless, educational continuity requires not only changes in its assessment by the Roma community, but also interventions on the structural barriers that prevent balancing life and studies when a woman is already a mother.

Gambou, A., & Bowao, C. (2022). **L'émancipation de soi par le savoir : l'école est-elle encore le lieu d'émancipation de l'Homme ?** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343249896?utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_35153&utm_medium=email&utm_content=lienTitre

Gardner-Neblett, N., De Marco, A., & Ebright, B. D. (2023). **Do Katie and Connor tell better stories than Aaliyah and Jamaal? Teachers' perceptions of children's oral narratives as a function of race and narrative quality.** *Early Childhood Research Quarterly*, 62, 115-128. <https://doi.org/10.1016/j.ecresq.2022.07.014>

While seminal research suggests that White teachers are more likely to judge the oral narratives of Black children less favorably than stories told by White children, less attention has been paid to the role of narrative quality in the perceptions teachers form of these complex discourse skills. Further, few studies have examined the extent to which Black and White teachers differ in their perceptions of children's oral narrative skills. To address these gaps in the literature, the current study used mixed methods to investigate the role of narrative quality in Black and White teachers' perceptions of children's oral narrative skills. We presented teachers with a higher-quality narrative and a lower-quality narrative as told by hypothetical children with stereotypical Black or White names. We asked teachers to rate the narratives along several indicators and share their impressions of the child storytellers. Results indicated that Black and White teachers rated Black and White children's narratives similarly for the higher-quality narratives, but differed in their ratings when the narratives were of lower quality. While there were similarities in the impressions Black and White teachers formed of the child storytellers, there were qualitative differences in how Black and White teachers described their impressions of the child storytellers, particularly for the lower-quality narratives. Given the importance of children's oral narrative skills for literacy development, the implications for instruction, professional development, and workforce diversity are discussed.

Gopalan, M., & Lewis, M. M. (2022). **K-12 Civil Rights Complaints: A Nationwide Analysis.** *Educational Researcher*, 51(9), 584-587. <https://doi.org/10.3102/0013189X221130056>

Very little is known about the complaint investigation process in the Office for Civil Rights, despite its scope and reach. We examine key parameters (number and types of complaints received, types of resolutions, average time of resolution) of civil rights complaints nationwide over a 20-year period (1999-2019). We find that 10%-40% of all districts receive at least one discrimination-related complaint each year. We also find that complaints are filed at significantly higher rates in large districts and districts with a

high percentage of Black students, even after controlling for other structural factors, such as average socioeconomic status and locale.

Gorard, S., Siddiqui, N., & See, B. H. (2022). **Assessing the impact of Pupil Premium funding on primary school segregation and attainment.** *Research Papers in Education*, 37(6), 992-1019. <https://doi.org/10.1080/02671522.2021.1907775>

Pupil Premium funding has been provided to schools in England since 2011, to reduce socio-economic segregation, and the attainment gap between disadvantaged pupils and their peers. There is little evidence it works. Some stakeholders are now considering whether funding should cease, or have a new objective. Evaluating the impact of such a funding policy is not easy because the relevant outcomes are sensitive to demographic, economic and other concurrent policy changes. These issues are addressed using the National Pupil Database, comparing the poverty gap in primary schools from 2006 to 2019, focusing on pupils who would have attracted Pupil Premium funding, if it existed, in any year and under any economic conditions. After 2010, the segregation of long-term disadvantaged pupils and their peers reduced in Years 1 and 6, and their attainment improved relative to their peers at ages 7 and 11. However, assessments changed after 2014 and this complicates the pattern. A regression model suggests that relative attainment for poor pupils improved markedly in the Pupil Premium era, even in regions like the North of England which have faced criticism for apparently "failing" their poor pupils. We argue for retaining the Pupil Premium policy.

Gottfried, M., & Fletcher, T. (2023). **Who has a same race or ethnicity teacher in kindergarten? Comparing disparities in access for students with and without disabilities.** *Early Childhood Research Quarterly*, 62, 229-238. <https://doi.org/10.1016/j.ecresq.2022.08.008>

Research suggests students of color benefit from having a teacher of the same race or ethnicity. However, despite literature on the benefits of matching with same race or ethnicity teachers, little attention has been paid to who has access to these demographic matches, and no work has yet to identify who receives a match at the start of formal schooling – namely, kindergarten. Furthermore, little research has examined this for students with disabilities. To address these gaps in identifying disparities in access, we examined a nationally representative sample of kindergarten students with (N = 12,510) and without disabilities (N = 3050), where students of racial or ethnic minority groups are 18% Black, 24% Hispanic, and 9% Asian American. We found that across all models, students of color, especially Black students, were less likely than White students to have a teacher of the same race or ethnicity. Black students with disabilities were the least likely of any racial or ethnic demographic group to have a teacher of the same race or ethnicity. Implications are discussed.

Gurantz, O., & Obadan, A. (2022). **Documenting Their Decisions: How Undocumented Students Enroll and Persist in College.** *Educational Researcher*, 51(8), 524-535. <https://doi.org/10.3102/0013189X221107941>

The absence of federal support leaves undocumented students reliant on state policies to financially support their postsecondary education. We descriptively examine the postsecondary trajectories of tens of thousands of undocumented students newly eligible for California's state-aid program, using detailed application data to compare them to similar peers. In this context, undocumented students who apply and are eligible for the program use grant aid to attend college at rates similar to their peers. Undocumented

students remain more likely to enroll in a community college rather than attend a broad-access 4-year college and have higher exit rates from 2-year colleges. However, undocumented students are equally likely to attend the more selective University of California system and across 4-year public colleges have persistence rates similar to their peers, showing that those who do attend 4-year colleges perform well.

Hall, T., Bassok, D., Doromal, J. B., & Markowitz, A. J. (2023). **A director like me: Teacher-leader racial/ethnic match and job outcomes in child care centers.** *Early Childhood Research Quarterly*, 62, 369-384. <https://doi.org/10.1016/j.ecresq.2022.10.004>

The leaders of child care centers shape the everyday experiences of child care teachers, who play a critical role in supporting young children. While research has linked leadership to policy-relevant outcomes such as teacher job satisfaction and turnover, little is known about specific leader characteristics linked to teacher job outcomes. In K-12, one key factor associated with increased job satisfaction and lower turnover is teacher-principal racial/ethnic match, however there is no evidence to date on how teacher-leader racial/ethnic match relates to teacher job outcomes in child care settings. Using data from a sample of 1,011 teachers at child care centers in Virginia, this study documents the prevalence of teacher-leader racial/ethnic match. We estimate associations between racial/ethnic match and teachers' views of leadership, job satisfaction, turnover intentions, and turnover after six months. Although two-thirds of child care teachers experienced racial/ethnic match with their child care center leader, Black and Hispanic teachers were far less likely to experience racial/ethnic match than White teachers. We did not find significant associations between racial/ethnic match and teacher job outcomes after adjusting for covariates. We discuss potential explanations, directions for future research, and implications for policy.

Hamilton, W., Duerr, D. E., Hemphill, C., & Colello, K. (2023). **Techno-capital, cultural capital, and the cultivation of academic social capital: The case of adult online college students.** *The Internet and Higher Education*, 56, 100891. <https://doi.org/10.1016/j.iheduc.2022.100891>

The current study examines the role of cultural capital and techno-capital in the academic social capital formation process, focusing on adult online college students (N = 725) enrolled at a private not-for-profit university in the US. Multiple regression results indicated that cultural capital predicted behavioral integration, an important means through which academic social capital is cultivated; yet, techno-competency, a subscale of techno-capital, predicted the ways in which students perceived their own integration. The findings lend support to the notion that students with higher levels of cultural capital enact academic engagement because they have a better understanding of the "rules of the game," but techno-capital enables individuals to mobilize a particular set of skills and their socialized understanding of the online context to extract value and realize the benefits from academic engagement.

Hussain, S. (2022). **Ethnic desegregation and 'resegregation' in northern English schools.** *Ethnicities*, 22(6), 882-903. <https://doi.org/10.1177/14687968211044016>

This article discusses findings on inter- and intra-ethnic friendship choices among Pakistani, Bangladeshi and white students within three schools characterised by varying ethnic composition and levels of diversity. Although many participants perceived ethnically diverse schools positively, students commonly described the majority of their friends and, in particular, close friends, as belonging to the same ethnic group. Pakistani

and Bangladeshi students, although often homogenised as South Asian within academic studies on school segregation, were far more conscious of their own and the others' cultural distinction than discussed by literature on ethnic minority and in particular Muslim youth. The findings demonstrate how presenting ethnic minority concentrations as self-segregated or re-segregated can mask the everyday realities of students, who navigate racism, whether subtle or explicit, and find safe and accepting spaces to express their ethnic identities. Through using students' own accounts of negotiating such challenges, this article adds to our understanding of young peoples' experiences of multi-ethnic school settings.

Ibekwe-Okafor, N., Sims, J., Liu, S., Curenton-Jolly, S., Iruka, I., Escayg, K.-A., ... Fisher, P. (2023). **Examining the relationship between discrimination, access to material resources, and black children's behavioral functioning during COVID-19.** *Early Childhood Research Quarterly*, 62, 335-346. <https://doi.org/10.1016/j.ecresq.2022.09.005>

Systemic racism and discriminatory practices continue to disproportionately expose Black children and families to less than optimal health and economic resources. COVID-19 sheds existing light on how longstanding systemic inequalities affecting Black children and families create racial disparities in accessing material resources. The purpose of this study (N = 704 Black caregivers) is to better understand the relationship between experiences of racial discrimination, access to material resources (i.e., health-promoting resources and economic resources), and Black children's behavioral functioning during the pandemic. Through the application of ordinary least squares regression analysis, we find that inadequate material resources (both health-related risks and economic hardship) during the pandemic were associated with heightened caregiver report that their child was frequently fussy or defiant (externalizing) and frequently anxious or fearful (internalizing). The study found no significant links between caregivers' experiences of discrimination during the pandemic and children's behavioral functioning. However, the study found a significant link between caregivers' concern for their children's experiences of discrimination and their children's externalizing behaviors. Findings from this study offer an important contribution to understanding how factors rooted in systemic racism—access to material resources—and experiences of discrimination affect Black children's well-being during COVID-19.

Keep, E., Tomlinson, M., & Mann, A. (2022). **The death of human capital? Its failed promise and how to renew it in an age of disruption.** *British Journal of Sociology of Education*, 43(8), 1288-1296. <https://doi.org/10.1080/01425692.2022.2124942>

Koniewski, M., & Hawrot, A. (2022). **Are single-sex schools more effective than the coed ones? The effect of single-sex schooling on achievement among female adolescents in Catholic schools.** *Research Papers in Education*, 37(6), 907-928. <https://doi.org/10.1080/02671522.2021.1886318>

This study inquired into the effect of single-sex schooling on achievement of female adolescents. It used national examination data of 4,787 Polish female students (10 cohorts) attending single-sex and co-educational Catholic schools. We tested two sets of partially contradictory predictions derived from two different theoretical models explaining how and why achievement of female students in the two types of school may differ. The results of cross-classified random-effects regression models showed that after controlling for initial student and school differences female adolescents attending all-girls schools scored higher on the lower-secondary school exam in science and the

humanities in comparison to those who attended co-educational schools. However, the difference was statistically significant only for science. The results were fully consistent with neither of the two adopted theoretical models, although provided more support for the one drawing upon peer effects. Although the effect of 17% of the exam scores standard deviation could be considered small, it appeared in the results of a high-stakes exam. Since the examination results were the main criterion for admission to the next-stage school, attending an all-girls school might significantly affect future educational career and job opportunities of young women.

Ktenidis, A. (2022). **En/counters with disablist school violence: experiences of young people with dwarfism in the United Kingdom.** *British Journal of Sociology of Education*, 43(8), 1196-1215. <https://doi.org/10.1080/01425692.2022.2122940>

This paper explores the first-hand accounts of disablist school violence experienced by young people with dwarfism during their secondary education in the United Kingdom. A narrative, qualitative methodology was utilised, which turned nineteen young people with dwarfism into the storytellers of their schooling experiences. Drawing together a poststructuralist approach to bullying and Critical Disability Studies, it presents and discusses stories of physical, cultural and systemic violence they experienced, as well as their resistance to it. In doing so, it challenges dominant discourses around disability and school violence, including the representation of disabled young people as 'passive victims' of school violence or disability being the trigger of such violence. Finally, it provides a sociological analysis of such violence, shifting the focus from the individualistic blame to the cultural, institutional and systemic underpinnings of such violence and the role of disablism in its perpetuation.

Laot, F. F., & de Lescure, E. (2022). **Former pour militer : enjeux, matrices et formes.** *Revue française de pédagogie. Recherches en éducation*, (215), 5-19. Consulté à l'adresse <http://journals.openedition.org/rfp/11653>

Introduction Selon le Dictionnaire historique de la langue française (Rey, 2000), le verbe « militer » est emprunté au latin « militare », « être soldat », et signifie « faire la guerre », par extension, au xvii^e siècle, il prendra une valeur abstraite, « témoigner en faveur de quelque chose », pour devenir sous la Révolution « agir, lutter pour une cause ». Le participe passé « militant » adjectivé prendra une connotation religieuse dans l'expression « Église militante » qui servira à dési...

Loader, R. (2022). **Shared spaces, separate places: desegregation and boundary change in Northern Ireland's schools.** *Research Papers in Education*, 37(6), 1097-1118. <https://doi.org/10.1080/02671522.2021.1931947>

Education in Northern Ireland continues to be organised along denominational lines, with more than 90% of pupils attending separate Catholic or de facto Protestant schools. Since 2007, an initiative known as 'shared education' has operated in the region to provide opportunities for pupils from separate schools to meet and learn together on a regular basis. This involves the formation of collaborative partnerships between Catholic and Protestant schools to deliver joint classes and activities for mixed groups of pupils. One of shared education's objectives is to create more porous boundaries between schools and thereby provide the conditions for relationship-building between pupils. Mindful of this aim, the current study explores to what extent, and how, shared education alters social and spatial practices that sustain division in educational settings. To do so, it adopts Tilly's (2004) typology of social boundary mechanisms as a framework for

analysing qualitative data collected with 60 pupils in two shared education partnerships. The research identifies instances where boundaries are formed or intensified through shared education, as well as where they are relaxed and reduced, and examines in particular how the emplacement of encounter contributes to this variation in social boundary change.

Maire, Q. (2022). **International capital and social class: a sociology of international certification in French urban school markets.** *British Journal of Sociology of Education*, 43(8), 1175-1195. <https://doi.org/10.1080/01425692.2022.2114427>

The internationalisation of educational trajectories has emerged as a new form of cultural capital in education systems. Research suggests that the 'international capital' offered by language enrichment programs has become appropriated primarily by middle- and upper-class families investing in new forms of educational distinction. However, little is known about the appeal of international capital to different class fractions. In this paper, I draw on Bourdieu's theory of class and administrative data on French students and schools to examine the role of international certification in class practices of school choice. The analysis reveals that specific fractions of the upper-middle and upper classes are over-represented in schools offering international certificates. I use the findings to discuss the role of family resources and education system structures in the making of educational strategies. I conclude by highlighting the importance of empirically grounded analyses of the sociological significance and limits of international capital in education.

Mampaey, J., & Huisman, J. (2022). **The reproduction of deficit thinking in times of contestation: the case of higher education.** *British Journal of Sociology of Education*, 43(8), 1233-1249. <https://doi.org/10.1080/01425692.2022.2122941>

In the sociology of education, opponents of deficit thinking would be seen as important change agents, potentially inspiring radical policy change aimed at reducing systemic discrimination of specific sociodemographic groups. That is, contestation of deficit thinking can in theory lead to its destruction. In this paper, we argue that contestation can be overruled or downplayed via public discourses. From a discourse-historical approach, we illustrate how contestation was attenuated in the context of ethnicity in Flemish higher education in the period 1985–2020. We show how a variety of discursive processes eventually marginalize anti-deficit narratives in mass media texts, even though these stances were dominant at certain moments. The major contribution of our study is that it highlights important discursive mechanisms underlying the reproduction of deficit thinking in times of contestation.

Maurel, O. (2022). **De l'enfant protégé à l'enfant corrigé: ou comment l'humanité est devenue maltraitante.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74810

L'humanité s'est mise à corriger ses enfants en les frappant, probablement à partir du néolithique. Elle a ainsi rompu avec le comportement propre aux chasseurs-cueilleurs qui, aujourd'hui encore, partout dans le monde, ne frappent jamais les enfants. Comment un tel changement s'est-il produit dans un domaine aussi essentiel que la relation éducative ? Pourquoi n'a-t-on jamais prêté attention à cette rupture majeure dans l'évolution de l'humanité et à ses conséquences ? Réfléchir sur cette question éclaire fortement notre passé, notre présent et l'évolution de chacun de nous.

Mavoungou, B. P. (2022). **Lycéennes et sciences en Afrique : rapports aux savoirs scientifiques des lycéennes au Gabon : une sociohistoire**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=75544

McCrorry Calarco, J., Horn, I. S., & Chen, G. A. (2022). **"You Need to Be More Responsible": The Myth of Meritocracy and Teachers' Accounts of Homework Inequalities**. *Educational Researcher*, 51(8), 515-523. <https://doi.org/10.3102/0013189X221111337>

How do teachers account for homework-related inequalities? Our longitudinal ethnographic study reveals that, despite awareness of structural inequalities in their students' lives, elementary- and middle-school teachers' practices centered the myth of meritocracy. They treat struggles with math homework as products of students' and (particularly in elementary grades) parents' insufficient responsibility, effort, and motivation. These interpretations then justify homework practices that reinforce inequalities, including assigning homework that exceeds what students can complete independently and rewarding/punishing students based on homework. We discuss implications for debates about homework and the dangers of meritocracy myths and offer recommendations for more equitable alternatives.

Moalic-Minnaert, M. (2022). **(Re)penser les dispositifs internes de formation dans les partis pour mieux intégrer les classes populaires : des processus et des effets contrastés au NPA et à LO**. *Revue française de pédagogie. Recherches en éducation*, (215), 21-31. <https://doi.org/10.4000/rfp.11663>

Cet article explore l'hypothèse d'un rôle central des dispositifs partisans de formation dans l'explicitation de l'inégale capacité de deux organisations relevant des « gauches de la gauche » – Lutte ouvrière (LO) et le Nouveau parti anticapitaliste (NPA) – à intégrer pleinement les militants des classes populaires à leurs instances dirigeantes respectives. Entre prise en charge individualisée des militants et mise en place d'une filière formative adaptée aux dispositions des classes populaires, les organisations prennent en charge de manière différenciée la difficulté des militants socialement défavorisés à tirer profit des séquences formatives magistrales. À travers l'étude des systèmes formatifs et de leur articulation à d'autres normes partisans, l'article s'efforce d'analyser les trajectoires internes différenciées des militants des classes populaires.

Morris, J. E., Parker, B. D., & Negrón, L. M. (2022). **Black School Closings Aren't New: Historically Contextualizing Contemporary School Closings and Black Community Resistance**. *Educational Researcher*, 51(9), 575-583. <https://doi.org/10.3102/0013189X221131504>

Whereas increased scholarly attention is focusing on contemporary school closings, noticeably absent is the placement of this scholarship within the historical context of Black people's social experiences. This paradigm shift would reveal a much longer history that has had devastating consequences for Black people. In this article, we identify five waves of Black school closings and provide contemporary case studies that reveal an ongoing pattern resulting in the destabilization of Black communities across time and space. Despite persistent attacks on these institutions, our analyses capture Black people's resistance and agency in maintaining their communities and schools. In

addition to providing policy implications, we further suggest the term Black community-killing as a theoretical way of thinking about the consequences of school closings.

Mozziconacci, V. (2022). **Une conscience émancipée dans un corps maussade ? Quand une pédagogie engagée féministe fait face à un (dés)engagement étudiant.** *Revue française de pédagogie. Recherches en éducation*, (215), 71-83. <https://doi.org/10.4000/rfp.11778>

Cet article vise à confronter et à mesurer l'écart entre deux récits d'une même expérience de pédagogie critique féministe aux États-Unis : celle d'une professeure, bell hooks (Gloria Watkins), et celle de « son » étudiant, Gary Dauphin. Que se produit-il lorsque l'engagement enseignant et l'engagement étudiant entrent en conflit ? Je tenterai de répondre en analysant une divergence entre les discours des deux protagonistes : là où bell hooks souligne l'importance de la pratique de la liberté par la conscientisation, le rôle central de la « conscience critique et [de l']engagement », Gary Dauphin, quant à lui, répète que ce sont les limites de son corps qui ont déterminé la situation, un corps « maussade », inerte et renonçant.

Murray, L., Jennings, S., Perry, H., Andrews, M., De Wilde, K., Newell, A., ... Cooper, P. J. (2023). **Effects of training parents in dialogic book-sharing: The Early-Years Provision in Children's Centers (EPICC) study.** *Early Childhood Research Quarterly*, 62, 1-16. <https://doi.org/10.1016/j.ecresq.2022.07.008>

Shared picture-book reading is well-recognized as beneficial for children's early language development, especially where "dialogic book-sharing" techniques are used. Possible benefits of dialogic book-sharing to other aspects of child development have been little investigated, and it has not been widely studied in European populations. We conducted a randomized trial of dialogic book-sharing in Children's Centers in the UK, with parents of 2- to- 4-year-old children, hypothesizing that it would benefit parenting and a range of child developmental outcomes. Intervention group parents (n = 110) received 7, weekly, group training sessions, and control parents (n = 108) the usual center input. Parenting and a range of child outcomes (language, attention, executive function, social development, and emotional-behavior difficulties) were assessed on 3 occasions: before, after, and 4–6 month following intervention. For all study outcomes we compared controls with each of the Intention-to-Treat population and the per-protocol population (participants attending the requisite number of sessions); and, for primary child outcomes only, the population of parents who engaged well with the intervention. There were substantial benefits of dialogic book-sharing training to parental behavior during book-sharing, especially for sensitivity and cognitive scaffolding. For all 3 sets of comparisons there were small-medium effects of on child expressive language, and, for the per protocol and engaged populations, similar sized effects on child receptive language and attention. There was no evidence of benefit of dialogic book-sharing for the other areas of child development; we suggest that specific intervention components need to be added to standard dialogic book-sharing to effect change in these areas.

Navarro-Cruz, G. E., Dávila, B. A., Amaya, A., & Orozco-Barajas, I. (2023). **Accommodating life's demands: Childcare choices for student parents in higher education.** *Early Childhood Research Quarterly*, 62, 217-228. <https://doi.org/10.1016/j.ecresq.2022.08.009>
Affordable, accessible, and quality childcare is important for student parents in higher education who are raising children under the age of 5. With a growing student parent population (Noll et al., 2017), it is important to explore how student parents make

decisions on childcare for their children, ages birth to 5, to support their pursuit of higher education. Limited research exists on student parents' childcare choices and the factors that inform their decisions. To identify how student parents choose childcare for their children, we conducted 36 in-depth interviews with student parents attending a 4 year university in the Western United States. We relied upon the accommodation model (Meyers & Jordan, 2006) to guide our research analysis as it allowed for a deeper understanding of the process and outcomes of childcare decision-making. Our findings demonstrate that student parents have diverse childcare needs. Student parents' choices are shaped by larger social forces, particularly family necessity, family financial resources, beliefs and aspirations, community context, and social networks. We provide recommendations for institutions of higher education, policymakers, and researchers to support the educational pursuits of student parents and provide childcare that best suits their needs and desires.

OCDE. (2022). **Pourquoi y a-t-il plus de femmes que d'hommes dans l'enseignement?** <https://doi.org/10.1787/cc03e59d-fr>

Les femmes sont largement surreprésentées dans le corps enseignant primaire et secondaire. Ce déséquilibre peut s'expliquer, du moins en partie, par les stéréotypes de genre, mais aussi par l'attrait de la profession pour les mères qui travaillent et les différences de niveaux de salaire relatif entre hommes et femmes dans l'enseignement. La reconnaissance de la contribution des enseignants à la société pourrait contribuer à attirer les candidat(e)s les plus qualifié(e)s dans la profession, et ce quel que soit leur sexe.

Pantaléon, N. (s. d.). **Le sport est-il forcément un tremplin d'intégration sociale pour les jeunes?** Consulté 14 décembre 2022, à l'adresse The Conversation website: <http://theconversation.com/le-sport-est-il-forcement-un-tremplin-dintegration-sociale-pour-les-jeunes-192525>

Beaucoup d'actions de la politique de la ville misent sur le sport comme facteur de cohésion sociale. Mais ce recours n'est-il pas aussi révélateur d'une société où la compétition est au centre ?

Partika, A. (2023). **The intersection of teacher-child language & ethnic match for Hispanic/Latine dual language learners in early elementary school.** *Early Childhood Research Quarterly*, 62, 347-359. <https://doi.org/10.1016/j.ecresq.2022.10.001>

Hispanic/Latine dual language learners (DLLs) - Hispanic/Latine children who speak languages besides English at home - compose 20% of the U.S. young child population. Yet this large and growing group of children remains minoritized along both linguistic and ethnic lines, resulting in intersecting opportunity gaps that stem in part from a mismatch between their developmental needs and what schools provide: this includes a lack of access to teachers who share their backgrounds, broadly referred to as teacher-child demographic match. This study is the first to examine teacher-child match for Hispanic/Latine DLLs, concentrating on their intersecting demographic characteristics: Spanish bilingualism and Hispanic/Latine ethnicity. Data are drawn from an ongoing study, focusing on Spanish-speaking, Hispanic/Latine DLLs from economically-disadvantaged families in early elementary school. In this context, the current study explores associations between having a Spanish-speaking teacher, as well as whether that teacher is Hispanic/Latine, during the first two years of elementary school (grades 1-2), and children's academic skills and executive functions at the start of third grade. Controlling for children's baseline skills, school fixed effects, and a host of family and child

characteristics, results indicate that having had a linguistically-matched teacher earlier in elementary school was associated with greater third-grade English literacy, attention, and memory skills. Findings highlight the potential role of teacher-child demographic match in closing opportunity gaps and enhancing school success for Hispanic/Latine DLLs.

Pratiques musicales collectives à vocation sociale : un état de la recherche (Dossier). (2022). *Les Dossiers des sciences de l'éducation*, (47). Consulté à l'adresse <https://journals.openedition.org/dse/>

Rigell, A., Banack, A., Maples, A., Laughter, J., Broemmel, A., Vines, N., & Jordan, J. (2022). **Overwhelming whiteness: a critical analysis of race in a scripted reading curriculum.** *Journal of Curriculum Studies*, 54(6), 852-870. <https://doi.org/10.1080/00220272.2022.2030803>

Teachers in the US are increasingly required to use scripted curricula. Such instructional materials often reflect the overwhelming whiteness of the publishing industry through a lack of representation of authors and protagonists outside of white, middle-class normative characters. Implementation of such curricula stands in direct contrast to studies finding that culturally relevant pedagogy and curricula benefit students across racial and ethnic groups. This paper describes a qualitative analysis of the scripted Wit and Wisdom English Language Arts curriculum for grades K-8 guided by the research question: How might the curriculum reproduce a white supremacist master script? Following a quantitative analysis of racial representation across all core and supplementary texts in the curriculum, the research team used guiding questions grounded in a critical discourse and anti-racist teaching framework to qualitatively analyse teacher-facing materials at each grade level. The findings of this study indicate that whiteness is centred at every level of the curriculum in text selection and thematic grouping of texts, as well as through discursive moves in teacher-facing materials (e.g. essential questions for learning modules). Based on the findings, the research team suggests mechanisms for individual and collective efforts to resist whiteness-centred curricula at the system, school, and classroom level.

Ruvahofi, E. P., Koda, G., & Mosha, H. (2022). **Community Secondary Schools Heads' Effectiveness in Strategic Resourcing to Enhancing Equity in Education in Kigoma Region, Tanzania.** *British Journal of Education*, 10(14), 55-79. <https://doi.org/10.37745/bje.2013/vol10n145579>

This study aimed to examine the effectiveness of the instructional leadership practice of strategic resourcing exercised by heads of community secondary schools and its contribution towards enhancing equity in education in Kigoma region, Tanzania. The study was informed by the Student-Centred Model of instructional leadership theory. Convergent design under the mixed method approach was used to collect, analyse, and report both qualitative and quantitative data. Purposive sampling and stratified simple random sampling techniques were used to obtain a sample of 312 respondents consisting of 144 Form IV students, 144 teachers, and 24 heads of schools from 24 secondary schools of 4 councils. The study draws from quantitative and qualitative data generated from a questionnaire, interview guide, focus group discussion guide and document analysis guide. Quantitative data were analysed using descriptive and inferential statistics. The Pearson correlation coefficient was used to test the hypothesis. Thematic analysis was used for analysing qualitative data. Findings revealed that heads

of community secondary schools were effective in strategic resourcing to enhance equity in education. However, equity in education indicated by student attendance, providing academic support, completion of Form IV and performance in Form IV national examinations remained lower than the required standards. The study concluded that without addressing challenges including shortage of teachers, teaching and learning facilities, and overcrowded classrooms, heads of schools' effectiveness in strategic resourcing is doomed to fail to enhance equity in education to the expected levels. The study recommended that the Government in collaboration with intermediary educational authorities should find a solution to the challenges to allow the heads of schools to enhance equity in education in Kigoma region.

Seebacher, M. (2022). **Infrastructure and Girls' Education: Bicycles, Roads, and the Gender Education Gap in India** (Ifo Working Paper Series N° 382). Consulté à l'adresse ifo Institute - Leibniz Institute for Economic Research at the University of Munich website: <https://econpapers.repec.org/paper/cesifowps/5f382.htm>

How can infrastructure help to reduce the gender education gap in developing countries? In this paper, I analyze the complementarity of all-weather roads and a bicycle program in Bihar, India, which aimed to increase girls' secondary school enrollment rate. Using Indian household survey data combined with a quadruple-difference estimation strategy, I find that the program's main beneficiaries are girls living at least 3km away from secondary schools whose villages are connected with all-weather roads. Their net secondary school enrollment rate increased by over 87 percent, reducing the respective gender education gap by around 45 percent. I find no effect for girls living in villages without an all-weather road, suggesting that all-weather roads are not just complementary to the bicycle program but a precondition for its success. The findings highlight the importance of well-functioning infrastructure for the accessibility of secondary schools and the empowering of girls in India.

Stahl, G. (2022). **'They make time for you': upwardly mobile working-class boys and understanding the dimensions of nurturing and supportive student-teacher relationships.** *Research Papers in Education*, 37(6), 975-991. <https://doi.org/10.1080/02671522.2021.1905705>

Improving the academic and social outcomes of boys – specifically boys from low-SES backgrounds – remains of international importance. With this in mind, research continues to document the ways in which relational learning is integral for the well-being of students, specifically those students in disadvantaged school contexts. This paper focuses on relational learning as an important resource that marginalised young men draw upon, informing their future orientation towards higher education beyond their compulsory schooling. Within studies of men and masculinities, the affective turn has recently played a significant role in how we understand men as relational. Focusing upon a cohort of boys from some of the poorest urban regions in Australia, the paper addresses how their affective relationships with teachers contribute not only to their conception of themselves as learners but also their general well-being, confidence and aspirations. Through highlighting two trends in the data – Teacher as Persistent Nurturer and Teacher as Supporter – the research presented extends two lines of inquiry. First, understanding student-teacher relationships in disadvantaged educational contexts and, second, the importance of positive student-teacher relationships for working-class boys who have historically disengaged from their education.

Stentiford, L., & Koutsouris, G. (2022). **Critically considering the 'inclusive curriculum' in higher education.** *British Journal of Sociology of Education*, 43(8), 1250-1272. <https://doi.org/10.1080/01425692.2022.2122937>

This paper presents a critical interrogation of the recent drive towards the 'inclusive curriculum' in higher education (HE). Our arguments are grounded in the findings of a systematic scoping review that sought to understand how researchers have, to date, understood, conceptualised and theorised the inclusive curriculum in HE. The findings indicate that many researchers adopted largely 'technicist' understandings of inclusion as learning effectiveness and adapting current provision, seemingly prioritising a neo-liberal outcomes-driven approach to education. Given that universities worldwide are currently championing the use of certain strategies to facilitate an inclusive curriculum, it is questionable on what grounds these strategies are being promoted and what they might be 'doing' within educational spaces. We conclude that the importance of disciplinary context for understanding inclusion is currently under-appreciated, and that conceptualisations of inclusion and the inclusive curriculum mirror broader educational debates as to the very aims and purposes of education.

Taylor, R. S. (2022). **Trauma drama: The trouble with competitive victimhood.** *Theory and Research in Education*, 20(3), 259-271. <https://doi.org/10.1177/14778785221143741>

Writing a college-application essay has become a rite of passage for high-school seniors in the United States, one whose importance has expanded over time due to an increasingly competitive admissions process. Various commentators have noted the disturbing evolution of these essays over the years, with an ever-greater emphasis placed on obstacles overcome and traumas survived. How have we gotten to the point where college-application essays are all too frequently competitive-victimhood displays? Colleges have an understandable interest in the disadvantages their applicants may have suffered, but this interest – and the awareness of it among both applicants and their advisors – has led to a 'race to the bottom': in order to thrive (or even survive) in a particular competitive context, participants are forced to continuously lower relevant standards in a game of one-upmanship. With college essays, the competition is among high-school seniors for admission, the one-upmanship is an ever-escalating effort to persuade admission committees of one's greater disadvantage, and the relevant standards being lowered are honesty, privacy, and dignity – or so I shall argue. As we will see, this particular race to the bottom imposes unequal costs on certain groups and has implications stretching well beyond collegiate admissions.

Thomson, R. (2022). **Understanding inequalities through childhood studies.** *British Journal of Sociology of Education*, 43(8), 1300-1309. <https://doi.org/10.1080/01425692.2022.2124731>

Tikly, L. (2022). **Racial formation and education: A critical analysis of the Sewell report.** *Ethnicities*, 22(6), 857-881. <https://doi.org/10.1177/14687968211061882>

The article provides an analysis and critique of the education component of the 2021 Sewell Report on Race and Ethnic Disparities. It commences by providing a critical summary of the report focusing on its spurious claims to objectivity, the erasure of racism and the inadequacy of its recommendations. The second part of the article focuses on developing a contextualised analysis of the report. Omi and Winant's ideas about racial formation are used to provide a lens through which to interpret the Sewell report as part of a wider hegemonic project of the right to redefine what it means to be British in the

context of a deepening organic crises of capitalism. The article outlines the nature of the crisis. It locates the report within a consideration of three 'racial projects' that have shaped education policy, namely, the nationalist, multicultural and antiracist projects. Through advocating a 'colourblind' approach to education policy and the selective appropriation of multicultural discourse, it will be argued that the report needs to be understood as part of a wider effort to reconfigure the nationalist project in response to crisis. It is suggested, however, that despite its many flaws, the Sewell report poses challenges for those who have traditionally been aligned to multiculturalism and antiracism in education. The article concludes by setting out a vision for a new progressive project aimed at advancing racial and cultural justice that it is suggested, can begin to address these challenges.

Uematsu-Ervasti, K., & Kawachi, K. (2022). **How intercultural experience affects university students' gender views: potential for transforming higher education in Japan.** *Asia Pacific Education Review*, 23(4), 625-637. <https://doi.org/10.1007/s12564-022-09801-5>

Reducing gender disparities in Japan is an urgent issue that requires the attention of multilevel stakeholders, including higher education institutions. Under Sustainable Development Goal 4, target 4.7 calls for educational institutions, including universities, to explore innovative approaches to tackle issues such as gender inequality. The transition from student life to adulthood is a crucial time for university students as they face and become aware of gender inequalities in society. This study examines various opportunities in higher education, such as short study-abroad programs and globalization-related coursework, that positively influence university students' understanding of others and potentially broaden their gender perspectives. Historically, the impacts of studying abroad and intercultural experiences have only been subjectively assessed based on participants' self-evaluation. However, by using the Beliefs, Events, and Values Inventory, quantified data can be used to evaluate the nature and form of depth-based growth and compare three cases for potential changes before, after, or during educational programs. The study's findings shed light on opportunities and barriers to transforming students' views especially on gender issues. The study reveals (1) signs of improvement in students' gender perspectives after participating in a short study-abroad program, (2) that international students with diverse experiences tend to demonstrate lower gender traditionalism, and (3) that freshmen and sophomores have relatively moderate views on gender norms, indicating that further intervention could improve their gender perspectives. The results showcase the possibility of developing meaningful study-abroad programs and other coursework to drive the positive change in students' perspectives, especially regarding gender.

Van Hoye, A., Mastagli, M., Hayotte, M., & d'Arripe-Longueville, F. (2022). **Bouger pour sa santé : une revue narrative des modèles théoriques de l'engagement dans l'activité physique à partir de l'approche socio-écologique.** *Staps*, 137(3), 35-56. <https://doi.org/10.3917/sta.pr1.0043>

Bien que les bénéfices de la pratique d'activité physique (AP) soient de mieux en mieux démontrés, les taux de pratique restent faibles et les interventions insuffisamment efficaces. Une synthèse narrative des modèles théoriques, structurée à partir de l'approche socio-écologique, qui apparaît comme un métamodèle dans la littérature scientifique, organise la présentation de la diversité des modèles explicatifs de l'engagement dans l'activité physique en fonction des facteurs individuels, interpersonnels, communautaires et politiques qu'ils mobilisent, ainsi que leurs intérêts et

limites. La littérature existante est principalement centrée sur des modèles sociocognitifs (mobilisant les niveaux intra- et interindividuels), faisant reposer le changement de comportement sur l'individu. La plupart des modèles sont centrés sur un niveau unique, limitant l'appréhension de la complexité, notamment entre implicite et explicite, entre individu et environnement. Les interactions entre les différents déterminants de l'activité physique sont peu étudiées, mobilisant principalement des modèles statistiques linéaires et non des approches dynamiques, en réseau ou rétroactives. À l'avenir, ces éléments s'annoncent nécessaires pour avancer sur les modèles explicatifs de ce comportement et son changement afin d'optimiser les interventions dans ce domaine.

Wan Husin, W. N., Izzati Samsudin, N. K., Zainol, N. A., Hidayah Nordin, N. N., & Mujani, W. K. (2022). **The influence of education, economy and religion domains in enhancing ethnic unity among Malaysian youths.** *Ethnicities*, 22(6), 922-942. <https://doi.org/10.1177/14687968221101401>

The objectives of this study are to quantitatively analyse the influence of education, economy and religious domains on enhancing ethnic unity among youth in Malaysia with reference to university students. It involved a survey of 373 students from two Malaysian public universities, namely Universiti Malaya and the National Defence University of Malaysia. The obtained data are subjected to descriptive analysis as well as structural equation modelling (SEM) analysis. The results show all these three domains are significant in strengthening ethnic unity, and the findings of this study could contribute to the current efforts by the government in the areas of the educational system, economic policies, and religious tolerance so that a more effective approach could be introduced.

Webster, D. (2022). **The ethical costs of using higher education for economic mobility.** *Theory and Research in Education*, 20(3), 237-258. <https://doi.org/10.1177/14778785221142865>

A great deal of recent scholarship on economically disadvantaged students and higher education works under the foundational assumption that going to college can and/or should serve the goal of economic mobility. This article considers a cost of using higher education for this purpose – specifically, the impact on the decision-making of poor students. I argue that the narrative of higher education for economic mobility places poor students in a problematically restrictive normative framework as compared with their wealthier peers in which decisions involving the pursuit of future economic goods change from matters of preference into ethical dilemmas. In turn, poor students are forced into a narrow cost–benefit, consequentialist mode of decision-making. This is especially problematic because higher education for many students is a transformative experience – a type of experience which is particularly unsuited to consequentialist reasoning. The solution involves reframing the way in which we think about decision-making in higher education, which is at least partially contingent on increasing social supports to shift the burdens of poverty off individual students.

Climat de l'école

Bolotnyy, V., Basilico, M., & Barreira, P. (2022). **Graduate Student Mental Health: Lessons from American Economics Departments.** *Journal of Economic Literature*, 60(4), 1188-1222. <https://doi.org/10.1257/jel.20201555>

Évaluation des dispositifs d'éducation-formation

Denecheau, B., & Mackiewicz, M.-P. (2022). **La coéducation professionnalisée à l'épreuve des alliances éducatives. Étude d'un programme visant à soutenir la scolarité en Village d'enfants.** *Revue française de pédagogie. Recherches en éducation*, (215), 97-107. <https://doi.org/10.4000/rfp.11828>

À l'occasion d'une recherche menée dans des établissements de la Protection de l'enfance proposant un programme expérimental de soutien à la scolarité, nous questionnons la mise en place d'une alliance éducative dans le contexte d'une coéducation professionnalisée. Les données ont été recueillies sur deux terrains et sont constituées d'observations et de 50 entretiens individuels auprès des différents acteurs concernés. Dans un cadre commun, les tentatives de mise en alliances rendent compte de divisions du travail éducatif différentes au sein de chaque institution de suppléance, mais aussi dans leurs relations avec l'école. Initiée par les équipes de suppléants étudiées, la coéducation professionnalisée crée une relation asymétrique inattendue avec leurs partenaires scolaires. La recherche met au jour des visées communes mais également des tensions et limites qui viennent interroger la portée d'alliances éducatives qui effacent les frontières entre les espaces éducatifs.

Docherty, P. D., Zaka, P. A., & Fox-Turnbull, W. (2022). **A quantitative analysis of the short-term and mid-term benefit of a flipped classroom for foundational engineering dynamics.** *Research Papers in Education*, 37(6), 860-874. <https://doi.org/10.1080/02671522.2020.1864773>

The flipped classroom is an emerging strategy for the delivery of technical threshold content within tertiary engineering programs. In this study, we measure the effect that the approach has on the immediate and ongoing academic success of four cohorts of engineering dynamics students in New Zealand. Two cohorts (N = 865) received traditional lectures and two cohorts (N = 123) received a flipped classroom delivery. Both the Wilcoxon ranksum and the Kolmogorov–Smirnov tests noted a lack of significant contrasts across the performance in the first year dynamics class due to the teaching approach used ($p > 0.05$). In a follow-on dynamics class, N = 303 students previously undertook traditional lectures and N = 35 previously undertook flipped classrooms. When follow-on marks were compared across groups, there were no statistically significant differences observed across those that took the foundational class via traditional or flipped teaching approaches. This outcome implies that the flipped approach has a negligible effect on student academic achievement. However, these outcomes must be considered in context of the qualitative benefits of the flipped classroom approach.

Panlilio, C. C., Famularo, L., Masters, J., Dore, S., Verdiglione, N., Yang, C., ... Levi, B. H. (2022). **Integrating Validity Evidence to Revise a Child Abuse Knowledge Test for Early Childhood Education Providers: A Mixed Methods Approach.** *American Journal of Evaluation*, 43(4), 559-583. <https://doi.org/10.1177/10982140211002901>

Knowledge tests used to evaluate child protection training program effectiveness for early childhood education providers may suffer from threats to construct validity given the contextual variability inherent within state-specific regulations around mandated reporting requirements. Unfortunately, guidance on instrument revision that accounts for such state-specific mandated reporting requirements is lacking across research on evaluation practices. This study, therefore, explored how collection and integration of

validity evidence using a mixed methods framework can guide the instrument revision process to arrive at a more valid program outcome measure.

Sales-Hitier, D., & Dupont, P. (2022). **Une évaluation inclusive positive de l'oral enseigné : le dispositif SEMO.** *e-JIREF*, 8(2), 25-49. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/342>

For some years now, the French school has been developing the paradigm of benevolence and positive assessment, which allows each student to progress. This policy meets the concerns of French didacticists regarding the evaluation of oral language teaching. Indeed, this raises the question of the standard and the criteria of success defining a level of requirement. We present a new type of sequence, the Séquence d'Enseignement Minimale de l'Oral (SEMO), which is based on the notion of disciplinary school genre and fully integrates an evaluative dimension. The SEMO teaching device includes various working documents (video, documentary files) and a logbook designed to collect the pupils' written work throughout the sequences. This documentation is intended to encourage the development of an internal standard for learning and the co-construction of success criteria. This study points out the importance of identifying indicators of the oral language taught in the preparation of the sequences, but also through their implementation by describing the means for collecting them. The analysis of a pupil's logbook will make it possible to retrace how this internal standard is constructed over the course of the sessions, based on the emergence of success criteria and the clarification of the didactic contract. The traces left by her teacher on a collaborative wall and an interview carried out at the end of a year's teaching will give indications on the choices made by this teacher to take indicators from this documentation and on the way in which he uses them to fill in his pupils' end-of-year booklet. In the light of the parallel made with the analysis of pupil's logbook, we can suggest that these indicators are adapted to answer the teachers' recurrent questions about the evaluation of oral teaching.

Shand, R., M. Leach, S., M. Hollands, F., Chang, F., Pan, Y., Yan, B., ... Head, L. (2022). **Program Value-Added: A Feasible Method for Providing Evidence on the Effectiveness of Multiple Programs Implemented Simultaneously in Schools.** *American Journal of Evaluation*, 43(4), 584-606. <https://doi.org/10.1177/10982140211071017>

We assessed whether an adaptation of value-added analysis (VAA) can provide evidence on the relative effectiveness of interventions implemented in a large school district. We analyzed two datasets, one documenting interventions received by underperforming students, and one documenting interventions received by students in schools benefiting from discretionary funds to invest in specific programs. Results from the former dataset identified several interventions that appear to be more or less effective than the average intervention. Results from the second dataset were counterintuitive. We conclude that, under specific conditions, program VAA can provide evidence to help guide district decision-makers to identify outlier interventions and inform decisions about scaling up or disinvesting in such interventions, with the caveat that if those conditions are not met, the results could be misleading.

Sulik, M. J., Townley-Flores, C., Steyer, L., & Obradović, J. (2023). **Impacts of two public preschool programs on school readiness in San Francisco.** *Early Childhood Research Quarterly*, 62, 194-205. <https://doi.org/10.1016/j.ecresq.2022.07.016>

We investigated the impact of a subsidized, needs-based preschool program (Study 1; N = 1,894) and California's universal but age-restricted transitional kindergarten (TK) program (Study 2; N = 1,093) on school readiness. We applied Mahalanobis matching—a quasi-experimental data analysis method used to create equivalent groups—to data from 3 recent kindergarten cohorts in a large, urban school district in San Francisco. We matched students in each preschool group to demographically similar kindergarteners who did not attend public preschool in the district. Students' literacy, cognitive/fine motor, and social-emotional skills were assessed by kindergarten teachers in the first six weeks of the school year. We observed substantial heterogeneity in program effects only for literacy across the needs-based program ($\beta = 0.27$) and TK ($\beta = 0.53$). For cognitive/fine motor skills, effects were similar across the needs-based program ($\beta = 0.23$) and TK ($\beta = 0.28$). Only TK had a positive effect on social-emotional skills ($\beta = 0.12$). Across these two programs, which serve students who go on to enroll in kindergarten classrooms together, we discuss the structural program differences that could explain variation in effectiveness and implications for policy as California expands its TK program to cover all four-year-olds.

Virion-Gras, I. (2022). **L'aide professionnelle individualisée, un dispositif local pour prévenir le décrochage professionnel des enseignants novices.** *Les Dossiers des sciences de l'éducation*, (47), 121-135. Consulté à l'adresse <https://journals.openedition.org/dse/>

Formation continue

Bezeau, D., Turcotte, S., Beaudoin, S., & Grenier, J. (2022). **Effets structurants et appropriation d'une démarche de résolution de problème en éducation physique et à la santé.** *Staps*, 137(3), 57-77. <https://doi.org/10.3917/sta.pr1.0040>

Objectifs du travail : une recherche-action-formation (RAF) a été effectuée en collaboration avec deux enseignantes d'éducation physique et à la santé afin qu'elles optimisent leurs pratiques évaluatives en éducation à la santé. Les objectifs de l'article portent une attention particulière à la finalité de formation de cette RAF en examinant : 1) l'utilité d'outils de gestion autonome développés par les participantes pour s'approprier le processus de résolution de problème et 2) leur degré d'appropriation de ce processus. Méthode : quatre entretiens collectifs et deux types de journaux de bord ont été utilisés afin de collecter les données nécessaires pour répondre à ces deux objectifs. Les données ainsi collectées ont été traitées à l'aide d'une analyse de contenu inductive. Résultats : trois outils de gestion autonome ont été développés et se sont avérés utiles afin d'amener les participantes à s'approprier le processus de résolution de problème, soit : 1) le journal de bord systématique, 2) les indicateurs de succès et 3) les guides d'animation. Interprétation : les résultats obtenus mettent en avant l'importance d'avoir des mesures structurantes et un objectif de formation explicite dans les recherches de nature participative.

Miller & Grover. (2023). **An Initial Review of Adult Leisure Education In Community Colleges.** *Community College Journal of Research and Practice*, 47(1), 69-76. <https://doi.org/10.1080/10668926.2022.2064375>

Leisure education is an important part of community development as well as citizen engagement, and can be offered through a wide-range of providers. Community colleges have historically played an important role in offering these programs, yet little

documentation has reported how they are operated or structured. The purpose for conducting the study was to explore and describe how community colleges structure and offer adult leisure education programs. Results of a national survey of professionals working in community college leisure education reported that they generally were either part of a larger continuing education unit within the college or reported to academic affairs, that they were most commonly led by a coordinator or director, and ultimately made decisions on course offerings based on market demand and revenue generation.

Myran, Sylvester, Williams, & Myran. (2023). **Four Promising Practices from a Workforce Development Partnership**. *Community College Journal of Research and Practice*, 47(1), 38-52. <https://doi.org/10.1080/10668926.2021.1925177>

This article reports on four synthesis findings from the Credentials to Careers (C2C) initiative – a consortium of seven community colleges working to create and implement innovative programs to train or retrain unemployed and displaced workers for STEM, advanced manufacturing and health-care-related careers. These are 1) collaborating with community partners to meet the needs of employers and trainees, 2) tapping into local knowledge and investing in curriculum, 3) “minding the gaps” between each stage of their college career, and 4) using career navigators to support student success. In discussing the implications of this work, we ask what synthesis observations might offer comprehensive, specific and actionable knowledge for the changing workforce development climate of community colleges? As such, the implications suggest lessons and actionable knowledge that community college leaders and faculty members might draw from in their own efforts to meet community, student and workforce development needs.

Marché du travail

Bunn, M., Burke, P. J., & Threadgold, S. (2022). **Classed trajectories in higher education and the graduate labour market: affective affinities in a 'meritocracy'**. *British Journal of Sociology of Education*, 43(8), 1273-1287. <https://doi.org/10.1080/01425692.2022.2122936>

In this article, we draw from a recent empirical study to consider how a person's classed trajectory impacts students from different class backgrounds in higher education (HE). Students face rapidly evolving social and academic circumstances and must build reasonable strategies to navigate their trajectory from education to work. In these situational processes, social class becomes emotionally exposed as a durable relational social ordering principle. Affinities with educational and labour market norms provide emotional advantages. To explore the classed nature of accumulated being in Australian HE in the context of widening participation, we examine experiences of access to and participation in HE, and strategies towards entry into the labour market. The movement into, through and out of HE orders and organises classed experience, demonstrating the durability of class in the face of doxic meritocratic choice discourse.

Denzler, S., Ruhose, J., & Wolter, S. (2022). **« The Double Dividend of Training » - Labor Market Effects of Work-Related Continuous Education in Switzerland** (CESifo Working Paper Series N° 10009). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10009.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.

Martin, H. (2022). **Après plusieurs décennies de forte progression, le taux d'emploi des femmes commence à stagner en France.** *Population & Sociétés*, (606), 1-4.
<https://doi.org/10.3917/popsoc.606.0001>

Métiers de l'éducation

Addi-Racah, A., & Grinshtain, Y. (2022). **Teachers' professionalism and relations with parents: teachers' and parents' views.** *Research Papers in Education*, 37(6), 1142-1164.
<https://doi.org/10.1080/02671522.2021.1931949>

Following the intensification and ambivalence of parent-teacher relations, this study examined the collaborative or conflictual relations, and teachers' professionalism as perceived by both teachers and parents: 325 teachers and 655 parents from 21 Israeli Jewish primary schools answered a questionnaire. Using a structural equation modelling (SEM) analysis, similarities were found in teachers and parents' perceptions of teachers' work efficiency in increasing collaborative relations and decreasing conflicts. Teachers' responsibilities and influence in schools reduce conflicts to varying extents for parents and teachers. The findings highlight the importance of developing professional competencies for building parent-teacher relations in schools. Emphasising the preparation of teachers for establishing their relations with parents is mainly important during in-service and pre-service teachers' training, as it can contribute to increasing teachers' professional confidence in their efforts to build collaborative rather than conflictual relations with teachers and schools.

admin. (2022a, décembre 9). **Pascal Guibert, Régis Malet et Pierre Périer : Enseignants : Quelle reconnaissance ?** Consulté 14 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/09/pascal-guibert-regis-malet-et-pierre-perier-enseignants-quelle-reconnaissance/>

Le récent dossier d'Éducation & Sociétés témoigne d'un intérêt pour les questions de reconnaissance qui ne cesse de croître.

admin. (2022b, décembre 13). **Comment être un chef d'établissement en démocratie ?** Consulté 14 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/13/comment-etre-un-chef-d-etablissement-en-democratie/>

Peut-on aller contre le nouveau management public et imaginer une autre direction d'établissement que celle des managers ?

Andzik, N. R., Baker, S. N., & Koehler, K. (2023). **The Perceptions and Experiences of Nontraditional Students in Teacher Licensure Programs.** *Journal of Teacher Education*, 74(1), 101-112. <https://doi.org/10.1177/00224871221108993>

Nontraditional students seeking a teaching license are tasked with managing coursework and other responsibilities associated with teacher preparation programs; however, they are also likely navigating family dynamics, financial struggles, and other obligations that traditional undergraduate students do not face. We interviewed 19 preservice teacher candidates and report on their experiences when selecting their university of choice, the barriers they faced, and the supports they received. Participants reported coming to their university because of cost, location, and reputation. They reported common barriers such as inability to work, caring for children, and lack of support or access to other resources. However, participants reported professors and external funding as the major factors that had helped them succeed. Implications about this diverse group of students are discussed.

Bahrami, V., & Hosseini, M. (2023). **Individual Differences in Teacher Research Involvement? Factoring in Language Teachers' Big Five Personality Traits and Motivation to Conduct Research.** *Journal of Teacher Education*, 74(1), 85-100. <https://doi.org/10.1177/00224871221105799>

The important role of individual differences in affecting teachers' involvement in and professional development through research has received little systematic attention in theoretical discussions and empirical studies on teacher research. Therefore, relying on the available literature and our proposed theoretical models, we investigated the possible links among language teachers' Big Five personality traits, motivation to conduct research (through self-determination theory's intrinsic and extrinsic motivations alongside the avoidance motivation construct), and teacher research involvement (TRI). Using a survey method, data were gathered from 253 Iranian school English teachers (SETs) and subjected to correlational and structural equation modeling (SEM) analyses. Notably, SEM results demonstrated that Openness to Experience, Conscientiousness, Agreeableness, and Neuroticism significantly predicted the motivational constructs which themselves predicted TRI. Moreover, the effects of these four traits on TRI were fully mediated through the motivational constructs. Implications for theory, policymaking, and professional development in the teacher research field are proposed.

Bastian, K. C., Lys, D. B., & Whisenant, W. R. L. (2023). **Does Placement Predict Performance? Associations Between Student Teaching Environments and Candidates' Performance Assessment Scores.** *Journal of Teacher Education*, 74(1), 40-54. <https://doi.org/10.1177/00224871221105814>

In the present study, we examine whether characteristics of student teaching sites and cooperating teachers predict teacher candidates' edTPA scores. Using data from North Carolina, we find that candidates earn higher edTPA scores if they student-taught in a high value-added school and with a cooperating teacher earning higher evaluation ratings. Evidence also suggests that candidates earn higher scores when they are mentored by a cooperating teacher who is more familiar with performance assessments. Finally, we find that the relationships between student teaching environments and edTPA scores vary by characteristics of the candidate. This study reinforces prior work on the importance of learning environments to teacher development and the importance of preparation programs securing placements in high-quality learning environments. Our

results may also have implications for the use of performance assessments by states and preparation programs.

Bellows, L., Bassok, D., & Markowitz, A. J. (2022). **Teacher Turnover in Early Childhood Education: Longitudinal Evidence From the Universe of Publicly Funded Programs in Louisiana.** *Educational Researcher*, 51(9), 565-574. <https://doi.org/10.3102/0013189X221131505>

This study uses longitudinal data to follow a cohort (N = 4,465) of all early childhood education teachers working in publicly funded, center-based settings in Louisiana over a 3-year period. We present the proportion of teachers still at their sites across six time points between 2016 and 2019, providing the first statewide, longitudinal estimates of within-year and multiyear retention. We find that less than 40% teachers in the fall of 2016 are still at their site by the fall of 2019. Turnover is particularly high among childcare teachers (compared to teachers at Head Start or school-based pre-kindergarten), teachers of toddlers, and teachers new to their sites. Policy implications are discussed.

Bray, N. J., Gilstrap, D. L., & Scalfani, V. F. (2022). **The Power Law and Emerging and Senior Scholar Publication Patterns.** *Innovative Higher Education*, 47(6), 989-1005. <https://doi.org/10.1007/s10755-022-09636-3>

Research has shown that linear relationships do not adequately represent publication and citation measurement behavior. They are much more curvilinear than that. However, we tend to try to look to citation counts linearly to draw outcomes about productivity. This study examines bibliometric and altmetric measures for emerging and senior scholars to see if power law behavior helps explain patterns for both of these groups. Findings indicating the presence of the power law for both groups suggests the majority of work receives few references while a select few works receive the majority of references. Alternative best fit transformations of the data are also detailed.

Bray, N. J., & Major, C. H. (2022a). **Impact Factors, Altmetrics, and Prestige, Oh My: The Relationship Between Perceived Prestige and Objective Measures of Journal Quality.** *Innovative Higher Education*, 47(6), 947-966. <https://doi.org/10.1007/s10755-022-09635-4>

The focus of this work is to examine the relationship between subjective and objective measures of prestige of journals in our field. Findings indicate that items pulled from Clarivate, Elsevier, and Google all have statistically significant elements related to perceived journal prestige. Just as several widely used bibliometric metrics related to prestige, so were altmetric scores.

Bray, N. J., & Major, C. H. (2022b). **Status of Journals in the Field of Higher Education Revisited.** *Innovative Higher Education*, 47(6), 901-913. <https://doi.org/10.1007/s10755-022-09633-6>

In this article, we consider faculty perceptions of journal prestige specific to the field of higher education administration research. Findings indicate stability in journal prestige rankings over time, and highlight journal criteria that faculty find most important to prestige.

Broemmell, A. D., Rigell, A., & Swafford, K. J. (2022). **"It Took Someone Telling Me That I Could Do It": Teacher Perceptions of a Yearlong Literacy Professional Development Program.** *The Elementary School Journal*, 123(2), 228-252. <https://doi.org/10.1086/721920>

This multicase study seeks to privilege teachers' voices related to their experiences within a year-long job-embedded professional development (PD) program. The district initiated the request for PD, which was negotiated and provided by a literacy educator from a nearby university. Eleven second- and third-grade teachers and the language arts coordinator participated. PD consisted of regular visits to teachers' classrooms and opportunities for weekly individual meetings with each of the teachers, both scheduled by the individual teachers. For data analysis purposes, each teacher's thread was defined as a single case. Process coding served as a mechanism for most accurately describing participants' experiences and resulted in 11 codes: affirming, reflecting, owning, observing, applying, questioning, collaborating, disclaiming, modeling, sharing, and communicating. Overall, nine participants explicitly described the individualized PD as a success. Implications for planning, carrying out, and engaging in PD are discussed.

Chérifa HCERES. (2022). **Observer l'ouverture des publications scientifiques : journée d'étude, Paris, Hcéres, 3 octobre 2022.** Consulté à l'adresse https://www.hceres.fr/sites/default/files/media/downloads/journee_etude_oa_synthese_oct2022.pdf

Clary & Byrne. (2023). **Emerging Adult Military-Connected Students Express Challenges Transitioning into Higher Education: Implications for Helping Professionals.** *Community College Journal of Research and Practice*, 47(1), 22-37. <https://doi.org/10.1080/10668926.2021.1925176>

Emerging adult (EA; aged 18–29) military-connected students experience major developmental changes, often coupled with the transition into the civilian sector and higher education. This conglomeration may exacerbate anxiety, stress, and negative coping mechanisms, including substance use. Substance use rates are highest among EAs, across the lifespan. To our knowledge, limited research has looked at EA military-connected students' transition into higher education during this developmental stage. We qualitatively interviewed 16 EA military-connected students who reported high-risk substance use behaviors. To our knowledge, no student veteran research study has considered this characteristic. This is important since military members are more likely to misuse substances and encounter related consequences than their civilian counterparts, and these developmental and transitional stressors put them at higher risk for misusing substances. In 74-minute interviews, we asked participants about (1) challenges transitioning into higher education and (2) techniques helping professionals should use to support EA military-connected students. Two coders employed Thematic Analysis to identify themes using NVivo. We found challenges include: (1) starting over, (2) unable to relate to others, (3) lacking a purpose or plan, (4) support system changes, and (5) people view you as only a veteran. EA military-connected students' suggestions for helping professionals include: (1) use straightforward communication, (2) show a genuine interest, (3) offer guidance on creating a support system, and (4) treat me as a human, not only a veteran. This study provides translational examples for helping professionals such as encouraging involvement in military and veteran community organizations to promote a sense of belonging.

Coppe, T., März, V., & Raemdonck, I. (2023). **Second career teachers' work socialization process in TVET: A mixed-method social network perspective.** *Teaching and Teacher Education*, 121, 103914. <https://doi.org/10.1016/j.tate.2022.103914>

Bringing together insights from the domains of teacher induction and organizational studies, this study aims to analyze second career teachers' (SCTs) work socialization into TVET by emphasizing the social dimension of this process, through a mixed-method social network approach. Results of whole school network visualizations, quantitative social network analysis, and interviews show that SCTs have much fewer interactions with colleagues than first career teachers and struggle to find their place within the school. This paper advocates the strengthening of professional networks in TVET schools and more opportunities for novice SCTs to become part of the social fabric of the school.

Copur-Gencturk, Y., & Li, J. (2023). **Teaching matters: A longitudinal study of mathematics teachers' knowledge growth.** *Teaching and Teacher Education*, 121, 103949. <https://doi.org/10.1016/j.tate.2022.103949>

Teaching a particular subject provides rich opportunities for teachers to develop subject-specific knowledge and skills, especially for those who are in the early years of their career. Yet supporting evidence is scarce regarding the extent to which knowledge and skills teachers could gain from their teaching experience. This study aims to address this gap by collecting data from a national sample of 207 novice mathematics teachers for three years in a row to explore the development of two elements of teachers' pedagogical content knowledge (PCK) of mathematics: (1) knowledge of students' mathematical thinking and (2) knowledge of mathematics teaching. By using linear growth modeling to analyze the data derived from teachers' analyses of video clips of mathematics classes, we found that teachers increased both elements of PCK, albeit at different rates. Further, the growth of these two important elements of PCK were associated with different teacher-related factors. Having a robust knowledge of mathematics played a key role in teachers' learning of students' mathematical thinking, whereas having a credential in mathematics teaching played a role in the development of teachers' knowledge of mathematics teaching.

Costello, G. R., Davis, K. R., & Crocco, O. S. (2022). **Learning by Doing: Student & Faculty Reflections on a Collaborative Model for Conducting and Publishing Mixed Methods Research in a Graduate Course.** *Innovative Higher Education*, 47(6), 1067-1084. <https://doi.org/10.1007/s10755-022-09629-2>

Due to time constraints and faculty resources, one-semester research methods courses, especially mixed methods, often do not result in meaningful student-produced work that contributes to scholarly literature. As publishing increasingly becomes expected for graduate students, instructors may seek ways to incorporate publishing opportunities into course curriculum. This case study presents one instructor's collaborative teaching and publishing model along with graduate student feedback and recommendations for reproducibility of the course model. The model described in the course-based research model vignette was designed to give students practical experience working with raw data, presenting preliminary findings, navigating the IRB process, drafting a manuscript, determining authorship, and identifying and submitting the manuscript to a journal. Acknowledging the importance of and the challenges to graduate student publishing, the instructor in this case study sought to reduce some of the barriers for students. Post-course, the researchers employed a single-case study methodology that includes elements of participatory action research to answer research questions about student participants' learning experiences related to conducting a collaborative mixed methods study and the research and publishing process. The interview protocol included questions about the participants' perceptions about the success of the collaborative teaching

methods to teach mixed methods research, their prior experience with research projects, and their interest and engagement with the publishing process during and after the course. The discussion includes practical information for instructors interested in implementing a similar model.

Creely, E., Laletas, S., Fernandes, V., Subban, P., & Southcott, J. (2022). **University teachers' well-being during a pandemic: the experiences of five academics.** *Research Papers in Education*, 37(6), 1241-1262. <https://doi.org/10.1080/02671522.2021.1941214>

The global pandemic of 2020 has changed the ways that university academics do their work and manage their time, including teaching, engaging with graduate students, conducting research, and working with colleagues. The mode of delivery of higher education has substantially moved to the digital, and workspaces have shifted to home. Having to work from home has placed unique demands on academics, including adapting to working entirely on ascreen and adjusting their work/life balance. Despite much anecdotal evidence that the well-being of academics is being adversely affected during this global pandemic, there is currently little published research about this issue. As five academics who work in an education faculty at an Australian university, we present our collaborative autoethnographic reflections of this time. We share these experiences of being academics in 2020 through curated narrative vignettes, with analysis of the meaning of these vignettes. Employing a phenomenological approach, we craft understandings of our experiences and explore the immediate world of these experiences, constituted in our practices as academics and our personal lives in this challenging time of unexpected change. We note the phenomenon of feeling unsettled, distracted, overwhelmed and lacking focus, and being conflicted between various roles.

Cross, D., Munier, V., Ducamp, C., & Pelissier, L. (2022). **Développement professionnel d'une enseignante dans le cadre d'un dispositif collaboratif. Un exemple portant sur la quantité de matière en seconde.** *12èmes rencontres scientifiques de l'ARDiST*. Présenté à Toulouse, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03881860>

Cette étude vise à étudier le développement professionnel d'une enseignante participant à un dispositif collaboratif concernant l'enseignement de la quantité de matière en seconde en France. Le but du dispositif est de produire une ressource suivant trois principes négociés entre les participants. Ces trois principes servent à leur tour à caractériser la première mise en œuvre de la séquence co-construite, objet de cette présentation, afin d'alimenter le retour réflexif avec l'enseignante. Les données sont constituées d'enregistrements vidéo de la séquence et d'un entretien avec l'enseignante concernant son enseignement de la quantité de matière avant sa participation au dispositif. Les résultats montrent que deux des principes sont fortement implicites pour les élèves. Ils semblent donc, à ce stade, ne pas être complètement utilisés comme leviers d'apprentissage.

Crutchfield, J., Sparks, D., Williams, M., & Findley, E. (2022). **In My Feelings: Exploring Implicit Skin Tone Bias among Preservice Teachers.** *College Teaching*, 70(4), 469-481. <https://doi.org/10.1080/87567555.2021.1979456>

The Implicit Association Test (IAT) developed by Harvard University has been utilized in teacher preparation for cultural competence. Various versions of the IAT including race and gender based versions are used to raise awareness of student bias and its influences on teaching practice. Through a qualitative exploratory case study, this article introduces the Skin Tone IAT as another meaningful tool for guiding student teachers through an

exploration of colorism and implicit skin tone bias. Results demonstrate participants' increased awareness of their own implicit bias. Implications for teaching practice and other helping professions, research, and pedagogy are explored.

Daverne-Bailly, C., & Wittorski, R. (2022). **Méthodologie de la recherche en sciences de l'éducation et de la formation: Postures, pratiques et formes**. Consulté à l'adresse <https://www.istegroup.com/fr/produit/methodologie-de-la-recherche-en-sciences-de-leducation-et-de-la-formation/>

Méthodologie de la recherche en sciences de l'éducation et de la formation invite le lecteur à voir autrement le monde qui l'entoure, c'est-à-dire à ne pas considérer ce qu'il vit et expérimente comme une simple réalité. L'engagement dans une démarche de recherche supposant l'adoption d'une posture adaptée, l'ouvrage précise la façon dont se réalise une recherche, de la définition d'une question de recherche à partir de constats à la restitution des résultats, en étant vigilant aux conditions de sécurisation des données. Il traite également des cultures de recherche propres aux champs disciplinaires, des approches de type recherche-action, recherche collaborative, recherche formation et des choix de construction en pluri/multi/inter ou transdisciplinarité. Cet ouvrage s'adresse aux étudiants et aux professionnels qui souhaitent mieux comprendre comment l'on s'engage dans un processus de recherche en sciences de l'éducation et de la formation.

de Groot, I., Leijgraaf, M., & van Dalen, A. (2023). **Towards culturally responsive and bonding-oriented teacher education**. *Teaching and Teacher Education*, 121, 103953. <https://doi.org/10.1016/j.tate.2022.103953>

This qualitative study examines shifts in the ability of Dutch schoolteachers to provide culturally responsive and bonding-oriented newcomer education, as identified by participants and teacher educators involved in the post-initial Teacher Education (TE hereafter) programme 'Specialist Newcomer Education'. A thematic analysis of programme materials, focus group interviews and portfolios reveals self-reported shifts in teacher responsiveness regarding the multi-layered identity of pupils and teachers, their multilingualism, transnational knowledge and processes of micro-aggression and silencing within the classroom and beyond. It also illustrates the viability of our analytic tool to map (voids in) teachers' ability to provide culturally responsive and bonding-oriented newcomer education.

Ellis, V., Correia, C., Turvey, K., Childs, A., Andon, N., Harrison, C., ... Hayati, N. (2023). **Redefinition /redirection and incremental change: A systematic review of innovation in teacher education research**. *Teaching and Teacher Education*, 121, 103918. <https://doi.org/10.1016/j.tate.2022.103918>

This systematic literature review shows how innovation is used within teacher education research; how conceptualised; and whether different types of innovation can be distinguished. 156 studies met the selection criteria. Analysis comprised: frequency of use; research design; and type of innovation, adapting Sternberg et al.'s (2003) typology. Demonstrating that the use of innovation is an increasing, international phenomenon in the field, predominant types of innovation are identified – creative contributions towards new directions and others representing incremental change. However, innovation is often left un-theorised. We suggest that, without theorisation, such studies may have limited value in developing practice and policy.

Ferguson, L. E., Bråten, I., Skibsted Jensen, M., & Andreassen, U. R. (2023). **A Longitudinal Mixed Methods Study of Norwegian Preservice Teachers' Beliefs About Sources of Teaching Knowledge and Motivation to Learn From Theory and Practice.** *Journal of Teacher Education*, 74(1), 55-68. <https://doi.org/10.1177/00224871221105813>

We set out to investigate preservice teachers' beliefs about sources of teaching knowledge and their motivation to learn from practice and theory in teacher education in a longitudinal study (n = 96, at the beginning of the study). Participants placed more trust in experiential knowledge sources compared with formalized sources and participants' beliefs about sources of teaching knowledge generally predicted their motivation to learn from different sources. Quantitative results were further supported and elaborated by qualitative interview data that suggested development of preservice teachers' beliefs about sources of teaching knowledge and their understanding of the relation between theoretical and practical knowledge over time. The findings extend existing literature by providing a window on how (preservice) teachers may articulate their views about sources of teaching knowledge and relations between theory and practice, with expected consequences for teaching practice. Implications for teacher educators' practice are also discussed.

Fischer, J.-P. (2022). **La modélisation (principalement par régression). Difficultés, complications et incertitudes.** *Éducation & didactique*, 16(3), 175-187. <https://doi.org/10.4000/educationdidactique.10889>

La régression statistique est une technique très utilisée. Néanmoins, elle soulève encore de nombreux problèmes, qui sont parfois de véritables chausse-trappes et qui n'ont pas toujours de solution simple. La présente contribution essaie d'en discuter quelques-uns, sur des exemples généralement tirés de la didactique ou de l'éducation. Ils sont intitulés et présentés comme suit : (1) le soi-disant contrôle de variables ; (2) les variables colinéaires ; (3) les variables de confusion ; (4) la variable collider ; (5) interprétations prédictive vs contrefactuelle ; (6) le problème fondamental de l'interprétation causale ; (7) la salade causale ; (8) la régression vers la moyenne ; (9) une complication due à l'approche bayésienne ; (10) que d'incertitudes !

Fütterer, T., van Waveren, L., Hübner, N., Fischer, C., & Sälzer, C. (2023). **I can't get no (job) satisfaction? Differences in teachers' job satisfaction from a career pathways perspective.** *Teaching and Teacher Education*, 121, 103942. <https://doi.org/10.1016/j.tate.2022.103942>

Education policy stakeholders attempt to counteract teacher shortages by recruiting persons from outside of the teacher career. However, teachers' job satisfaction, a key predictor for teacher retention, often differs between those originally trained as a teacher and those from different career pathways. Applying multiple indicator multiple causes (MIMIC) bifactor models on PISA data (N = 125,764 teachers), we found that first career teachers show higher job satisfaction. Furthermore, the curricular preparedness by initial education is more important for those, who always intended to become teachers when compared to those arriving from alternative routes. Based on findings in this study, we recommend improvements of alternative certification programs, working conditions, and professional development opportunities for persons who did not initially plan to become teachers to increase overall teachers' job satisfaction.

Guise, M., Ambroso, E., Paulding, K., Moore, C., & Hegg, S. (2023). **Preservice Teacher Reflection on Coteaching Implementation: Are We Meeting the Benchmarks?** *Journal of Teacher Education*, 74(1), 23-39. <https://doi.org/10.1177/00224871221105807>

This research study shows one teacher preparation program's (TPP) attempt to better gauge coteaching implementation and how a TPP can provide more immediate pair support. We present findings from the analysis of 777 weekly coteaching reflection surveys completed by 44 secondary preservice teachers over 20 weeks of the clinical experience. The research team developed "ideal" benchmarks for the coteaching reflection prompts and analyzed the data in respect to these benchmarks to see how close preservice teachers met coplanning, coconstructing, and coassessing benchmarks. Data are reported according to these benchmarks, presenting these data for the entire cohort and by individual disciplines before providing detailed case studies for two pairs within the English cohort. Recommendations are provided for TPPs who want to use a similar coteaching reflection survey and approach to data analysis to inform more immediate pair support.

Havey, N., & Chang, M. J. (2022). **Do Journals Have Preferences? Insights from The Journal of Higher Education.** *Innovative Higher Education*, 47(6), 915-926. <https://doi.org/10.1007/s10755-022-09634-5>

Using five years of publishing data from the Journal of Higher Education, we describe the publication pipeline at the journal, explore trends with respect to topic, the geographic distribution of authors, and each paper's methodological approach. Following the presentation of these trends, we discuss implications for the field of higher education and those publishing within it.

Heirweg, S., De Smul, M., Merchie, E., Devos, G., & Van Keer, H. (2022). **The long road from teacher professional development to student improvement: A school-wide professionalization on self-regulated learning in primary education.** *Research Papers in Education*, 37(6), 929-953. <https://doi.org/10.1080/02671522.2021.1905703>

Notwithstanding the value of self-regulation, different studies evidence that self-regulated learning (SRL) is still insufficiently ingrained in schools and that teachers only rarely promote it among their students. Therefore, the current study reports on a one-year school-wide professional development programme (PDP). A quasi-experimental pre-test-post-test design was used with 10 schools randomly assigned to the experimental group (EG) and 10 schools to the control group (CG). To analyse how far the effects of the PDP reach, the impact on teachers' SRL beliefs, self-efficacy, their SRL promotion behaviour and students' SRL competences and achievement scores was investigated. Data were gathered from 40 fifth and sixth grade teachers (nEG = 22, nCG = 18) and their 747 upper primary school students (nEG = 448, nCG = 299). Analyses of covariance were used to study teacher-level effects, while multilevel analyses were adopted to investigate student-level effects. Results indicate that the PDP generated an increase in teachers' SRL promotion, while no significant effect on their SRL beliefs and SRL self-efficacy could be found. Similarly, results overall indicate the absence of a desired intervention effect at the student level. Different explanations for the present results and recommendations for future research are discussed.

Hill-Jackson, V., & Craig, C. J. (2023). **(Re)Constructing Teacher Knowledge: Old Quests for New Reform.** *Journal of Teacher Education*, 74(1), 5-9. <https://doi.org/10.1177/00224871221137622>

Katemah, R. J., Muteti, C., & Abdi, B. (2022). **The Contribution of Ward Education Officers Supervisory Roles on Teachers' School Attendance in Longido District, Tanzania.** *British Journal of Education*, 10(15), 1-11. <https://doi.org/10.37745/bje.2013/vol10n15111>

The study aimed at investigating the contribution of Ward Education Officers supervisory roles on teachers' school attendance in public secondary schools in Longido District, Tanzania. The study was guided by one research question aimed to find out the extent to which WEOs supervisory roles influence teacher's school attendance in public secondary schools in Longido District, Tanzania. Administrative Theory of Management developed by Henri Fayol in 19th Century was used to guide this study. The study employed Convergent design under mixed method approach. The targeted population of this study include 9 heads of schools, 1 DEO, 9 ward education officers' and 283 teachers from the 09 public secondary schools in Longido District, Tanzania that make a total number of 302 populations. The sample size of this study included 4 heads of schools, 4 ward education officers, 48 teachers from 4 public secondary schools and 1 DEO in Longido District to make the total number of 57 respondents. Questionnaires, interview guide and document analysis guide were used to collect data from the respondents. The reliability of quantitative data was established through Cronbach-Alpha where by ($r=0.86$ for teachers' questionnaire) while qualitative data through triangulation and member checking methods. Quantitative data was analyzed by using descriptive analysis to generate frequency, means and percentages. Qualitative data was analyzed thematically and presented in words by verbatim quotations. Research ethics such as anonymity, confidentiality and acknowledgement were adhered across the entire research process. The study found out that good communication between WEOs and heads of schools, inspection of teachers' attendance register books, frequently schools' visits and provide advice to teachers who are not attending to schools contribute good attendance to teachers. The researcher concluded that WEOs supervisory roles contribute teachers school attendance positively whereby teachers adhered to code of conduct by coming and departure to school on time. The study recommends that; WEOs should encourage teachers attending to school daily and solve the conflicts and management to enhance their attendance at schools. The researcher concluded that Ward supervisory roles influence teachers school attendance positively

Kaya, Z., & Nafiz Kaya, O. (2023). **Gathering Rich Data on Preservice Science Teachers' Pedagogical Content Knowledge Through Their Lesson Plans.** *Journal of Teacher Education*, 74(1), 10-22. <https://doi.org/10.1177/00224871221105801>

The purpose of this study was to, first, examine the potential of lesson plans (LPs) of preservice science teachers (PSTs, $N = 631$) as a source for gathering rich data on their pedagogical content knowledge (PCK) and, second, qualitatively describe PSTs' reasons for the level of data richness in their LPs on PCK. PSTs' handwritten LPs were analyzed through an analytic rubric, and semi-structured interviews were conducted with 79 randomly selected PSTs. Results revealed a range of the level of data richness of the PSTs' LPs on PCK and five descriptive categories about the PSTs' reasons for the richness of LP data on PCK. The study implies that researchers should consider the inclusion of the LP as a valid tool in their triangulation design; however, they should weigh the factors that influence the collection of rich data in their PCK studies to triangulate findings better to portray a holistic picture of PCK.

Klusmann, U., Aldrup, K., Roloff-Bruchmann, J., Carstensen, B., Wartenberg, G., Hansen, J., & Hanewinkel, R. (2023). **Teachers' emotional exhaustion during the COVID-19**

pandemic: Levels, changes, and relations to pandemic-specific demands. *Teaching and Teacher Education*, 121, 103908. <https://doi.org/10.1016/j.tate.2022.103908>

We aimed to identify the levels of and changes in emotional exhaustion experienced by teachers and principals during the COVID-19 pandemic and pandemic-related stressors and resources. In a German sample of 2157 teachers and 374 principals, we found high levels and an increase of emotional exhaustion. Results from multi-group structural equation modeling analyses indicated that health concerns and workload were positively and social support negatively related to emotional exhaustion. Additional analyses of an open response question confirmed that teachers and principals experienced their work during the COVID-19 pandemic as predominantly stressful. These results indicate the importance of supporting both teachers and principals in reducing their exhaustion to help students overcome the consequences of the COVID-19 pandemic.

Kraemer-Holland, A. (2023). **Hope, vulnerability, and grief: An aspiring teacher's journey through teaching and Teach for America.** *Teaching and Teacher Education*, 121, 103917. <https://doi.org/10.1016/j.tate.2022.103917>

This article utilizes a poststructuralist framework for conceptualizing how institutional practices and discourses shape teacher emotions. Part of a larger qualitative study examining the philosophies and teaching experiences of former Teach for America (TFA) teachers, this article explores one aspiring teacher's brief journey through teaching. Qualitative, semi-structured interviews examined Dominic's educational past, teaching experiences, and reflections. Structured as an emplotted narrative analysis, findings captured Dominic's emotion-laden transition into and release from TFA and teaching. This article contributes to teacher emotion research from a poststructuralist perspective by situating emotions within larger discourses.

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). **Teachers' Mental Health During the COVID-19 Pandemic.** *Educational Researcher*, 51(9), 593-597. <https://doi.org/10.3102/0013189X221134281>

With an emergence of research investigating the educational impacts of the COVID-19 pandemic, empirical studies assessing teachers' mental health throughout the pandemic have been scarce. Using a large national data set, the current study compares mental health outcomes during the pandemic between pre-K–12 teachers and professionals in other occupations. Further, we compare the prevalence of mental health outcomes between in-person and remote teachers (N = 134,693). Findings indicate that teachers reported a greater prevalence of anxiety symptoms than did those in other professions and that remote teachers reported significantly higher levels of distress than did those teaching in person. We summarize the policy implications of these results.

Larios, R. J., & Zetlin, A. (2023). **Challenges to preparing teachers to instruct all students in inclusive classrooms.** *Teaching and Teacher Education*, 121, 103945. <https://doi.org/10.1016/j.tate.2022.103945>

Educating all children in inclusive settings requires proper support and guidance. Effective training has the potential to give teachers at every stage of their career the ability to influence student thinking and increase all students' educational development. Utilizing a convergent mixed methods design, the current study explores the impact of university and district-led professional development aimed to develop the skills and

willingness of teachers to create a more inclusive learning environment. Findings from two focus groups and a survey completed by 74 participants, suggest that in order to impact skills and perceptions university-district partnerships would benefit from employing the seven elements for effective professional development presented by the Learning Policy Institute (LPI).

Levine, T. H., Mitoma, G. T., Anagnostopoulos, D. M., & Roselle, R. (2023). **Exploring the Nature, Facilitators, and Challenges of Program Coherence in a Case of Teacher Education Program Redesign Using Core Practices.** *Journal of Teacher Education*, 74(1), 69-84. <https://doi.org/10.1177/00224871221108645>

Scholars have called for promoting coherence in teacher education programs. Such coherence is often depicted as a state to be achieved. This article reconceptualizes coherence as a dynamic process affected by the simultaneous organizational realities of unity, conflict, and fragmentation; it also aims to clarify factors that can facilitate or challenge the work of enhancing teacher education program coherence. Drawing on a case study of program-wide redesign, we show that promoting coherence requires more than just maximizing unity (instructors' agreement on means and ends). It also requires addressing conflict and recognizing fragmentation in ways that support what we term "pathway flexibility." By highlighting the interplay of unity, conflict, and fragmentation, we offer a set of conceptual tools to understand and support the development of program coherence in teacher education.

Loisy, C., Monod-Ansaldi, R., Gruson, B., & Sensevy, G. (2022). **Le réseau des lieux d'Éducation associés à l'Institut français de l'Éducation : un instrument pour la recherche.** Consulté à l'adresse <https://pur-editions.fr/product/8816/le-reseau-des-lieux-d-education-associes-a-l-institut-francais-de-l-education>

Cet ouvrage est le fruit de dix années de travail collectif au sein du réseau des lieux d'éducation associés (LÉA) porté, depuis 2011, par l'Institut français de l'éducation (IFÉ) au sein de l'École normale supérieure (ENS) de Lyon. Il rend compte, à travers des études et des témoignages, de travaux de recherche impulsés par ce réseau qui vise à favoriser la mise en œuvre de recherches collaboratives en éducation et à institutionnaliser des interactions entre professionnels de l'éducation et de la formation : tous réunis autour de questions émergentes du terrain, ils sont chercheurs et acteurs de la communauté éducative. Point d'étape pour les dix ans du réseau, cet ouvrage permet de porter un ensemble de regards croisés sur la construction de savoirs et la production de ressources au sein des LéA. Il permet d'explorer comment ces savoirs et ces ressources peuvent nourrir l'action des acteurs de l'éducation. Afin de donner à voir la diversité des champs scientifiques et éducatifs représentés dans le réseau, il réunit des auteurs d'origines et de statuts différents : certains sont des professionnels de l'éducation, d'autres des chercheurs de disciplines variées, et d'autres encore des représentants de différentes institutions éducatives. Du fait de la variété des problèmes traités et des auteurs impliqués, cet ouvrage s'adresse à toute personne qui s'intéresse à la recherche en éducation et souhaite plus particulièrement connaître les recherches portées par le réseau des LéA : professeur, formateur, chercheur et apprenti chercheur, cadre de l'Éducation nationale, étudiant.

Lund, B. D. (2022). **Highly-Cited Researchers at Non-Research Colleges and Universities in the United States: Prolific Schools, Top Researchers, and Their Attributes.** *Innovative Higher Education*, 47(6), 1025-1041. <https://doi.org/10.1007/s10755-022-09626-5>

This study identifies the top 1% of highly-cited researchers at non-Research colleges and universities in the United States and explores the attributes of these researchers and their institutions that help predict their success. Data for the non-Research schools was collected from the National Center of Education Statistics, while citation data were collected via Google Scholar. The findings of this study indicate that, though faculty employed at public institutions outnumber those at private schools, there are roughly equal numbers of highly-cited researchers at both types of institutions. Large universities are responsible for producing more highly-cited researchers than smaller schools, though small schools outnumber large ones. West coast and Northeast institutions produce an outsized number of highly-cited researchers compared to the Midwest and South. Gender and discipline are the strongest predictors of highly-cited researchers, where men strongly outnumber women and researchers in natural science disciplines outnumber those in the social sciences and humanities. These findings may be helpful in identifying the most prolific non-Research institutions in terms of research productivity and acclaim, as well as increasing understanding of attributes that relate to an increased number of highly-cited researchers.

Marandu, E. S., Kileo, E., Siamoo, P., & Moshia, H. J. (2022). **Extensiveness of Heads of Schools Coaching Role on Teachers' Professional Development in Community Public Secondary Schools in Simanjiro District, Tanzania.** *British Journal of Education*, 10(15), 46-54. <https://doi.org/10.37745/bje.2013/vol10n154654>

This study was conducted to examine the extent to which heads of schools' coach teachers to improve their professional development in community public secondary schools in Simanjiro District, Tanzania. The study was guided by the theory of Total Quality Management (TQM). The study employed convergent research design under the mixed methods research approach. The target population in this study included teachers of community public secondary schools, heads of schools and the District Secondary Education Officer. The study sample comprised of 73 respondents in which 60 teachers were sampled through stratified and simple random sampling technique. Questionnaires and interview guides were used to collect the required data. The reliability of quantitative instruments was established through Cronbach Alpha. The validity and reliability of qualitative instruments was established through triangulation method. Quantitative data were analysed by using descriptive statistics such as frequencies, means, and percentages and presented in tables with the aid of Statistical Package for Social Science (SPSS) version 23. The qualitative data were analysed by developing themes from research questions and present them in narrative form and direct quotations. The study found out that to a small extent heads of schools perform coaching role since they have inadequate coaching knowledge which is caused by the lack of training, seminars or workshops to heads of schools. The study concluded that the extent heads of schools perform the role of coaching to improve teachers' professional development is too small. The study recommends that the government should finance both heads of schools and teachers' trainings and seminars concerning their careers for their professional development.

Marsicano, C. R., & Nichols, A. R. K. (2022). **In Search of an Academic "Greatest Hits" Album: An Examination of Bibliometrics and Bibliometric Web Platforms.** *Innovative Higher Education*, 47(6), 1007-1023. <https://doi.org/10.1007/s10755-022-09631-8>

Despite the relative youth of bibliometric web platforms (Google Scholar was released in 2004), they play an increasingly significant role in the assessment of the impact of scholars

and the research they produce. This scholarly essay provides a thorough review of the literature on bibliometric platforms, the extent to which they make available relevant manuscripts for inclusion in research, and their use for the assessment of scholarly work. We describe the metrics found on common bibliometric platforms, proposed metrics not commonly found in platforms, and how those metrics may differ based on scholar race and gender. We identify pitfalls of citation metrics present on bibliometric platforms. Finally, we identify areas for expansion of the research on bibliometric platforms and development of new metrics.

McKell, T. (2022). ***Understanding Teachers' Experience with a Revised History Curriculum*** (Masters, Concordia University). Consulté à l'adresse <https://spectrum.library.concordia.ca/id/eprint/991215/>

Quebec's mandated high school history course has received much public attention since the reimagining of the curriculum in 2006. In this thesis, I examine the historical contexts and debates surrounding Québec's mandated history courses published in 1982, 2006 and 2016. I investigate the problems with the 2006 curriculum and conduct a policy analysis of the circumstances for replacing the 2006 curriculum only 10 years after its publication. The 2016 curriculum is based on the recommendations of a public consultation by Beauchemin and Fahmy-Eid (2014). A policy analysis of these recommendations reveal that Beauchemin and Fahmy-Eid tightly controlled text and discourse in favour of a national historical narrative. Consequently, the Beauchemin and Fahmy-Eid report (2014) limits Quebec's minority and marginalized communities from connecting to or being validated by history. The 2016 version of the curriculum has come under scrutiny for overemphasising the historical contributions of one nation through a unique Québec lens (Bradley & Allison, 2021). The phenomenological portion of my thesis shows that teachers of English-speaking students in Québec are aware that the 2016 curriculum does not validate minority and marginalized communities and accommodate the curriculum by delivering the material in ways that undermine the nationalistic and civic aspects of the curriculum and encourage students to reflect on their place and that of others in Québec's social culture.

Mohamedi, K., Kileo, E., & Siamoo, P. N. (2022). ***Teachers' Perceived Level of Knowledge on Preparation of Lesson Plans towards Facilitating Classroom Instruction in Secondary Schools in Rombo District, Tanzania***. *British Journal of Education*, 10(14), 15-29. <https://doi.org/10.37745/bje.2013/vol10n141529>

The study assessed teachers' perceived level of knowledge on preparation of lesson plans towards facilitating classroom instructions in secondary schools. Systems theory was used to guide the researcher in conducting the study. The target population of the study was fifty-one secondary schools found in Rombo District. Thirteen secondary schools were sampled using simple random sampling. In each school, seven teachers were sampled through stratified random sampling technique, three Ward education officers through simple random sampling technique and thirteen heads of schools participated in the study. The study used Convergent design under mixed methods approach. Questionnaires were used to collect data from teachers, interview guide to heads of schools and Ward educational officers. Document analysis guide was used to assess lesson plans prepared by teachers. To ensure content validity of instruments two experts from Mwenge Catholic University were consulted to review the instrument. Cronbach Alpha was used to assess reliability of the Likert scale in questionnaire, and for qualitative instruments estimation of reliability was ensured through member checking. Quantitative

data were analysed using descriptive statistics and were presented in frequency tables, percentages and mean by the aid of SPSS version 27. Qualitative data were analysed by using content analysis by the aid of Computer software Nvivo 11 Plus and presented through narration and quotations. It was established that majority of teachers perceived to be very knowledgeable on preparation of lesson plans towards facilitating classroom instruction in secondary schools. Conclusion drawn from the study asserts that teachers perceived to be very knowledgeable on preparation of lesson plans although they had some problems in preparing some of the parts of lesson plans such as writing lesson competence. The study recommended that, the government and other owners of secondary schools should provide in-service training to their teachers yearly or after every two years so as to update their knowledge on lesson plan preparation.

Moyer, A. (2022). **Has “Who Comes Back” Changed? Teacher Reentry 2000–2019.** *Educational Researcher*, 51(8), 544-546. <https://doi.org/10.3102/0013189X221122746>

Studies of early-career teachers in the 1970s–1990s find that one-quarter to one-half of teachers who left the classroom eventually returned and that returning was associated with teachers' gender and their child-rearing responsibilities. However, much has changed in the last forty years. Women are more likely to continue to participate in the labor force after having children, and teacher labor markets have been impacted by federal policy (e.g., No Child Left Behind, Race to the Top) and the Great Recession. Using data from the National Longitudinal Survey of Youth 1997 (NLSY97), I find that only one-fifth of teachers who exited the profession from 2000–2019 returned. This is a substantially lower rate of return compared to similar work using a previous cohort of teachers from NLSY79. Furthermore, I do not find evidence that teacher reentry is associated with gender or child-rearing status. These findings have implications for teacher labor markets, as reentering teachers can expand the pool of experienced teachers.

Mwiki, A., Malusu, J. M., & Salema, V. (2022). **Strategies Used by Student Counsellors and Their Effectiveness in Promoting Student's Self-Efficacy in Public Secondary Schools in Moshi District – Tanzania.** *British Journal of Education*, 10(15), 12-26. <https://doi.org/10.37745/bje.2013/vol10n151226>

This study examined the strategies used by student counsellors in promoting students' self-efficacy among secondary schools. Guided by Self-Efficacy Theory, the study adopted convergent parallel design under a mixed research approach for data collection and analysis. The study adopted probability and non-probability sampling techniques to obtain 5 Head Teachers, 5 Student Counsellors and 127 students. Cronbach Alpha was adopted to test the reliability of the research instrument at $(r) = 0.73$ for the quantitative data aided by SPSS version 22; while qualitative reliability was ensured through detailed field notes, recording devices and by transcription. The quantitative data were analysed descriptively (frequencies, percentages and means) and inferential statistics using Chi-Square Statistical test and presented in form of tables. The qualitative data were coded to translate the responses into specific categories and themes for narration and direct quotations from the respondents. The study found that student counsellors used the following strategies which proved effective in enhancing students' self-efficacy: encouraging students' self-verbalization, providing feedback on students' efforts, encouraging teachers to provide activities that students can accomplish with a reasonable amount of effort, encouraging peer modelling, helping students to set goals, teaching students effective study skills and helping student to identify their areas of

interest. Through Chi-Square test, the study found that there was a significant association between strategies used by student counsellors and the level of students' self-efficacy. The study concluded that there was a positive relationship between strategies used by student counsellors and students' self-efficacy which greatly influenced students' academic achievements. Therefore, the study recommends that the head teachers should workout through the government to have more professional counsellors deployed in schools and that students should be encouraged to attend guidance and counselling sessions.

Nguyen, T. D., & Kremer, K. P. (2022). **Burned Out and Dissatisfied?: The Relationships between Teacher Dissatisfaction and Burnout and Their Attrition Behavior.** *The Elementary School Journal*, 123(2), 203-227. <https://doi.org/10.1086/721772>

The current annual teacher attrition rate is about 16%. This loss of teachers results in reduced student achievement and increased financial costs to school districts. Using repeated cross-sectional nationally representative data, we identify the relationship between teacher dissatisfaction and burnout with attrition and whether certain teachers are at risk for dissatisfaction and burnout. We consistently find dissatisfaction and burnout are higher among teachers in secondary school; teaching a science, technology, engineering, and mathematics subject; with more experience; and in low-income schools. Teacher dissatisfaction and burnout are highly associated with teacher intention to leave teaching and their actual attrition behavior. We discuss implications of our findings for policy and practice.

Papageorgiou, E., Krommidas, C., Digelidis, N., Moustakas, L., & Papaioannou, A. G. (2023). **An online PETE course on intercultural education for pre-service physical education teachers: A non-randomized controlled trial.** *Teaching and Teacher Education*, 121, 103920. <https://doi.org/10.1016/j.tate.2022.103920>

Multicultural societies require educators' intercultural competence. This trial examined if attitudes and perceived competences of pre-service Physical Education (PE) teachers could be improved by an online, teacher education course structured upon the findings of the intercultural education through physical activity, coaching, and training (EDU:PACT) project. Following individual preferences, participants (N = 129) were allocated to this course or control condition of the usual University curriculum. The intervention vs. control group scored better in outcomes of skills, knowledge, and one attitude dimension post-intervention. This teacher education course may effectively train pre-service PE teachers on intercultural education.

Paz-Albo, J., Ruiz Ruiz, J. M., Bernárdez-Vilaboa, R., Huerta-Zavala, P., & Hervás-Escobar, A. (2022). **The Impact of Socratic Exit Tickets on Initial Teacher Training.** *College Teaching*, 70(4), 413-421. <https://doi.org/10.1080/87567555.2021.1971602>

The purpose of this research is to investigate the opinions of future teachers on their experience using Socratic exit tickets in the university classroom. For this purpose, the Socratic program was implemented as a learning tool within the education programs of two large universities in Spain, and a questionnaire was created by adapting instruments from previous research. The results show that the use of exit tickets improves the participants' reported attention and perceived abilities to reflect on, synthesize and analyze the course content. In addition, the use of Socratic facilitates instructors in identifying the degree of understanding or difficulties of students.

Rancher, C., & Moreland, A. D. (2023). **Adverse childhood experiences, stress, and resilience among early childhood teachers.** *Early Childhood Research Quarterly*, 62, 186-193. <https://doi.org/10.1016/j.ecresq.2022.08.007>

Early childhood teachers play a critical role in supporting young children's cognitive, social, and emotional development. Unfortunately, teachers' abilities to promote young children's well-being can be hindered by their own stress. Teachers can experience both workplace stressors as well as chronic stressors from adverse childhood experiences (ACEs). Very little is known about whether different sources of teacher's stress have independent effects on their functioning. The present study examines whether workplace stress and history of ACEs are unique or redundant predictors of teacher resilience and classroom behavior, including teacher-child interaction quality, child classroom misbehavior, and staff affect regulation. Data were collected from female teachers (N = 718) across 101 childcare centers. Teachers (Mage = 39.26, SD = 13.69) completed self-report assessments on their history of ACEs, workplace stress, and resilience. For a subsample of teachers (n = 58) classroom behavior was observationally coded in the classroom. Controlling for student-teacher ratio and center type, both a higher number of ACEs and workplace stress were associated with lower levels of resilience. Only a history of ACEs was associated with observed teacher-child interaction quality and child classroom misbehavior, not workplace stress. Although there are some limitations to the measurement of retrospective ACEs, the present study offers some promising findings regarding the impact of ACEs on teacher functioning. The present findings suggest that addressing trauma-specific stress is important for early childhood teacher interventions, beyond general relaxation and stress management strategies.

Raybaud, A. (2022, décembre 13). **Chez les jeunes chercheuses, l'expérience complexe de la grossesse : « Je me sentais coupable d'être enceinte ».** Consulté 15 décembre 2022, à l'adresse [Le Monde.fr website: https://www.lemonde.fr/campus/article/2022/12/13/chez-les-jeunes-chercheuses-l-experience-complexe-de-la-grossesse-je-me-sentais-coupable-d-etre-enceinte_6154136_4401467.html?xtor&&M_BT=59982028924745#x3D;EPR-33280894-\[campus\]-20221214-\[call titre 1\]](https://www.lemonde.fr/campus/article/2022/12/13/chez-les-jeunes-chercheuses-l-experience-complexe-de-la-grossesse-je-me-sentais-coupable-d-etre-enceinte_6154136_4401467.html?xtor&&M_BT=59982028924745#x3D;EPR-33280894-[campus]-20221214-[call titre 1])

Roquet, P., Cohen-Scali, V., & Obertelli, P. (Éd.). (2022). **Tensions identitaires et accompagnement professionnel.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140305191&utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_35153&utm_medium=email&utm_content=lienTitre

Comment appréhender les processus de tensions identitaires des individus situés dans des contextes d'apprentissage, de formation ou d'activité professionnelle ? Les auteurs analysent les processus complexes de la formation et de la professionnalisation des métiers de l'accompagnement, centrés sur la relation à autrui : animation, éducation, formation, industrie, insertion, médico-social, santé. Les résultats présentés, issus de travaux de recherche réalisés dans le cadre du laboratoire de formation des adultes du CNAM, ouvrent de nouvelles perspectives de transformation des pratiques professionnelles au sein d'organisations marquées par des formes de rationalisation de leur gouvernance. Ces transformations conduisent les professionnels à recomposer leur identité de manière plus singulière en se heurtant à des conflits et des temps d'incertitude.

Sailer, M., Bauer, E., Hofmann, R., Kieseewetter, J., Glas, J., Gurevych, I., & Fischer, F. (2023). **Adaptive feedback from artificial neural networks facilitates pre-service teachers' diagnostic reasoning in simulation-based learning.** *Learning and Instruction, 83*, 101620. <https://doi.org/10.1016/j.learninstruc.2022.101620>

In simulations, pre-service teachers need sophisticated feedback to develop complex skills such as diagnostic reasoning. In an experimental study with N = 178 pre-service teachers about simulated pupils with learning difficulties, we investigated the effects of automatic adaptive feedback, which is based on artificial neural networks, on pre-service teachers' diagnostic reasoning. Diagnostic reasoning was operationalised as diagnostic accuracy and the quality of justifications. We compared automatic adaptive feedback with static feedback, which we provided in form of an expert solution. Further, we experimentally manipulated whether the learners worked individually or in dyads on the computer lab-based simulations. Results show that adaptive feedback facilitates pre-service teachers' quality of justifications in written assignments, but not their diagnostic accuracy. Further, static feedback even had detrimental effects on the learning process in dyads. Automatic adaptive feedback in simulations offers scalable, elaborate, process-oriented feedback in real-time to high numbers of students in higher education.

Schneeberger McGugan, K., Horn, I. S., Garner, B., & Marshall, S. A. (2023). **“Even when it was hard, you pushed us to improve”:** Emotions and teacher learning in coaching conversations. *Teaching and Teacher Education, 121*, 103934. <https://doi.org/10.1016/j.tate.2022.103934>

We investigate the role of teachers' edge-emotions in coaching conversations. While emotions are common in instructional coaching, they are under-examined in research. This qualitative study examines a particularly emotional coaching event that we facilitated with an experienced mathematics teacher. We use Kerdeman's (2003) framework of being “pulled up short” to describe how the teacher's understanding of her lesson was interrupted, resulting in negative emotions. She was ultimately motivated to transform her practice with our empathy and sustained support. We discuss implications for instructional coaching, particularly how edge-emotions can be leveraged to support teachers' conceptual change.

Seraphine, M., Salema, V., & Abdi, B. (2022). **Perceptions of Teachers Toward Headteacher's Instructional Supervision on Preparation of Professional Documents in Rombo District Tanzania.** *British Journal of Education, 10*(15), 55-65. <https://doi.org/10.37745/bje.2013/vol10n155565>

This study aimed to investigate on perceptions of primary teachers toward headteacher's instructional supervision on preparation of professional documents in public primary schools. System theory was used to guide this study. The target population of the study was one hundred and forty-two primary schools, one hundred and forty-two Headteachers, one thousand three hundred and twenty-two teachers and District Education Officer from Rombo District. in this study. This study adopted an embedded mixed methods design under mixed methods approach. Both probability and nonprobability sampling procedures were used to select sample which consisted of 130 respondents. Questionnaire and interview guide were used as data collection instruments in this study. To ensure content validity of instruments two experts from Mwenge Catholic University were consulted to review the instrument. Cronbach Alpha was used to assess stability and consistency of the Likert type items in questionnaire, the items scored a coefficient reliability of 0.87 and for qualitative data estimation of reliability

was done through member checking. Quantitative data were analyzed using descriptive statistics and were presented in frequency tables, percentages and mean by the aid of SPSS version 27. The study showed that perceptions of teachers toward head teacher's instructional supervision on preparation of professional documents to be positive. Therefore, the study concluded that majority of teachers' perception to be positive on head teachers' instructional supervision towards preparation of professional documents in public primary schools. The study recommended that, the government and other owners of primary schools should make sure that their teachers attend in-service training frequently so as to update their knowledge on preparation of professional documents. Learning is a continuous process teacher have to update their knowledge frequently so as to become better facilitators of pupils in their classroom.

Sommerhoff, D., Codreanu, E., Nickl, M., Ufer, S., & Seidel, T. (2023). **Pre-service teachers' learning of diagnostic skills in a video-based simulation: Effects of conceptual vs. interconnecting prompts on judgment accuracy and the diagnostic process.** *Learning and Instruction*, 83, 101689. <https://doi.org/10.1016/j.learninstruc.2022.101689>

Video-based simulations are considered authentic approximations of practice that can support pre-service teachers' acquisition of diagnostic skills. Still, there is insufficient knowledge on the (differential) effectiveness of different types of prompts on learning in such environments. The presented study experimentally compared the effects of two types of prompts on participants' judgment accuracy and diagnostic processes in a video-based simulation for diagnostic skills in the context of secondary mathematical argumentation skills. The prompts focused learners either on one indicator of argumentation skills (conceptual prompts) or two indicators and their relation (interconnecting prompts). Results indicate that the prompts effectively supported learning in short interventions. While conceptual prompts led to generally higher learning, interconnecting prompts showed a differential effectiveness based on prior knowledge. Besides highlighting a prototypical video-based simulation for diagnostic skills and prompts to support these, results give indications for teaching diagnostic skills and the adaptive use of prompts for simulation-based learning.

Stefanco, C. J., Lloyd, V. C., & Braxton, J. M. (2022). **Toward the Development of a Two-Way Loop of a Scholarship of Practice for Independent College and University Presidents.** *Innovative Higher Education*, 47(6), 1043-1065. <https://doi.org/10.1007/s10755-022-09640-7>

This article develops a two way of a scholarship of practice for independent college and university presidents: one loop from practitioners to researchers and the other loop from researchers to practitioners. We used the results of survey completed by presidents of independent institutions in California, New York, and Tennessee to develop this two-way loop that includes a practitioner defined research agenda for use by researchers and channels of communication to convey the results of such research to practitioners.

Sturrock, S. (2022). **Primary teachers' experiences of neo-liberal education reform in England: 'Nothing is ever good enough'.** *Research Papers in Education*, 37(6), 1214-1240. <https://doi.org/10.1080/02671522.2021.1941213>

As the global neo-liberal reform movement in education continues to evolve, so does the simultaneous transfiguration of the profile and status of primary school teachers in England. Reform continues to delineate the aims and purpose of primary education in increasingly essentialist terms. This paper explores English primary school teachers'

perceptions and experiences of teaching, and of being a teacher, in a period of considerable change. Extending the existing research literature about primary school teachers, it explores the progressively strategic nature of policy enactment and the tactics employed by teachers to manage conflicting demands. The paper draws upon rich qualitative data from two sets of interviews with 22 primary teachers employed in the South-East of England. Thematic analysis facilitated findings about teachers' encounters with, and responses to, neo-liberal policy reform, notably in relation to accountability and managerialism. The view that 'nothing is ever good enough' reflects recurrent data affirming the relationship between school leadership and teachers' demoralisation, as well as perceived reputational decline more broadly. Findings highlight the emergence of the primary practitioner as 'tactician', and of a particular brand of survivalism necessary for a context that acts to pedagogically and philosophically constrain the purpose of primary education.

Symeonidis, V., Haas, E., & Schneider, K. (2023). **Personal, social and professional support for newly qualified teachers: Teacher induction in Austria.** *Teaching and Teacher Education*, 121, 103916. <https://doi.org/10.1016/j.tate.2022.103916>

This article analyses the perceptions of newly qualified teachers (NQTs) in Tyrol, Austria of the support received and challenges faced during the induction phase. A mixed-methods approach was used to collect data via a survey (N = 101) and interviews with NQTs (N = 13). Our findings show that NQTs found the personal and social support they received more helpful than the professional support, and regression analysis reveals that the perceived quality of the professional support was related to NQTs' overall judgement of the induction phase. The main challenges facing NQTs included high workload, combining studies with work, and irregular meetings with mentors.

Talerien, J. (2022). **Peer-to-peer teacher professional development in the local school context.** *Colloque International JRE-Riiclas 2022*. Présenté à Tahiti, French Polynesia. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03867892>

Taylor, L. A. (2023). **"If I was better at managing all this": The role of neoliberal logic in framing one teacher's narratives about accountability.** *Teaching and Teacher Education*, 121, 103944. <https://doi.org/10.1016/j.tate.2022.103944>

Neoliberalism influences teaching not only through educational policies like high-stakes testing but also through more fundamentally shaping understandings of teaching and learning. This case study explores how neoliberalism framed the sense-making of one critically-oriented teacher in an accountability-constrained school through a discursive analysis of her teaching narratives. While documenting the teacher's consistent critique of accountability policies like high-stakes testing, the analysis also identifies the more insidious ways neoliberal logic shaped her thinking through frames of individual responsibility and of equating neoliberalism with reality. These findings suggest implications for how critically-oriented teacher educators and researchers consider teacher agency and resistance.

Tomek, R., & Urhahne, D. (2023). **Testing a model of noise-related stress in school teachers.** *Teaching and Teacher Education*, 121, 103933. <https://doi.org/10.1016/j.tate.2022.103933>

In a cross-sectional study, we examined whether teacher stress and voice fatigue resulting from student noise mediated the relationship between noise sensitivity and noise-related burnout. Based on the simplified model of teacher stress, we collected

online data from 159 German elementary and middle school teachers. Results indicated that teacher stress mediated the relationship between noise sensitivity and vocal fatigue; voice fatigue mediated the relationship between stress and noise-related burnout; stress and voice fatigue serially mediated the relationship between noise sensitivity and noise-related burnout. Implications of the findings for teachers are discussed and suggestions for future research are offered.

Tsai, M.-C., Wang, S.-F., Gray, N., & Jourdan, D. (2022). **Occupational Health of Education Personnel—The Role of Job Crafting and Other Control Strategies on Healthy Ageing at Work**. *International Journal of Environmental Research and Public Health*, 19(23), 15970. <https://doi.org/10.3390/ijerph192315970>

This article looks at the strategies that influence healthy ageing at work from the motivational theory of life span development (MTD). It aims to better understand the influence of job crafting as a selective primary control, help-seeking as a compensatory primary control, positive reappraisal as a selective secondary control, and downward social comparison and downgrading expectation as a compensatory secondary control on healthy ageing at work (work engagement, health, and motivation to continue working after retirement). A total of 386 educational personnel participated in the study. This study used hierarchical regression analysis to test incremental validity, supplemented with confirmatory factor analysis and structural equation modelling as a solution to solve the potential error problems caused. The results show that job crafting is positively correlated with healthy ageing at work. Positive reappraisal and downward social comparison showed incremental validity in predicting healthy ageing at work beyond job crafting among the middle-aged group (45–65-years-old); in particular, positive reappraisal was the determinant of healthy ageing at work among the middle-aged group. However, both help-seeking and downgrading expectation did not show incremental validity. This study can contribute to the evolution of career development interventions and human resource management focused on supporting older people at work.

Valette, C. (2022). **Profil des admis aux concours enseignants 2021 du premier degré et du second degré**. *Note d'information*, (22.36), 1-4. <https://doi.org/10.48464/ni-22-36>

Plusieurs candidats retentent un concours après avoir échoué l'année précédente. À la session 2021, ils constituent un peu plus d'un tiers des admis aux concours externes pour le premier degré public et 27 % pour le second degré public. La plupart des admis aux concours externes d'enseignement sont des étudiants, en majorité issus des Instituts nationaux supérieurs du professorat et de l'éducation (Inspé). Leur taux de réussite est supérieur à la moyenne pour chaque niveau d'enseignement, une réussite néanmoins différenciée selon les académies dans le primaire, selon les disciplines dans le secondaire. La grande majorité des lauréats sont des femmes, proportionnellement plus nombreuses aux concours enseignants du privé sous contrat qu'à ceux du public. Les lauréats sont en moyenne plus jeunes dans le public que dans le privé, de trois à quatre ans selon le niveau d'enseignement.

Vander Putten, J. (2022). **The Research Impact of Articles Published in the Journal of College Student Development Viewed Using Altmetrics**. *Innovative Higher Education*, 47(6), 927-945. <https://doi.org/10.1007/s10755-022-09637-2>

Fifteen bibliometric research studies were published between 1979—2019 on articles published in journals focusing on higher education and student affairs. This study used the

data science tool Altmetric Explorer for Institutions to answer research questions and complete article-level analyses on research impacts, subject area patterns of research topics, and sources and predictors of online attention. The data source was articles published in the Journal of College Student Development (JCSD) between 2007–2022 (N = 451) and six articles represented 67.7% of the research impact of all 451 articles. Multiple regression analyses investigated relationships between 17 online sources and attention scores for individual research articles. Seven predictors accounted for 99% of the variance in online sources and attention scores for JCSD articles. The results demonstrated the types of insights into research utilization that are possible using altmetrics; a deeper understanding of the audiences for research, dynamic developments of this attention, and new knowledge about the wide array of additional forms of research impact that are occurring beyond the limited scope of subsequent journal article citation counts.

Wofford, A. M., & Winkler, C. E. (2022). **Publication Patterns of Higher Education Research Using Quantitative Criticalism and QuantCrit Perspectives.** *Innovative Higher Education*, 47(6), 967-988. <https://doi.org/10.1007/s10755-022-09628-3>

While higher education scholars have become progressively more interested in employing critical approaches within quantitative research, there is a significant need to improve our understanding about the dissemination and publication of such work. Drawing from a systematic scoping review of 15 years of published higher education literature that integrates quantitative methods and critical inquiry, this article examines 45 manuscripts explicitly using quantitative criticalist or QuantCrit (i.e., quantitative critical race theory) perspectives. Specifically, we investigate which outlets published the included articles, scope and metrics of each outlet, and disciplinary (mis)alignment between contributing authors and publishing outlets. Findings reveal important trends about the uptick in published scholarship using critical quantitative approaches, the equity-focused scope of outlets that have published the majority of manuscripts in our sample, and how scholars' disciplinary training and affiliation may be associated with publication trends. Given that publication processes may serve as a gatekeeping mechanism in academic knowledge dissemination, we conclude with implications for faculty holding power in publishing outlets (e.g., on editorial boards) as well as scholars engaging quantitative criticalism and QuantCrit in higher education.

Yuan, R., Liu, W., & Yung, K. (2022). **Understanding novice teachers' identities through metaphors: a multi-perspective study.** *Research Papers in Education*, 37(6), 821-839. <https://doi.org/10.1080/02671522.2020.1864771>

Employing 'identity' as an analytical lens, this study examined a group of novice school counselling teachers' (SCTs) professional identities in the Chinese context. Informed by a multiple, integrated theoretical perspective focusing on the cognitive, social, and emotional dimensions of teacher identities, the findings reveal five types of metaphors (i.e. cognitive, social, cognitive-emotional, social-emotional and cognitive-social-emotional) that reflect the novice SCTs' most prominent identities in their embedded institutional and social contexts. The study contributes to our understanding of SCTs' professional experiences and identity construction mediated by a range of personal (e.g. limited professional competence) and contextual factors (e.g. a lack of school support and social bias against psychological counselling). It also provides useful implications on how to promote and sustain new teachers' continuing identity development in complex school settings.

Numérique et éducation

Le café pédagogique. (2022, décembre 2). **Bruno Devauchelle : Parentalité, école et numérique**. Consulté 2 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/02/bruno-devauchelle-parentalite-ecole-et-numerique/>

Le numérique peut-il combler la distance entre les parents, les élèves et l'Ecole ? Bruno Devauchelle analyse la relation des parents à l'Ecole mais aussi celle des élèves. Il le fait au regard des publications récentes (Depp et Insee). « Les bulles du métavers ou encore celle de l'intelligence artificielle sont pourtant des signaux qui doivent alerter...

Ashida, A., & Ishizaka, H. (2022). **Effects of changing from on-site to online distance classes on graduate students' help-seeking: lessons for sustainable teaching and learning from the COVID-19 pandemic**. *Asia Pacific Education Review*, 23(4), 653-667. <https://doi.org/10.1007/s12564-022-09783-4>

Over the past decade, the Japanese government and Japanese universities have increased student mobility, both inbound and outbound, to accelerate the internationalization of higher education. However, student mobility was halted in early 2020 because of the COVID-19 pandemic, and international students who had planned to engage in a traditional study abroad program could not enter Japan. The current study examined whether the unexpected implementation of online distance classes because of the pandemic affected the learning strategies of graduate students, including international students. In addition, we investigated whether the online courses functioned as an alternative to face-to-face classes. An analysis using structural equation modeling revealed that the period of enrollment, self-regulation, and country of residence were factors that influenced help-seeking behavior. Graduate students who had enrolled before the pandemic and already experienced face-to-face classes were more likely to actively seek help from instructors and classmates in online classes. Furthermore, graduate students who were unable to enter the country but were taking classes online also tended to actively engage in help-seeking from their instructors and classmates. Students' experiences of the sudden change to distance learning suggest that, to ensure a sustainable teaching and learning environment in various contexts, instructors should use class designs that consider distance learning, particularly designs that enhance students' help-seeking, even under normal circumstances. In addition, ensuring sufficient online/virtual spaces for communication among teachers and students is important.

Chevalère, J., Cazenave, L., Berthon, M., Martinez, R., Mazenod, V., Borion, M.-C., ... Huguet, P. (2022). **Compensating the socioeconomic achievement gap with computer-assisted instruction**. *Journal of Computer Assisted Learning*, 38(2), 366-378. <https://doi.org/10.1111/jcal.12616>

Background As educational digital technologies are increasingly being used in schools, past research left unanswered the question of these technologies' impact on the socioeconomic achievement gap even when equal access is guaranteed. Objectives The objectives of the present study are to examine whether and how the socioeconomic achievement gap can be reduced through the use of computer-assisted instruction (CAI). Methods We addressed this issue experimentally by comparing CAI to conventional teacher-led classroom instruction with more than 800 middle and high school students from disadvantaged and highly privileged socioeconomic backgrounds

in a range of topics. Results and Conclusions Both disadvantaged and highly privileged students taught with CAI outperformed those taught with conventional instruction, thus maintaining the socioeconomic achievement gap constant. However, we also found that disadvantaged students receiving CAI performed as well as highly privileged students receiving conventional teacher-led instruction. Takeaways The positive effects associated with CAI may therefore help compensate the difficulties of students with a disadvantaged background, a still neglected possibility.

Deng, L., Liu, Y., Ku, K. Y. L., & Lin, L. (2022). **In-Class Multitasking with Smartphones and Laptops: Exploring Student Experiences and Perceptions**. *College Teaching*, 70(4), 443-451. <https://doi.org/10.1080/87567555.2021.1973947>

Although multitasking with laptops and mobile phones has become endemic on university campuses, we still don't have adequate understanding of this phenomenon. There is especially a lack of qualitative studies offering detailed and rich description of how and why students multitask. This exploratory study provides a nuanced understanding of in-class multitasking with smartphones and laptops. The study involves sixteen students from a comprehensive university in Hong Kong in in-depth interviews. The results indicate that the university students mainly multitask with mobile phones on activities unrelated to the ongoing class. Lectures and peer presentation are reported as the activities students felt least engaged with. The study has revealed a new type of multitasking behavior, that is learning-related yet off-task. The multitasking behavior also fluctuates on an array of factors associated with motivation, classroom context, and the presence of technology.

Devauchelle, B. (2022, décembre 2). **Parentalité, école et numérique**. Consulté 5 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/02/bruno-devauchelle-parentalite-ecole-et-numerique/>

Le numérique peut-il combler la distance entre les parents, les élèves et l'Ecole ? Bruno Devauchelle analyse la relation des parents à l'Ecole mais aussi celle des élèves. Il le fait au regard des publications récentes (Depp et Insee). « Les bulles du métavers ou encore celle de l'intelligence artificielle sont pourtant des signaux qui doivent alerter...

Fan, Y.-H., & Lin, T.-J. (2023). **Identifying university students' online academic help-seeking patterns and their role in Internet self-efficacy**. *The Internet and Higher Education*, 56, 100893. <https://doi.org/10.1016/j.iheduc.2022.100893>

The main purposes of this study were, first, to identify Taiwanese university students' online academic help-seeking (OAHS) patterns and further to compare their Internet self-efficacy (ISE) among the identified patterns. A total of 366 Taiwanese university students were invited to fill out two questionnaires to understand their OAHS and ISE, respectively. The results revealed that three OAHS patterns, adaptive, self-reliant, and socially-affiliated, were characterized based on the cluster analysis. The differences in the students' various ISE dimensions among the three patterns were then compared. The adaptive students, who commonly adopted all types of OAHS behaviors, tended to be the most efficacious in the seven measured ISE dimensions. The self-reliant students, highlighting that they mainly sought help by searching for relevant information online, showed higher confidence in the ISE dimensions of "Usage," "Application," and "Learning" than did the socially-affiliated students (i.e., those who tended to use formal and informal queries to seek academic help online). The socially-affiliated students only

showed higher confidence in sharing online information than the self-reliant students. However, in the "Communication," "Verifying," and "Metacognition" ISE dimensions, there were no significant differences between the socially-affiliated and self-reliant students.

Genevois, S. (2022). **Enseigner en mode hybride: quelles compétences pour l'enseignant.e d'histoire-géographie du XXIe siècle?** *Colloque international des didactiques de l'histoire, de la géographie et de l'éducation à la citoyenneté. L'enseignant.e d'histoire, de géographie et d'éducation à la citoyenneté: un.e acteur.trice confronté.e aux enjeux d'hybridation, dans sa classe, son établissement, son territoire*. Présenté à Toulouse, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03867460>

La crise sanitaire est venue bousculer la forme scolaire et ouvrir une période d'espoirs et d'incertitudes pour l'École. Dès le début du confinement, les porosités des frontières entre vie privée et vie professionnelle ont modifié le rapport au temps et à l'espace. Les enseignants d'histoire-géographie ont dû apprendre à travailler autrement en adaptant le cadre spatio-temporel aux nouvelles conditions d'enseignement en présence et/ou à distance. Comment ont-ils essayé de faire face aux changements? Quelles stratégies d'adaptation ont-ils mis en œuvre pour maintenir des liens à distance? La mobilisation d'outils et de ressources numériques a-t-elle permis d'assurer un suivi des apprenants? Quelles conséquences sur les pratiques pédagogiques après le déconfinement? Pour répondre à ces questions, nous proposons de nous appuyer d'abord sur un questionnaire d'enquête conduit à l'échelle nationale (Genevois, Lefer Sauvage, Wallian, 2020). Le questionnaire s'adressait à des enseignants du 1er et du 2nd degré issus de France métropolitaine et d'outre-mer (4285 réponses dont 255 concernant des enseignants d'histoire-géographie de collège-lycée). L'objectif était d'appréhender le vécu des enseignants en période de confinement et la manière dont ils ont essayé d'adapter, bricoler, inventer de nouvelles pratiques. Les résultats de cette enquête permettent de saisir les sources de tensions sur un plan tout à la fois personnel et professionnel. Ces données d'enquête ont été complétées en 2021 par des entretiens semi-directifs et des observations permettant de mieux appréhender les formes d'hybridation. Celles-ci concernent non seulement les modes de communication et de réorganisation pédagogique dans et hors la classe, mais aussi les formes de présence à distance et de planification-scénarisation des activités pédagogiques (Jézégou, 2010; Perraya, Charlier, Deschryver, 2014). Ces données permettent de mettre en évidence des changements progressifs dans les gestes professionnels, entre postures de contrôle et postures de lâcher-prise favorisant davantage l'autonomie des apprenants (Bucheton, 2009). A partir de ces analyses, nous dégageons quelques enjeux majeurs concernant les changements en cours ou à venir: reconfigurations de la forme scolaire, apprentissages en mode hybride, gestion de l'incertitude (Hamon & Genevois, 2017), nouvelles compétences transversales pour l'enseignant du XXIe siècle (Villiot-Leclerc, 2020).

Hamilton, W., Duerr, D. E., Hemphill, C., & Colello, K. (2023). **Techno-capital, cultural capital, and the cultivation of academic social capital: The case of adult online college students.** *The Internet and Higher Education*, 56, 100891. <https://doi.org/10.1016/j.iheduc.2022.100891>

The current study examines the role of cultural capital and techno-capital in the academic social capital formation process, focusing on adult online college students

(N = 725) enrolled at a private not-for-profit university in the US. Multiple regression results indicated that cultural capital predicted behavioral integration, an important means through which academic social capital is cultivated; yet, techno-competency, a subscale of techno-capital, predicted the ways in which students perceived their own integration. The findings lend support to the notion that students with higher levels of cultural capital enact academic engagement because they have a better understanding of the “rules of the game,” but techno-capital enables individuals to mobilize a particular set of skills and their socialized understanding of the online context to extract value and realize the benefits from academic engagement.

Hatala, M., Nazeri, S., & Salehian Kia, F. (2023). **Progression of students' SRL processes in subsequent programming problem-solving tasks and its association with tasks outcomes.** *The Internet and Higher Education*, 56, 100881. <https://doi.org/10.1016/j.iheduc.2022.100881>

Learning programming is difficult, and many students fail or have poor outcomes. To learn to program means to master steps in the complex problem-solving activity. Previous research uncovered a rich set of domain-specific and generic cognitive and metacognitive strategies students use when they learn to program. The processes that problem-solving experts demonstrate are very similar to those studied by self-regulated learning researchers. This study proposes Self-Regulated Learning (SRL) process types derived from the SRL phases indicators developed from log data captured from students' interaction with the instructional scaffold for programming assignments in LMS. The process types were defined from theoretical and pragmatic perspectives, with the aim to indicate concrete interventions for improving problemsolving skills. We have observed and quantified students' use of the SRL processes of distinct types in the series of five problem-solving assignments. We have also observed the progression of SRL processes used by each student in the assignments. Our modelling showed that students with domain knowledge at the same level achieve higher assignment marks when they demonstrate SRL processes at the higher level; importantly, students with the lowest programming skills benefit the most.

Husmann, P. R., & Smith, T. C. (2022). **Do Students Know What They Think They Know?: Evaluating the Relationships between Online Practice Questions, Knowledge Monitoring, and Course Outcomes.** *College Teaching*, 70(4), 482-492. <https://doi.org/10.1080/87567555.2021.1981213>

Previous research has shown the value of retrieval practice and metacognitive awareness for student success. The present research evaluated the use of online question modules, in relationship to examination and final course grades, to encourage the development of these skills in undergraduate anatomy. The results demonstrated trends in both questions completed and metacognitive awareness for final grades and grades on the first set of examinations. However, no association was found between the number of questions completed and the percent of questions on which the student was metacognitively aware. This suggests additional instruction or scaffolding is needed to improve these modules.

Jia, C., Hew, K. F., Jiahui, D., & Liuyufeng, L. (2023). **Towards a fully online flipped classroom model to support student learning outcomes and engagement: A 2-year design-based study.** *The Internet and Higher Education*, 56, 100878. <https://doi.org/10.1016/j.iheduc.2022.100878>

The overarching goal of this design-based research is to develop and evaluate a set of design principles for a fully online flipped classroom to support students' learning outcomes, behavioural, emotional, and cognitive engagement. In a fully online flipped classroom, students are encouraged to complete online pre-class activities asynchronously. But unlike in the conventional flipped approach, students do not subsequently meet face-to-face in classrooms, but rather online synchronously. The testbed involved a conventional flipped class (Cycle 0), a fully online flipped class (Cycle 1), and a refined fully online flipped class (Cycle 2). The results showed that although all three groups of students performed equally well in learning, the refined online flipped model was more effective in supporting students' behavioural engagement in the synchronous online class sessions than the online flipped model. This study contributes to the extant literature by explicating the design principles that support student engagement in fully online flipped learning.

Karlins, M. (2022). **A Student-Friendly Approach to Eliminating Cell Phone Usage in the College Classroom.** *College Teaching*, 70(4), 506-508.
<https://doi.org/10.1080/87567555.2021.1985423>

Even though research studies have consistently found that personal cell phone usage during classes has a deleterious impact on learning, faculty are often unwilling to ban the activity because of strong student resistance and a desire to maintain a positive student-instructor relationship. This paper presents a successful strategy for eliminating student cell phone use in the classroom while avoiding the ill-will and resistance usually associated with attempts to regulate student use of electronic devices during class.

Martin, F., Kumar, S., Ritzhaupt, A. D., & Polly, D. (2023). **Bichronous online learning: Award-winning online instructor practices of blending asynchronous and synchronous online modalities.** *The Internet and Higher Education*, 56, 100879.
<https://doi.org/10.1016/j.iheduc.2022.100879>

Bichronous Online Learning is the blending of asynchronous and synchronous online learning. In this qualitative study, 12 award-winning online instructors were interviewed for their online teaching practices focused on blending, design, facilitation, and assessment of asynchronous and synchronous online modalities. Data was collected through virtual interviews which were recorded, transcribed and analyzed. Award-winning instructor practices of blending are discussed through their blending decisions, sequences, and models. Instructors shared their decisions related to blending, such as modality purposes, affordances, and required or optional synchronous sessions. Blending sequences that emerged were asynchronous followed by synchronous, asynchronous followed by synchronous and then asynchronous again. Blending models that resulted were the complement model, replacement model and enhancement model. Asynchronous and synchronous design, facilitation and assessment strategies used by the award-winning online instructors are discussed in detail. The findings have implications for online instructors, students, instructional designers and administrators.

McKellar, S. E., & Wang, M.-T. (2023). **Adolescents' daily sense of school connectedness and academic engagement: Intensive longitudinal mediation study of student differences by remote, hybrid, and in-person learning modality.** *Learning and Instruction*, 83, 101659. <https://doi.org/10.1016/j.learninstruc.2022.101659>

In spring 2020, the COVID-19 pandemic thrust nearly 56 million students in the United States into remote education. By fall 2020, states' and school districts' differing public

health measures resulted in the adoption of varying COVID-adapted learning modalities (i.e., in-person, remote, and hybrid). Using daily diary data with a nationally representative sample (N = 517, Mage = 14.65 years), we investigated whether adolescents' academic engagement and connectedness to their teachers and classmates differed by COVID-adapted learning modalities. We also assessed whether adolescent connectedness mediated the link between learning modality and academic engagement. Results revealed that academic engagement and connectedness to teachers and classmates were higher for in-person learners than for students in hybrid and remote learning modalities. Moreover, students' connectedness to classmates and teachers explained the relationship between learning modality and academic engagement.

Norz, L.-M., Dornauer, V., Hackl, W. O., & Ammenwerth, E. (2023). **Measuring social presence in online-based learning: An exploratory path analysis using log data and social network analysis.** *The Internet and Higher Education*, 56, 100894. <https://doi.org/10.1016/j.iheduc.2022.100894>

Social presence is a key element in collaborative/cooperative learning. In online learning environments, it is challenging to measure the current state of social presence. This work aims to identify measures of social presence. We manually coded 3546 students' postings (n = 49 students). We selected measures from social network analysis and indices derived from log data as potential indicators. We conducted an exploratory path analysis to define which indicators appropriately describe social presence. The size of the individual egocentric student's network (path coefficient = -0.56**) and constraint (path coefficient = -0.51**), as well as the number of forums in which students were active (path coefficient = 0.49**) and the number of solved learning activities (path coefficient = -0.59**) were indicators of the level of social presence. We were able to identify four indicators for social presence in online-based courses readily available within routine data from learning management systems. We will focus now on how social presence in an ongoing course develops.

OECD. (2022). **Perspectives de l'OCDE sur l'éducation numérique 2021: Repousser les frontières avec l'IA, la blockchain et les robots.** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/perspectives-de-l-ocde-sur-l-education-numerique-2021_d5fe6bd0-fr

De quelle manière les technologies numériques, et en particulier les technologies intelligentes utilisant l'intelligence artificielle (IA), l'analyse des données de l'apprentissage, la robotique et autres, peuvent-elles transformer l'éducation ? Ce...

Oliweh, I. S., James, G. D., & Enebeli, L. (2022). **The Degree of Using Instructional Technology in Teaching and Learning Mathematics in Delta State, Nigeria.** *British Journal of Education*, 10(15), 27-36. <https://doi.org/10.37745/bje.2013/vol10n152736>

This work aimed to study the accessibility and use of educational technology for teaching mathematics in senior secondary schools in Delta State. Descriptive survey design was used in the work. 60 mathematics teachers in 30 secondary schools were the sample of the work; simple random technique was used to select them from the overall population of 75 secondary schools in Delta State. Two teachers' questionnaire titled use and preventing factors mathematics questionnaire (r = 0.77) were utilized to collect data. Simple percentage, mean and standard deviation were used to analyze the data. The

findings showed that there were laboratory equipment and audio educational technology but were not fully used; there were no audio visual technologies and were not used to teach mathematics. Also, lack of money, poor application law, demotivation etc prevented the delivery and use of educational materials for mathematics teaching. The study gave the recommendation that Mathematics teachers should use the educational technology that is available and government should provide enough money to procure educational technology.

Pardos, Z. A., Borchers, C., & Yu, R. (2023). **Credit hours is not enough: Explaining undergraduate perceptions of course workload using LMS records.** *The Internet and Higher Education*, 56, 100882. <https://doi.org/10.1016/j.iheeduc.2022.100882>

Credit hours traditionally quantify expected instructional time per week in a course, informing student course selection decisions and contributing to degree requirement satisfaction. In this study, we investigate course load measures beyond this metric, including determinants from course assignment structure and LMS interactions. Collecting 596 course load ratings on time load, mental effort, and psychological stress, we investigate to what extent course design decisions gleaned from LMS data explain students' perception of course load. We find that credit hours alone explain little variance compared to LMS features, specifically number of assignments and course drop ratios late in the semester. Student-level features (e.g., satisfied prerequisites and course GPA) exhibited stronger associations with course load than the credit hours of a course; however, they added only little explained variance when combined with LMS features. We analyze students' perceived importance and manageability of course load dimensions and argue in favor of adopting a construct of course load more holistic than credit hours.

Privas-Bréauté, V., & Banner, F. D.-L. (2022, novembre 24). **L'apprentissage des langues et la réalité virtuelle : réel développement de compétences en autonomie ou illusion ?** Présenté à Congrès Ranacles - Rassemblement national des centres de langues de l'enseignement supérieur. Consulté à l'adresse <https://shs.hal.science/halshs-03878164>

Cette communication propose de s'interroger sur la valeur ajoutée de l'introduction de la réalité virtuelle dans la salle de classe pour l'apprentissage/ enseignement des langues/ de l'anglais en autonomie. Le Centre de ressources en langues de Nancy, CLYC, s'est équipé de casques de réalité virtuelle en 2018. Dès lors, le dispositif a permis à des enseignants d'introduire le dispositif dans leur TD de langues (à des fins de recherche scientifique ou non) et à des étudiants d'essayer le dispositif (en autonomie ou en accompagnement). Plusieurs chercheurs (Molle et al. 2021; Borona et al. 2018; Chateau et al. 2019; Garvan et Savage 2019) ont étudié l'introduction du dispositif en classe de langue pour mettre en avant ses caractéristiques prometteuses. Néanmoins, nous nous interrogerons sur la possibilité d'apprendre une langue en autonomie (Macaire, 2022) via la réalité virtuelle. Une enquête sera ainsi menée auprès d'étudiants de Master 2 MEEF anglais. Les données recueillies permettront de vérifier si les futurs enseignants d'anglais valident le développement de compétences en autonomie ou s'ils estiment qu'un accompagnement est nécessaire.

Rosenberg, J. M., Borchers, C., Burchfield, M. A., Anderson, D., Stegenga, S. M., & Fischer, C. (2022). **Posts About Students on Facebook: A Data Ethics Perspective.** *Educational Researcher*, 51 (8), 547-550. <https://doi.org/10.3102/0013189X221120538>

Public schools and districts use social media to share announcements and communicate with parents and the community, but alongside such uses run risks to students' privacy. Using a novel data set of 18 million posts on Facebook by schools and school districts in the United States, we sought to establish how frequently photos of students were shared. Through sequential mixed-methods, we estimated that around 4.9 million posts included identifiable images of students and that approximately 726,000 of these posts also included students' first and last names and their approximate location. We discuss these findings' implications from a data ethics perspective.

See, B. H., Gorard, S., Lu, B., Dong, L., & Siddiqui, N. (2022). **Is technology always helpful? A critical review of the impact on learning outcomes of education technology in supporting formative assessment in schools.** *Research Papers in Education*, 37(6), 1064-1096. <https://doi.org/10.1080/02671522.2021.1907778>

While education technology has been widely used in classrooms, and considerable investments have been made to support its use in the UK, the evidence base for many such rapidly changing technologies is weak, and their efficacy is unclear. The aim of this paper is to systematically review and synthesise empirical research on the use of technology in formative assessment, to identify approaches that are effective in improving pupils' learning outcomes. The review involved a search of 11 major databases, and included 55 eligible studies. The results suggest promising evidence that digitally delivered formative assessment could facilitate the learning of maths and reading for young children, but there is no good evidence that it is effective for other subjects, or for older children, or that it is any more effective than formative assessment without technology. The review found no good evidence that learner response systems work in enhancing children's academic attainment, and there is no evidence supporting the effectiveness of such technologies that embed gaming features. Much research in this area is of poor quality. More rigorous studies using causal designs are thus urgently needed. Meantime, there should be no rush to use technology on the basis of improving attainment.

Şeyh, F., Şen-Akbulut, M., & Umutlu, D. (2023). **The impact of role assignment on social presence in online discussions: A mixed-method study.** *The Internet and Higher Education*, 56, 100892. <https://doi.org/10.1016/j.iheduc.2022.100892>

This paper examines the effect of role assignment strategy on undergraduate students' social presence in asynchronous online discussions. Asynchronous online discussion activities were designed and implemented in an educational technology course. In the experimental groups, participants engaged in online discussion activities designed with the role assignment strategy to support social presence using specific roles (starter, moderator, or summarizer) while the control group participants completed the discussion activities without using the role assignment strategy. Results indicated that there was a statistically significant difference between the social presence levels of the experimental group and the control group. Qualitative content analysis of the discussion posts revealed that there were more social presence indicators in the posts of the participants who were assigned roles compared to the ones who did not have roles.

Wei, X., Saab, N., & Admiraal, W. (2023). **Do learners share the same perceived learning outcomes in MOOCs? Identifying the role of motivation, perceived learning support, learning engagement, and self-regulated learning strategies.** *The Internet and Higher Education*, 56, 100880. <https://doi.org/10.1016/j.iheduc.2022.100880>

The aim of this study was to examine how motivation, perceived learning support, learning engagement, and self-regulated learning strategies relate to learners' perceived learning outcomes of massive open online courses (MOOCs). An online survey was administered to 546 participants from four MOOCs. Seven types of reasons for attending MOOCs were identified, ranging from intrinsic to extrinsic motivation. One-way MANOVA revealed that learners with autonomous motivation demonstrate higher scores on perceived learning outcomes than learners with controlled motivation. In addition, multiple regression analysis methods showed that course design, interaction with instructors and peers, engagement in learning activities, and applying cognitive and metacognitive learning strategies significantly explain differences in perceived learning outcomes. Furthermore, mediation analyses demonstrated that cognitive and metacognitive learning strategies significantly mediated the relationships between motivation, perceived learning support, and learning engagement on the one hand and perceived learning outcomes on the other. Finally, practical implications are discussed and future research directions are recommended.

Woodford, H., Southcott, J., & Gindidis, M. (2023). **Lurking with intent: Teacher purposeful learning using facebook.** *Teaching and Teacher Education*, 121, 103913. <https://doi.org/10.1016/j.tate.2022.103913>

Teachers commonly lurk in online spaces used for professional learning. While ubiquitous social media spaces present opportunities for easily accessible, informal teacher learning engagement, questions persist around the learning experienced by lurking users. A small-scale, qualitative study investigating use of Facebook by Australian teachers of English for professional learning, revealed knowledge about teacher agentic learning action and experiences using this platform. New understandings emerged from this study about teachers innovatively using lurking for managing perceived vulnerabilities in daily Facebook interactions, enabling personally and professionally low-cost learning experiences. The study findings warrant reconsideration of acceptable professional learning participation for contemporary teachers.

Orientation scolaire et professionnelle

Chermann, E. (2022, décembre 7). **Pourquoi les prépas HEC sont délaissées par les bacheliers.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2022/12/07/les-prepas-hec-delaissées-par-les-bacheliers_6153277_4401467.html?xtor&&M_BT=59982028924745#x3D;EPR-33280894-\[campus\]-20221214-\[zone edito 1 titre 4\]](https://www.lemonde.fr/campus/article/2022/12/07/les-prepas-hec-delaissées-par-les-bacheliers_6153277_4401467.html?xtor&&M_BT=59982028924745#x3D;EPR-33280894-[campus]-20221214-[zone edito 1 titre 4])

Clary & Byrne. (2023). **Emerging Adult Military-Connected Students Express Challenges Transitioning into Higher Education: Implications for Helping Professionals.** *Community College Journal of Research and Practice*, 47(1), 22-37. <https://doi.org/10.1080/10668926.2021.1925176>

Emerging adult (EA; aged 18–29) military-connected students experience major developmental changes, often coupled with the transition into the civilian sector and higher education. This conglomeration may exacerbate anxiety, stress, and negative coping mechanisms, including substance use. Substance use rates are highest among EAs, across the lifespan. To our knowledge, limited research has looked at EA military-connected students' transition into higher education during this developmental stage.

We qualitatively interviewed 16 EA military-connected students who reported high-risk substance use behaviors. To our knowledge, no student veteran research study has considered this characteristic. This is important since military members are more likely to misuse substances and encounter related consequences than their civilian counterparts, and these developmental and transitional stressors put them at higher risk for misusing substances. In 74-minute interviews, we asked participants about (1) challenges transitioning into higher education and (2) techniques helping professionals should use to support EA military-connected students. Two coders employed Thematic Analysis to identify themes using NVivo. We found challenges include: (1) starting over, (2) unable to relate to others, (3) lacking a purpose or plan, (4) support system changes, and (5) people view you as only a veteran. EA military-connected students' suggestions for helping professionals include: (1) use straightforward communication, (2) show a genuine interest, (3) offer guidance on creating a support system, and (4) treat me as a human, not only a veteran. This study provides translational examples for helping professionals such as encouraging involvement in military and veteran community organizations to promote a sense of belonging.

Clayton, A. B., McClay, L. P., Davis, R. D., & Tevis, T. L. (2023). **Considering Both HBCU and PWI Options: Exploring the College Choice Process of First-Year Black Students.** *The Journal of Higher Education*, 94(1), 34-59. <https://doi.org/10.1080/00221546.2022.2131966>
The purpose of this multiple case study was to examine the motivational factors behind Black students' decisions to attend either a historically Black college/university (HBCU) or a predominantly white institution (PWI) when applying to both institutional systems. The study sample included 24 total participants: 12 first-year students from an HBCU and 12 first-year students from a PWI. The primary mode of data collection was one-on-one semi-structured interviews with each participant lasting for approximately one hour. We found in the college choice process, Black students: (a) Discussed College Options with Family and School/Community Members; (b) Learned about HBCUs and PWIs through Tours, Admissions Staff, and Media, (c) Considered Family, Strategy, and Academics in Their Decision to Apply to Both; and (d) Based Final Decision on Affordability, Campus Culture, and Location. Our findings have the potential to inform how practitioners along the educational pipeline can better support Black students' college choice process.

Jones, S., Hordósy, R., Mittelmeier, J., Quayum, A., & McCaldin, T. (2022). **'Possible Selves' in practice: how students at Further Education Colleges in England conceptualise university.** *Research Papers in Education*, 37(6), 757-772. <https://doi.org/10.1080/02671522.2020.1864765>

This paper reports on a project in the North of England that looks at the college-to-university decision-making processes of non-traditional students through the conceptual lens of 'Possible Selves', as initially developed by Markus and Nurius (1986) and applied to higher education by Harrison (2018), Henderson (2019) and others. Our data involves in-depth interviews with young people, and with the college staff responsible for advising and guiding them, at Further Education Colleges from which the rate of transition to university is lower than the national average. Our findings show that young people talk about their 'like-to-be' and 'like-to-avoid' futures in complex and self-regulated ways, often moderating how they articulate aspiration to align with external discourses, such as those projected by college staff. Students also demonstrate a keen awareness of structural limits, effectively constructing future selves which, though 'elaborated', reflect counter-reading of dominant narratives around financial self-improvement as achieved

via the 'full' university experience. The 'Possible Selves' approach is therefore found to be enabling as a mediating artefact for researchers, and valuable for identifying policy-relevant points of tension between students and their college staff.

Wolthuis, F., Hubers, M. D., van Veen, K., & de Vries, S. (2022). **The hullabaloo of schooling: the influence of school factors on the (dis)continuation of lesson study.** *Research Papers in Education*, 37(6), 1020-1041. <https://doi.org/10.1080/02671522.2021.1907776>

This study examines which school factors schools report influence their (dis)continuation of lesson study, a professional development initiative, and how after a four-year, cross-school lesson study project ends. To examine this, the framework on three types of school factors (features of employment, malleable school processes and fixed school characteristics) and the concept of organisational routines are used. Semistructured interviews were held with 21 teachers and 15 school leaders from the 14 schools who participated in the project. Findings show schools reported nine school factors that influenced their (dis)continuation of lesson study after the project: five features of employment (part-time appointment, turnover, (un)planned leave of absence, work location and beginning teachers), three malleable processes (policies on improvement, scheduling and school finances), and one fixed school characteristic (school size). School factors were reported to constrain schools from making lesson study a repeated practice in the school, performing its core features, and ensuring collective attendance. Two narrative portraits revealed that the simultaneous occurrence of school factors made continuing with lesson study especially complex and limited schools' ability to move beyond shortened and simplified initiatives to more rich and meaningful professional development.

Politique de l'éducation et système éducatif

Abriac, D. (2022). **Dispositif académique de validation des acquis de l'expérience : le nombre des diplômes délivrés repart à la hausse en 2021 avec + 6 %.** *Note d'Information*, (22.40), 1-4. <https://doi.org/10.48464/ni-22-40>

Le nombre de candidatures examinées par un jury de validation des acquis de l'expérience (+ 8 %) repart à la hausse en 2021, après avoir reculé de 15 % en 2020.

admin. (2022, décembre 13). **Carte scolaire : Inversion de tendance.** Consulté 14 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/13/carte-scolaire-inversion-de-tendance/> La carte scolaire de la rentrée 2023, présentée le 13 décembre, rompt avec une hausse significative des « moyens » d'enseignement.

Anderberg, D., Bagger, J., Bhaskar, V., & Wilson, T. (2022). **Marriage market equilibrium with matching on latent ability: Identification using a compulsory schooling expansion** [Working Paper]. Consulté à l'adresse Business School - Economics, University of Glasgow website: https://econpapers.repec.org/paper/glaglaewp/2022_5f11.htm

We use the 1972 UK Raising of the School-Leaving Age (RoSLA) to identify and estimate an equilibrium marriage market model with sorting on academic qualifications and latent ability. Our identification hinges on a RoSLA-induced discontinuity in the distribution of qualifications. We disentangle the contributions of qualification and ability to marital surplus; we find that they are complements. Ability increases the probability of ever marrying; a basic qualification does not. The observed marriage gap between basic

qualified and unqualified individuals is entirely due to selection on ability. The RoSLA worsened marital prospects of low ability individuals, through general equilibrium effects.

Anderson, E. R. (2023). **Political Considerations for Establishing Research-Practice Partnerships in Pursuit of Equity: Organizations, Projects, and Relationships.** *Educational Policy*, 37(1), 77-100. <https://doi.org/10.1177/08959048221130993>

If the RPP field is to bring our stated commitments to equity to life, it will require engagement with the political dimensions of RPP work, starting at the outset when a partnership is being established. In particular, prospective members must consider how the research process and products might (or might not) lead to more equitable systems. Recognizing that RPP work centering equity sits at the intersection of distinct intellectual genealogies, I argue that research and activist traditions drawing on critical and decolonial traditions—often overlooked in RPP literature—provide particularly relevant insights. Working through questions relevant to the establishment of an RPP on organizational, project-level, and relational dimensions, analyses and examples drawn from scholars, as well as journalists, organizers, educators, and young people illustrate the political considerations inherent in each. I close with implications for new and existing RPPs and directions for future research on RPPs as a methodology.

Arce-Trigatti, P., Klein, K., & Lee, J. S. (Jasmin). (2023). **Are Research-Practice Partnerships Responsive to Partners' Needs? Exploring Research Activities During the COVID-19 Pandemic.** *Educational Policy*, 37(1), 170-199. <https://doi.org/10.1177/08959048221134584>

Despite everyone's best intentions, RPP-produced research may still fall short of being responsive to the needs of practice partners. The COVID-19 pandemic arguably magnified the demand for research to help education leaders make informed decisions in unprecedented ways. Were RPPs able to be responsive to practice-side partners in their time of need? We draw upon data collected as part of the 2019, 2020, and 2021 National Network of Education Research-Practice Partnerships' (NNERPP) annual reports to explore this question. Our findings suggest an increase in design-based projects, in addition to increases in quick-turnaround research syntheses in order to accommodate partner needs.

Arikan, S., & Aybek, E. C. (2022). **A Special Case of Brennan's Index for Tests That Aim to Select a Limited Number of Students: A Monte Carlo Simulation Study.** *Educational Measurement: Issues and Practice*, 41(4), 35-49. <https://doi.org/10.1111/emip.12528>

Many scholars compared various item discrimination indices in real or simulated data. Item discrimination indices, such as item-total correlation, item-rest correlation, and IRT item discrimination parameter, provide information about individual differences among all participants. However, there are tests that aim to select a very limited number of students, examinees, or candidates for allocated schools and job positions. Thus, there is a need to evaluate the performances of CTT and IRT item discrimination indices when the test purpose is to select a limited number of students. The purpose of the current Monte Carlo study is to evaluate item discrimination indices in the case of selecting a limited number of high-achieving students. The results showed that a special case of Brennan's index, B10-90, provided more accurate information for this specific test purpose. Additionally, the effects of various factors, such as test length, ability distributions of examinees, and item difficulty variance on item discrimination indices were investigated. The performance of each item discrimination index is discussed in detail.

Ashida, A., & Ishizaka, H. (2022). **Effects of changing from on-site to online distance classes on graduate students' help-seeking: lessons for sustainable teaching and learning from the COVID-19 pandemic.** *Asia Pacific Education Review*, 23(4), 653-667. <https://doi.org/10.1007/s12564-022-09783-4>

Over the past decade, the Japanese government and Japanese universities have increased student mobility, both inbound and outbound, to accelerate the internationalization of higher education. However, student mobility was halted in early 2020 because of the COVID-19 pandemic, and international students who had planned to engage in a traditional study abroad program could not enter Japan. The current study examined whether the unexpected implementation of online distance classes because of the pandemic affected the learning strategies of graduate students, including international students. In addition, we investigated whether the online courses functioned as an alternative to face-to-face classes. An analysis using structural equation modeling revealed that the period of enrollment, self-regulation, and country of residence were factors that influenced help-seeking behavior. Graduate students who had enrolled before the pandemic and already experienced face-to-face classes were more likely to actively seek help from instructors and classmates in online classes. Furthermore, graduate students who were unable to enter the country but were taking classes online also tended to actively engage in help-seeking from their instructors and classmates. Students' experiences of the sudden change to distance learning suggest that, to ensure a sustainable teaching and learning environment in various contexts, instructors should use class designs that consider distance learning, particularly designs that enhance students' help-seeking, even under normal circumstances. In addition, ensuring sufficient online/virtual spaces for communication among teachers and students is important.

Asplund, S.-B., Kilbrink, N., & Asghari, H. (2022). **Teaching and learning how to handle tools and machines in vocational educational workshop sessions.** *Journal of Curriculum Studies*, 54(6), 809-831. <https://doi.org/10.1080/00220272.2022.2033326>

The importance of students developing the knowledge required to handle different tools and machines is specified in the curriculum of vocational education as well as emphasized in research. However, there are very few studies that focus on the learning processes that take place when teachers and students attend to tools and machines as a vocational learning content in workshop teaching sessions. This article aims to shed light on these processes by exploring how tools and machines are constituted through the interaction between vocational teachers and students in Swedish upper secondary vocational education. Leaning on the theoretical and methodological framework CAVTA (Conversational Analysis and Variation Theory Approach) when analysing video-recorded lessons, the study shows that the teaching about tools and machines takes place as a result of suddenly emerging problems that the students encounter. The study also shows that the teaching about tools and machines is conducted through the framing method of individualization, which leads to situations in which some students are given the opportunity to learn specific things about tools and machines, and others are not, even within the same session.

Baiz, A., & Revillard, A. (2022). **Comment articuler les méthodes qualitatives et quantitatives pour évaluer l'impact des politiques publiques?** (p. 60). Consulté à l'adresse [France](#) [stratégie](#) [website:](#)

https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2022-rapport-evaluations-quantitatives-qualitatives-decembre_0.pdf

Bessette, L., & Boutin, G. (2022). **Gouvernance et inclusion scolaire**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=75601

Les notions de gouvernance et d'inclusion scolaire ont pris une importance considérable au cours des dernières années, notamment dans le champ des activités sociales et éducatives. Elles touchent particulièrement le rôle du directeur d'établissement scolaire qui est chargé de mettre en marche l'école dite inclusive. Ce type de « gouvernance » requiert de nombreux moyens dont les directeurs d'école ne disposent pas suffisamment – de leur avis et de celui de nombreux chercheurs. Dans de telles conditions, il devient difficile, tant pour eux que pour les acteurs de premier plan qui les entourent : enseignants, psychologues scolaires, psychoéducateurs, parents, etc., de s'acquitter des nombreuses tâches qui leur incombent. Les auteurs de ce livre se sont penchés longuement sur cette problématique en faisant appel à plusieurs sources et à leurs propres expertises. Ils mettent l'accent sur la nécessité de clarifier les politiques organisationnelles, le rôle des acteurs de première ligne et des organismes sociaux afférents à l'école. In fine, ils proposent des pistes d'action et de réflexion. Un ouvrage important pour les directeurs d'établissement, les personnels des écoles, les spécialistes en éducation, mais aussi les parents et les organismes décisionnels et administratifs.

Bodelin, L., Vinet, L., & Ndao, G. (2022). **Les effectifs d'étudiants étrangers en mobilité internationale pendant la pandémie et un an après**. *Note d'information du SIES*, (22.11), 1-6. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2022-11/ni-sies-2022-11-25519.pdf>

Bonasio, R., & Veyrac, H. (Éd.). (2022). **Appropriations de nouvelles prescriptions. Activités en éducation scolaire**. Consulté à l'adresse <https://www.octares.com/accueil/294-appropriations-de-nouvelles-prescriptions-activites-en-education-scolaire.html#:~:text=Appropriations%20de%20nouvelles%20prescriptions%20%2D%20Activit%C3%A9s%20en%20%C3%A9ducation%20scolaire,-ISBN%20%3A%20978%2D2&t>

Les prescriptions portées par les systèmes éducatifs se renouvellent sans cesse, au rythme de l'évolution des politiques publiques éducatives, des attentes de la société, des crises, des réajustements imaginés par les différents acteurs. Or, elles sont encore souvent présentées comme des entités autonomes qui déterminent les conduites des acteurs en les contraignant.

Booker, A. (2023). **Designing for a Productive Politics of Participation in Research Practice Partnerships**. *Educational Policy*, 37(1), 225-249. <https://doi.org/10.1177/08959048221134586>

This article considers contested conceptions of community and trajectories toward full participation in research-practice partnerships (RPPs) as key analytical aspects for studying a productive politics of participation. RPPs, as methodology and infrastructure for community participation, frequently surface the character of participation in intersecting communities of practice—making them visible and actionable. I examine two youth-serving RPPs. This analysis considers youth digital media projects as strategies for increasing participation and renegotiating power relations. Findings signal RPPs can

help discern the degree to which young people are held on the periphery in communities of practice where marginalizing relations can be reinforced.

Borghesan, E., Reis, H., & Todd, P. (2022). **Learning Through Repetition? A Dynamic Evaluation of Grade Retention in Portugal** [PIER Working Paper Archive]. Consulté à l'adresse Penn Institute for Economic Research, Department of Economics, University of Pennsylvania website: <https://econpapers.repec.org/paper/penpapers/22-030.htm>
High rates of grade retention are a matter of much controversy and debate worldwide. Although some students may learn more with extended classroom time, other students get discouraged and drop out of school. This paper develops and implements a dynamic value-added modeling approach for estimating grade retention effects in Portuguese high schools where over 40% of students were retained. The statistical model is derived from an education production function that describes how knowledge cumulates with sequential years of school attendance, including repeated grades. Model parameters are obtained using simulated method of moments applied to nationwide administrative test score data. The estimated model is used to simulate achievement in math and Portuguese under the existing grade retention and compulsory schooling policies and under alternative policies. Results show that the average impact of the current policy on 12th grade test scores of retained students is positive, 0.2 standard deviations in math and 0.5 s.d. in Portuguese. However, we find that the test score impacts are heterogeneous and roughly one third of students experience learning loss. Retention also significantly increases school dropout, especially for male youth and older students. We compute policy-relevant treatment effects for retention's effects on lifetime earnings, taking into account retention's simultaneous effects on educational attainment, knowledge, and age of labor market entry, and we solve for the optimal retention policy that maximizes average lifetime earnings in the population.

Brehm, J., Pestel, N., Schaffner, S., & Schmitz, L. (2022). **From low emission zone to academic track: Environmental policy effects on educational achievement in elementary school** (Ruhr Economic Paper N° 980). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: <https://econpapers.repec.org/paper/zbwvwirep/980.htm>
Low Emission Zones (LEZs) reduce local air pollution by restricting emission-intensive vehicles from accessing designated areas and have been shown to improve population health. Little is known about the effects of driving restriction policies on other areas of life. This paper studies the effects of LEZs on the educational achievements of elementary school students in Germany, measured by secondary-school transition rates. Using school-level data from North-Rhine Westphalia (NRW), Germany's largest federal state, we exploit the staggered adoption of LEZs since 2008 in a difference-in-differences framework. Our results imply that LEZs increased rates of transition to the academic track by 0.9-1.6 percentage points in NRW. Our findings on the district level for all of Germany confirm the external validity of these findings. Using geo-referenced data from the German Socio-Economic Panel, we provide suggestive evidence that a reduction in the prevalence of respiratory infections is a vital channel through which LEZs affect schooling outcomes.

Bümen, N. T., & Holmqvist, M. (2022). **Teachers' sense-making and adapting of the national curriculum: a multiple case study in Turkish and Swedish contexts**. *Journal of Curriculum Studies*, 54(6), 832-851. <https://doi.org/10.1080/00220272.2022.2121178>

Despite the increasing popularity of studies on teachers' national curriculum adaptations, there is no comparative study elucidating teachers' adaptations in centralized and decentralized educational contexts through sense-making theory lenses. This paper presents a comparative case study of Turkish and Swedish senior classroom teachers' curricular adaptations concerning sense-making theory. We get data through non-participatory lesson observations, interviews, and document analysis from two teachers teaching third-grade mathematics in each country (İzmir and Malmö). Findings reveal that both Turkish and Swedish senior teachers frequently extend, replace/revise and omit the mathematics curriculum. Turkish teachers provided extensive evidence about their adaptations and even tried explaining their reasons whereas Swedish teachers perceived the changes they made in the classroom as teaching rather than adaptations, due to different levels of centralization. Additionally, Turkish teachers responded with parallel structures and assimilation to the national curriculum, and Swedish teachers responded only with assimilation. However, a Turkish teacher's assimilation mediated fewer adaptations while both Swedish teachers' assimilation mediated more adaptations (extension and replacing/revising). We conclude by drawing implications for research on teachers' adaptations and sense-making.

Çelik, Ç. (2022). **How tracking gets under the skin: German education system and social consciousness of Turkish descent students in basic secondary school tracks.** *Ethnicities*, 22(6), 904-921. <https://doi.org/10.1177/14687968221083794>

Students of Turkish heritage are overrepresented in basic secondary vocational schools and underrepresented in university-track academic secondary schools in Germany. Macro-level studies analyzing this achievement gap generally focus on the effects of family resources, institutional practices, and discrimination. Yet, the impact of macro-level factors, such as the effects of institutional mechanisms on students' identities, remains relatively unquestioned. Drawing on the ethnicization framework and utilizing in-depth interviews and ethnography, this study examines the social consciousness of a group of male Turkish descent students in German secondary school tracks. The study analyzes the relationship between social consciousness and the broader educational context, suggesting that this relationship involves ethnicized oppositional elements stemming not from culture but from class and ethnic stratifications affirmed and lived out in German schools on a daily basis.

Croguennec, Y. (2022). **Les élèves du premier degré à la rentrée 2022.** *Note d'Information*, (22.38), 1-4. <https://doi.org/10.48464/ni-22-38>

À la rentrée 2022, 6,423 millions d'élèves sont scolarisés dans les écoles publiques et privées sous contrat du premier degré.

Crusson, L., Moreau-Fauvarque, C., Werner, F., Dutruel, C., Boillot, L., & Chamouard, P. (s. d.). **La scolarisation des enfants en situation de handicap.** Consulté à l'adresse <https://www.education.gouv.fr/la-scolarisation-des-enfants-en-situation-de-handicap-343648>

Le rapport d'inspection générale analyse l'évolution de la demande d'accompagnement humain pour la scolarisation des élèves en situation de handicap (ESH) en milieu ordinaire dans l'enseignement public et privé sous contrat, en vue de disposer d'une vision prospective des besoins à venir.

Dagot, B. (2022). **Enseignement supérieur, recherche et développement: entre programmes-cadres, stratégies européennes, nationales et régionales**. Consulté à l'adresse

https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140292088&utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_35153&utm_medium=email&utm_content=lienTitre

Face à l'hégémonie des universités américaines et britanniques dans les classements mondiaux des universités et dans la production scientifique mondiale, il s'agit pour les Etats membres de l'Union européenne de redonner leurs lettres de noblesses à ces vieilles dames : leurs universités qui comptent parmi les plus anciennes du monde. Les politiques publiques européennes semblent s'appuyer sur un nouveau paradigme d'organisation spatiale de l'enseignement supérieur et de la recherche - la concentration géographique. En réaction à ce phénomène de « grande course des universités », quel type d'université compétitive l'Union européenne et ses Etats-membres esquissent-ils depuis les années 2000 ? Enfin, quid des territoires dans cette course cognitive ?

Dauphin, L., Dieusaert, P., Juzdzewski, L., & Miconnet, N. (2022). **Les élèves du second degré à la rentrée 2022**. *Note d'Information*, (22.39), 1-4. <https://doi.org/10.48464/ni-22-39>

À la rentrée 2022, les établissements publics et privés sous contrat du second degré du ministère chargé de l'Éducation nationale (MENJ) accueillent 5,654 millions d'élèves, soit un effectif global presque identique à celui de la rentrée 2021 (- 1 000 élèves).

de Lescure, E., & Laot, F. F. (2022). **Introduction - Former pour militer : enjeux, matrices et formes**. *Revue Française de Pédagogie*, (215), 5-19. <https://doi.org/10.4000/rfp.11653>

Les questions du militantisme et de l'engagement ont tout particulièrement capté l'attention des sociologues du politique et des politistes, mais peu de travaux se consacrent aux formations militantes, aux apprentissages et aux acquisitions inhérentes à l'action militante. Pourtant, pour les organisations, former au militantisme répond à des objectifs fonctionnels cruciaux comme la sélection des militants, la construction d'un cadre d'identification et de légitimation de leur action, l'acquisition de savoirs pour les « équiper ». Le militantisme est souvent conçu en soi comme une forme d'école, mais ce qu'il enseigne est très peu perceptible. Au service de l'action, le collectif s'imposerait comme début et comme fin de l'apprentissage et les savoirs militants seraient essentiellement composites et contingents, car inscrits dans des contextes socio-historiques spécifiques. Ce dossier entend saisir dans leur diversité les formes d'apprentissages produits par le militantisme à partir d'une variété d'institutions, de situations et de lieux où se déploient des éducations militantes : des partis politiques, un syndicat, des dispositifs d'engagement des jeunes, des foyers d'étudiantes, les effets d'une pédagogie critique, des mobilisations étudiantes. Il reste encore beaucoup à saisir et à comprendre sur les formations aux militantismes et sur leurs finalités. Ce dossier se veut une invitation à poursuivre les travaux, à diversifier les approches et les perspectives ainsi qu'un encouragement à l'ouverture des sciences de l'éducation à cette thématique jusqu'alors peu explorée par cette discipline.

Denteh, A., Asare, S., & Senadza, B. (2022). **Is four better than three? The effect of the 4-year high school policy on academic performance in Ghana** (SocArXiv N° jh9q6). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osfocarx/jh9q6.htm>

This paper examines the effect of increasing the length of senior high school education on immediate academic performance. We exploit a unique natural experiment that extended high school duration by one year in Ghana from 2007 to 2009. Following the policy's reversal, the 2009 and 2010 high school entry cohorts experienced exogenously different years of schooling but took the same exit examination in 2013. Using administrative data on the two student cohorts, we find that the extra year of high school substantially increased performance in all subjects. We find the most economically significant improvement in achievement for two core subjects with the lowest historical pass rates—Core Mathematics and Integrated Science. Analysis by gender demonstrates that the policy closed preexisting achievement gaps in favor of female students for Science, Technology, Engineering, and Mathematics (STEM) subjects. The results suggest that relaxing learning time constraints may improve academic achievement and close gender gaps in STEM fields.

Djennadi, L., Gardelle, L., & Benguerna, M. (2022). **Algerian engineer training at a time of major environmental challenges: A survey of three graduate schools.** *International Journal of African Higher Education*, 9(1), 164. Consulté à l'adresse <https://shs.hal.science/halshs-03500800>

Domingo-Martos, L., Domingo-Segovia, J., & Pérez-García, P. (2022). **Broadening the view of inclusion from a social justice perspective. A scoping review of the literature.** *International Journal of Inclusive Education*, 0(0), 1-23. <https://doi.org/10.1080/13603116.2022.2095043>

At the present time, it is of interest to promote reflection on educational and social inclusion within a framework of social justice, in order to promote the quality of education. A scoping review approach is adopted from a critical perspective of inclusion, to deconstruct the predominant judgment of educational inclusion and reveal the processes of exclusion and duality that underlie the school environment. A review of the WOS, SCOPUS and ERIC databases was conducted. Seventy-nine articles published in international journals addressing this topic were obtained. Thematic analysis was conducted using the Nvivo software package. The emerging themes include arguments for: rethink to inclusion within the framework of diversity and social justice; arguing the possibilities of inclusion/exclusion depend on various factors and the sociocultural and professional context; calling for greater commitment, ethics and professionalism to meet the challenges of inclusion; denouncing persistent barriers to be overcome; and, finally, calling for new roles and scenarios for support services.

Donnelly, J., Miller, A., Krsmanovic, M., & Saitta, E. (2022). **Response of STEM and Social Science Faculty to the COVID-19 Crisis: An Application of Organizational Learning.** *College Teaching*, 70(4), 452-460. <https://doi.org/10.1080/87567555.2021.1973948>

The COVID-19 pandemic was a crisis that required immediate response from higher education STEM faculty and support units. We analyzed this response using Weick's stages of sensemaking: enactment, selection, retention. Sensemaking began with rapid response to the initial emergency as faculty and support units enacted immediate responses to instructional, technological, and workload challenges. Early in the selection phase, training and support were identified by faculty as catalysts for immediate success, as well as preexisting relationships both within and outside of the university. Lack of effective communication from the university was cited as a reason for nonsuccess. Thereafter, sensemaking settled into a coping mode and metamorphosed into

identification of specific lessons for long-term organizational learning. Notably, these were not always those that had appeared most urgent at the beginning.

Douglas, A. S. (2022). **Dimensions of fit for doctoral candidates: supporting an academic identity.** *Research Papers in Education*, 37(6), 954-974.
<https://doi.org/10.1080/02671522.2021.1905704>

With an expectation that different doctoral programmes may encourage and support different student learning identities, this paper compares the experiences of doctoral candidates participating in doctoral studies in England and Germany. A comparison of the experiences of doctoral candidates as expressed through interviews is viewed through the lens of the theory of fit. This theory considers the alignment of values between those engaged in PhD study and the programmes created to support them. The paper claims that the identification of dimensions of fit is helpful for considering the data generated on the learning experiences and self-expressed identities of the doctoral candidates. Addressing how dimensions in relation to culture, environment and vocation change and strengthen or loosen the alignment between doctoral candidates' values and those affecting their doctoral work are important for supporting progress. These dimensions should be discussed in order to develop supervisory, programme and university support for doctoral learning.

Duru-Bellat, M. (2022, décembre 1). **Accès à l'enseignement supérieur : la régulation ou le marché ?** Consulté 2 décembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/acces-a-lenseignement-superieur-regulation-marche/00105068>

La ministre de l'Enseignement supérieur a annoncé le 15 septembre la mise en place, en février 2023, d'une plate-forme unique de candidature pour l'admission en master.

European Commission. (2022). **Exploring the impact of eTwinning in early childhood education and care and initial vocational education and training.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3728> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3728>

Launched in 2022, the European School Education Platform is the meeting point for all school staff (from early childhood education and care to primary and secondary education, including initial vocational education and training), researchers, policymakers and other stakeholders in the school education field. The European School Education Platform is a single platform that integrates the former platforms and services of eTwinning, School Education Gateway and Teacher Academy. As of 2022, the eTwinning community has been hosted in a restricted area within the European School Education Platform. This area is only accessible to school staff validated by the National Support Organisations. Since its launch in 2005, eTwinning has grown from a grassroots initiative into an active school community, and has involved more than 1 053 000 school staff working in more than 233 000 schools, across more than 40 countries. eTwinning provides a safe digital platform where teachers are engaged in various activities from designing and implementing European collaborative projects to networking, and from participating in virtual groups to professional development and peer learning. Through its platform, which is available in more than 30 languages, eTwinning provides a range of resources and learning opportunities for teachers. The topics of these resources include the benefits of engaging with eTwinning, 21st-century skills, the use of ICT in education

and project kits for inspiration and guidance. Registered teachers have access to the restricted area of the platform, called eTwinning Area. The European School Education Platform and the eTwinning community are funded by Erasmus+, the European programme for education, training, youth and sport. They are initiatives of the European Commission's Directorate-General for Education, Youth, Sport and Culture. The platform is operated by European Schoolnet (providing coordination, content and services) and Tremend Software Consulting SRL (providing technical infrastructure), both under service contracts with the European Education and Culture Executive Agency (EACEA). The eTwinning community also exists thanks to the support of the National Support Organisations, funded by Erasmus+ under grant agreements with the European Education and Culture Executive Agency, and the Supportive Partners.

Farrell, C. C., Singleton, C., Stamatis, K., Riedy, R., Arce-Trigatti, P., & Penuel, W. R. (2023). **Conceptions and Practices of Equity in Research-Practice Partnerships.** *Educational Policy*, 37(1), 200-224. <https://doi.org/10.1177/08959048221131566>

This framework explores the plurality of ways that research-practice partnerships (RPPs) conceptualize issues of equity, and with what consequences for what gets studied, whose voices are included in inquiry, and what knowledge is foregrounded in partnership activity. We draw on institutional theory and the perspectives of members from diverse partnerships to create a framework on the beliefs and practices of equity in RPPs. In terms of their missions, RPPs' conceptions of equity ranged from a focus on individualism and standardization, to advancing goals of identity, culture, and belonging and attending to power, justice, and anti-racism. Equity was reflected within processes for working together, varying across coordination, collaboration, or transformation of roles and power dynamics. For RPPs, the framework can help develop a common language and shared meanings. For future research, it can serve as an analytic lens to understand when and how RPPs work in service of educational transformation and change.

Finnigan, K. S. (2023). **The Political and Social Contexts of Research Evidence Use in Partnerships.** *Educational Policy*, 37(1), 147-169. <https://doi.org/10.1177/08959048221138454>

This article discusses what we know about the underlying social and political conditions shaping research evidence use in education and how this applies to Research-Practice Partnerships (RPPs). It discusses types of use, political dynamics and processes, brokers and intermediaries, and racial dynamics and lenses. It also recommends strategies for RPPs in light of these political and social contexts to improve the quality of use and reduce the misuse of research evidence, ending with implications for future research.

Gamoran, A. (2023). **Advancing Institutional Change to Encourage Faculty Participation in Research-Practice Partnerships.** *Educational Policy*, 37(1), 31-55. <https://doi.org/10.1177/08959048221131564>

University faculty have the talent, creativity, and training to tackle the serious challenges confronting our education system today, but the incentive structure in universities is often at odds with real-world contributions. What tensions are experienced by faculty who may be interested in partnership-oriented, engaged scholarship? How can these tensions be addressed? This chapter explores the tensions, particularly in the context of education research-practice partnerships, and provide examples from universities that are taking steps to lessen the tensions and encourage faculty participation in partnerships. By adopting new structures and incentives, these universities are providing a pathway to

engaged scholarship that may ultimately increase the power of research to address the problems that educators face each day. However, university leaders who are implementing institutional change must grapple with long-established norms and traditions, and show how new ways of assessing the value of research will benefit universities as well as their communities.

Gurantz, O., & Obadan, A. (2022). **Documenting Their Decisions: How Undocumented Students Enroll and Persist in College**. *Educational Researcher*, 51(8), 524-535. <https://doi.org/10.3102/0013189X221107941>

The absence of federal support leaves undocumented students reliant on state policies to financially support their postsecondary education. We descriptively examine the postsecondary trajectories of tens of thousands of undocumented students newly eligible for California's state-aid program, using detailed application data to compare them to similar peers. In this context, undocumented students who apply and are eligible for the program use grant aid to attend college at rates similar to their peers. Undocumented students remain more likely to enroll in a community college rather than attend a broad-access 4-year college and have higher exit rates from 2-year colleges. However, undocumented students are equally likely to attend the more selective University of California system and across 4-year public colleges have persistence rates similar to their peers, showing that those who do attend 4-year colleges perform well.

Issa Yuma, A., & Lotoy Ilango-Banga, J.-P. (2022). **L'université face aux enjeux actuels en RDC : développement des ressources humaines et inculturation de l'innovation**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=75553

Johansen, G., & Solli, K. (2022). **The hidden curriculum of temporal organization: an empirical comparison of classroom and workshop practices**. *Journal of Curriculum Studies*, 54(6), 792-808. <https://doi.org/10.1080/00220272.2022.2079960>

Time is intrinsic in all forms of education. A growing body of educational research has begun examining time as something more than a context within which teaching and learning happen. While much of the existing research has tended to focus on either 'objective' clock time or 'subjective' time as experienced by individual teachers or students, this article addresses time as a curricular aspect that organizes everyday school practices. Drawing on practice theory and social theories of time, the article offers a conceptually rich analysis of the temporal organization of in situ educational practices. Based on fieldwork conducted in a Norwegian upper secondary school vocational programme, we compare two practices: solving maths problems on worksheets and building sheds. We argue that the temporal organizations of the practices are an essential part of a hidden curriculum. While the hidden curriculum in the worksheet practice is characterized by individualization, efficiency, inflexibility and a linear orientation towards time, the shed-building practice is characterized by collaboration, quality over efficiency, flexibility and a more event-based orientation towards time. We propose that event-based time serves as a point of contrast to the ubiquitous notion of linear time in education and might inspire new thinking about educational change.

Kitchens, K. E., & Gormley, W. (2023). **From preschool to politics: Early socialization in Tulsa.** *Early Childhood Research Quarterly*, 62, 259-274. <https://doi.org/10.1016/j.ecresq.2022.09.004>

Voting in an election can be a complicated process, requiring both knowledge and motivation. According to the "primacy principle" and theories of "human capital formation," early childhood learning has the potential to shape attitudes and behaviors later in life. If correct, these theories suggest that early childhood education could help develop skills necessary for voting. Using data from Tulsa Public Schools (TPS), we identify 4033 students who entered kindergarten in the fall of 2006. Approximately half of those students were enrolled in universal pre-K the year before. We then identify which of these students registered to vote and actually voted in the two years after they turned 18. Using propensity score weighting, we find that students enrolled in pre-K were more likely to register to vote and to vote in an election than those not enrolled in pre-K. We explore potential paths through which pre-K might increase civic participation. We find that pre-K increases both cognitive and socio-emotional skills and that an increase in these skills is associated with an increase in registering to vote (cognitive) and actual voting (cognitive and socio-emotional).

Klein, K. (2023). **It's Complicated: Examining Political Realities and Challenges in the Context of Research-Practice Partnerships from the School District Leader's Perspective.** *Educational Policy*, 37(1), 56-76. <https://doi.org/10.1177/08959048221130352>

Growing interest in the potential of education research-practice partnerships (RPPs) as a promising strategy for increasing the relevance and use of research has led the field to create an expanding body of literature documenting both the promise and the potential perils of RPPs. Insightful frameworks abound, outlining the structural and organizational considerations for forming and maintaining a successful RPP. Yet, less is known about how political realities within practice side organizations influence these partnerships. Drawing on Farrell et al.'s framework describing RPPs as learning at the boundaries, I examine several examples of political challenges confronted by RPPs involving school districts and the degree to which school district leaders' actions were able to mitigate the political challenges. Power imbalance exacerbated by funder priorities, the ripple effect of leadership change, and school board member priorities will be explored, along with discussions of implications.

Koniewski, M., & Hawrot, A. (2022). **Are single-sex schools more effective than the coed ones? The effect of single-sex schooling on achievement among female adolescents in Catholic schools.** *Research Papers in Education*, 37(6), 907-928. <https://doi.org/10.1080/02671522.2021.1886318>

This study inquired into the effect of single-sex schooling on achievement of female adolescents. It used national examination data of 4,787 Polish female students (10 cohorts) attending single-sex and co-educational Catholic schools. We tested two sets of partially contradictory predictions derived from two different theoretical models explaining how and why achievement of female students in the two types of school may differ. The results of cross-classified random-effects regression models showed that after controlling for initial student and school differences female adolescents attending all-girls schools scored higher on the lower-secondary school exam in science and the humanities in comparison to those who attended co-educational schools. However, the difference was statistically significant only for science. The results were fully consistent with neither of the two adopted theoretical models, although provided more support for the

one drawing upon peer effects. Although the effect of 17% of the exam scores standard deviation could be considered small, it appeared in the results of a high-stakes exam. Since the examination results were the main criterion for admission to the next-stage school, attending an all-girls school might significantly affect future educational career and job opportunities of young women.

Kuter, S., & Sanal-Erginel, S. (2022). **Examination of the core curriculum from the perspective of reference framework of competences for democratic culture: Northern Cyprus case.** *Research Papers in Education*, 37(6), 1119-1141. <https://doi.org/10.1080/02671522.2021.1931948>

This study, conducted within the interpretive paradigm, aimed to understand how democratic education is constructed around the theme of 'responsible and active citizen' in the national core curriculum in Northern Cyprus. An in-depth document analysis was conducted, to examine the extent to which the learning outcomes across the curriculum are aligned with the competence descriptors in the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC). This framework was used as a guide and a tool to obtain a European and global perspective. The findings revealed that there is alignment, to a certain degree, between the learning outcomes and the RFCDC competences. This confirms that some of the major concepts of democratic education are incorporated in the core curriculum. The findings also indicated that in this curriculum, democratic education focuses on knowledge and engagement at a basic level. In doing so, it undermines the experiential side of citizenship learning, and active participation in democratic life. The study also sheds light on the use and nature of the RFCDC.

Laot, F. F., & de Lescure, E. (2022). **Former pour militer : enjeux, matrices et formes.** *Revue française de pédagogie. Recherches en éducation*, (215), 5-19. Consulté à l'adresse <http://journals.openedition.org/rfp/11653>

Introduction Selon le Dictionnaire historique de la langue française (Rey, 2000), le verbe « militer » est emprunté au latin « militare », « être soldat », et signifie « faire la guerre », par extension, au xvii^e siècle, il prendra une valeur abstraite, « témoigner en faveur de quelque chose », pour devenir sous la Révolution « agir, lutter pour une cause ». Le participe passé « militant » adjectivisé prendra une connotation religieuse dans l'expression « Église militante » qui servira à dési...

Le café pédagogique. (2022, décembre 2). **Le second confinement a eu plus d'impact que le premier.** Consulté 5 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/02/le-second-confinement-a-eu-plus-d-impact-que-le-premier/>

Selon une étude du NFER (National Foundation for Educational Research) britannique, l'impact du second confinement (2021) est plus grave que celui du premier. L'étude montre que les jeunes expriment moins un sentiment de bonheur que lors du 1^{er} confinement. Cela concerne particulièrement les filles, les enfants du primaire et les jeunes désavantagés. L'école leur a...

Léger, R., & Brisson, G. (Éd.). (2022). **La francophonie de la Colombie-Britannique: éducation, diversité, identités.** Consulté à l'adresse <https://www.pulaval.com/livres/la-francophonie-de-la-colombie-britannique-education-diversite-identites>

Le présent ouvrage fait le point sur la francophonie et le français en Colombie-Britannique, en s'intéressant à une variété d'enjeux tels les droits scolaires, les politiques éducatives, la formation des enseignantes et des enseignants, l'inclusion et la diversité dans les écoles et dans les espaces franco-colombiens.

Lemieux, O., & Bernatchez, J. (2022). **La gouvernance scolaire au Québec : Histoire et tendances, enjeux et défis.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/gouvernance-scolaire-quebec-4147.html>

Le Projet de loi no 40 sur l'organisation et la gouvernance scolaires au Québec fait couler beaucoup d'encre depuis son dépôt à l'Assemblée nationale le 1er octobre 2019. Adoptée sous bâillon le 8 février 2020, sanctionnée le même jour et mise en œuvre ensuite, cette loi modifie de façon substantielle les rôles et les responsabilités des instances centrales, intermédiaires et locales en matière de gouvernance scolaire. La gouvernance scolaire au Québec : histoire et tendances, enjeux et défis présente et interprète ces changements en les inscrivant dans une perspective historique, scientifique, politique et administrative. Pour ce faire, l'ouvrage propose d'abord une synthèse historique de la gouvernance scolaire au Québec depuis les premières institutions jusqu'à l'adoption en 2016 du projet de loi no 105 du ministre libéral de l'Éducation. Dans un deuxième temps, l'ouvrage offre une interprétation politique du projet de loi no 40 du gouvernement de la Coalition avenir Québec (CAQ) et de ses effets potentiels. Dans un dernier temps, l'ouvrage présente et interprète les principes et les modalités de cette nouvelle gouvernance scolaire «ici et maintenant» en s'intéressant aux trois instances administratives – centrales, intermédiaires et locales – et à leurs unités constitutives. Le présent ouvrage s'adresse aux acteurs concernés et aux autres personnes intéressées par cette nouvelle gouvernance, particulièrement les cadres et les directions d'établissement, ainsi que les membres des conseils d'administration des centres de services scolaires. Les personnes œuvrant dans le domaine de l'éducation et celles en formation ainsi que les chercheurs liés aux sciences de l'éducation y trouveront aussi des informations susceptibles de rendre compréhensibles les modalités politiques et administratives qui conditionnent leur travail.

Leventhal, B. C. (2022). **ITEMS Corner Update: High Traffic to the ITEMS Portal on the NCME Website.** *Educational Measurement: Issues and Practice*, 41(4), 79-80. <https://doi.org/10.1111/emip.12532>

Li, G., Xi, Y., & Zhu, Z. (2022). **The way to sustainability: education for sustainable development in China.** *Asia Pacific Education Review*, 23(4), 611-624. <https://doi.org/10.1007/s12564-022-09782-5>

This study explores what China's central government has done in relation to education for sustainable development (ESD) and what Chinese higher education institutions (HEIs) have achieved in terms of ESD in response to SDG4. This is a qualitative case study focusing on China's central government and Beijing Normal University (BNU). The main form of data analyzed was documents. In total, we collected 48 policy documents, six speech transcripts and work statements, and 167 news releases. The results show that ESD has not been implemented holistically in China. Educational sectors promoted ESD because sustainable development has been emphasized in the national political strategy. However, the specific meaning of sustainable development in the educational sector is unclear, and the implementation has not been systematic. Overall, more attention has been paid to the natural dimension of ESD than to the social dimension. At

BNU, ESD activities are conducted through three mechanisms: a coercive mechanism, a professional mechanism, and a cultural mechanism. Health, culture, and environmental protection have received more attention than social equity.

Liu, J., Kitamura, Y., & Savelyeva, T. (2022). **Building an 'Ecosystem' for transforming higher education teaching and learning for sustainability**. *Asia Pacific Education Review*, 23(4), 539-542. <https://doi.org/10.1007/s12564-022-09794-1>

Loisy, C., Monod-Ansaldi, R., Gruson, B., & Sensevy, G. (2022). **Le réseau des lieux d'Éducation associés à l'Institut français de l'Éducation : un instrument pour la recherche**. Consulté à l'adresse <https://pur-editions.fr/product/8816/le-reseau-des-lieux-d-education-associes-a-l-institut-francais-de-l-education>

Cet ouvrage est le fruit de dix années de travail collectif au sein du réseau des lieux d'éducation associés (LéA) porté, depuis 2011, par l'Institut français de l'éducation (IFÉ) au sein de l'École normale supérieure (ENS) de Lyon. Il rend compte, à travers des études et des témoignages, de travaux de recherche impulsés par ce réseau qui vise à favoriser la mise en œuvre de recherches collaboratives en éducation et à institutionnaliser des interactions entre professionnels de l'éducation et de la formation : tous réunis autour de questions émergeant du terrain, ils sont chercheurs et acteurs de la communauté éducative. Point d'étape pour les dix ans du réseau, cet ouvrage permet de porter un ensemble de regards croisés sur la construction de savoirs et la production de ressources au sein des LéA. Il permet d'explorer comment ces savoirs et ces ressources peuvent nourrir l'action des acteurs de l'éducation. Afin de donner à voir la diversité des champs scientifiques et éducatifs représentés dans le réseau, il réunit des auteurs d'origines et de statuts différents : certains sont des professionnels de l'éducation, d'autres des chercheurs de disciplines variées, et d'autres encore des représentants de différentes institutions éducatives. Du fait de la variété des problèmes traités et des auteurs impliqués, cet ouvrage s'adresse à toute personne qui s'intéresse à la recherche en éducation et souhaite plus particulièrement connaître les recherches portées par le réseau des LéA : professeur, formateur, chercheur et apprenti chercheur, cadre de l'Éducation nationale, étudiant.

Marsh, A. J. (2022). **Special educational needs and disability tribunals in England 1994-2019**. *Research Papers in Education*, 37(6), 797-821. <https://doi.org/10.1080/02671522.2020.1864770>

This paper provides an overview of the rate of appeal to the Special Educational Needs and Disability (SEND) Tribunal in England by analysis of official data published by the Ministry of Justice. The article will also consider the effects of socio-economic deprivation on appeals and hearings, the fiscal constraints placed on Local Authorities and the 2018 change to the calculation of the rate of appeal. The 2014 Children and Families Act consigns a greater emphasis on the avoidance of disagreements, nevertheless appeals to the Tribunal have more than doubled since 2015. Analyses of appeal and hearing rates are conducted for all English Local Authorities (LAs) and regions using the government's Income Deprivation Affecting Children Index to identify levels of deprivation. The research confirms significant variations across LAs and regions and concludes that the appeal and hearing rates in areas with lower socio-economic status (SES) are significantly smaller than in the least deprived areas. There still continues to be considerable challenges to improving parental confidence for the SEND non-statutory offer (Lamb,

2009, 2019). The question remains though how achievable is this in the exceptionally uncertain funding environment, post Covid-19?

Massae, R. J., Salema, V., & Kileo, E. (2022). **Approaches Taken to Ensure Intellectually Impaired Pupils Receive Basic Primary Education at Patandi Primary School Meru District, Arusha Tanzania.** *British Journal of Education*, 10(14), 80-93. <https://doi.org/10.37745/bje.2013/vol10n148093>

The study focused on formative evaluation on Approaches Taken to Ensure Intellectually Impaired Pupils Receive Basic Primary Education at Patandi Primary School Meru District, Arusha Tanzania. This study was guided one evaluation question. This study employed case study design under qualitative research approach where non-Probability sampling techniques were employed. The evaluation study seeks to evaluate the approaches taken to ensure that intellectually impaired pupils receive basic primary education at Patandi primary school. The respondents of this question are the District Education Officer, the ward education officer, the project coordinator and teachers who teach the intellectual impaired pupils at Patandi Primary School. The instruments of collecting data included, Interview guide for teachers, Interview guide to the project coordinator, Interview guide for the District Education Officer (DEO), Interview guide for ward educational officer and observation guide for pupils. Document analysis guide was used to obtain more information about the school. The data was collected and coded, organized, analysed under qualitative approach, then the relevant information was extracted, interpreted and discussed. The evaluator provided the instruments to two lecturers of Mwenge Catholic University who are experts of evaluation from education field to check the extent to which the instruments reflect the evaluation questions and the problem and their recommendations were considered. The evaluator employed triangulation method for all evaluation instruments to ensure consistence of the information provided by the respondents by making comparison of the information that will be provided. Piloting of instruments carried out in one primary school which offers special education for intellectually impaired pupils in Moshi Municipality. The respondents of the theme under question one are; District education officer, ward education officer, project coordinator and the all 4 teachers who teaches pupils with intellectual impairment. The approaches including announcements and assessment of a child individually and registering a child as a pupil of Patandi Special Education primary school in stage one, stage two or Autism. The conclusion of this study showed that the youngsters with mental disabilities should be enrolled to school to acquire education on basic knowledge that could help them in their daily life. The recommendations showed that Parents/Guardians should be educated on Intellectual impairments that is not caused by superstitions but it is health/intellectual problem of a child. The government should increase number of Special Needs Educational Teachers and motivate them.

Mbua, F. M., Salema, V., & Mandila, T. (2022). **Vastness of Higher Education Development Programme on Enhancing Quality and Sustainable Service Delivery by University Graduates in the Northern Zone Tanzania.** *British Journal of Education*, 10(14), 30-54. <https://doi.org/10.37745/bje.2013/vol10n143054>

Quality, resilience, commitment and sustainable delivery of services has increasingly being a demand for every community in the world. The 21st century has identified the kind of skills that need to be embraced by every individual for one to deliver quality, sustainable and descent work. In response, Tanzania launched the Higher education Development Programme (HEDP) to ensure the attainment of this fundamental

objective. This study therefore investigated the vastness of HEDP on enabling quality and sustainable service delivery among university graduates. The study tested two hypotheses. The CIP1P2I evaluation model guide this study. The study employed Convergent design under mixed research approach. The target population for this evaluation study was 18,601 respondents selected from eight (8) Universities in the Northern Zone Tanzania. The target population comprised of 5,118 final year bachelor degree students, 483 lecturers, 8 DVC-academics, 12,292 alumni and 100 employers. The sample was 697 which comprised of 511 final year Bachelor degree students; 48 lecturers; 4 DVC academics; 124 alumni and 10 employers. The sampling techniques included stratified random, purposive sampling techniques and automatic inclusion. Data was collected by using questionnaires, indepth interview guides and document analysis guides. Quantitative data was analyzed by using descriptive statistics where frequencies, percentages, and means were determined. Qualitative data was analyzed through transcription of the texts, generate themes, interpreting, discussion and making conclusions. The study found that, most alumni couldn't deliver quality and sustainable service as needed by their community. The study concluded that, HEDP has not adequately brought about tangible implications on the quality and sustainability of graduates and thus quality of higher education system is questionable. It was recommended that, universities should reform curriculums that emphasize on acquisition of soft-skills that may enable graduates deliver quality and sustainable services rather than traditional emphasis on academic achievement.

Meyer, J. L., Waterman, C., Coleman, G. A., & Strambler, M. J. (2023). **Whose Agenda is It? Navigating the Politics of Setting the Research Agenda in Education Research-Practice Partnerships.** *Educational Policy*, 37(1), 122-146.
<https://doi.org/10.1177/08959048221131567>

In this article, we provide insight into sharing power and balancing practitioner and researcher priorities during the process of establishing a research agenda for a research-practice partnership (RPP). We draw on the literature about effective collaboration within RPPs to identify concepts and factors that can help or hinder the research agenda-setting process. Concepts include boundary spanning, spheres of interest and action, and strategic knowledge leadership. Factors include early and ongoing engagement of partners, adequate representation of diverse perspectives, funder priorities, and the presence of trusting relationships. The authors then use examples from our own experiences in RPPs to illustrate how these concepts and factors play out in the agenda-setting process.

Moalic-Minnaert, M. (2022). **(Re)penser les dispositifs internes de formation dans les partis pour mieux intégrer les classes populaires : des processus et des effets contrastés au NPA et à LO.** *Revue française de pédagogie. Recherches en éducation*, (215), 21-31.
<https://doi.org/10.4000/rfp.11663>

Cet article explore l'hypothèse d'un rôle central des dispositifs partisans de formation dans l'explicitation de l'inégale capacité de deux organisations relevant des « gauches de la gauche » – Lutte ouvrière (LO) et le Nouveau parti anticapitaliste (NPA) – à intégrer pleinement les militants des classes populaires à leurs instances dirigeantes respectives. Entre prise en charge individualisée des militants et mise en place d'une filière formative adaptée aux dispositions des classes populaires, les organisations prennent en charge de manière différenciée la difficulté des militants socialement défavorisés à tirer profit des séquences formatives magistrales. À travers l'étude des systèmes formatifs et de leur

articulation à d'autres normes partisans, l'article s'efforce d'analyser les trajectoires internes différenciées des militants des classes populaires.

Molnár, G., & Hermann, Z. (2023). **Short- and long-term effects of COVID-related kindergarten and school closures on first- to eighth-grade students' school readiness skills and mathematics, reading and science learning.** *Learning and Instruction*, 83, 101706. <https://doi.org/10.1016/j.learninstruc.2022.101706>

Remote learning during the COVID pandemic has led to short- and long-term consequences for students' learning. So far, data on learning loss in early schooling have been limited. In this paper, we evaluate the effect of remote learning on 1st graders' school readiness skills and 2nd–8th graders' performance in mathematics, reading and science using rich data collected in Hungary before and during the pandemic (n ≈ 55,000). The results show that kindergarten children and 1st–4th-grade students were significantly negatively affected by COVID restrictions compared to their older peers. This difference was extremely large in schools with a high share of disadvantaged students. More specifically, 1st–4th-grade low-SES students made little or no progress while learning from home.

Montoni Rios, A. (2022). **L'expérience dans la construction de savoirs et d'expertises militants. Instances autonomes de formation politique dans les contestations étudiantes.** *Revue française de pédagogie. Recherches en éducation*, (215), 85-95. <https://doi.org/10.4000/rfp.11798>

Cet article s'intéresse aux instances autonomes de formation politique mises en place lors de processus de mobilisation étudiante ayant eu lieu à Santiago du Chili en 2011 et à Montréal en 2012. Cette analyse répond à la question des effets et conséquences des expériences d'auto-formation et de co-formation au militantisme radical. Mobilisant une ethnographie des occupations, des manifestations de rue, des assemblées et l'étude des récits biographiques, cet article examine des formes alternatives de participation fondées sur la démocratie directe. Il est donc question d'enquêter sur la création des savoirs expérientiels et techniques, et sur la formation citoyenne lors de processus de contestation politique.

Morris, J. E., Parker, B. D., & Negrón, L. M. (2022). **Black School Closings Aren't New: Historically Contextualizing Contemporary School Closings and Black Community Resistance.** *Educational Researcher*, 51(9), 575-583. <https://doi.org/10.3102/0013189X221131504>

Whereas increased scholarly attention is focusing on contemporary school closings, noticeably absent is the placement of this scholarship within the historical context of Black people's social experiences. This paradigm shift would reveal a much longer history that has had devastating consequences for Black people. In this article, we identify five waves of Black school closings and provide contemporary case studies that reveal an ongoing pattern resulting in the destabilization of Black communities across time and space. Despite persistent attacks on these institutions, our analyses capture Black people's resistance and agency in maintaining their communities and schools. In addition to providing policy implications, we further suggest the term Black community-killing as a theoretical way of thinking about the consequences of school closings.

Newton, P. E. (2022). **Demythologising A level Exam Standards.** *Research Papers in Education*, 37(6), 875-906. <https://doi.org/10.1080/02671522.2020.1870543>

There are two major myths concerning A level exam standards in England. First, the Ancient Myth, which insists that standards were norm-referenced until the 1980s, when they transitioned to being criterion-referenced. Second, the Modern Myth, which insists that standards transitioned again, during the 2010s, to being based upon the comparable outcomes principle. The present paper debunks these myths, arguing that: except for the occasional use of comparable outcomes to bridge qualification reforms, A level standards have always been attainment-referenced; and that this has always been operationalised using a combination of methods, including both examiner judgement of exam performances and statistical expectations of cohort attainment. The paper also argues that what has changed significantly is the degree of confidence that the exam industry has placed in examiner judgement relative to statistical expectations, which has waxed and waned over time. When statistical expectations have prevailed, pass rates have tended to plateau; somewhat implausibly. When examiner judgement has prevailed, pass rates have tended to rise; also somewhat implausibly. These trends have given a false impression of principled transitions, which the paper dispels.

Nweze, B. N., & Obu, A. U. (2022). **Comparative Analysis of 2021 and 2022 West Africa Examination Council (WAEC) and National Examination Council (NECO) Chemistry Multiple Choice Questions in Enugu State, Nigeria.** *British Journal of Education*, 10(14), 7-14. <https://doi.org/10.37745/bje.2013/vol10n14714>

This study compared 2021 and 2022 WAEC and NECO Chemistry multiple choice question in Enugu State, Nigeria. The comparison covered the various levels of the cognitive domain of Bloom's Taxonomy of Educational Objectives. The population of the study was 220 West Africa Examination Council (WAEC) and National Examination Council (NECO) Senior School Certificate Examination (SSCE) objective test items for Chemistry. There was no need for sampling since the population was manageable. Percentage was used in answering the research questions while Chi-square was used in testing the hypotheses. The result showed that for both examining bodies, most of the questions were on knowledge. When the distribution of the questions across the various levels of the cognitive domain, set by WAEC and NECO were compared, significant relationship was discovered in 2021 questions, whereas in 2022 questions, no significant relationship was observed. The conclusion therefore is that, as far as the distribution of questions across the various levels of the cognitive domain is concerned, WAEC is more consistent than NECO. Based on the finding of this study, it was recommended that authorities of National Examination Council ensure that subsequent SSCE Chemistry questions are appropriately distributed across the various levels of the cognitive domain.

Oyeleye, O. (2022). **Religious Intolerance and Educational System in Nigeria.** *British Journal of Education*, 10(14), 1-6. <https://doi.org/10.37745/bje.2013/vol10n1416>

The study examines the implications of religious intolerance on the Educational system in Nigeria. Nigeria experienced a lot of religious intolerance due to its diversity of ethnic groups and religions. Due to the narrow-mindedness, misunderstanding, extremism, and zeal of religious devotees, religion, intended to be a unifying element among many ethnic groups in Nigeria, has instead turned out to be one of the triggers destroying lives and property. Several persons have suffered bodily and psychological harm due to intolerance based on religious beliefs and practices, which has caused rifts between Nigerians of various religious backgrounds. Nigerian educational system is under threat from this turmoil. Problems of religious intolerance has hampered Nigeria's efforts to establish a standard educational system.

Panjeta, A. (2022). **Expérimenter la qualité à l'université : de la conformité aux normes techniques au potentiel des surprises bureaucratiques**. Consulté à l'adresse [https://www.editions-](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343255026&utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_35153&utm_medium=email&utm_content=lienTitre)

[harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343255026&utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_35153&utm_medium=email&utm_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343255026&utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_35153&utm_medium=email&utm_content=lienTitre)

Les universités françaises se transforment à un rythme accéléré depuis l'adoption de la loi portant sur les libertés et les responsabilités de 2007. Dans ce nouveau paysage universitaire, c'est la gestion des établissements qui devient l'enjeu majeur. Cet ouvrage, issu d'une thèse de doctorat, s'intéresse au déploiement d'un instrument de gestion inspiré par le New Public Management, à savoir une démarche qualité, mise en place dans le but d'améliorer l'efficacité des services administratifs d'une université. C'est en partant d'une expérience vécue que l'auteur s'est interrogé sur les effets de l'instrumentation de gestion en usage, en portant une attention particulière d'une part aux surprises surgissant dans l'action, et, d'autre part, à la manière dont les acteurs négocient les effets produits. L'ouvrage montre ainsi l'importance de l'expérimentation comme méthode de transformation des organisations publiques à condition de prendre au sérieux les surprises situationnelles, et propose une redéfinition du rôle du manager public.

Park, A. (Éd.). (2022). **Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary Schools, Eighty-Seventh Edition, 2022-2023**. Consulté à l'adresse

<https://press.uchicago.edu/ucp/books/book/chicago/R/bo189195470.html>

The authoritative annual guide to the requirements for certification of teachers. This annual volume offers the most complete and current listings of the requirements for certification of a wide range of educational professionals at the elementary and secondary levels. Requirements for Certification is a valuable resource, making much-needed knowledge available in one straightforward volume.

Park, J., & Savelyeva, T. (2022). **An interpretive analysis of the 2030 Sustainable Development Goals in Hong Kong public universities**. *Asia Pacific Education Review*, 23(4), 543-558. <https://doi.org/10.1007/s12564-022-09777-2>

This study in the research domain of higher education sustainability addresses issues of policy and implementation of the Sustainable Development Goals (SDGs) in and through Hong Kong public universities. The purpose of the study was to critically analyze the problématique of achieving the SDGs by the Hong Kong higher education sector. The study used a post-empiricist qualitative design with Interpretive Phenomenological Analysis and an embedded case study methodology in order to explore the issues of the SDGs policy and implementation in eight public Hong Kong universities. The concept of sustainability ensoulment and the Higher Education Institution Sustainability Model served as a theoretical grounding for the interpretative analysis. The interpretive results showed a broad range of university responses and governmental support for SDGs despite small number of universities, and a score of authentic SDGs-related efforts, which were fully embedded into the educational mission of the universities. The essence from the interpretive analysis of the data suggests that the universities' authentic attainment of the SDGs requires a 'salutary detachment' from putting excessive priorities on superficial sustainability standards and considering universities' global ranking league tables as their

principal goal. The study provides a structured discussion within five thematic areas: (1) regional-dominant sustainability challenges; (2) financing structure and independence; (3) institutional organization; (4) extent of democratic processes; and (5) communication and interaction with society. The research argues that a genuine SDGs attainment originates from what universities know best and regard as their threefold mission—research, teaching and knowledge transfer—to effectively generate global citizens with full ensoulment of the SDGs spirit and values, and thus, turning universities into authentically sustainable institutions.

Paterson, L. (2022). **Participation in science in secondary and higher education in Scotland in the second half of the twentieth century**. *Research Papers in Education*, 37(6), 1189-1213. <https://doi.org/10.1080/02671522.2021.1931951>

Scientific and mathematical education has expanded in most education systems in the twentieth century, especially in the second half when there emerged the perception among policy-makers that science and technology were essential to a flourishing economy and to individual opportunity. Scotland provides a useful case study of the expansion, for two reasons. One is that it has included natural science in its emerging secondary-school curriculum at an early period by international standards, well before the middle of the century. That inclusion was carried over into the new curricula at the mid-secondary level, which aimed to cater for all students when the public sector of secondary schooling became non-selective after the 1960s. So Scotland is a test case of whether a gradually democratising system of secondary schooling could widen access to science and mathematics, and of whether and how changes at the school level contributed to the expansion of school-leaver entry to science in higher education. The other reason why the Scottish case is potentially revealing is a unique series of surveys of school students that cover the whole of the second half of the century.

Redondo, C., Artaud, M., Bernad, K., & Bonniol, V. (2022). **La formation enseignante au prisme des politiques éducatives locales : le cas d'un projet de recherche-terrain dans l'académie d'Aix-Marseille**. *Revue française de pédagogie. Recherches en éducation*, (215), 123-140. <https://doi.org/10.4000/rfp.11888>

Depuis 2017 est organisée dans l'académie d'Aix-Marseille une action locale visant à accompagner les enseignants des réseaux d'éducation prioritaire dans un processus de professionnalisation face aux besoins déclarés par les établissements. Notre article présente une recherche participative conduite dans le cadre de cette initiative en 2019-2021. Dans ce contexte témoin d'une évolution récente de la formation (continue) d'adultes amorcée à un niveau politico-institutionnel, nous interrogeons la dynamique de relocalisation de la formation à l'intérieur des structures d'enseignement et le concept d'« établissement formateur » pour évaluer leurs apports et leurs limites en termes de développement professionnel des acteurs scolaires. L'analyse montre l'existence de tout un lot de conditions et de contraintes influant sur le dispositif lui-même et conditionnant son efficacité.

Reid, P., & Maybee, C. (2022). **Textbooks and Course Materials: A Holistic 5-Step Selection Process**. *College Teaching*, 70(4), 518-529. <https://doi.org/10.1080/87567555.2021.1987182>

Selecting course reading materials is not necessarily an easy process. This article discusses selection concerns such as cost, inclusivity and options ranging from traditional textbooks to course packs. A review of literature finds extensive information about adoption of OER

materials. Additionally, articles referring to difficulties in course readings are explored, including literacy level and inclusivity. While the literature does not offer a holistic process for instructors, several aspects are described. Based on an analysis of the literature, this paper outlines a process defining five steps that provide instructors with a comprehensive guide for selecting textbooks or other course materials that support learning.

Reisman, A., & Jay, L. (2022). **Teaching Racial History: Enacting Curriculum in Discretionary Spaces.** *Journal of Curriculum Studies*, 54(6), 751-771.
<https://doi.org/10.1080/00220272.2022.2049883>

Despite decades of research to the contrary, public discourse continues to insist on the direct power of curriculum to shape student learning, rather than acknowledge the complex and situated ways that teachers and curricular materials interact to shape enacted instruction. In this paper, we use a model of curriculum enactment to illustrate the complex factors influencing this interaction between teachers and curriculum. We examine how two teachers enact two different lessons on racial history and ask whether and how this interaction led to opening or closing of opportunities for interpretation. Our analysis led us to generate three types of historical interpretations that were potentially available for discussion across these two lessons: (a) textual interpretations centred on how a particular text should be understood; (b) political interpretations centred on how history should be remembered in the present; (c) structural interpretations centred on causal explanations for racism. The results of this study suggest that developing teacher knowledge for facilitating discourse about racial history will need to be steeped in enactment and contextualized in teachers' broader identities and experiences.

Rigell, A., Banack, A., Maples, A., Laughter, J., Broemmel, A., Vines, N., & Jordan, J. (2022). **Overwhelming whiteness: a critical analysis of race in a scripted reading curriculum.** *Journal of Curriculum Studies*, 54(6), 852-870.
<https://doi.org/10.1080/00220272.2022.2030803>

Teachers in the US are increasingly required to use scripted curricula. Such instructional materials often reflect the overwhelming whiteness of the publishing industry through a lack of representation of authors and protagonists outside of white, middle-class normative characters. Implementation of such curricula stands in direct contrast to studies finding that culturally relevant pedagogy and curricula benefit students across racial and ethnic groups. This paper describes a qualitative analysis of the scripted Wit and Wisdom English Language Arts curriculum for grades K-8 guided by the research question: How might the curriculum reproduce a white supremacist master script? Following a quantitative analysis of racial representation across all core and supplementary texts in the curriculum, the research team used guiding questions grounded in a critical discourse and anti-racist teaching framework to qualitatively analyse teacher-facing materials at each grade level. The findings of this study indicate that whiteness is centred at every level of the curriculum in text selection and thematic grouping of texts, as well as through discursive moves in teacher-facing materials (e.g. essential questions for learning modules). Based on the findings, the research team suggests mechanisms for individual and collective efforts to resist whiteness-centred curricula at the system, school, and classroom level.

Rivera, P., & Chun, M. (2023). **Unpacking the Power Dynamics of Funding Research-Practice Partnerships.** *Educational Policy*, 37(1), 101-121.
<https://doi.org/10.1177/08959048221134585>

In this paper two foundation program officers describe their experiences as funders engaged in supporting research practice partnerships in two very distinct settings. The authors set the context for their experiences and walk through the challenges and opportunities in supporting research practice partnerships. They also discuss how supporting these efforts create power dynamics between the strategic initiatives at foundations and the need for researchers to have independence in crafting research agendas for research practice partnerships. The authors provide some lessons learned and prospect how future engagements with research practice partnerships can be set up for success.

Schmidt, W. H., Xin, T., Guo, S., & Wang, X. (2022). **Achieving excellence and equality in mathematics: two degrees of freedom?** *Journal of Curriculum Studies*, 54(6), 772-791. <https://doi.org/10.1080/00220272.2022.2098536>

Countries across the world have seen a growing gap in mathematics performance between low-SES children and those from wealthier backgrounds. The issue of inequality not only relates to student performance, but also to schooling—as defined by the mathematics curriculum and its distribution of the related opportunities to learn. Whether relationships between student background, schooling (curriculum coverage), and performance varies between countries with different levels of development has become a question of particular interest to countries and their curriculum-related policies. Those same countries want to achieve both international recognition for excellence as well as equality. Relatedly, the policy question that has arisen is whether both excellence and equality can be achieved simultaneously. The answers to both questions are complex as the relationships between the three key concepts vary among the 63 PISA countries by substantial amounts. Additionally, the averages between the three types of countries vary as well. This all leads to the conclusion that the probability of achieving both excellence and equality varies by the wealth of the country.

Schmitt, S. A., Elicker, J. A., Purpura, D. J., Duncan, R. J., Schmerold, K. L., Budrevich, A., ... Finders, J. K. (2023). **The effects of a high quality state-run preschool program as rated by a Quality Rating and Improvement System on children's school readiness.** *Early Childhood Research Quarterly*, 62, 89-101. <https://doi.org/10.1016/j.ecresq.2022.07.013>

The goal of this study was to evaluate the effects of attending a state-run preschool program that is rated as “higher quality” on a state’s Quality Rating and Improvement System (QRIS) for children’s outcomes in prekindergarten and kindergarten. It was expected that children who attended higher QRIS-rated programs would demonstrate greater gains in school readiness skills relative to children who received similar subsidies but attended lower-rated programs in the prekindergarten year. However, because there is little to base a hypothesis on with regard to longitudinal associations, we had no a priori hypotheses regarding potential effects into the fall and spring of kindergarten. Participants included 2 cohorts (N = 516; 50% female, Mage = 4.80 years). Data were collected on school readiness outcomes in the fall and spring of prekindergarten and kindergarten. Results suggested that participating in the higher-rated program was related to gains in language during the prekindergarten year that persisted into kindergarten. Findings indicated that children who participated in the program experienced greater gains in their math, literacy, and school readiness in kindergarten. However, the majority of the effects were generally small, albeit positive.

Seeley, K. M. L., Foster, B. A., Zuckerman, K. E., & Peterson, J. W. (2023). **Positive deviance in the Oregon kindergarten assessment: Identifying schools and communities that are beating the odds.** *Early Childhood Research Quarterly*, 62, 360-368. <https://doi.org/10.1016/j.ecresq.2022.10.003>

Entering kindergarten when developmentally ready can have substantial impacts on a child's future academic success and physical health. Children from low-income households are more likely to enter kindergarten with lower school readiness than their more affluent peers, and the educational gap may widen throughout the schooling years. The current study used positive deviance inquiry to identify elementary schools in Oregon serving large percentages of children receiving free or reduced-price lunch exceling on the Approaches to Learning segment of the state 2018-19 kindergarten assessment. We assessed the student demographics of these positive outlier schools and compared characteristics of schools grouped by poverty status. Additionally, we examined the association between school poverty status and school-level kindergarten assessment scores, and further explored the variables potentially influencing this relationship (school size, charter status, and location). Over a quarter of Oregon's top performing schools were high-poverty schools, labeled as positive outliers. The average Approaches to Learning score of positive outlier schools was 0.61 points higher (95% CI: 0.55, 0.68) compared to other high-poverty schools ($p < 0.0001$), and 0.42 points higher (95% CI: 0.33, 0.50) compared to low-poverty schools ($p < 0.0001$). These findings highlight that poverty is not always predictive of poor social-emotional skills or overall school readiness and exploration of family, school and community school readiness efforts is underway.

Shores, K., & Steinberg, M. P. (2022). **Fiscal Federalism and K–12 Education Funding: Policy Lessons from Two Educational Crises.** *Educational Researcher*, 51(8), 551-558. <https://doi.org/10.3102/0013189X221125764>

We synthesize and critique federal fiscal policy during the Great Recession and COVID-19 pandemic. First, the amount of aid during both crises was inadequate to meet policy goals. Second, the mechanisms used to distribute funds were disconnected from policy goals and provided different levels of aid to districts with equivalent levels of economic disadvantage. Third, data tools are missing, making it difficult to understand whether funds were used to meet policy goals. Details for these results are provided along with policy recommendations.

Simon, E. (2022). **Demystifying the link between higher education and liberal values: A within-sibship analysis of British individuals' attitudes from 1994–2020.** *The British Journal of Sociology*, 73(5), 967-984. <https://doi.org/10.1111/1468-4446.12972>

The link between university graduation and liberal values is well-established and often taken as evidence that higher education participation causes attitudinal change. Identification of education's causal influence in shaping individual preferences is notoriously difficult as it necessitates isolating education's effect from self-selection mechanisms. This study exploits the household structure of the Harmonized British Household Panel Study and Understanding Society data to tighten the bounds of causal inference in this area and ultimately, to provide a more robust estimate of the independent effect of university graduation on political attitudes. Results demonstrate that leveraging sibling fixed-effects to control for family-invariant pre-adult experiences reduces the size of higher education's effect on cultural attitudes by at least 70%, compared to conventional methods. Significantly, within-sibship models show that

obtaining higher education qualifications only has a small direct causal effect on British individuals' adult attitudes, and that this effect is not always liberalizing. This has important implications for our understanding of the relationship between higher education and political values. Contrary to popular assumptions about education's liberalizing role, this study demonstrates that the education-political values linkage is largely spurious. It materializes predominately because those experiencing pre-adult environments conducive to the formation of particular values disproportionately enroll at universities.

Šťastný, V. (2022). **Shadow education: a double-edged sword for Czech mainstream schools in the competitive educational market.** *Research Papers in Education*, 37(6), 1042-1063. <https://doi.org/10.1080/02671522.2021.1907777>

Post-transformational neoliberal reforms in the Czech Republic have established a competitive quasi-market, in which – at the lower-secondary level – academic-track schools (grammar schools or gymnasia) compete for students in the regular-track schools. These reforms have also brought a rise of shadow education (private supplementary tutoring) provided by individuals and private companies. Even public schools are sometimes providers of shadow education. The study explores gymnasia principals' motivations to provide paid courses to prepare students for entrance examinations to their study programmes and the challenges they experience in doing so. The findings are drawn mainly from semi-structured interviews with principals and other school management members in eleven gymnasia. The study conceptualises such courses as a 'double-edged sword'. First, because it serves as a 'weapon' that academic schools use in the quasi-market competition to attract more (high-achieving) students from regular track schools, and second, because it may have both positive and negative consequences (e.g., for equity in education), depending on the conditions of its provision. The paper contributes to a wider scholarly literature by expanding the understanding of ways schools behave in the competitive educational quasi-markets and by opening a new branch of shadow education research.

Student, S. R. (2022). **Vertical Scales, Deceleration, and Empirical Benchmarks for Growth.** *Educational Researcher*, 51(8), 536-543. <https://doi.org/10.3102/0013189X221105873>

Empirical growth benchmarks, as introduced by Hill, Bloom, Black, and Lipsey (2008), are a well-known way to contextualize effect sizes in education research. Past work on these benchmarks, both positive and negative, has largely avoided confronting the role of vertical scales, yet technical issues with vertical scales trouble the use of such benchmarks. This article introduces vertical scales and outlines their role in the creation of empirical benchmarks for growth. I then outline three strands of recent vertical scale research that call into question the grounds for relying on these benchmarks. I conclude with recommendations for researchers looking to contextualize observed effects of educational interventions without confounding their effects with vertical scaling artifacts.

Student, S. R., & Gong, B. (2022). **Supporting the Interpretive Validity of Student-Level Claims in Science Assessment with Tiered Claim Structures.** *Educational Measurement: Issues and Practice*, 41(4), 68-78. <https://doi.org/10.1111/emip.12523>

We address two persistent challenges in large-scale assessments of the Next Generation Science Standards: (a) the validity of score interpretations that target the standards broadly and (b) how to structure claims for assessments of this complex domain. The NGSS pose a particular challenge for specifying claims about students that evidence from summative assessments can support. As a solution, we propose tiered claims, which

explicitly distinguish between claims about what students have done or can do on test items—which are typically easier to support under current test designs—and claims about what students could do in the broader domain of performances described by the standards, for which novel evidence is likely required. We discuss the positive implications of tiered claims for test construction, validation, and reporting of results.

Sturrock, S. (2022). **Primary teachers' experiences of neo-liberal education reform in England: 'Nothing is ever good enough'**. *Research Papers in Education*, 37(6), 1214-1240. <https://doi.org/10.1080/02671522.2021.1941213>

As the global neo-liberal reform movement in education continues to evolve, so does the simultaneous transfiguration of the profile and status of primary school teachers in England. Reform continues to delineate the aims and purpose of primary education in increasingly essentialist terms. This paper explores English primary school teachers' perceptions and experiences of teaching, and of being a teacher, in a period of considerable change. Extending the existing research literature about primary school teachers, it explores the progressively strategic nature of policy enactment and the tactics employed by teachers to manage conflicting demands. The paper draws upon rich qualitative data from two sets of interviews with 22 primary teachers employed in the South-East of England. Thematic analysis facilitated findings about teachers' encounters with, and responses to, neo-liberal policy reform, notably in relation to accountability and managerialism. The view that 'nothing is ever good enough' reflects recurrent data affirming the relationship between school leadership and teachers' demoralisation, as well as perceived reputational decline more broadly. Findings highlight the emergence of the primary practitioner as 'tactician', and of a particular brand of survivalism necessary for a context that acts to pedagogically and philosophically constrain the purpose of primary education.

Sutherland, M., Clarke, B., Kosty, D. B., Baker, S. K., Doabler, C. T., Smolkowski, K., ... Goode, J. (2022). **Investigating the Interaction between Teacher Mathematics Content Knowledge and Curriculum on Instructional Behaviors and Student Achievement**. *The Elementary School Journal*, 123(2), 292-317. <https://doi.org/10.1086/721877>

Policy efforts in mathematics have focused on increasing teachers' mathematics content knowledge (MCK), with the goal of increasing teacher quality and in turn increasing student mathematics learning. An alternative approach to increasing student mathematics achievement is to investigate curricula that can be effectively used by teachers with a range of MCK. Drawing from a large-scale study of kindergarten students ($n = 2,598$) and their teachers ($n = 130$), the current study investigated the interaction between teacher MCK and curriculum (Early Learning in Mathematics core kindergarten curriculum vs. business-as-usual curricula) on (a) instructional behaviors and (b) student mathematics achievement gains. Results indicated differential significant interactions across instructional behaviors and a small but negative effect of teacher MCK on student mathematics achievement gains. Implications for future research, policy, and practice are discussed.

This Saint-Jean, I. (2022, décembre 14). **Le Crédit impôt recherche doit être réformé d'urgence!** Consulté 15 décembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/isabelle-this-saint-jean/credit-impot-recherche-etre-reforme-durgence/00105294>

La France sous-investit dans la science.

Tonneau, J.-P. (2022). **Être formé et former, l'éducation militante des avocats engagés. L'exemple des membres du Syndicat des Avocats de France.** *Revue française de pédagogie. Recherches en éducation*, (215), 33-44. <https://doi.org/10.4000/rfp.11688>
L'article s'intéresse à l'éducation militante et à la formation au militantisme des avocats membres du Syndicat des Avocats de France (SAF). Les membres du SAF se présentent, et sont présentés par les confrères qui n'en font pas partie, comme des avocats militants. Une double question rythme l'article : quelles sont la formation et l'éducation syndicales de ces avocats, et celles-ci, acquises par et dans l'organisation, ont-elles des conséquences sur leur pratique professionnelle quotidienne et routinière ? Après avoir retracé brièvement l'histoire du SAF, l'article s'intéresse à la socialisation militante proprement dite de chacune des quatre générations sur lesquelles a porté l'enquête. Si chacune d'entre elles est formée au militantisme selon une configuration particulière, tous ces avocats partagent une conception politique de leur profession et reçoivent une socialisation professionnelle et une socialisation militante qui se confondent. Enfin, l'article analyse, au travers de leur pratique professionnelle, la manière dont ces avocats militants deviennent à leur tour des éducateurs ou des formateurs au militantisme. Pour cela, nous nous arrêtons sur les relations qu'ils développent avec leurs clients et nous étudions comment ces avocats, devenus des pédagogues, diffusent la raison juridique et défendent la cause du droit. L'article tente ainsi de saisir et d'analyser la figure de l'avocat militant et son évolution, au prisme de son éducation militante.

Villavicencio, A., Conlin, D., & Pagan, O. (2023). **Research-Practice Partnerships in Pursuit of Racial Justice in Schools: Navigating a Hostile Sociopolitical Climate.** *Educational Policy*, 37(1), 250-275. <https://doi.org/10.1177/08959048221130353>

Grounded in a partnership among researchers, a racial justice organization, and K-12 schools, this study uncovers the challenges of pursuing racial justice work in a polarized sociopolitical climate. Specifically, we illustrate these tensions across three dimensions of our work: (a) establishing critical commitments with K-12 partners; (b) building organizational capacity for critical racial analysis; and (c) confronting internal and external resistance. Throughout, we highlight approaches for leveraging the positionality and expertise of our partners to create the conditions for promoting and sustaining racial justice work in schools.

Webster, R. (2022). **The Inclusion Illusion: How Children with Special Educational Needs Experience Mainstream Schools.** Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/I/bo186923881.html>

An examination of contemporary inclusive pedagogy and how it is failing students with special educational needs and disabilities. Inclusion conjures images of children with special educational needs and disabilities (SEND) learning in classes alongside peers in a mainstream school. For pupils in the UK with high-level SEND, who have an Education, Health and Care Plan (formerly a Statement), this implies an everyday educational experience similar to that of their typically developing classmates. Yet in vital respects, they are worlds apart. Based on the UK's largest observation study of pupils with high-level SEND, this book exposes how attendance at a mainstream school is no guarantee of receiving a mainstream education. Observations of nearly 1,500 lessons in English schools show that these students' everyday experience of school is characterized by separation and segregation. Furthermore, interviews with nearly five hundred pupils, parents, and school staff reveal the effect of this marginalization on the quality of their

education. The book argues that inclusion is an illusion. The way schools are organized and how classrooms are composed creates a form of structural exclusion that preserves mainstream education for typically developing pupils and justifies offering a diluted pedagogy for pupils with high-level SEND. Ultimately, the book suggests why a more authentic form of inclusion is needed, and how it might be achieved.

Wermke, W., Jarl, M., Prøitz, T. S., & Nordholm, D. (2022). **Comparing principal autonomy in time and space: modelling school leaders' decision making and control.** *Journal of Curriculum Studies*, 54(6), 733-750. <https://doi.org/10.1080/00220272.2022.2127124>

This article presents the development and application of a model that can be utilized to compare the autonomy of principals in various historical and national contexts. Drawing on former conceptual work on autonomy in education, the model conceptualizes principal autonomy as two-dimensional. The first dimension is the decision making expected from principals, manifested on a continuum of being restricted or extended. The second dimension is the control imposed on principals, also varying between a restricted or an extended nature. In relation to each other, restricted/extended decision making and control can result in four different governance configurations that impact principals' work complexities. We apply the model for the description of the development of Swedish principals' work conditions over time and for a comparison of the autonomy of Nordic principals. With this endeavour, we demonstrate how historical and nation-specific particularities in educational governance interact with limitations and opportunities of educational leadership. Moreover, we argue that a focus on the autonomy of various stakeholders in schools might be a fertile strategy for further understanding the confusing concept of school autonomy.

Wilson, W. J., Yun, J., & Kern, B. D. (2022). **Contribution of Physical Education and Recess to Children's Habitual Physical Activity.** *The Elementary School Journal*, 123(2), 253-270. <https://doi.org/10.1086/721862>

This study explored the contribution of physical education and recess to children's physical activity (PA) behavior and examined whether they compensate for missed PA opportunities. Participants' (N = 115; age: 9.2 ± 0.6 years) PA was measured using accelerometry across multiple time periods, including data from school days and weekends. Data collection occurred over 6–7 weeks, with 2 weeks in between each period. Physical education and recess accounted for 22.98% (SD = 8.32) and 19.71% (SD = 6.87) moderate-to-vigorous PA, and 16.06% (SD = 4.54) and 14.65% (SD = 4.45) total PA, respectively. Analyses revealed differences between physical education and non-physical education days (Wilks's $\lambda = 0.80$, $p < .001$; partial $\eta^2 = 0.20$) and physical education and weekend days (Wilks's $\lambda = 0.67$, $p < .001$; partial $\eta^2 = 0.33$). Physical education contributed to habitual PA more than previously thought; schools should be increasing, not reducing, opportunities.

Wittman, D. (2022). **Average Rank and Adjusted Rank Are Better Measures of College Student Success than GPA.** *Educational Measurement: Issues and Practice*, 41(4), 23-34. <https://doi.org/10.1111/emip.12521>

I show that there are better measures of student college performance than grade point average (GPA) by undertaking a fine-grained empirical investigation of grading within a large public university. The value of using GPA as a measure of comparative performance is undermined by academically weaker students taking courses where the grading is more generous. In fact, college courses composed of weaker performing

students (whether measured by their relative performance in other classes, SAT scores, or high school GPA) have higher average grades. To partially correct for idiosyncratic grading across classes, alternative measures, student class rank and the student's average class rank, are introduced. In comparison to a student's lower-division grade, the student's lower-division rank is a better predictor of the student's grade in the upper-division course. Course rank and course grade are adjusted to account for different levels of academic competitiveness across courses (more precisely, student fixed-effects are derived). SAT scores and high school GPA are then used to predict college performance. Higher explained variation (R^2) is obtained when the dependent variable is average class rank rather than GPA. Still higher explained variation occurs when the dependent variable is adjusted rank.

Wooltorton, S., Guenther, J., Poelina, A., Blaise, M., Collard, L., & White, P. (2022). **Learning regenerative cultures: Indigenous nations in higher education renewal in Australia.** *Asia Pacific Education Review*, 23(4), 639-651. <https://doi.org/10.1007/s12564-022-09789-y>

What is regenerative learning in Australian higher education? This paper addresses the intersecting crises of climate, species loss and injustice; often called a conceptual emergency. We tackle the problem of disciplinary compartmentalisation, preventing integration of important related concepts. The particular case is separation of the Australian Curriculum Cross-curriculum Priorities at school and university for teaching, learning and research purposes. We are concerned with two of the three: sustainability, and Aboriginal and Torres Strait Islander histories and cultures. The project generates significant conceptual linkages, which strengthen sustainability with Indigenous histories and cultures. The linked concepts have the potential to re-centre Indigenous knowledge systems and knowledge holders in Australian higher education for sustainability. The interconnectedness facilitates learning of, for and through regenerative cultures, which are healing and wellbeing-oriented. Centring Indigenous histories, concepts and wisdom in sustainability education will reveal deeper meanings such as communicative ways of understanding worlds. These have multiple applications in teaching and learning, and improved outcomes in practice. Each case study presented in this paper utilises a decolonising, regenerative research method for answering research questions. The methods challenge Western, colonising power relationships that continue to act upon Indigenous lived experience; enable communicative relations with more than human worlds and are transformative. Together, they value experience, the collective, being creative, narrative, justice, ways of knowing and responding to sentient, animate places. In this paper, decolonising ways of working towards regenerative futures foreground Indigenous ways of knowing, being, valuing and doing, revealing Indigenous knowledge making for contemporary contexts.

Yamashiro, K., Wentworth, L., & Kim, M. (2023). **Politics at the Boundary: Exploring Politics in Education Research-Practice Partnerships.** *Educational Policy*, 37(1), 3-30. <https://doi.org/10.1177/08959048221134916>

The challenges of transforming our educational systems to fulfill enduring needs for equity, justice, and responsiveness will take a multitude of partners. Research-practice partnerships (RPPs) arrange collaboration and engagement with research to bring about shared commitments and resources to tackle these challenges. Just as sociocultural and political dynamics can shape educational politics generally, without close and intentional attention to the politics of starting, operating, and sustaining RPPs, those political dynamics can potentially derail a partnership. In this article, we consider the

emerging research on the politics in and around RPPs pursuing educational transformation and propose a framework to reflect these dynamics. To introduce this special issue, we also deconstruct RPP politics into four major phases of RPP work, and describe the articles addressing each phase. This compilation of articles contributes a wealth of expertise and evidence illuminating how politics can shape both RPPs and their goals of equity and transformation.

Zare, M. (2022). **The Formation and Management of Academic Entitlement: The Case of Extra Credit Assignments.** *College Teaching*, 70(4), 405-412. <https://doi.org/10.1080/87567555.2021.1971601>

Academic entitlement formation will have adverse effects on both students and instructors, influence the teaching effectiveness and the learning experience, and threaten academic integrity and quality. Thus, it is crucial to know not only what factors may facilitate the development of academic entitlement, but also what strategies can be used to manage it. Academic entitlement shows itself primarily in students' prioritizing of grades over learning, and thus, this paper focuses on extra credit as a relatively common pedagogical approach that affects students' final grades. This paper presents the central ideas of the social and temporal comparison theories and the way they can explain entitlement, and then applies these theories' tenets to explain the long-term effects of extra credit on academic entitlement. The second half of the paper provides recommendations for all instructors, both proponents and opponents of extra credit, on how to control academic entitlement and improve desirable students' outcomes with regard to extra credit.

Zhong, Z., Feng, F., Li, J., Liu, X., Cao, Y., & Liao, Y. (2022). **Making university and curricular sustainable entrepreneurship: a case study of Tsinghua University.** *Asia Pacific Education Review*, 23(4), 559-569. <https://doi.org/10.1007/s12564-022-09797-y>

Making the university and its teachers and students alike as sustainable entrepreneurs are central endeavours in this age of sustainable development today. This paper presents an in-depth case study to examine the development of sustainable entrepreneurship of Tsinghua University of China at institutional and curricular levels. The paper first proposes an analytical model of the sustainable university as the alignment of six elements based on three interrelated propositions. The paper then applies the model to study Tsinghua's culture of sustainability and entrepreneurship and its strategies from green university to sustainable university. Next the paper discusses five cases courses in sustainability education from diverse disciplines with shared goal to foster sustainability competence as global competence and shared pedagogies for experiential learning. The paper concludes with theoretical discussions of institutional-level sustainable entrepreneurship and also practical discussions of shared characteristics and challenges of curricular-level sustainable entrepreneurship with special references of pedagogical and digital opportunities and challenges. The paper presents findings from a self-reflective practitioner-as-researcher action research jointly conducted by the instructors of case courses. The paper used a mixed-method approach with participatory observation, interview, focus-group, survey, and curricular development experiments.

Pratiques enseignantes

Abdelli, S., & Abrougui, M. (2022). **Importance des croyances traditionnelles dans les questionnements de futur·es enseignant·es tunisien·es sur la sexualité humaine.** *Éducation & didactique*, 16(3), 137-155. <https://doi.org/10.4000/educationdidactique.10822>

Dans la tradition tunisienne arabo-musulmane, la sexualité est vécue dans une dimension culturelle et religieuse, imprégnée d'une grande diversité de croyances populaires. À partir de ce constat, nous avons essayé de rechercher jusqu'à quel point les conceptions des futur·es enseignant·es tunisien·es de biologie sur l'éducation à la sexualité sont-elles façonnées par des connaissances scientifiques, mais aussi par la tradition tunisienne arabo-musulmane ? Ce travail s'appuie sur les résultats d'une enquête sur les attentes de 205 futur·es enseignant·es tunisien·es, vis-à-vis d'un enseignement de biologie qui leur était destiné, sur le thème de la sexualité. Les questionnements recueillis sont analysés sur la base d'une étude historico-épistémologique, en étant particulièrement attentifs à l'identification des valeurs, des idéologies et des croyances qui sous-tendent les conceptions des futur·es enseignant·es. Cette étude nous a permis de dégager une typologie originale regroupant les conceptions des enseignant·es, dans ce domaine, en sept catégories. À la lumière de cette catégorisation, il est apparu que ces croyances traditionnelles imprègnent fortement les attentes de ces futur·es enseignant·es de biologie, vis-à-vis des réponses scientifiques que pourrait apporter l'éducation à la sexualité. La clarification des racines historiques et épistémologiques de ces croyances, effectuée par cette recherche, constitue une facette importante de l'analyse des questions que se sont posées ces étudiant·es. D'autres facettes ont aussi été prises en compte, ultérieurement, par la création et le développement d'un site web éducatif, de type Wiki.

admin. (2022, décembre 8). **Marion Ayrat, Teddy Mayeko : S'engager dans l'effort en EPS.** Consulté 14 décembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/12/08/marion-ayrat-teddy-mayeko-sengager-dans-l-effort-en-eps/>

Marion Ayrat et Teddy Mayeko invitent à réhabiliter l'effort en EPS et proposent différentes pistes pour éduquer à l'effort.

Alazmi, H. S. (2023). **The value of systematic, iterative, video-based reflection analysis on preservice teacher actions in Kuwait: A preservice social studies teacher example.** *Teaching and Teacher Education*, 121, 103910. <https://doi.org/10.1016/j.tate.2022.103910>
Video-based reflection analysis is an effective tool for improving teacher performance, however there is only limited knowledge regarding both how to employ it and the key factors involved. This pragmatic, qualitative research study analyzed 129 reflection forms and 43 interviews (gleaned from a cohort of preservice social studies teachers) to investigate the use of video-based reflection analysis in developing preservice teachers in Kuwait. Results suggest that using this method in the design of a well-structured learning experience with iterative reflection cycles and collaborative feedback boosts preservice teacher actions, with the key mechanisms being enhanced teacher conscious awareness, problem solving skills, self-confidence and self-regulation.

Alexander, K. E., & Alexander, R. G. (2022). **Evidence of Weight Bias in the College Classroom: A Call for Inclusive Teaching Practices for Students of All Sizes.** *College Teaching*, 70(4), 461-468. <https://doi.org/10.1080/87567555.2021.1978378>

Groupwork is a useful classroom tool, but may not fully benefit students who are ostracized by peers due to nonacademic factors, like weight. Here, undergraduate students estimated GPAs of hypothetical student peers who were described as "overweight" or "normal-weight" and judged how much they wanted to work with them. We found small but significant effects: students rated overweight peers as having lower GPAs and reported less desire to work with them relative to normal-weight peers. Instructors should be cognizant that overweight students are believed by their peers to be less desirable class partners and may be excluded from classroom participation.

Allard, C., Masselot, P., Peltier-Barbier, M.-L., Roditi, E., Solnon, A., Tempier, F., & Charpentier, A. (2022). **Résultats de l'enquête sur les pratiques d'enseignement des mathématiques, PRAESCO, en classe de CM2 en 2019** (p. 82p). Consulté à l'adresse <https://shs.hal.science/halshs-03836066>

L'enquête nationale sur les pratiques d'enseignement des mathématiques en classe de CM2 fait partie des enquêtes «PRATIques d'Enseignement Spécifiques aux Contenus» (PRAESCO) que conduit la Direction de l'évaluation, de la prospective et de la performance (DEPP) en partenariat avec des équipes de recherche. L'enquête PRAESCO Mathématiques CM2 a été conduite en 2019, elle vise à documenter les pratiques d'enseignement des professeurs de ce niveau en mathématiques d'un point de vue général quant à cette discipline et de façon plus approfondie sur certains thèmes du programme scolaire. Cette enquête apporte également un certain nombre d'informations sur leur formation, leur ancienneté ou leur contexte de travail. Les données d'enquête ont été analysées, croisées et soumises à des traitements statistiques afin d'apporter, dans leurs convergences et leurs différences, une description précise et complète des pratiques d'enseignement des mathématiques à ce niveau scolaire.

Andrews, M., Prince, M., Finelli, C., Graham, M., Borrego, M., & Husman, J. (2022). **Explanation and Facilitation Strategies Reduce Student Resistance to Active Learning.** *College Teaching*, 70(4), 530-540. <https://doi.org/10.1080/87567555.2021.1987183>

Active learning increases student learning, engagement, and interest in STEM and subsequently, the number and diversity of graduates. Yet, its adoption has been slow, partially due to instructors' concerns about student resistance. Consequently, researchers proposed explanation and facilitation instructional strategies designed to reduce this resistance. Using surveys from 2-year and 4-year institutions including minority-serving institutions, we investigate the relationship between students' affective and behavioral responses to active learning, instructors' use of strategies, and active learning type. Analyses revealed low levels of student resistance and significant relationships between both explanation and facilitation strategy use and positive student responses.

Arastoopour Irgens, G., Hirsch, S., Herro, D., & Madison, M. (2023). **Analyzing a teacher and researcher co-design partnership through the lens of communities of practice.** *Teaching and Teacher Education*, 121, 103952. <https://doi.org/10.1016/j.tate.2022.103952>

Research-Practice Partnerships (RPP) bridge the gap between schools and universities. However, few have embraced the co-design process through a communities of practice lens and investigated how knowledge is co-constructed and negotiated. This mixed-method study explored how elementary school teachers co-construct knowledge with

researchers to understand better how a community of practice can be cultivated during a co-design RPP. Findings from a survey, journal entries, observational field notes, and focus groups suggest teachers co-constructed knowledge while acknowledging and mitigating conflicts. Based on these findings, we offer ways to seed and cultivate communities of practice among teachers and researchers for co-designing educational innovations.

Ari, O., & Calandra, B. (2022). **Dual Modality Effects on College Students' Comprehension of Short Texts during a Simulated Self-Study Session.** *College Teaching*, 70(4), 433-442. <https://doi.org/10.1080/87567555.2021.1971604>

College students enrolled in a reading support course were asked to (a) read a short text, (b) listen to a second text, and (c) read + listen to a third text and answer multiple-choice comprehension questions about each text. Each condition employed a self-study format allowing for constant availability of text input and extra time to revisit text content for further study. Contrary to expectations that students' comprehension of texts would benefit from the dual modality presentation of the text in the read + listen combo condition, this condition produced the lowest comprehension scores, suggesting our students might have experienced interference from dual modality processing of texts even when they had extra time to revisit text input. Further revealed were indications of listening comprehension possibly setting the upper limit of our sample's comprehension capacity. Limitations and implications for college teaching research and practice are discussed.

Arslan, H. O., Genc, M., & Durak, B. (2023). **Exploring the effect of argument-driven inquiry on pre-service science teachers' achievement, science process, and argumentation skills and their views on the ADI model.** *Teaching and Teacher Education*, 121, 103905. <https://doi.org/10.1016/j.tate.2022.103905>

This study utilized a mixed-methods design to examine the effectiveness of the argument-driven inquiry (ADI) model. The participants were 28 pre-service science teachers (PSTs), and data were collected on their achievement, science process skills, and argumentation levels before and after the treatment. A focus group interview was conducted to investigate their views on the model. The ADI model had a positive impact on PSTs' science process skills, argumentation levels, as well as knowledge of the science content under the activities. Moreover, PSTs held a positive attitude towards using the ADI model in their classes and stressed it provides good retention.

Asimaki, A., Lagiou, A., & Koustourakis, G. S. (2022). **The impact of school space on primary education art teachers' pedagogical practices: a Bernsteinian approach.** *British Journal of Sociology of Education*, 43(8), 1155-1174. <https://doi.org/10.1080/01425692.2022.2126822>

This article, based on Basil Bernstein's theoretical framework, aims to contribute to the sociological analysis of the impact of space on the formation of the pedagogical practices of the teachers who teach Arts in Primary education. Data were collected using the research methods of observation and interview on a sample of 20 Art teachers in primary education. The most significant findings of this research revealed that school space impacts and affects the pedagogical practices that they implement. When the Arts are taught in traditional classrooms due to lack of an art room in primary school buildings, the teachers' pedagogical practices are visible and characterized by strong classification and framing. When the Arts are taught in the art rooms and in outdoor

spaces the teachers' pedagogical practices are characterized by 'weak' classification and framing and they seem to tend towards the rules of an invisible pedagogical practice.

Assuah, C. K., Oseia, L., & Manteya, G. K. (2022). **University Mathematics Major Students' Ratings of Their Lecturers' Preferred Teaching Methods: A Repeated-Measures Design.** *British Journal of Education*, 10(15), 37-45. <https://doi.org/10.37745/bje.2013/vol10n153745>

This study investigates the differences in lecturers' preferred teaching methods based on the ratings of their students. It employed the repeated measures design, where four separate ratings for each participant were taken. The participants comprise eighty-two (82) university mathematics major students, made up of fifty-five (55) males and twenty-seven (27) females, who were selected from a university in the central region of Ghana, using a non-proportionate stratified sampling technique in two third-year cohort mathematics classes. The results indicated that Mauchly's test of sphericity was not significant, $\chi^2(5) = 10.33, p > .05$, (i.e., the assumption about the characteristics of the variance-covariance matrix was not violated). Thus, the within-subjects variable of the teaching method was highly significant, $F(3, 243) = 468.17, p < .05$, indicating that the mean students' ratings differed significantly as a function of the four teaching methods. This was supported by the decrease in the mean students' ratings from guided discovery to direct instruction methods. The pairwise comparisons (with Bonferroni adjustment) among the four teaching methods, showed a significant difference between any pair of teaching methods ($p < .05$). Thus, the students' ratings for guided discovery were higher than the ratings for cooperative learning ($p < .05$), ratings for cooperative learning were higher than the ratings for inquiry-based learning ($p < .05$), and the ratings for inquiry-based learning were higher than the ratings for direct instruction ($p < .05$). The estimated marginal means for the ratings of guided discovery ($M = 8.12; C.I = [7.94, 8.32]$) were the highest, followed by the mean ratings for cooperative learning method ($M = 6.68; C.I = [6.51, 6.86]$), followed by the mean ratings for inquiry-based learning ($M = 4.73; C.I = [4.60, 4.87]$), and then followed by the mean ratings for direct instruction ($M = 3.95; C.I = [3.80, 4.11]$). The study's implications are that, although many researchers recommend multiple teaching methods for mathematics instruction, lecturers should endeavour to use teaching methods that are popular and acceptable among students. This would enable them to understand the content their lecturers teach. The study concludes that lecturers should focus more on active teaching methods such as guided discovery and cooperative learning and focus less on the direct instruction teaching method.

Behizadeh, N. (2023). **Complexities in social justice teacher preparation: A CHAT analysis of a preservice teacher navigating university and school contexts.** *Teaching and Teacher Education*, 121, 103912. <https://doi.org/10.1016/j.tate.2022.103912>

Drawing on cultural-historical activity theory (CHAT), this case study examines obstacles to enacting critical composition pedagogy for a preservice teacher in a suburban, U.S. middle school. The teacher identified as gay, middle-class, gender nonconforming, and White. Analysis revealed interconnected individual and systemic factors presenting challenges to critical pedagogy. These factors included vacillating beliefs about the purpose of school, discomfort with criticality, minimal teacher autonomy, a skills-focused curriculum, excessive testing, and a lack of actionable models. Findings suggest justice-centered teacher preparation must integrate productive dissonance and intersectional

identity work. Also, teacher educators should collaborate with schools to create systems supporting criticality.

Blanchard, N. (2022). **La sélection des ressources éducatives sur les marchés éducatifs en ligne : critères et pratiques d'enseignants du préscolaire et du primaire** (Masters, Université du Québec en Outaouais). Consulté à l'adresse <https://di.uqo.ca/id/eprint/1437/>

Avec la quantité abondante de ressources éducatives offertes sur les marchés éducatifs en ligne (MEEL) et leur qualité variable, les enseignants sont placés devant de nombreux choix lorsqu'ils préparent leur enseignement. La question qui a guidé cette recherche est donc : « Comment les enseignants du préscolaire et du primaire choisissent ils les ressources éducatives sur les marchés éducatifs en ligne ? » Le premier objectif est d'identifier les critères de sélection utilisés par les enseignants. Le deuxième objectif est de décrire les pratiques enseignantes liées à la sélection de ressources sur les MEEL. Pour ce faire, des entretiens individuels semi-dirigés ont été réalisés auprès de 11 enseignants de divers cycles et spécialités du préscolaire et du primaire. Les résultats indiquent que si les critères liés au contenu occupent une place centrale du discours de tous les enseignants, les critères liés au contenant et à l'aspect commercial ont également un rôle déterminant dans la sélection des ressources. De nombreuses pratiques ont été abordées, notamment des pratiques liées à la recherche sur les MEEL, à la planification et à l'utilisation des réseaux sociaux. L'analyse des critères et des pratiques met en lumière des contraintes liées aux apprentissages prescrits, au fait d'avoir ou non un cahier d'exercices, à la composition de la classe, au temps disponible pour la planification de l'enseignement et au budget disponible pour l'achat de ressources. Cette analyse a également révélé des sources de variabilité entre les pratiques des enseignants, soit l'expérience professionnelle, l'approche pédagogique privilégiée par les enseignants, les coûts auxquels ceux-ci sont prêts à consentir, la valeur accordée à l'esthétisme et la confiance envers la qualité des ressources sur les MEEL. Finalement, le contexte socioculturel est déterminé principalement par la grande place des réseaux sociaux dans les pratiques des enseignants sur les MEEL. L'influence possible des créateurs de ressources sur le milieu de l'éducation via les réseaux sociaux reste à explorer.

Booms, A. (2022). **Les pratiques enseignantes auprès d'un élève présentant des troubles de l'acquisition des coordinations et équipé de matériel pédagogique adapté** (Phdthesis, Université de Reims Champagne Ardenne (URCA)). Consulté à l'adresse <https://theses.hal.science/tel-03887749>

Cette thèse a pour objet l'étude de la relation entre les pratiques des enseignants et l'inclusion d'un élève présentant des troubles de l'acquisition des coordinations et qui est équipé d'un ordinateur pour pallier les conséquences de ces troubles. Elle s'intéresse plus particulièrement aux déterminants pesant sur le travail de l'enseignant et aux apprentissages de cet élève par rapport au reste de la classe. Nous nous sommes intéressé à une équipe d'enseignant de différentes disciplines techniques et scientifiques accueillant un même élève de sixième. Nous nous appuyons sur un cadre théorique composite associant une approche ergonomique et une approche didactique à laquelle nous associons une approche instrumentale. Nous montrons que l'inclusion de cet élève en situation de handicap fait l'objet d'arbitrages chez l'enseignant qui sont difficilement compréhensibles sans réinscrire celle-ci dans le jeu complexe des déterminants pesant sur son activité. Les enseignants arbitrent entre des systèmes de prescriptions hétérogènes qui entrent parfois en tension. L'introduction de l'ordinateur

perturbe la cohérence des pratiques enseignantes, sans toutefois remettre en cause leur stabilité. Les résultats indiquent également que le recours à l'ordinateur n'induit pas automatiquement une facilitation de l'accès aux apprentissages. De plus, l'usage de l'ordinateur peut induire une modification des conditions d'apprentissage tellement importante que ceux-ci ne puissent plus avoir lieu. Nous montrons également que, dans la mesure où le déploiement de ces ordinateurs pour pallier le handicap n'est pas articulé avec les pratiques des enseignants, il est difficile de mettre en place des usages permettant l'accessibilité aux apprentissages de l'élève équipé.

Bouhon, M., & Jadoulle, J.-L. (2022). **L'évaluation des compétences des élèves en histoire : étude de pratiques déclarés des enseignants du secondaire en Belgique francophone.** *Les Cahiers de recherche du Girsef*, (129), 1-26. Consulté à l'adresse <https://cdn.uclouvain.be/groups/cms-editors-girsef/129.pdf>

Burns, S., Barron, C., Saleem, S., Jegatheeswaran, C., Jenkins, J., & Perlman, M. (2023). **Examining interactions between educators and across children: Evaluating the validity of the responsive interactions for Learning - Educator-Child Dyad version.** *Early Childhood Research Quarterly*, 62, 405-416. <https://doi.org/10.1016/j.ecresq.2022.10.002>

Differences in the experiences of individual children within early childhood education and care (ECEC) classrooms have been largely overlooked. This may be due, in part, to a lack of validated, efficient measures of dyadic interactions between educators and individual children. There are however small amounts of evidence that children within the same classrooms have different experiences, in terms of the quality of care they receive. The aim of this study is to evaluate the psychometric properties of an adaptation of the Responsive Interactions for Learning – Educator version (RIFL-Ed) to capture the interactions of an educator-child dyad (ECD). We test the internal structure and convergent validity for this cost-effective, efficient educator-child dyad (RIFL-ECD) measure. Ninety-five early childhood educators, from 41 toddler classrooms (i.e., children between 18 and 30 months of age) across 30 centers were included. Instrument development involved the adaptation of language across items of the RIFL-Ed, using exploratory and confirmatory factor analysis on separate subsamples to investigate the structural validity of the RIFL-ECD. Convergent validity was investigated by comparing RIFL-ECD scores to other measures of quality. Results supported a unidimensional factor structure for RIFL-ECD, demonstrating adequate structural validity. Convergent validity investigation demonstrated correlations between RIFL-ECD and RIFL-Ed ($r = .78, p < .001$), and the Engaged Support for Learning subscale score ($r = .32, p = .003$), but not Emotional Behavioral and Support subscale score, of the Classroom Assessment Scoring System. Implications for the interpretation and use of the RIFL-ECD measure of child-level child-care quality are discussed.

Cai, J. (2022). **What Research Says About Teaching Mathematics Through Problem Posing.** *Éducation & didactique*, 16(3), 31-50. <https://doi.org/10.4000/educationdidactique.10642>

There has been increased emphasis on integrating problem posing into curriculum and instruction with the promise of potentially providing more and higher quality opportunities for students to learn mathematics as they engage in problem-posing activities. This paper aims to provide a synthesis of what research says about teaching mathematics through problem posing. In particular, this paper addresses the following questions: (1) What does teaching mathematics through problem posing look like? (2) What is problem posing,

anyway? (3) What is a problem-posing task? (4) How should teachers handle students' posed problems in classroom instruction? (5) How can teachers be supported to learn to teach through problem posing? (6) What is the effect of Problem-Posing-Based Learning (P-PBL) instruction on teachers and students? Throughout the sections, various related unanswered questions are raised, and the paper ends with a proposed P-PBL instructional model. Hopefully, the ideas presented in this paper can serve as a springboard to encourage more scholars to engage in problem-posing research so that we can provide more opportunities for students to learn mathematics through problem posing. During the preparation of this paper, the author was supported by a grant from the National Science Foundation (DRL- 2101552). Any opinions expressed herein are those of the author and do not necessarily represent the views of the National Science Foundation. I am very grateful for the editorial assistance provided by Stephen Hwang and Victoria Robison, which contributed to the improvement of the paper; however, I am the only one who is responsible for any errors. Correspondence concerning this paper should be addressed to Jinfa Cai, 437 Ewing Hall, University of Delaware, Newark, DE, 19716. Phone: (302) 831-1879, Email: jcai@udel.edu.

Cameron, C. E., Kenny, S., & Chen, Q. H. (2023). **How head start professionals use and perceive teaching strategies gold: Associations with individual characteristics including assessment conceptions.** *Teaching and Teacher Education*, 121, 103931. <https://doi.org/10.1016/j.tate.2022.103931>

This sequential mixed methods study examined Head Start professionals' use and conceptions about Teaching Strategies GOLD (TS Gold) assessment system in the Northeastern U. S. We conducted 17 interviews which then informed a survey (N = 153). We analyzed all data sources together, with three primary findings. Professionals endorsed recommended uses of TS Gold. The demands of using TS Gold often outweighed resources available to Head Start professionals, especially teachers. Respondents with a background in education or in a teaching role used TS Gold more, and those who generally agreed that assessment improves educational outcomes also reported more positive TS Gold conceptions.

Cash, A. H., & Pianta, R. C. (2023). **Associations between teachers' skill in identifying effective interactions and children's gains in language, literacy, and early learning behaviors.** *Early Childhood Research Quarterly*, 62, 324-334. <https://doi.org/10.1016/j.ecresq.2022.09.008>

Although there is consistent evidence that emotionally and instructionally supportive teacher-child interactions foster children's early learning, and that teachers' skill in identifying such interactions is associated with effective practices, less is known about whether teachers' skill in identifying effective interactions itself has a direct association with children's learning. We examine this question in the current study, using an assessment called the Video Assessment of Interactions and Learning (VAIL). Prekindergarten teachers completed the VAIL by watching short videos and identifying instances of effective interactions. Children's gains in early language and literacy outcomes and early learning behaviors were greater when their teachers demonstrated higher levels of skill in observing and identifying effective interactions of other teachers on video. We discuss these findings in the context of literature on the role of teachers' observational skills in shaping their practices and the implications for professional development and teacher preparation.

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

CMEC. (2022). **Does How Science Is Taught Relate to Science Achievement in PISA? Assessment Matters!**, (21), 1-14. Consulté à l'adresse https://cmec.ca/Publications/Lists/Publications/Attachments/434/AMatters_2022_No21_EN.pdf

Cohen-Nissan, O., & Kohen, Z. (2023). **Mathematics coordinators as school team PD leaders before and during COVID-19**. *Teaching and Teacher Education*, 121, 103921. <https://doi.org/10.1016/j.tate.2022.103921>

This study explored a professional development (PD) program preparing mathematics coordinators to lead effective PD in their schools. Due to the COVID-19 pandemic emerging in the midst of this study, the PD program and school team PD were performed online instead of face-to-face. We explored the PD program and school team PD design before and during COVID-19 period, and the coordinators' expertise-based PD leadership professional identity (LPI). Findings revealed structural stability of the PD program design, and support of coordinators' LPI. Coordinators enacted a structural transition of effective PD design into the school team PD, demonstrating their LPI in practice.

Coleman, H., Boit, R., Butterworth, L., La Paro, K., Ricks, T., Hestenes, L., ... Aal-Anubia, A. J. (2023). **Effective teaching strategies: Pre-service teachers' experiences in team taught courses in an interdisciplinary Early Childhood teacher education program**. *Teaching and Teacher Education*, 121, 103937. <https://doi.org/10.1016/j.tate.2022.103937>

Teacher preparation programs support the development of effective early childhood (EC) teachers through multiple methods. Team teaching is one approach that may

facilitate students' learning and understanding. The current study collected data from 55 pre-service teachers to examine their perspectives on their experiences in team taught courses in an interdisciplinary EC program. A qualitative and quantitative approach was used to analyze survey items so that data from both close-ended and open-ended questions contribute to the findings about practices being modeled and benefits and challenges in team taught classes. Strategies to support this instructional approach in teacher preparation programs are discussed.

Coppe, T., März, V., & Raemdonck, I. (2023). **Second career teachers' work socialization process in TVET: A mixed-method social network perspective.** *Teaching and Teacher Education*, 121, 103914. <https://doi.org/10.1016/j.tate.2022.103914>

Bringing together insights from the domains of teacher induction and organizational studies, this study aims to analyze second career teachers' (SCTs) work socialization into TVET by emphasizing the social dimension of this process, through a mixed-method social network approach. Results of whole school network visualizations, quantitative social network analysis, and interviews show that SCTs have much fewer interactions with colleagues than first career teachers and struggle to find their place within the school. This paper advocates the strengthening of professional networks in TVET schools and more opportunities for novice SCTs to become part of the social fabric of the school.

Corbalán, M., Puy Pérez – Echeverría, M., & Pozo, J. I. (2023). **Promoting learning and interaction during choir rehearsal: A comparison of two conduction profiles.** *Teaching and Teacher Education*, 121, 103940. <https://doi.org/10.1016/j.tate.2022.103940>

In a previous work, the implicit theories about the teaching - learning of music shown by 40 choir directors were studied through quantitative analysis. In this study, the practice of two of those directors who respectively showed a traditional profile and a more complex one, is compared. Firstly, we provide a description of the practice of the two conductors in terms of rehearsal structure, main typical activities and some of the learning dimensions that they promote comparing both quantitatively and qualitatively. Secondly, we look at the relationship between what each conductor actually does during the rehearsal and his implicit theories regarding learning music. We analyzed the rehearsal practices of two amateur youth choir conductors. These conductors were selected in accordance with the teaching profiles they were shown to have from a previous research study. There was one traditional profile, focused on learning outcomes, and one profile focused on student learning and representation. Differences in practice were analyzed in terms of rehearsal structure, main typical activities and some of the learning dimensions that they promote. We also considered the relationship between the conceptions of the conductors and their practices, finding there was a strong relationship between theories and practices to identify two different ways of conducting the choirs.

De Jong, L., Meirink, J., & Admiraal, W. (2022). **Teacher learning in the context of teacher collaboration: connecting teacher dialogue to teacher learning.** *Research Papers in Education*, 37(6), 1165-1188. <https://doi.org/10.1080/02671522.2021.1931950>

A multiple case study has been carried out of four teacher groups who engaged in collective lesson design, observation, and reflection to support their professional learning. The teacher groups were examined on what and how they learned from their collaboration over time. For each meeting, teachers' learning logs and transcripts were analysed. The results show that the groups differed in the amount, consistency, and stability of self-reported learning outcomes throughout the meetings. Differences

between groups also relate to the number and type of dialogic moves between the teachers within each group. A main conclusion includes that challenging each other in their dialogues supported teachers' learning. Additional explanations of learning outcomes relate to teachers' collective participation and facilitation in the group. Keywords: teacher professional learning; teacher collaboration; collaborative learning activities; teacher dialogue; secondary education

Delarue-Breton, C. (2022). **Notion de preuve et coïncidence du discours scientifique à lui-même : une question pour la recherche et pour la formation.** *Éducation & didactique*, 16(3), 167-172. <https://doi.org/10.4000/educationdidactique.10867>

La question de la preuve dans les recherches en éducation pose simultanément celle des relations entre recherche et monde, et celle de la coïncidence du discours scientifique à lui-même : coté monde, elle interroge les modèles de formation des enseignants, initiale comme continue, dont on défend ici la pluralité ; côté scientifique, elle interroge les conditions du dialogue entre les approches, au cœur de la réflexion sur la connaissance, qui ne saurait se réduire à une juxtaposition de connaissances éparses, aussi robustes qu'elles soient.

Desvages-Vasselin, V. (2022). **De la place de l'éducation informelle dans les salles de classe élémentaires : étude de cas et comparaison de pratiques ludiques en CE2.** *Les Dossiers des sciences de l'éducation*, (47), 81-102. Consulté à l'adresse <https://journals.openedition.org/dse/>

Dolz, J., & Mermoud, A. R. (2022). **Le passeport de l'oral : un outil d'évaluation pour faciliter le passage entre les systèmes didactiques principal et auxiliaire.** *e-JIREF*, 8(2), 5-23. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/341>

Oral comprehension and production in students from non-French-speaking backgrounds are a major concern for teachers responsible for inclusion in regular education (main teaching system) and for pedagogical support teachers (auxiliary teaching system). Based on the hypothesis that formative evaluation tools contribute to the transformation of teaching practices, we developed a device called the oral passport intended to facilitate the follow-up of these students between the different stakeholders. In this research, which is based on the principle of collaboration between teachers and researchers, we present a case study to show the process of implementation of this tool as well as the impact on the collective work of the teachers and on the learning of the observed student.

Doussot, S. (2022). **Quelques conditions à la pertinence pratique des recherches didactiques.** *Éducation & didactique*, 16(3), 159-165. <https://doi.org/10.4000/educationdidactique.10859>

La mesure de l'efficacité de l'enseignement, qui a été un objet central des discussions des journées d'étude (voir note de la rédaction), met en lumière la détermination réciproque de la pertinence et de la validité des faits et explications dans les démarches scientifiques. Or la demande sociale (praticiens, décideurs) soumet souvent la pertinence de ses questionnements à une vision de la validité marquée par la falsification. En didactique cette tendance favorise la validation de dispositifs d'enseignement au détriment de l'élucidation de leurs conditions de mise en œuvre pratique, ce qui clive l'activité enseignante en conception et application dont l'articulation est pourtant principielle. On peut, de manière alternative, envisager une

convergence de la recherche didactique et de l'enseignement sous l'angle d'une théorie de la pratique de type clinique.

Doussot, S., & Fink, N. (2022). **La didactique de l'histoire dans l'espace francophone. Analyse des développements d'une discipline scientifique.** *Éducation & didactique*, 16(3), 115-135. <https://doi.org/10.4000/educationdidactique.10773>

Cet article traite de la didactique de l'histoire dans le monde francophone. Il met en perspective des questions, des axes de recherche, des discussions théoriques et des résultats empiriques depuis les premiers travaux des années 1980. Cette analyse s'appuie sur la définition de la didactique de l'histoire comme discipline scientifique qui s'intéresse aux relations entre enseignement et apprentissage. Elle prend en considération les trois pôles du triangle didactique : le processus de construction des connaissances historiques, les modalités de leur enseignement et les conditions de leur appropriation. L'article aborde la relation de ces trois dimensions avec les objectifs de l'enseignement de l'histoire et les demandes sociales, l'articulation entre l'empirique et le théorique, les choix épistémologiques et les méthodes d'investigation.

Dyer, E. B., Jarry-Shore, M., Fong, A., Deutscher, R., Carlson, J., & Borko, H. (2023). **Teachers' engagement with student mathematical agency and authority in school-based professional learning.** *Teaching and Teacher Education*, 121, 103881. <https://doi.org/10.1016/j.tate.2022.103881>

Professional learning can support teachers in developing their understanding of how to position students as agentic and authoritative – a rarity in most classrooms. We analyzed teachers' discourse during professional development focused on agency and authority in middle school mathematics classrooms. We found that teachers frequently engaged with ideas related to student agency and authority. Though less common, episodes in which teachers constructed new ideas and critiqued existing ones indicate that using activity prompts, practicing responsive facilitation, normalizing critical stances, and positioning frameworks as tentative are important for supporting deeper engagement with ideas related to student agency and authority.

Fischer, J.-P. (2022). **La modélisation (principalement par régression). Difficultés, complications et incertitudes.** *Éducation & didactique*, 16(3), 175-187. <https://doi.org/10.4000/educationdidactique.10889>

La régression statistique est une technique très utilisée. Néanmoins, elle soulève encore de nombreux problèmes, qui sont parfois de véritables chausse-trappes et qui n'ont pas toujours de solution simple. La présente contribution essaie d'en discuter quelques-uns, sur des exemples généralement tirés de la didactique ou de l'éducation. Ils sont intitulés et présentés comme suit : (1) le soi-disant contrôle de variables ; (2) les variables colinéaires ; (3) les variables de confusion ; (4) la variable collider ; (5) interprétations prédictive vs contrefactuelle ; (6) le problème fondamental de l'interprétation causale ; (7) la salade causale ; (8) la régression vers la moyenne ; (9) une complication due à l'approche bayésienne ; (10) que d'incertitudes !

Genevois, S. (2022). **Enseigner en mode hybride : quelles compétences pour l'enseignant.e d'histoire-géographie du XXIe siècle ?** *Colloque international des didactiques de l'histoire, de la géographie et de l'éducation à la citoyenneté. L'enseignant.e d'histoire, de géographie et d'éducation à la citoyenneté : un.e acteur.trice confronté.e aux enjeux d'hybridation, dans sa classe, son établissement, son*

territoire. Présenté à Toulouse, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03867460>

La crise sanitaire est venue bousculer la forme scolaire et ouvrir une période d'espoirs et d'incertitudes pour l'École. Dès le début du confinement, les porosités des frontières entre vie privée et vie professionnelle ont modifié le rapport au temps et à l'espace. Les enseignants d'histoire-géographie ont dû apprendre à travailler autrement en adaptant le cadre spatio-temporel aux nouvelles conditions d'enseignement en présence et/ou à distance. Comment ont-ils essayé de faire face aux changements ? Quelles stratégies d'adaptation ont-ils mis en œuvre pour maintenir des liens à distance ? La mobilisation d'outils et de ressources numériques a-t-elle permis d'assurer un suivi des apprenants ? Quelles conséquences sur les pratiques pédagogiques après le déconfinement ? Pour répondre à ces questions, nous proposons de nous appuyer d'abord sur un questionnaire d'enquête conduit à l'échelle nationale (Genevois, Lefer Sauvage, Wallian, 2020). Le questionnaire s'adressait à des enseignants du 1er et du 2nd degré issus de France métropolitaine et d'outre-mer (4285 réponses dont 255 concernant des enseignants d'histoire-géographie de collège-lycée). L'objectif était d'appréhender le vécu des enseignants en période de confinement et la manière dont ils ont essayé d'adapter, bricoler, inventer de nouvelles pratiques. Les résultats de cette enquête permettent de saisir les sources de tensions sur un plan tout à la fois personnel et professionnel. Ces données d'enquête ont été complétées en 2021 par des entretiens semi-directifs et des observations permettant de mieux appréhender les formes d'hybridation. Celles-ci concernent non seulement les modes de communication et de réorganisation pédagogique dans et hors la classe, mais aussi les formes de présence à distance et de planification-scénarisation des activités pédagogiques (Jézégou, 2010; Perraya, Charlier, Deschryver, 2014). Ces données permettent de mettre en évidence des changements progressifs dans les gestes professionnels, entre postures de contrôle et postures de lâcher-prise favorisant davantage l'autonomie des apprenants (Bucheton, 2009). A partir de ces analyses, nous dégageons quelques enjeux majeurs concernant les changements en cours ou à venir: reconfigurations de la forme scolaire, apprentissages en mode hybride, gestion de l'incertitude (Hamon & Genevois, 2017), nouvelles compétences transversales pour l'enseignant du XXIe siècle (Villiot-Leclerc, 2020).

Grootaers, D., & Tilman, F. (2022). **Les pédagogies actives en héritage**. Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1270-pedagogies-actives-les.html>

Les pédagogies actives sont plus que jamais dans l'air du temps. Mais que recouvrent-elles précisément ? Les pédagogies actives constituent un vaste territoire éducatif, Elles offrent de multiples visages, tout en partageant des traits communs. Ce livre veut offrir au lecteur un panorama et une cartographie des pédagogies actives. Il constitue une sorte d'encyclopédie thématique. Le lecteur peut choisir ses entrées parmi la variété des thèmes traités : la source historique du courant de l'Éducation nouvelle, l'influence de la jeune science psychologique de l'enfant, l'oeuvre des pionniers des premières écoles nouvelles. Le rôle politique de l'Éducation nouvelle, le rapport entre les pédagogies actives et la science sont évoqués comme autant de questions toujours actuelles. Dans un souci de relier le passé et le présent et de jeter des ponts entre les idées et leurs mises en pratique, les cinq principaux modèles pédagogiques, hérités des pionniers et inspirant les éducateurs d'aujourd'hui, sont présentés dans leur originalité et leur cohérence. Enfin, une grille de synthèse identifie les sept ingrédients incontournables de toute pédagogie

active et les illustre par des applications concrètes. Le livre propose donc, tout à la fois, la découverte d'un riche héritage pédagogique et une caisse à outils utile pour les praticiens.

Hontvedt, M., Prøitz, T. S., & Silseth, K. (2023). **Collaborative display of competence: A case study of process-oriented video-based assessment in schools.** *Teaching and Teacher Education*, 121, 103948. <https://doi.org/10.1016/j.tate.2022.103948>

This paper presents a case study of process-oriented assessment in a Norwegian secondary school. We investigate the teachers' design of a process-oriented and video-based assessment, shedding light on how student collaboration and competence was displayed and made assessable in video-recorded group assessments. The results reveal that, although this is a highly complex assessment format, student group videos can be integrated within process-oriented assessment in ways that allow for assessing students' collaborative work.

Johansen, G., & Solli, K. (2022). **The hidden curriculum of temporal organization: an empirical comparison of classroom and workshop practices.** *Journal of Curriculum Studies*, 54(6), 792-808. <https://doi.org/10.1080/00220272.2022.2079960>

Time is intrinsic in all forms of education. A growing body of educational research has begun examining time as something more than a context within which teaching and learning happen. While much of the existing research has tended to focus on either 'objective' clock time or 'subjective' time as experienced by individual teachers or students, this article addresses time as a curricular aspect that organizes everyday school practices. Drawing on practice theory and social theories of time, the article offers a conceptually rich analysis of the temporal organization of in situ educational practices. Based on fieldwork conducted in a Norwegian upper secondary school vocational programme, we compare two practices: solving maths problems on worksheets and building sheds. We argue that the temporal organizations of the practices are an essential part of a hidden curriculum. While the hidden curriculum in the worksheet practice is characterized by individualization, efficiency, inflexibility and a linear orientation towards time, the shed-building practice is characterized by collaboration, quality over efficiency, flexibility and a more event-based orientation towards time. We propose that event-based time serves as a point of contrast to the ubiquitous notion of linear time in education and might inspire new thinking about educational change.

Joseph-McCatty, A. A., & Hnilica, R. J. (2023). **Restorative practices: The application of restorative circles in a case study school.** *Teaching and Teacher Education*, 121, 103935. <https://doi.org/10.1016/j.tate.2022.103935>

To understand the factors that impact classroom application of restorative practice circles, this study asks, (1) how do educators apply restorative practices? and (2) what supports and barriers emerge during the daily application of restorative practices in schools? Guided by ecological systems theory and a mixed-methods approach, we use correlation analysis, ethnographic fieldnotes and interviews to demonstrate (1) significant associations between teacher circle constructs and how it impacts student circle constructs and overall circle quality, (2) the development of multifaceted support approaches for teachers, and (3) barriers in the daily minutia of restorative practices.

Kane, B. D., & Saclarides, E. S. (2023). **Content-focused coaches' opportunities for professional learning: The influence of positionality in coach discourse.** *Teaching and Teacher Education*, 121, 103889. <https://doi.org/10.1016/j.tate.2022.103889>

As content-specific instructional coaching gains theoretical and empirical support, the field needs to better understand how such coaches develop content-specific knowledge and effective coaching practices. Collaborative engagement in mathematics has been found to be a useful support for teachers' professional learning about high-quality mathematics instruction. This discourse analysis explores how collaborative engagement in mathematics might support coaches' development. Since coaches are positioned differently than teachers, we analyze how coaches' discursive positioning while collaboratively engaged in mathematics influences their opportunities for professional learning. Drawing on video and interview data, our analysis highlights that positioning coaches as practitioners of mathematics and as teachers of record opened up opportunities for coaches to empathize with students' thinking and to consider instructional adaptations with respect to this empathetic view. However, coaches were rarely positioned as coaches while collaboratively engaged in mathematics, which constrained coaches' learning opportunities about coaching. Implications for future research and practice are discussed.

Kaya, Z., & Nafiz Kaya, O. (2023). **Gathering Rich Data on Preservice Science Teachers' Pedagogical Content Knowledge Through Their Lesson Plans.** *Journal of Teacher Education*, 74(1), 10-22. <https://doi.org/10.1177/00224871221105801>

The purpose of this study was to, first, examine the potential of lesson plans (LPs) of preservice science teachers (PSTs, N = 631) as a source for gathering rich data on their pedagogical content knowledge (PCK) and, second, qualitatively describe PSTs' reasons for the level of data richness in their LPs on PCK. PSTs' handwritten LPs were analyzed through an analytic rubric, and semi-structured interviews were conducted with 79 randomly selected PSTs. Results revealed a range of the level of data richness of the PSTs' LPs on PCK and five descriptive categories about the PSTs' reasons for the richness of LP data on PCK. The study implies that researchers should consider the inclusion of the LP as a valid tool in their triangulation design; however, they should weigh the factors that influence the collection of rich data in their PCK studies to triangulate findings better to portray a holistic picture of PCK.

Lakrim, A., Chergui, M., & El Wahbi, B. (2022). **Enseignement des probabilités à l'école secondaire au Maroc. Une analyse du curriculum et des pratiques enseignantes.** *Éducation & didactique*, 16(3), 97-114. <https://doi.org/10.4000/educationdidactique.10743>

Cet article explore l'état de l'enseignement des probabilités à l'école secondaire au Maroc à travers une analyse du curriculum et des pratiques enseignantes déclarées. L'analyse du curriculum a porté sur les prescriptions officielles de l'enseignement des probabilités et l'examen des épreuves du baccalauréat. L'étude des pratiques enseignantes s'est intéressée aux attitudes d'enseignants envers le programme officiel et à leurs conceptions à propos de sa mise en pratique. L'exploration menée a révélé certaines défaillances au niveau du curriculum prescrit avec une nette différence quant à ce qui est réellement mis en œuvre. Des incohérences dans les positions des enseignants par rapport au domaine des probabilités et leur enseignement, ont été également nettement observées.

Levine, T. H., Mitoma, G. T., Anagnostopoulos, D. M., & Roselle, R. (2023). **Exploring the Nature, Facilitators, and Challenges of Program Coherence in a Case of Teacher Education Program Redesign Using Core Practices.** *Journal of Teacher Education*, 74(1), 69-84. <https://doi.org/10.1177/00224871221108645>

Scholars have called for promoting coherence in teacher education programs. Such coherence is often depicted as a state to be achieved. This article reconceptualizes coherence as a dynamic process affected by the simultaneous organizational realities of unity, conflict, and fragmentation; it also aims to clarify factors that can facilitate or challenge the work of enhancing teacher education program coherence. Drawing on a case study of program-wide redesign, we show that promoting coherence requires more than just maximizing unity (instructors' agreement on means and ends). It also requires addressing conflict and recognizing fragmentation in ways that support what we term "pathway flexibility." By highlighting the interplay of unity, conflict, and fragmentation, we offer a set of conceptual tools to understand and support the development of program coherence in teacher education.

Liu, C.-L., & Lai, C.-L. (2023). **An exploration of instructional behaviors of a teacher in a mobile learning context.** *Teaching and Teacher Education*, 121, 103954. <https://doi.org/10.1016/j.tate.2022.103954>

Mobile learning has been frequently adopted, but it is necessary to explore how teachers face the challenges. In this study, an experienced teacher's teaching behaviors were collected and analyzed through sequential pattern analysis. Also, an interview with the teacher was conducted. The result showed that the teacher put a great deal of effort into creating a positive learning atmosphere. His teaching behavioral pattern in mobile learning was more scattered than that in conventional teaching mode. This might be the biggest challenge for novice teachers. Finally, this study found that the students' basic digital skills were also a vital element.

Longley & Craigo. (2023). **Exploration of Preservice Teacher Attitudes Towards Disability.** *Community College Journal of Research and Practice*, 47(1), 53-68. <https://doi.org/10.1080/10668926.2021.1927884>

Community colleges have a significant role in preparing early childhood educators who will likely one day teach in inclusive classrooms. Inclusive education models educate children with disabilities alongside their non-disabled peers, promoting acceptance, decreasing discrimination, and fostering a society in which everyone lives and works together. Teachers' experiences in working with children who have disabilities and attitudes toward disability affect teacher behavior and practice. The preservice teacher training years are important for preparing teacher candidates to teach in inclusive classrooms; thus, it is imperative that teacher educators have knowledge of methods that will positively impact teacher attitudes toward disability and offer experiences in classrooms with children who have disabilities. This study investigated the effect of an introductory special education course at a community college that included a fieldwork component in inclusive classrooms, as well as the ability status of the course's professor on early childhood preservice teachers' attitudes toward disability. Mixed methods pre- and posttest data was collected from 108 students enrolled in a large urban community college's teacher education program. Students attended class in-person with a professor who had a disability, in-person with a professor who did not have a disability, or online. Posttest results indicated that student attitudes toward disability became significantly more favorable after completing the course, but the professor's disability status did not

influence the change. While there were positive changes, some students continued to objectify disability and perceive disability with a deficit lens. Further research is needed to foster positive attitudes toward disability in teachers.

Marty, O. (2022). **Modèle de l'évaluation**. Consulté à l'adresse <https://shs.hal.science/halshs-03834393>

Ce schéma est synthétise nos travaux sur l'évaluation (<https://cv.archives-ouvertes.fr/marty>) et en particulier de l'auto-évaluation. Il repose sur une conception de la valeur comme étant une idée chargée affectivement, soit du cognitif profond assorti d'émotions (attracteurs versus repousseurs). On voit dans ce schéma la boucle de rétroaction qui lie l'évaluation des faits et les modifications des valeurs. L'évaluation reste souvent dans le domaine de l'application de valeurs à des faits (mesure, jugement, etc.), mais il faut aussi déceler en quoi les faits sontvaluateurs et déforment les valeurs (c'est la transvaluation, selon le mot de Nietzsche). La valorisation est la modification des faits suite à une évaluation, pour se conformer aux valeurs. Il résulte de cette boucle de rétroaction que toute évaluation a tendance à se renforcer. Un élève évalué transforme ce qu'il fait pour se conformer aux valeurs, ce qu'il fait se modifie et value de nouveaux attracteurs : il entame une transvaluation.

Maurel, O. (2022). **De l'enfant protégé à l'enfant corrigé : ou comment l'humanité est devenue maltraitante**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74810

L'humanité s'est mise à corriger ses enfants en les frappant, probablement à partir du néolithique. Elle a ainsi rompu avec le comportement propre aux chasseurs-cueilleurs qui, aujourd'hui encore, partout dans le monde, ne frappent jamais les enfants. Comment un tel changement s'est-il produit dans un domaine aussi essentiel que la relation éducative ? Pourquoi n'a-t-on jamais prêté attention à cette rupture majeure dans l'évolution de l'humanité et à ses conséquences ? Réfléchir sur cette question éclaire fortement notre passé, notre présent et l'évolution de chacun de nous.

Mayeko, T. (2022). **Les gestes de l'enseignant d'EPS pour réguler l'activité des élèves en classe : analyse et perspectives pour l'intervention en milieu scolaire**. *Staps*, 137(3), 79-98. <https://doi.org/10.3917/sta.pr1.0045>

Située au carrefour des approches didactique et clinique, cette recherche s'intéresse aux gestes de régulation mobilisés par un enseignant d'éducation physique et sportive au cours d'une première séquence d'enseignement en tennis de table avec des élèves de collège. Elle a principalement pour but de comprendre les manières dont l'enseignant guide les élèves dans les apprentissages. Les résultats montrent que ce dernier automatise certaines procédures de régulation au fil de ses expériences en classe. Il inscrit son intervention dans une triple logique de diversification (des gestes), de stabilisation (des modalités de régulation jugées efficaces) et de différenciation (des contenus d'enseignement et des formes d'interaction). Ces divers éléments sont constitutifs de son activité, se chevauchent dans le temps et témoignent surtout de sa capacité à réorienter l'activité des élèves en tennis de table. Au-delà, les résultats engagent une discussion sur les conditions de régulation des apprentissages et de différenciation en EPS.

Mercier, A., & Philip-Liger, G. (2022). **Les dimensions didactiques des actions de la mère et des jeunes, lorsque les petits chimpanzés sauvages apprennent à casser des noix. Troisième partie : les situations, du point de vue du sujet.** *Éducation & didactique*, 16(3), 9-29. <https://doi.org/10.4000/educationdidactique.10637>

L'article reprend les données et l'argument du mémoire doctoral de Géraldine Liger et en propose de nouvelles interprétations, qui intéressent une didactique comparatiste cherchant les fondements évolutifs de toute relation didactique, en deçà même du langage. Il s'agissait d'étudier comment la technique de consommation des amandes de noix est apprise par les jeunes chimpanzés sauvages du parc national de Taï, en étudiant la dynamique de leur rapport aux objets impliqués dans cette action, en cherchant à identifier la dynamique des actions de la mère et de celles du petit qui est exposé à la technique maternelle et s'engagera dans cet apprentissage. Les résultats que nous tirons d'une reprise systématique des données d'observation construites pour ce mémoire nous permettent de retrouver la pertinence des concepts premiers de la didactique, la science de la transmission des techniques (pratiques et savoirs), et de définir des méthodes pour une posture comparatiste en didactique, parce qu'en principe les manières sociales de cette transmission dépendent fortement des propriétés des techniques concernées. Nous osons penser qu'ils peuvent plus généralement apporter aux débats sur la transmission des techniques dans un groupe social de primates, humains ou non humains. Le texte est proposé en trois parties intitulées « Observer la transmission d'une technique », « Les données : recueil, codage, étude », « Les situations, du point de vue des sujets »; il prétend donc apporter des éléments théoriques et des principes de méthode qui ne se limitent pas aux sujets observés, des primates non humains. Dans les deux précédents numéros de la revue (*Éducation & Didactique*, 16(1) et 16(2)) nous avons présenté les deux premières parties de notre article. Elles montraient d'abord quatre exemples de l'activité dont nous observons la transmission et mettaient en place les premiers éléments du regard que nous portons sur cette activité ; puis *Éducation & Didactique*, 16(2) précisait les questions de méthode que notre point de vue engage, en particulier la constitution des observables spécifiques à une approche biographique. Nous poursuivons dans la troisième partie (*Éducation & Didactique*, 16(3)) en reprenant les observations dont nous disposons pour en tirer quelques leçons de l'observation anthropologique des primates chimpanzés qui peuvent être utiles, à la fois pour la didactique comparée et pour une anthropologie des primates homo sapiens relative à leurs cultures et aux conditions non scolaires et scolaires spécifiques de transmission de leurs techniques.

Motta, V. F., & Galina, S. V. R. (2023). **Experiential learning in entrepreneurship education: A systematic literature review.** *Teaching and Teacher Education*, 121, 103919. <https://doi.org/10.1016/j.tate.2022.103919>

The debate on how to teach entrepreneurship effectively, motivating students to be entrepreneurs and assisting them in the development of entrepreneurial skills and competences, has come into evidence. With this in mind, experiential learning comes into prominence in the teaching of entrepreneurship, being considered a pedagogical approach in which students learn by doing. Therefore, the objective of this work was to carry out a systematic literature review on the application and evaluation of experiential learning in entrepreneurship education. The literature - published in journals from different subject areas and mainly concentrated in Europe - has been classified and coded, resulting in a structure of what has been done so far, with recommendations to guide future research. It is concluded that experiential learning has been recently used as an

approach for entrepreneurial education as it contributes to a positive impact on entrepreneurial intention and to the development of entrepreneurial skills and competences. Different activities result in distinct benefits for the teaching-learning process in entrepreneurship, but also demand challenges to be faced. Implications to practice were thus provided.

Muhonen, H., Pakarinen, E., & Lerkkanen, M.-K. (2023). **Professional vision in the classroom: Teachers' knowledge-based reasoning explaining their visual focus of attention to students.** *Teaching and Teacher Education*, 121, 103907. <https://doi.org/10.1016/j.tate.2022.103907>

This study investigated Grade 2 teachers' (N = 50) professional vision through eye-tracking methodology and retrospective think-aloud interviews. The study examined the extent to which teachers' knowledge-based reasoning explains their visual focus of attention to whole class and individual students. We found that teachers' descriptions of students' social relations and emotions associated positively with teachers' visual focus of attention to the whole class. Teachers' descriptions of teacher-related information/elaboration and pedagogy linked negatively with teachers' visual focus of attention to individual students. The findings suggest that teachers' visual focus of attention to students may vary depending on the reasons that guide teachers' attention.

Mwiki, A., Malusu, J. M., & Salema, V. (2022). **Strategies Used by Student Counsellors and Their Effectiveness in Promoting Student's Self-Efficacy in Public Secondary Schools in Moshi District – Tanzania.** *British Journal of Education*, 10(15), 12-26. <https://doi.org/10.37745/bje.2013/vol10n151226>

This study examined the strategies used by student counsellors in promoting students' self-efficacy among secondary schools. Guided by Self-Efficacy Theory, the study adopted convergent parallel design under a mixed research approach for data collection and analysis. The study adopted probability and non-probability sampling techniques to obtain 5 Head Teachers, 5 Student Counsellors and 127 students. Cronbach Alpha was adopted to test the reliability of the research instrument at $(r) = 0.73$ for the quantitative data aided by SPSS version 22; while qualitative reliability was ensured through detailed field notes, recording devices and by transcription. The quantitative data were analysed descriptively (frequencies, percentages and means) and inferential statistics using Chi-Square Statistical test and presented in form of tables. The qualitative data were coded to translate the responses into specific categories and themes for narration and direct quotations from the respondents. The study found that student counsellors used the following strategies which proved effective in enhancing students' self-efficacy: encouraging students' self-verbalization, providing feedback on students' efforts, encouraging teachers to provide activities that students can accomplish with a reasonable amount of effort, encouraging peer modelling, helping students to set goals, teaching students effective study skills and helping student to identify their areas of interest. Through Chi-Square test, the study found that there was a significant association between strategies used by student counsellors and the level of students' self-efficacy. The study concluded that there was a positive relationship between strategies used by student counsellors and students' self-efficacy which greatly influenced students' academic achievements. Therefore, the study recommends that the head teachers should workout through the government to have more professional counsellors deployed in schools and that students should be encouraged to attend guidance and counselling sessions.

Nägel, L., Bleck, V., & Lipowsky, F. (2023). **“Research findings and daily teaching practice are worlds apart” – Predictors and consequences of scepticism toward the relevance of scientific content for teaching practice.** *Teaching and Teacher Education*, 121, 103911. <https://doi.org/10.1016/j.tate.2022.103911>

Research shows that beliefs such as scepticism toward the relevance of scientific content can hinder teachers' evidence-based practices. Despite this consequence of scepticism, little is known about its predictors. Therefore, we first analysed the relationship between scepticism toward the relevance of scientific content and preferred information sources with a sample of 332 teachers: Scepticism led to a lower preference for scientific sources. Second, we examined characteristics of professional competence as possible predictors of scepticism. We found that scepticism was lower among enthusiastic teachers, but it was higher when teachers believed in inborn teaching competences or were low academic achievers.

Neville, P. (2022). **Résumé de thèse. Transformer pour comprendre les ressorts de la persévérance des enseignants du premier degré, dans des Espaces de Dons Encouragés : hybridation entre programme de recherche en Anthropologie Culturaliste et paradigme du Don.** *Activités*, (19-1). <https://doi.org/10.4000/activites.7395>

Pan, H.-L. W., Wiens, P. D., & Moyal, A. (2023). **A bibliometric analysis of the teacher leadership scholarship.** *Teaching and Teacher Education*, 121, 103936. <https://doi.org/10.1016/j.tate.2022.103936>

Research reviews contribute to understanding the evolution and trends of studies and guide future studies. Since no science mapping was provided to reveal the citation patterns and the research structure of teacher leadership (TL), we conducted a bibliometric review of 704 documents (1964–2021) in Scopus. We found that the academic area as a social field within which authors using English as a working language were more vocal. Meanwhile, university ranking rendered the swift advancement of international visibility in Asian scholars this decade. Additionally, we portrayed influential authors and documents in TL and the intellectual structure and topical foci of TL.

Parr, J., & Hawe, E. (2022). **Student pedagogic voice in the literacy classroom: a review.** *Research Papers in Education*, 37(6), 773-796. <https://doi.org/10.1080/02671522.2020.1864769>

In this paper we identify and systematically analyse research regarding student voice in the classroom, with the aim of suggesting areas and questions to strengthen the research base. The introductory section presents a rationale for, and definition of, voice, followed by details of how the systematic analysis was conducted. A consideration of what has been termed pedagogic voice leads to our offering a definition with more encompassing parameters in terms of the dimensions research should consider. The components of our definition are then applied to existing studies of pedagogic voice. Our analyses show that few consider the whole picture; specifically, few present evidence of response to student voice or of outcomes from that response. Such evidence is needed to evaluate the extent to which student voice is instrumental in the enhancement of teaching and learning. Researchers of voice, particularly as it relates to the classroom, need to design studies to trace more systematically the soliciting of voice or the opportunity for voice to be employed; through to the hearing, the reception and

response; to the outcome of that response in terms of changed practice, including student awareness of their part in the changed practice, to the outcomes for learning.

Pearson, E. (2022). **So What? Teaching Disciplinary Skills and Purpose with Nontraditional Assignments.** *College Teaching*, 70(4), 541-548.
<https://doi.org/10.1080/87567555.2021.1989363>

Helping students recognize the value of humanistic inquiry can be challenging, especially in required courses. This essay presents a solution: an assignment in which students were asked to pitch one of the required readings to Netflix for adaptation. Through close readings of student responses and an analysis of the "so what" component in a later literary analysis essay, I argue that this nontraditional assignment helped students develop disciplinary skills while articulating disciplinary value. This easily adaptable assignment can help instructors increase student motivation, particularly in courses that fulfill departmental and general education requirements.

Perron, S., & Ligozat, F. (2022). **Un regard didactique sur le partenariat entre la classe et les scientifiques. Comprendre les conditions de la transposition des savoirs aux frontières de l'École.** *Éducation & didactique*, 16(3), 51-72.
<https://doi.org/10.4000/educationdidactique.10652>

Cet article se propose d'éclairer les conditions de la transposition didactique des savoirs dans des institutions didactiques qui se situent aux « frontières » de l'École. Nous nous intéressons aux partenariats entre des classes et des scientifiques dans le cadre de deux dispositifs : un projet de sciences citoyennes et des ateliers de médiation scientifique. Notre travail s'appuie sur l'articulation de trois ensembles conceptuels : le système didactique, les réseaux d'ouverture et de collaboration proposés par Merini (1999) et celui de la transposition didactique proposé par Chevallard (1985/1991), revisité dans une perspective comparatiste d'étude des systèmes didactiques (Mercier, Schubauer-Leoni et Sensevy, 2002). Les premiers résultats mettent notamment en évidence que le statut « hybride » (à la fois médiateur et enseignant) de certains médiateurs/concepteurs d'ateliers scientifiques contribue à la mise en place d'une dimension de complémentarité avec l'institution scolaire favorisant ainsi le partage des responsabilités au sein du processus de transposition didactique.

Reisman, A., & Jay, L. (2022). **Teaching Racial History: Enacting Curriculum in Discretionary Spaces.** *Journal of Curriculum Studies*, 54(6), 751-771.
<https://doi.org/10.1080/00220272.2022.2049883>

Despite decades of research to the contrary, public discourse continues to insist on the direct power of curriculum to shape student learning, rather than acknowledge the complex and situated ways that teachers and curricular materials interact to shape enacted instruction. In this paper, we use a model of curriculum enactment to illustrate the complex factors influencing this interaction between teachers and curriculum. We examine how two teachers enact two different lessons on racial history and ask whether and how this interaction led to opening or closing of opportunities for interpretation. Our analysis led us to generate three types of historical interpretations that were potentially available for discussion across these two lessons: (a) textual interpretations centred on how a particular text should be understood; (b) political interpretations centred on how history should be remembered in the present; (c) structural interpretations centred on causal explanations for racism. The results of this study suggest that developing teacher

knowledge for facilitating discourse about racial history will need to be steeped in enactment and contextualized in teachers' broader identities and experiences.

Roselli, M. (2022). **Écrire à plusieurs et transformer le rapport à l'écrit. Sociologie d'un tournant.** Consulté à l'adresse <https://www.cepades.com/livres/sciences/information-communication/1529-ecrire-a-plusieurs-et-transformer-le-rapport-a-lecrit-sociologie-dun-tournant-9782364939417.html>

Un atelier d'écriture collaborative en collège et six appropriations différenciées d'un même dispositif.

Rotem, S.-H., & Ayalon, M. (2023). **Changes in noticing multiple dimensions in classroom situations among pre-service mathematics teachers.** *Teaching and Teacher Education*, 121, 103932. <https://doi.org/10.1016/j.tate.2022.103932>

This paper explores changes in pre-service mathematics teachers' (PSTs) noticing of critical events during a year-long preparation program. Twenty PSTs identified, described and interpreted critical events they witnessed during classroom observations and teaching. We used a previously developed model to examine changes in PSTs' degree of attentional focus and interpretational focus. Findings revealed that for most participants, the attentional focus was broaden, and even for those whose not, the interpretational focus broadened. The paper then examines these changes in terms of the dimensions of learning and teaching—cognitive, affective, and social dimensions—and discusses the contributions and implications.

Santos, N. N., Pipa, J., & Vera Monteiro. (2023). **Analysing grade retention beliefs within teachers' psycho-pedagogic beliefs system.** *Teaching and Teacher Education*, 121, 103939. <https://doi.org/10.1016/j.tate.2022.103939>

Teachers have a complex and multidimensional system of socially constructed beliefs that influence their professional practice. Based on self-reported beliefs of 449 Portuguese primary teachers we explored the connectivity between grade retention beliefs and other psycho-pedagogical beliefs using a structural equation model. We also studied the psychological centrality of grade retention beliefs using a latent profile analysis. The results indicated that teachers' grade retention beliefs are maintained within their beliefs system with a high degree of connectivity and centrality, especially when shared by their community. These findings may have implications to the educational policies that aim to reduce retention rates.

Seraji, F., Malmir, R., Kasani, H. A., & Abedi, H. (2023). **Teacher-generated content in social media: Studying the experience of Iranian teachers.** *Teaching and Teacher Education*, 121, 103955. <https://doi.org/10.1016/j.tate.2022.103955>

The development of social media has provided new opportunities for generating and publishing online content, and some teachers are actively involved in creating online content. The aim of this study was to examine Iranian teachers' skills, motivations and types of content in generating online content in the social media. In this study, 327 Iranian teachers with an active role in social media were identified and then 25 were selected for individual interviews through snowball sampling technique, and in the next step, the group interviews were conducted with ten teachers active in online content generation. The findings revealed that teachers generating online content create original, non-original, and critical content products with their intellectual, artistic, and technological skills in an attempt to interact with other teachers and help their colleagues' as well as

their own professional development and marketing. Moreover, they use text, info graphics, videos, and online events to present their content. Based on the findings, certain suggestions have been made for policymakers and teachers.

Soucy, E., & Dumais, C. (2022). **Lorsque changer ses pratiques en enseignement de l'oral remet en question sa façon d'évaluer: portrait de deux enseignantes du primaire.** *e-JIREF*, 8(2), 89-109. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/344>

During an action-research study carried out with two Quebec teachers in the 2nd year of elementary school (students aged 7-8) for a year, the oral assessment practices were questioned. Indeed, by changing their oral teaching practices, these teachers have been led to think about their assessment practices. Initially, like many teachers, the participants in our research mainly used the oral presentation for teaching-learning but above all to assess the oral communication skills of their students. To transform their oral teaching practices, the participants created and put into practice an oral center by adding it to the literacy centers already existing in their class. The participants wanted the oral to be taught and put into practice by their students, as well as reading and writing. This change in oral teaching practices has given rise to major questions about their way of assessing. This article will report on research results concerning changes in oral teaching practices and their reflection on oral assessment. To allow data analysis, a methodological triangulation was carried out (survey, semi-structured interview and verbatim reports of meetings) using an analysis by a continuous theming process.

Stahl, G. (2022). **'They make time for you': upwardly mobile working-class boys and understanding the dimensions of nurturing and supportive student-teacher relationships.** *Research Papers in Education*, 37(6), 975-991. <https://doi.org/10.1080/02671522.2021.1905705>

Improving the academic and social outcomes of boys – specifically boys from low-SES backgrounds – remains of international importance. With this in mind, research continues to document the ways in which relational learning is integral for the well-being of students, specifically those students in disadvantaged school contexts. This paper focuses on relational learning as an important resource that marginalised young men draw upon, informing their future orientation towards higher education beyond their compulsory schooling. Within studies of men and masculinities, the affective turn has recently played a significant role in how we understand men as relational. Focusing upon a cohort of boys from some of the poorest urban regions in Australia, the paper addresses how their affective relationships with teachers contribute not only to their conception of themselves as learners but also their general well-being, confidence and aspirations. Through highlighting two trends in the data – Teacher as Persistent Nurturer and Teacher as Supporter – the research presented extends two lines of inquiry. First, understanding student-teacher relationships in disadvantaged educational contexts and, second, the importance of positive student-teacher relationships for working-class boys who have historically disengaged from their education.

Sutherland, M., Clarke, B., Kosty, D. B., Baker, S. K., Doabler, C. T., Smolkowski, K., ... Goode, J. (2022). **Investigating the Interaction between Teacher Mathematics Content Knowledge and Curriculum on Instructional Behaviors and Student Achievement.** *The Elementary School Journal*, 123(2), 292-317. <https://doi.org/10.1086/721877>

Policy efforts in mathematics have focused on increasing teachers' mathematics content knowledge (MCK), with the goal of increasing teacher quality and in turn increasing student mathematics learning. An alternative approach to increasing student mathematics achievement is to investigate curricula that can be effectively used by teachers with a range of MCK. Drawing from a large-scale study of kindergarten students ($n = 2,598$) and their teachers ($n = 130$), the current study investigated the interaction between teacher MCK and curriculum (Early Learning in Mathematics core kindergarten curriculum vs. business-as-usual curricula) on (a) instructional behaviors and (b) student mathematics achievement gains. Results indicated differential significant interactions across instructional behaviors and a small but negative effect of teacher MCK on student mathematics achievement gains. Implications for future research, policy, and practice are discussed.

Svanbjörnsdóttir, B., Zophoníasdóttir, S., & Gísladóttir, B. (2023). **Quality of the stated purpose and the use of feedback in Icelandic lower-secondary classrooms results from a video study.** *Teaching and Teacher Education*, 121, 103946. <https://doi.org/10.1016/j.tate.2022.103946>

The aim of the study was to provide insight into the quality of teaching in Icelandic lower-secondary schools, specifically how teachers use feedback in their teaching and whether the purpose of lessons is stated and clear. The data comprise 75 language arts and mathematics lessons that were video recorded in 10 schools. The data were analysed according to the PLATO protocol, a standardized observation instrument for quality teaching, and representative examples of clear purpose and constructive feedback from the data are presented for context. The study's findings indicate limited evidence of clear purpose and quality feedback to students.

Taimur, S., Onuki, M., & Mursaleen, H. (2022). **Exploring the transformative potential of design thinking pedagogy in hybrid setting: a case study of field exercise course, Japan.** *Asia Pacific Education Review*, 23(4), 571-593. <https://doi.org/10.1007/s12564-022-09776-3>

The current research explores the transformative potential of Design Thinking (DT) pedagogy in Higher Sustainability Education (HSE) in a hybrid (mix of online and face-to-face) setting. The case study examined a Field Exercise in Sustainability Science (FESS) course, using DT pedagogy, in a HSE program at a university in Japan. The critical transformative learning experiences (i.e., signs of transformative learning) were captured to investigate whether DT pedagogy has allowed learners to challenge their perspectives and go through the transformative learning experience. The qualitative case study captures the critical transformative learning experiences by collecting students' perspectives through semi-structured interviews, reflections, and class observations. As a result, the research successfully captured the signs of transformative learning, where each student went through multidimensional and embodied transformative experiences. Furthermore, the results show how DT as a pedagogy can support transformative learning in HSE by encouraging disorienting dilemmas, promoting reflection and discourse, fostering relationships, providing context, and offering an engaging experience. DT as a pedagogy can bring transformative learning into practice in HSE, and it can be implemented effectively using a digital or hybrid learning approach without a need for complex structural changes. The paper can provide concrete lessons for practice and curriculum development to bring transformative learning into digital teaching practice in HSE.

Tamimy, M., Rashidi, N., & Koh, J. H. L. (2023). **The use of cooperative learning in English as foreign language classes: The prevalence, fidelity, and challenges.** *Teaching and Teacher Education*, 121, 103915. <https://doi.org/10.1016/j.tate.2022.103915>

Cooperative learning has often been examined through experimental research with evidence of its numerous benefits. However, the extent and fidelity of its classroom use are understudied, and even there are few reports about its limited and unfaithful use. Using grounded theory, this exploratory study examined semi-structured detailed interviews from 14 Iranian English as foreign language (EFL) teachers to derive a framework explaining their conception and practice of cooperative learning. The findings suggested that, notwithstanding the positive beliefs about its benefits, cooperative learning is not extensively and faithfully used in the classes because of teachers' knowledge, beliefs, and some implementation challenges.

Thornberg, R., Forsberg, C., Hammar Chiriac, E., & Bjereld, Y. (2022). **Teacher-Student Relationship Quality and Student Engagement: A Sequential Explanatory Mixed-Methods Study.** *Research Papers in Education*, 37(6), 840-859.

<https://doi.org/10.1080/02671522.2020.1864772>

The overall objective of this study was to examine the links between teacher-student relationship quality and student engagement, delimited to affective and behavioural engagement. We used a sequential explanatory mixed methods research approach that consisted of a quantitative phase, in which survey data were collected and analysed within a short-term longitudinal design, followed by a qualitative phase, in which focus group interviews and constructed grounded theory analysis were conducted. Participants included 234 students from two Swedish compulsory schools in the quantitative phase, and 120 in the qualitative phase. The quantitative findings revealed that teacher-student relationship quality predicted student engagement one year later, even when controlling for sex, age, and prior student engagement. The longitudinal association between teacher-student relationship quality and student engagement was unidirectional. The qualitative findings reported students' own perspectives on what they considered to be a good teacher and their ideas of how their teachers and classroom setting influence their affective and behavioural engagement at school. Two significant categories emerged: 'teacher being' and 'teacher doing'.

Venturini, P., & Tiberghien, A. (2022). **Caractérisation des interventions du professeur de physique dans les petits groupes de travail collaboratif : aspects méthodologiques.** *Éducation & didactique*, 16(3), 73-95.

<https://doi.org/10.4000/educationdidactique.10692>

Cet article de nature principalement méthodologique concerne l'étude d'un point de vue didactique des modalités d'intervention du professeur dans des petits groupes menant une activité collaborative en physique. Les études de ce type aboutissent en effet souvent à des conclusions divergentes sur la nature des interventions réputées efficaces à la fois pour la réalisation de la tâche et l'apprentissage correspondant. Nous estimons que cette divergence peut être en bonne partie liée à la nature très différente des situations dans lesquelles le professeur est amené à intervenir dans les petits groupes, ainsi qu'à la manière dont les élèves réagissent à ces interventions. Aussi nous proposons une méthode prenant en compte, dans les analyses et les descriptions des activités en petits groupes, non pas les types d'intervention du professeur mais les formes d'interactions professeur-élèves tout en les associant aux caractéristiques des situations

dans lesquelles elles sont initiées. Ces activités, comme toute activité humaine complexe, se développant à différentes échelles temporelles, cette méthode combine une approche analytique de l'action didactique développée à une échelle microscopique, et une approche holistique développée à une échelle supérieure, chacune étant fondée sur des outils théoriques spécifiques. Nous illustrons sa mise en œuvre sur une activité relative aux phénomènes périodiques en 10^e année d'étude. La discussion aborde la pertinence de la méthode proposée, les spécificités de chacune de ses approches ainsi que la validité des résultats obtenus.

Whyte, K. L., & Coburn, C. E. (2022). **Understanding Kindergarten Readiness.** *The Elementary School Journal*, 123(2), 344-361. <https://doi.org/10.1086/721773>

In this study, we aimed to understand what readiness meant to educators in two districts that were in the midst of developing pre-K–3 initiatives. We examined how readiness was conceptualized by teachers, school leaders, and district leaders as well as what factors influenced their understandings. We found that educators in our study tended to locate readiness within individual children. Although educators did draw from common early childhood ideologies to describe how they understood readiness, district organizational structures and measurement tools also affected their understandings. As public pre-K continues to become part of K–12 systems and districts make choices about how to define readiness, we recommend districts inspect the different messages educators receive about readiness and then align their efforts to ensure their goals are met. We also suggest districts consider employing definitions of readiness that focus on ready schools rather than on unready children.

Wieduwilt, N., Lehl, S., & Anders, Y. (2023). **Preschool teachers' language-related pedagogical beliefs and their relation to observed classroom quality.** *Early Childhood Research Quarterly*, 62, 175-185. <https://doi.org/10.1016/j.ecresq.2022.08.001>

This study examines the pedagogical beliefs of 205 German preschool teachers regarding language education and the correlation between these beliefs and observed classroom quality, including aspects of sustained shared thinking and the emotional climate in teacher-child interactions. Pedagogical beliefs are measured via teacher-reports using a self-developed scale which distinguishes between 2 main dimensions according to the differentiation of strategies of language support in preschools: teacher-directed beliefs supporting additional language programs, including a strong focus on a promotion of specific aspects of language development and specific subgroups of children, and child-centered beliefs supporting language education embedded into daily routines. Classroom quality was measured through direct observations via high-inference rating scales (SSTEW, and CIS) with a specific focus on the SSTEW-subscales "supporting and extending language and communication," "supporting learning and critical thinking," and the CIS indicator "sensitivity in interaction" (subscales "sensitivity" and "harshness" combined). Structural equation modeling indicates a marginally significant positive association between child-centered beliefs supporting language education embedded into daily routines and the quality of specific language stimulation processes in the sense of sustained shared thinking. Teacher-directed beliefs supporting additional language programs correlated with a poorer emotional climate in teacher-child interactions. Implications for preschool teacher training and professional development are discussed based on these findings.

Wiertz, C., Blondeau, B., Francotte, E., Galand, B., & Colognesi, S. (2022). **Utiliser une grille critériée pour évaluer les explications orales de ses pairs : quels fonctionnements et quels effets ?** *e-JIREF*, 8(2), 51-88. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/345>

Teachers often mention the difficulty to assess oral communication skills as an obstacle to their teachings. Rubrics and peer assessment have been suggested as useful tools to remove this obstacle. The combination of these two methods is also supposed to bring some benefits but these seem to depend strongly on the context. This study aims to test the effects of the use of rubrics in peer assessment on students' oral communication skills, and to better understand how this use shapes peer interactions. To achieve this, a mixed method approach in a natural setting was used. The sample consisted of 47 students aged 10 to 12 years old divided into three conditions: two conditions in which the students used rubrics to give feedback (either with strict and imposed instructions or with total freedom of action) and a last condition without a grid. The quantitative results indicate a significant improvement in oral components whatever the condition. The qualitative results show a better use of the grid when students use it freely. Conversely, the imposed use of the grid implies a greater number of feedbacks given, a more active posture of the evaluated students and more group interactions. Furthermore, the results highlight the need to train students to give effective feedback.

Woodford, H., Southcott, J., & Gindidis, M. (2023). **Lurking with intent: Teacher purposeful learning using facebook.** *Teaching and Teacher Education*, 121, 103913. <https://doi.org/10.1016/j.tate.2022.103913>

Teachers commonly lurk in online spaces used for professional learning. While ubiquitous social media spaces present opportunities for easily accessible, informal teacher learning engagement, questions persist around the learning experienced by lurking users. A small-scale, qualitative study investigating use of Facebook by Australian teachers of English for professional learning, revealed knowledge about teacher agentic learning action and experiences using this platform. New understandings emerged from this study about teachers innovatively using lurking for managing perceived vulnerabilities in daily Facebook interactions, enabling personally and professionally low-cost learning experiences. The study findings warrant reconsideration of acceptable professional learning participation for contemporary teachers.

Wullschleger, A., Vörös, A., Rechsteiner, B., Rickenbacher, A., & Maag Merki, K. (2023). **Improving teaching, teamwork, and school organization: Collaboration networks in school teams.** *Teaching and Teacher Education*, 121, 103909. <https://doi.org/10.1016/j.tate.2022.103909>

Whereas previous studies on teacher collaboration have focused almost exclusively on improving teaching, this paper investigates collaboration in three highly important school improvement areas. Data for three collaboration networks were collected in four secondary schools in Switzerland in 2018 on teachers exploring new ideas on teaching (teaching improvement), teamwork (team improvement), and school organization (organizational improvement). Using social network analysis, we examined to what extent the collaboration networks overlap, how network structures differ, and what factors explain these differences. The results revealed substantial differences between collaboration in the three areas. This suggests that future research should examine collaboration from a multidimensional network perspective.

Zeinstra, L., Kupers, E., Loopers, J., & de Boer, A. (2023). **Real-time teacher-student interactions: The dynamic interplay between need supportive teaching and student engagement over the course of one school year.** *Teaching and Teacher Education*, 121, 103906. <https://doi.org/10.1016/j.tate.2022.103906>

This study explored the relation between need supportive teaching and early adolescents' engagement in moment-to-moment interactions and the development of interactional patterns over time. A single case study was conducted on one teacher and her eighth grade classroom, using classroom video observations evenly spread over the course of one school year. Multilevel and State Space Grid analyses showed that what the teacher did (in terms of supporting feelings of autonomy, competence and relatedness) when interacting with her students mattered immediately for their engagement. Further, specific structural patterns of teacher-student interaction were found, both within lessons and over time.

Relation formation-emploi

Mignot-Gérard, S., Perrin-Joly, C., Sarfati, F., & Vezinat, N. (2022). **Face à la « professionnalisation ségrégative ». Les tactiques des apprentis de l'enseignement supérieur.** *Revue française de pédagogie. Recherches en éducation*, (215), 109-122. <https://doi.org/10.4000/rfp.11853>

Le fort développement des formations en apprentissage dans le supérieur en France est conçu par les pouvoirs publics comme l'instrument privilégié de la lutte contre le chômage des jeunes. Des études en sciences sociales ont cependant nuancé ce postulat en mettant en évidence la sélection à l'entrée des filières en apprentissage, mais aussi le rendement différencié de ces dernières suivant les secteurs d'emploi. Mais que se passe-t-il dans des formations universitaires d'une même spécialité ayant un recrutement académique et social diversifié ? La présente étude porte sur des étudiants apprentis dans deux masters « finance » d'un Institut d'administration des entreprises (IAE). L'enquête montre que ces masters en apprentissage répondent à la demande de professionnalisation d'étudiants « petits-moyens », qui vont néanmoins découvrir la segmentation des emplois proposés pour le même diplôme. S'opère alors une « ségrégation professionnalisante » : tandis que les mieux dotés socialement vont user de tactiques pour trouver un travail conforme à leur formation et à leurs aspirations, ceux d'origine plus modeste privilégient l'entrée dans l'emploi stable.

Pierre, J., Collinet, C., & Schut, P.-O. (2022). **Les diplômés en STAPS : quelle(s) formation(s) pour quelle insertion professionnelle ?** *Staps*, 137(3), 11-34. <https://doi.org/10.3917/sta.pr1.0039>

Au cours de la dernière décennie, les effectifs d'étudiants en STAPS (Sciences et Techniques des Activités Physiques et Sportives) n'ont cessé d'augmenter. Régulièrement filière en tension, l'augmentation de ses capacités d'accueil ne peut se faire sans s'interroger sur les débouchés professionnels. Cet article s'appuie sur une enquête nationale menée en 2018 auprès d'un échantillon représentatif de diplômés STAPS de la promotion 2016 (n=2086) issus de 24 structures STAPS. L'objectif est d'analyser les choix de poursuite d'étude des diplômés et/ou les caractéristiques de leur insertion professionnelle à partir d'indicateurs de la qualité de l'emploi. Les résultats révèlent un taux d'insertion dans l'emploi de 82,1 % pour l'ensemble des diplômes STAPS (90,9 % pour les Masters), soit l'équivalent de 5 239 emplois occupés à l'échelle nationale. Au sein d'une même filière STAPS, l'augmentation du niveau du diplôme obtenu permet à la fois

une amélioration de certains indicateurs de stabilité de l'emploi et l'accès à davantage de postes à responsabilités dans le sous-secteur professionnel visé. Les emplois occupés par les diplômés témoignent d'une réussite dans la diversification des formations et des parcours opérés par la filière STAPS, malgré une concurrence d'autres systèmes de certifications aux métiers du sport.

Réussite scolaire

Ahmed, S. F., Montroy, J., Skibbe, L., Bowles, R., & Morrison, F. (2023). **The timing of executive function development is associated with growth in math achievement from preschool through second grade.** *Learning and Instruction*, 83, 101713. <https://doi.org/10.1016/j.learninstruc.2022.101713>

We examined whether the timing of executive function (EF) development was associated with growth in children's math achievement across eight measurement occasions from preschool through second grade. Using a prospective longitudinal sample of 351 children, we found that children who developed EF later, entered preschool with the lowest levels of math performance and did not catch-up to their intermediate or early EF developing counterparts despite exhibiting a similar math growth rate through second grade. This trend was also observed after controlling for children's biological sex, early language skills, and socioeconomic background. These findings suggest that developing EF late might place children at a unique risk for math difficulties independent of important child and family level characteristics and can provide insights for instructional strategies that take into account differences in children's EF development.

Archambault, I., Maltais, C., & Goulet, J. (2022). **Portrait des pratiques collaboratives école-famille-communauté visant le développement des parents de l'école, en lien avec les besoins d'arrimage à la réussite scolaire des enfants placés ou à risque de l'être** (N° 2021-PL-299673; p. 133). Consulté à l'adresse Fonds de recherche Société et culture website: <https://frq.gouv.qc.ca/histoire-et-rapport/portrait-des-pratiques-collaboratives-ecole-famille-communaut-e-visant-le-developpement-des-parents-de-lecole-en-lien-avec-les-besoins-darrimage-a-la-reussite-scolaire-des-enfants-places-ou-a-risq/>

Collaboration école-famille-communauté auprès des jeunes en situation de placement et suivis par la protection de la jeunesse Les jeunes placés en centre

Brehm, J., Pestel, N., Schaffner, S., & Schmitz, L. (2022). **From low emission zone to academic track: Environmental policy effects on educational achievement in elementary school** (Ruhr Economic Paper N° 980). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: <https://econpapers.repec.org/paper/zbwrirep/980.htm>

Low Emission Zones (LEZs) reduce local air pollution by restricting emission-intensive vehicles from accessing designated areas and have been shown to improve population health. Little is known about the effects of driving restriction policies on other areas of life. This paper studies the effects of LEZs on the educational achievements of elementary school students in Germany, measured by secondary-school transition rates. Using school-level data from North-Rhine Westphalia (NRW), Germany's largest federal state, we exploit the staggered adoption of LEZs since 2008 in a difference-in-differences framework. Our results imply that LEZs increased rates of transition to the academic track by 0.9-1.6 percentage points in NRW. Our findings on the district level for all of Germany

confirm the external validity of these findings. Using geo-referenced data from the German Socio-Economic Panel, we provide suggestive evidence that a reduction in the prevalence of respiratory infections is a vital channel through which LEZs affect schooling outcomes.

Carbonneau, R., Tremblay, R. E., Vitaro, F., Brendgen, M., Boivin, M., Domond, P., & Côté, S. (2023). **Academic Achievement in Grades 1 to 6: Association with Child, Parental and Socio-Familial Characteristics 5 Months After Birth**. *Early Childhood Research Quarterly*, 62, 304-314. <https://doi.org/10.1016/j.ecresq.2022.09.006>

This exploratory study investigated patterns of children's relative ranking of academic achievement in the classroom from grade 1 to grade 6 and their association with child, parental and socio-familial characteristics assessed 5 months after birth in a population birth-cohort (92% White of European ancestry, N = 1538, 48.1% boys). Using teacher ratings, latent growth modeling revealed four distinct patterns reflecting different levels and developmental courses of relative academic achievement, with each pattern representing between 17.3% and 38.2% of the sample. Twenty-two risk factors from the prenatal period to age 5 months differentiated these longitudinal patterns. In particular, low parental education and family income, male sex, and poor parental behaviors and attitudes towards the child (OR = 1.19–2.53) were associated with a lower trajectory of relative academic achievement. Furthermore, children's patterns of relative academic achievement reflected a gradation in their association with many early risk factors, where children in the lower class differed from their peers in the Moderate-Low class, and the latter from children in the higher classes. Results of the present study show that performance at school entry is a robust indicator of a child's relative academic achievement throughout elementary school. Findings show that many at-risk children can be identified prior to or shortly after birth based on child, parental, and socio-familial characteristics. Preventive interventions aimed at reducing school difficulties should start in early pregnancy, before they lead to negative outcomes culminating in academic failure and potentially to social integration difficulties, as well as health and mental health problems.

CMEC. (2022). **Does How Science Is Taught Relate to Science Achievement in PISA ? Assessment Matters !**, (21), 1-14. Consulté à l'adresse https://cmec.ca/Publications/Lists/Publications/Attachments/434/AMatters_2022_No21_EN.pdf

Colcanap, P., & Rayzal, P. (2022). **Qu'est-ce que l'excellence ? (Dossier)**. *Cahiers pédagogiques*, (581). Consulté à l'adresse <https://www.ozp.fr/spip.php?article29575>

Höckel, L. S., & Schilling, P. (2022). **Starting off on the right foot: Language learning classes and the educational success of immigrant children** (Ruhr Economic Paper N° 983). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: <https://econpapers.repec.org/paper/zbwirep/983.htm>

This study is the first empirical analysis to identify the causal effect of a separate preparatory language learning class on the academic success of newly immigrated primary school-aged children in comparison to their direct integration into regular classrooms. Employing unique administrative panel data from the German federal state Hamburg between 2013 and 2019, we use the quasi-random allocation of refugees

children to neighborhoods and therewith schools to measure the effect of the two educational integration models on standardized test scores and the probability of attending an academic track in secondary school. Our results show that primary school-aged refugees who visit a preparatory class perform significantly worse in standardized test scores in fifth grade. The negative effect is particularly strong for Math and German. They further have a slightly lower probability to attend the academic track. Overall, our results indicate that integrating newly immigrated children directly into regular classrooms fosters their academic achievement more than schooling them first in preparatory classes with a focus on language learning.

Hollingsworth, A., Huang, M., Rudik, I., & Sanders, N. (2022). **A Thousand Cuts: Cumulative Lead Exposure Reduces Academic Achievement** (SocArXiv N° wz73u). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osfsocarx/wz73u.htm>

We study how ambient lead exposure impacts learning in elementary school by leveraging a natural experiment where a large national automotive racing organization switched from leaded to unleaded fuel. We find increased levels and duration of exposure to lead negatively affect academic performance, shift the entire academic performance distribution, and negatively impact both younger and older children. The average treated student in our setting has an expected income reduction of \$5,200 in present value terms. Avoiding said treatment has an effect size similar to improving teacher value added by one-fourth of a standard deviation, reducing class size by 3 students, or increasing school spending per pupil by \$750. The marginal impacts of lead are larger in impoverished, non-white counties, and among students with greater duration of exposure, even after controlling for the total quantity of exposure.

Koniewski, M., & Hawrot, A. (2022). **Are single-sex schools more effective than the coed ones? The effect of single-sex schooling on achievement among female adolescents in Catholic schools.** *Research Papers in Education*, 37(6), 907-928. <https://doi.org/10.1080/02671522.2021.1886318>

This study inquired into the effect of single-sex schooling on achievement of female adolescents. It used national examination data of 4,787 Polish female students (10 cohorts) attending single-sex and co-educational Catholic schools. We tested two sets of partially contradictory predictions derived from two different theoretical models explaining how and why achievement of female students in the two types of school may differ. The results of cross-classified random-effects regression models showed that after controlling for initial student and school differences female adolescents attending all-girls schools scored higher on the lower-secondary school exam in science and the humanities in comparison to those who attended co-educational schools. However, the difference was statistically significant only for science. The results were fully consistent with neither of the two adopted theoretical models, although provided more support for the one drawing upon peer effects. Although the effect of 17% of the exam scores standard deviation could be considered small, it appeared in the results of a high-stakes exam. Since the examination results were the main criterion for admission to the next-stage school, attending an all-girls school might significantly affect future educational career and job opportunities of young women.

Putwain, D. W., & Wood, P. (2023). **Riding the bumps in mathematics learning: Relations between academic buoyancy, engagement, and achievement.** *Learning and Instruction*, 83, 101691. <https://doi.org/10.1016/j.learninstruc.2022.101691>

Academic buoyancy is conceptualised as the capacity to successfully navigate the typical adversities experienced during the course of schooling. Studies have shown positive relations between academic buoyancy and beneficial achievement-related beliefs, emotions, and behaviours. Relations with achievement are often small and studies of reciprocal relations are lacking. In a sample of 1,242 primary school students, we examined reciprocal relations between academic buoyancy, engagement, and achievement. Baseline levels of academic buoyancy and engagement positively predicted subsequent achievement. Achievement predicted gain in academic buoyancy but not engagement. Engagement, but not academic buoyancy, predicted gain in achievement. However, academic buoyancy predicted achievement gain indirectly, mediated through concurrent engagement. Building engagement, academic buoyancy, and foundational mathematics skills, could work synergistically to show downstream benefits for students' achievement.

Romaker. (2023). **Benefits of Flipped Learning for Developmental Mathematics.** *Community College Journal of Research and Practice*, 47(1), 9-21. <https://doi.org/10.1080/10668926.2021.1919241>

Current research shows community college students face numerous obstacles that limit their success in developmental mathematics courses. This study surveyed students to determine whether flipped learning produced differences in student engagement or factors related to passing rates compared to that of traditional teaching for different demographics of these students. The data were analyzed with mixed methods and converted to quantitative numerical values for statistical analysis, or coded qualitatively. This study revealed that flipped learning resulted in greater or no difference in student engagement, and greater feeling of respect and concern from instructors than traditional learning. Additionally, greater factors related to passing rates were revealed in young, white, able-bodied, male students. College administrators should further investigate if flipped learning would benefit students.

Sutherland, M., Clarke, B., Kosty, D. B., Baker, S. K., Doabler, C. T., Smolkowski, K., ... Goode, J. (2022). **Investigating the Interaction between Teacher Mathematics Content Knowledge and Curriculum on Instructional Behaviors and Student Achievement.** *The Elementary School Journal*, 123(2), 292-317. <https://doi.org/10.1086/721877>

Policy efforts in mathematics have focused on increasing teachers' mathematics content knowledge (MCK), with the goal of increasing teacher quality and in turn increasing student mathematics learning. An alternative approach to increasing student mathematics achievement is to investigate curricula that can be effectively used by teachers with a range of MCK. Drawing from a large-scale study of kindergarten students (n = 2,598) and their teachers (n = 130), the current study investigated the interaction between teacher MCK and curriculum (Early Learning in Mathematics core kindergarten curriculum vs. business-as-usual curricula) on (a) instructional behaviors and (b) student mathematics achievement gains. Results indicated differential significant interactions across instructional behaviors and a small but negative effect of teacher MCK on student mathematics achievement gains. Implications for future research, policy, and practice are discussed.

Wittman, D. (2022). **Average Rank and Adjusted Rank Are Better Measures of College Student Success than GPA.** *Educational Measurement: Issues and Practice*, 41(4), 23-34. <https://doi.org/10.1111/emip.12521>

I show that there are better measures of student college performance than grade point average (GPA) by undertaking a fine-grained empirical investigation of grading within a large public university. The value of using GPA as a measure of comparative performance is undermined by academically weaker students taking courses where the grading is more generous. In fact, college courses composed of weaker performing students (whether measured by their relative performance in other classes, SAT scores, or high school GPA) have higher average grades. To partially correct for idiosyncratic grading across classes, alternative measures, student class rank and the student's average class rank, are introduced. In comparison to a student's lower-division grade, the student's lower-division rank is a better predictor of the student's grade in the upper-division course. Course rank and course grade are adjusted to account for different levels of academic competitiveness across courses (more precisely, student fixed-effects are derived). SAT scores and high school GPA are then used to predict college performance. Higher explained variation (R^2) is obtained when the dependent variable is average class rank rather than GPA. Still higher explained variation occurs when the dependent variable is adjusted rank.

Valeurs

Armstrong, L. (2022). **If this is indoctrination, we are all indoctrinated.** *Theory and Research in Education*, 20(3), 272-288. <https://doi.org/10.1177/14778785221143770>

When thinking about moral education, a concern of liberals is that such education ought not to be indoctrinatory. There are various definitions of indoctrination, but a common theme is that indoctrination prevents us from critically assessing our own beliefs. Indoctrinatory education, then, teaches a doctrine in such a way that students will not countenance any alternative doctrines. A state which forced its citizens to endorse a doctrine in this way would not be a liberal state. However, if indoctrination consists in an inability to critically assess our own beliefs, I argue that we are all partly indoctrinated. Evidence drawn from neuroscience and psychology suggests that the basis of our beliefs lies in emotion rather than reason, and there is no independent space from which we can critically assess our own belief systems. This is not to justify an explicit form of state indoctrination, in which the state forces beliefs upon us. Instead, it is to assess problems with how we understand indoctrination within education. There is no entirely adequate solution to these problems, though education aimed at open-mindedness offers the most promise.

Chanfi, M. I. (2022). **État des lieux de l'EDD aux Comores en vue de la production de ressources pour l'enseignement scientifique** (Phdthesis, Université de Bordeaux). <https://doi.org/10/document>

Le système éducatif comorien est un héritage colonial, qui après l'indépendance s'érige toujours sur ce modèle de départ. L'appropriation de ce système par l'adaptation des programmes scolaires nationaux afin de répondre aux spécificités locales peine à se mettre en place. Ce travail est le lieu pour l'interrogation de cette approche, vers la voie de la contextualisation, le poids des nouveaux concepts comme l'éducation au développement durable (EDD) qui fait partie, dès le début des années 2000, des enseignements transdisciplinaires au niveau mondial. Partant de son pilier

« environnement », l'EDD serait une voie d'instruction, pouvant servir à la valorisation de l'environnement, de la biodiversité locale et nationale auprès des élèves. Ces travaux sont orientés vers l'étude des manuels scolaires et des programmes d'enseignement pour la contextualisation de l'EDD aux Comores. L'objectif principal de cette thèse est de mettre en évidence, les informations véhiculées, à la fois par les images et le texte des manuels scolaires de SVT, pour l'acquisition de connaissances et de compétences des élèves, pour la sauvegarde de l'environnement. Au départ, notre hypothèse est que les ouvrages et les programmes éducatifs ne favorisent pas la contextualisation de l'EDD, mais que les élèves en possèdent des connaissances empiriques. Notre travail consiste à déterminer, le niveau de conceptions et de compétences des apprenants en EDD, afin de proposer une voie de contextualisation de l'enseignement de la SVT. Pour ce faire, une analyse des programmes et des outils didactiques du secondaire s'est effectuée. Puis des entretiens avec les écoliers pour déterminer leurs connaissances et avec les administrateurs sur l'enseignement contextualisé de l'EDD. Les résultats de l'enquête par questionnaire menée auprès d'un échantillon représentatif de plus de 615 élèves, de collège premier degré, sont présentés. Les caractéristiques des milieux scolaires nous permettent de nous situer sur le contexte éducatif comorien par rapport à ce qui concerne leurs conditions de vie au quotidien. De cette base pour s'y rendre, quatre thématiques principales du développement durable (DD) nous servent d'indicateurs sur leur présence et leur mode de gestion en milieu scolaire : l'eau, l'énergie, les déchets et de la biodiversité. Les programmes officiels de disciplines transversales proposent une approche liée à l'éducation relative à l'environnement, nous nous questionnons sur l'initiative des enseignants ainsi que celle des administrateurs des écoles dans sa mise en application auprès des élèves. L'ensemble des décideurs et professeurs sont conscients de l'importance des démarches liées à l'éducation au développement durable, mais ne semblent pas s'y mettre pour des raisons de connaissances et de motivation. De ce fait, ces programmes de « disciplines transversales restent au niveau de prescriptions, car son application nécessite l'acquisition d'une pensée didactique dans le domaine via des formations orientées davantage sur une approche de contextualisation de son enseignement. Cependant, ils abordent ces thématiques en ordre d'importance sur le quotidien de la société. Ce point de vue sur l'actualité pourrait bien servir à une instruction spécifique de l'EDD. La majorité des élèves interrogés n'ont jamais appris ou ne se souviennent pas, des expressions liées à l'EDD dans leurs cursus scolaires. La télévision est la source la plus privilégiée parmi ceux qui déclarent les avoir déjà entendus et l'école serait au 4e rang en ordre d'information sur six voies possibles. L'éducation relative à l'environnement proposé dans les disciplines transversales, traduit un faible impact sur leurs connaissances des phénomènes écologiques locaux et sur l'EDD. En ce sens, les certaines idées qu'ils ont sur l'EDD, seraient l'œuvre en grande partie de ces enseignements non formels (...).

Djennadi, L., Gardelle, L., & Benguerna, M. (2022). **Algerian engineer training at a time of major environmental challenges: A survey of three graduate schools.** *International Journal of African Higher Education*, 9(1), 164. Consulté à l'adresse <https://shs.hal.science/halshs-03500800>

Ho, S. S.-H., Lin, H.-C., Hsieh, C.-C., & Chen, R. J.-C. (2022). **Importance and performance of SDGs perception among college students in Taiwan.** *Asia Pacific Education Review*, 23(4), 683-693. <https://doi.org/10.1007/s12564-022-09787-0>

This study explores Taiwanese college students' awareness and action on UN's Sustainable Development Goals (SDGs) launched in 2015. These goals define key dimensions wherein youth's recognition, appreciation, and implementations ignite global citizenship, therefore enhancing both employability and mobility. The SDGs have set a strong presence in higher education, but perhaps not enough as most studies have not assessed a holistic view of undergraduates' SDGs perception. In a well-globalized Chinese society where undergraduate degrees are as widespread as in Taiwan, this study aims to uncover whether higher education institutions (HEIs) in Taiwan have served as enabling environments for the growth of global citizens. Building on the government's educational reforms and individual policies, it asks: on which aspects have Taiwan excelled or receded, why, and what can our example offer the global community in sowing global citizens? The Importance-Performance Analysis (IPA) grid was conducted to assess college students' recognition and implementation of each goal. A list of 17 goals and 68 items were identified from literature reviews and each item was rated using a five-point Likert scale. On the scale, the online survey enables the 1238 college students from HEIs, ranging from research to non-research ones, to rate the relative importance of the items, followed by another performance rating. We aspire analysis of the responses to allow reflection on the implementation of professional and general education, as results indicate the factors contributing to students' cognition of the SDGs. Echoing current policy in Taiwan, we intend to offer insights and recommendations to extend students' SDGs vision, ultimately enhancing youth's international understanding and mobility.

Hunyadi, M.-E. (2022). **Des résidences pour former des « citoyennes du monde » : le Foyer international des étudiantes et le club international Reid Hall à Paris (1906-1964)**. *Revue française de pédagogie. Recherches en éducation*, (215), 57-69. <https://doi.org/10.4000/rfp.11748>

Cet article s'intéresse à l'usage de deux résidences parisiennes pour étudiantes, le Foyer international des étudiantes et Reid Hall, prises comme des instances de formation à la « compréhension internationale ». Il met en regard la création et le développement des deux foyers avec les engagements associatifs des fondatrices, qui s'insèrent dans les réseaux internationaux féminins, pacifistes et éducatifs de la première moitié du xxe siècle. L'analyse de l'imbrication des réseaux associatifs permet d'éclairer les projets d'éducation interculturelle qui sont mis en place dans les résidences, et qui entendent former de futures militantes pacifistes.

Li, G., Xi, Y., & Zhu, Z. (2022). **The way to sustainability: education for sustainable development in China**. *Asia Pacific Education Review*, 23(4), 611-624. <https://doi.org/10.1007/s12564-022-09782-5>

This study explores what China's central government has done in relation to education for sustainable development (ESD) and what Chinese higher education institutions (HEIs) have achieved in terms of ESD in response to SDG4. This is a qualitative case study focusing on China's central government and Beijing Normal University (BNU). The main form of data analyzed was documents. In total, we collected 48 policy documents, six speech transcripts and work statements, and 167 news releases. The results show that ESD has not been implemented holistically in China. Educational sectors promoted ESD because sustainable development has been emphasized in the national political strategy. However, the specific meaning of sustainable development in the educational sector is unclear, and the implementation has not been systematic. Overall, more

attention has been paid to the natural dimension of ESD than to the social dimension. At BNU, ESD activities are conducted through three mechanisms: a coercive mechanism, a professional mechanism, and a cultural mechanism. Health, culture, and environmental protection have received more attention than social equity.

Liu, J., Kitamura, Y., & Savelyeva, T. (2022). **Building an 'Ecosystem' for transforming higher education teaching and learning for sustainability**. *Asia Pacific Education Review*, 23(4), 539-542. <https://doi.org/10.1007/s12564-022-09794-1>

Liu, J., Watabe, Y., & Goto, T. (2022). **Integrating sustainability themes for enhancing interdisciplinarity: a case study of a comprehensive research university in Japan**. *Asia Pacific Education Review*, 23(4), 695-710. <https://doi.org/10.1007/s12564-022-09788-z>

Interdisciplinary education and education for sustainable development provide a complementary approach to enhancing learners' interdisciplinary and sustainability competencies. An interdisciplinary approach is considered a crucial method for enhancing university students' competencies in sustainability. However, the use of integrating sustainability issues for the purpose of enhancing interdisciplinary education in universities is still under investigation. In contrast to the analyses of sustainability studies programs, this case study explores how sustainability issues could enhance interdisciplinarity in teaching and learning in non-environmentally related courses that do not have special learning objectives related to sustainability. By borrowing Biggs' comprehensive model of teaching and learning in higher education, this case study analyzes an undergraduate general education course and a postgraduate course at a comprehensive research university in Japan from four perspectives: students' perspectives learning environment, learning process, and learning outcomes. This qualitative case study data were collected through mixed research methods, including questionnaires and semi-structured interviews with instructors and learners. Findings demonstrate that interdisciplinary teaching and learning can be enhanced by integrating sustainability issues into non-environmentally related courses. By integrating sustainability issues into the curriculum, students and instructors from various disciplines can collaborate with the intention of enhancing students' abilities to integrate knowledge and communicate with people from different backgrounds and experiences. The paper concludes by discussing the achievements of and barriers to incorporating sustainability themes into interdisciplinary teaching and learning in non-environmentally related courses at universities. Moreover, it provides implications of utilizing a complementary relationship between sustainability and interdisciplinarity to innovate and rethink teaching and learning in higher education to prepare students to build a sustainable future.

Mercier, C. (s. d.). **L'enseignement du fait religieux dans l'école laïque : quel bilan ?** Consulté 14 décembre 2022, à l'adresse The Conversation website: <http://theconversation.com/lenseignement-du-fait-religieux-dans-lecole-la-que-quel-bilan-194411>

Vingt ans après le rapport Debray, qu'en est-il de l'enseignement du fait religieux dans l'école laïque en France ?

Norefalk, C. (2022). **The broad and the narrow account of education – A false dichotomy? Marley-Payne's suggestion for amelioration of the concept of education**. *Theory and Research in Education*, 20(3), 289-293. <https://doi.org/10.1177/14778785221143841>

In his article 'An Ameliorative Analysis of the Concept of Education', Jack Marley-Payne sets out to provide an ameliorative analysis of the concept 'education'. Marley-Payne draws an important distinction between what he labels the 'Broad' and the 'Narrow' account of education. His conclusion is that an ameliorative conceptual analysis of education favours the narrow account. The main argument is that a narrow approach, tightly connected to formal schooling, provides a better basis for pursuing an egalitarian agenda. Contrary to Marley-Payne, I will argue that an amelioration of the concept education need not favour either a wide notion or a narrow notion. I believe that there are other alternatives to choose from, that in fact leads to an amelioration of what education can and ought to mean. The problem with Marley-Payne's conclusion is thus, not only that it builds upon a false dichotomy but also that it is not emancipatory enough. We need an amelioration that is inclusive rather than exclusive.

OECD. (2022). **Are Students Ready to Take on Environmental Challenges?** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/are-students-ready-to-take-on-environmental-challenges_8abe655c-en

Are Students Ready to Take on Environmental Challenges? identifies the types of education policy and practices that can help students build an environmentally sustainable future.

Oyeleye, O. (2022). **Religious Intolerance and Educational System in Nigeria.** *British Journal of Education*, 10(14), 1-6. <https://doi.org/10.37745/bje.2013/vol10n1416>

The study examines the implications of religious intolerance on the Educational system in Nigeria. Nigeria experienced a lot of religious intolerance due to its diversity of ethnic groups and religions. Due to the narrow-mindedness, misunderstanding, extremism, and zeal of religious devotees, religion, intended to be a unifying element among many ethnic groups in Nigeria, has instead turned out to be one of the triggers destroying lives and property. Several persons have suffered bodily and psychological harm due to intolerance based on religious beliefs and practices, which has caused rifts between Nigerians of various religious backgrounds. Nigerian educational system is under threat from this turmoil. Problems of religious intolerance has hampered Nigeria's efforts to establish a standard educational system.

Rukspollmuang, C. (2022). **Transforming learning for sufficiency economy philosophy and sustainable development through the triangle of living learning lab.** *Asia Pacific Education Review*, 23(4), 595-610. <https://doi.org/10.1007/s12564-022-09804-2>

With recognition to the importance of the royal initiative Sufficiency Economy Philosophy (SEP) as the guiding principle of national development and its role as a main driver to accomplish the UN sustainable development goals (SDGs), Siam University decided to repositioning our institution, education program, and learning ecosystem accordingly. It was agreed that our students needed to learn more about how to apply SEP in practice and that they need to be nurtured and educated more about sustainable development. A research team was then appointed with 2 missions (1) to investigate students' key competencies for sustainability in the 21st Century as needed by students and instructors and (2) to design and propose a model to transform general education program and learning for SEP and sustainable development (SD). A mixed methods approach, using document research, questionnaire, and focus group discussion, was employed. Five domains and 30 characteristics were identified as key competencies for sustainability in the 21st Century. Needs assessment questionnaire was distributed to 440 students and

160 instructors and analyzed by Modified Priority Needs Index (PNI Modified). It was found that both students and instructors ranked “appreciation, understanding, and commitment to apply the principle of sustainable development (SD) and Sufficiency Economy Philosophy (SEP) in daily life and global/social issues” as first priority (PNI Modified = 0.17, 0.36), “appreciation and preservation of Thai identity and Thai culture” as second (PNI Modified = 0.15, 0.34), and “concern, awareness and understanding global/social issues, and their impacts” as third (PNI Modified = 0.14, 0.28). Results of the study were then used as a basis in designing our general education program. The Triangle of Living Learning Lab model was then proposed as a model to transform GE program and learning for SEP and SD.

Savelyeva, T. (2022). **The influence of education and family systems on the sustainability values of Hong Kong University students.** *Asia Pacific Education Review*, 23(4), 669-681. <https://doi.org/10.1007/s12564-022-09786-1>

In Hong Kong, which transitioned from a colonial to post-colonial One Country-Two Systems structure, sustainability implementation rests on two institutional pillars: education, which drives the city's knowledge-based economy, and family system. In light of the recent policy demands to strengthen higher education and family systems by capitalizing on the unique advantages of the post-colonial era, the purpose of this study was to: (1) describe and analyze sustainability values of the first-year university students; and (2) investigate roles of family and educational systems in the process of their formation. The mix-method study stressed the importance of discerning and analyzing sustainability value formation in order to create in-depth understanding of the curricular adjustments that align the sustainability mindset of Hong Kong students in the context of the One Country-Two Systems under the pressing demands of global economy. The study relied on the use of two systems theoretical frameworks employed within sustainability education (Sterling, 2003) and family (Bowen, 1957/1974) fields. Data sources included questionnaires of 4985 Hong Kong first-year university students; and 31 semi-structured interviews of Liberal Studies teachers. The quantitative findings showed that 85% of the students believed that their family influenced their environmental values; reported a significant negative coefficient (-0.044) between the two student cohorts in relation to family influence; and showed that family influence on students' sustainability values differed by gender. The qualitative results revealed the overarching themes of Family Income, Role Modeling, and Shared Responsibility as three major descriptors of family influences on sustainability values of Hong Kong students.

Stitzlein, S. M. (2022). **Political dissent and citizenship education during times of populism and youth activism.** *Theory and Research in Education*, 20(3), 217-236. <https://doi.org/10.1177/14778785221134235>

To maintain and improve our democracy, we must better prepare students for understanding, valuing, participating in, and responding to political dissent. This is especially the case in light of recent developments in political life that have made displays of public outcry more widespread, though not always well-done. This article reflects on recent growth in populism and youth activism to make a case for improved ways of understanding and teaching for good political dissent.

Taylor, R. S. (2022). **Trauma drama: The trouble with competitive victimhood.** *Theory and Research in Education*, 20(3), 259-271. <https://doi.org/10.1177/14778785221143741>

Writing a college-application essay has become a rite of passage for high-school seniors in the United States, one whose importance has expanded over time due to an increasingly competitive admissions process. Various commentators have noted the disturbing evolution of these essays over the years, with an ever-greater emphasis placed on obstacles overcome and traumas survived. How have we gotten to the point where college-application essays are all too frequently competitive-victimhood displays? Colleges have an understandable interest in the disadvantages their applicants may have suffered, but this interest – and the awareness of it among both applicants and their advisors – has led to a ‘race to the bottom’: in order to thrive (or even survive) in a particular competitive context, participants are forced to continuously lower relevant standards in a game of one-upmanship. With college essays, the competition is among high-school seniors for admission, the one-upmanship is an ever-escalating effort to persuade admission committees of one’s greater disadvantage, and the relevant standards being lowered are honesty, privacy, and dignity – or so I shall argue. As we will see, this particular race to the bottom imposes unequal costs on certain groups and has implications stretching well beyond collegiate admissions.

UNESCO. (2022). **Youth demands for quality climate change education** (p. 16). Consulté à l'adresse Unesco website: <https://unesdoc.unesco.org/ark:/48223/pf0000383615?posInSet=21&queryId=N-247693d2-59e8-46ba-9259-ae69c0c58b6f>

Webster, D. (2022). **The ethical costs of using higher education for economic mobility.** *Theory and Research in Education*, 20(3), 237-258. <https://doi.org/10.1177/14778785221142865>

A great deal of recent scholarship on economically disadvantaged students and higher education works under the foundational assumption that going to college can and/or should serve the goal of economic mobility. This article considers a cost of using higher education for this purpose – specifically, the impact on the decision-making of poor students. I argue that the narrative of higher education for economic mobility places poor students in a problematically restrictive normative framework as compared with their wealthier peers in which decisions involving the pursuit of future economic goods change from matters of preference into ethical dilemmas. In turn, poor students are forced into a narrow cost–benefit, consequentialist mode of decision-making. This is especially problematic because higher education for many students is a transformative experience – a type of experience which is particularly unsuited to consequentialist reasoning. The solution involves reframing the way in which we think about decision-making in higher education, which is at least partially contingent on increasing social supports to shift the burdens of poverty off individual students.