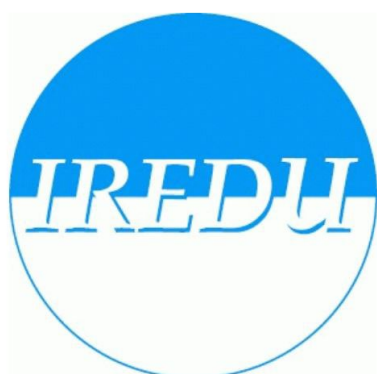


Veille de l'IREDU



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Acquisition de compétences

Ayala, A. A., Bucher, A., Givord, P., Lima, L., & Morel, M. (2022). **Troisième rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences** (p. 149 p.) [Report]. Consulté à l'adresse Dares website: <https://hal-cnam.archives-ouvertes.fr/hal-03884279>

Dans cette troisième édition, le rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences (PIC) examine le bilan et les effets du PIC au terme de la quatrième année de mise en œuvre, en 2021.

Bales, E. (2022). **Cerveau et émotions à l'adolescence - Les neurosciences au service des compétences sociales et émotionnelles dans l'enseignement**. Consulté à l'adresse <https://www.editions-ellipses.fr/accueil/14485-cerveau-et-emotions-a-l-adolescence-les-neurosciences-au-service-des-competences-sociales-et-emotionnelles-dans-l-enseignement-9782340072930.html#description-scroll-tricks>

L'objectif de ce livre est d'aider à mieux comprendre et à accompagner les adolescents. Il met en lien plusieurs domaines (Neurosciences, Neurosciences Affectives et Sociales, pédagogie, éducation positive, Communication Non-violente, ou techniques de coaching) et ainsi propose une approche holistique de l'éducation et au bien-être scolaire. Cet ouvrage se base sur des résultats d'études scientifiques, l'expérience de l'auteure et s'inspire de pratiques éducatives en pays anglo-saxons et scandinaves. L'ouvrage propose à la fois des éléments de théorie scientifique et des éléments de pratique en classe. Il regroupe plus de 80 fiches visuelles pour comprendre et expérimenter ainsi que des outils pour s'interroger et des pistes pour innover. Cet ouvrage s'adresse aux enseignants et aux éducateurs.

Bayat, M., Banihashem, S. K., & Noroozi, O. (2022). **The effects of collaborative reasoning strategies on improving primary school students' argumentative decision-making skills**. *The Journal of Educational Research*, 115(6), 349-358. <https://doi.org/10.1080/00220671.2022.2155602>

This study investigates the effects of three Collaborative Reasoning (CR) strategies including pre-trained CR, scripted CR, and pre-trained + scripted (mixed) CR on the argumentative decision-making skills of primary school students. Forty-six school students were requested to write a reflective essay on a social-moral issue, and after participating in a six-week story-based CR with three different conditions, they were asked to write their reflective essay. A follow-up test was conducted two weeks later. The results showed that students in the pre-trained CR condition performed better than students in the scripted CR condition with regard to acquiring and transferring decision-making skills. However, compared to students in the mixed CR condition, the performance of the students in the pre-trained condition was lower for acquiring and transferring decision-making skills. In terms of learning satisfaction, students with the mixed CR condition declared higher learning satisfaction compared to students in the other two conditions. We discuss these results and provide agenda for future research and practice.

Biasi, V., Castellana, G., & Vincenzo, C. D. (2022). **Valutazione dei livelli individuali di resilienza negli studenti della scuola secondaria di primo grado: adattamento e validazione del Questionario di Valutazione dell'Atteggiamento Resiliente (QVAR)**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 119-141. <https://doi.org/10.7358/ecps-2022-026-bias>

Resilience and socio-emotional skills play a central role in promoting individual's general and academic well-being and supporting a positive adaptation to the context. The school can play a strategic role in the evaluation of these aspects. The Questionnaire for the Assessment of Resilient Attitude at school (QVAR), derived from the Devereux Student Strengths Assessment, was developed for the assessment of resilience and socioemotional skills in lower secondary school students. The questionnaire recalls the perspective of strength-based assessment, focusing on the individuals' resources. The purpose of this contribution is to offer an overview of the theoretical framework on the relevance of resilience and socio-emotional skills and to present the procedure for constructing, adapting and validating the QVAR. The sample of schools that participated in the validation of the QVAR belongs entirely to the three-year period of lower secondary school and is distributed throughout the country. The classes participating in the survey were 88 for a total of 1401 students, consisting of 698 female students and 703 students. The statistical analyzes conducted confirm the good psychometric properties of the Resilient Attitude Assessment Questionnaire (QVAR): this will allow the application to plan and monitor interventions to improve the student's coping skills.

Bosse, M.-L. (2019, janvier 8). **Dictée guidée : un nouveau moyen de progresser en orthographe ?** Consulté 9 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/dictee-guidee-un-nouveau-moyen-de-progresser-en-orthographe-107035>

Alors que le ministre de l'Education appelle au retour de méthodes classiques comme la dictée, regard sur la forme particulière de la dictée guidée, dispositif d'apprentissage plus que d'évaluation.

Bouchamma, Y., & Lambert, M. (2023). **Compétences acquises en formation et en pratique lors d'un changement non planifié. Les gestionnaires d'établissement d'enseignement en parlent.** Consulté à l'adresse <https://www.pulaval.com/livres/competences-acquises-en-formation-et-en-pratique-lors-d-un-changement-non-planifie-les-gestionnaires-d-etablissement-d-enseignement-en-parlent>

Suite au changement non planifié par l'intrusion d'un coronavirus en mars 2020 dans l'ensemble du milieu scolaire, un regard rétrospectif nous permet de voir comment les gestionnaires ont agi dans le feu de l'action.

Castellana, G., & Mitrovic, S. (2022). **Validation of «Tell Me How You Read» Reading Strategies Questionnaire for Upper-Secondary School Students.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 219-232. <https://doi.org/10.7358/ecps-2022-026-cami>

The study presents the factorial validity of the version of the questionnaire on reading strategies, «Tell me how to read», aimed at the students of upper-secondary schools. The dimensions investigated correspond to the 7 strategies already validated in the previous versions (lower secondary and primary school, pilot study; Castellana, 2018, 2020a; Castellana & Lucisano, 2021): Identifying reading purposes; Activating previous knowledge; Making predictions; Identifying the most important information; Using graphic organizers; Controlling, Monitoring and a scale on the perception of difficulty. The questionnaire consisting of 57 items, was administered to a convenience sample of 1527 students, attending upper-secondary school. Results of the factor analysis

confirm the seven-dimensional structure while Cronbach's alpha ranges from .836 to .925, with the total reliability coefficient of .933. Furthermore, data analyses reveal strengths and weaknesses of the readers in terms of the strategies they employ and suggest areas and paths for improvement of their reading skills, stressing once again the importance of tools aimed at measuring the use of metacognitive strategies.

Chang, P.-S., Lee, S.-H., & Wen, M. L. (2022). **Developing an inquiry-based laboratory curriculum to engage students in planning investigations and argumentation.** *International Journal of Science Education*, 44(18), 2659-2684. <https://doi.org/10.1080/09500693.2022.2141083>

Reform efforts in Taiwan have added a mandatory 'Scientific Inquiry and Practice' curriculum for all high school students, emphasising 'inquiry-based learning content' including observing and questioning, planning and carrying out an investigation, argumentation and modelling, and expression and sharing. The purpose of this study was to develop an inquiry-based laboratory curriculum and to explore students' performance by emphasising 'expression and sharing' during the planning of their investigations and argumentation. This 'Scientific Inquiry and Practice' curriculum lasted 60 h with 17 10th graders. We employed Science Writing Heuristics to help students integrate inquiry, argumentation, and writing practice into laboratory contexts. Data collected via a Multimedia-based Assessment of Scientific Inquiry Abilities, an Achievement Test, students' writing in their Argumentation Writing Journal, and semi-structured interviews showed that some of the students' scientific inquiry abilities, argumentation abilities, and content learning were improved after participating. Moreover, engaging students in the practice of 'expression and sharing' provided them with opportunities to develop competency in designing and evaluating the scientific inquiry, and scientifically interpreting data and evidence. Various interpretations of these results are discussed, and the implications of this study can provide a template for the development of an inquiry-based laboratory curriculum in education and research.

Clarke, O., Chan, W. Y. D., Bukuru, S., Logan, J., & Wong, R. (2023). **Assessing knowledge of and attitudes towards plagiarism and ability to recognize plagiaristic writing among university students in Rwanda.** *Higher Education*, 85(2), 247-263. <https://doi.org/10.1007/s10734-022-00830-y>

Plagiarism is a serious type of scholastic misconduct. In Rwanda, no research has been conducted to assess university students' attitudes and knowledge of plagiarism and if they have the skills to avoid plagiarizing. This study was conducted to assess knowledge of and attitudes towards plagiarism, as well as ability to recognize plagiaristic writing, among university students in Rwanda. An online questionnaire containing 10 knowledge questions, 10 attitude statements, and 5 writing cases with excerpts to test identification of plagiarism was administered between February and April 2021. Out of the 330 university students from 40 universities who completed the survey, 75.8% had a high knowledge level (score $\geq 80\%$), but only 11.6% had a high score in recognizing plagiaristic writing (score $\geq 80\%$). There was no statistically significant association between knowledge level and ability to recognize plagiaristic writing ($P = 0.109$). Lower odds were found in both diploma/certificate and bachelor students of having high knowledge as well as of having high ability to recognize plagiaristic writing than in master's students. Although respondents generally disapproved of plagiarism, approximately half of the respondents indicated that sometimes plagiarism is unavoidable, and self-plagiarism

should not be punished in the same way as plagiarism of others' work. Inter-collegial collaboration on effective plagiarism policies and training programs is needed.

Connac, S., & Robbes, B. (2022). **Est-il nécessaire de douter pour apprendre ?** *Swiss Journal of Educational Research*, 44(3), 338-350. <https://doi.org/10.24452/sjer.44.3.4>

Many teachers organize student learning through group work sessions. These sessions unfold in two temporalities: after thinking individually about a situational problem, students must confront their opinions. The aim is to generate socio-cognitive conflict. Cognitive conflicts can arise from these controversies, along with uncertainties about the knowledge one possesses to solve the situational problem. We studied these processes among high school students who regularly experience working in groups. Using a phenomenological approach, we collected their opinions through semi-structured interviews, partly enriched with simple self-confrontations. The research concludes that several preponderant factors matter to the organization of group work sessions: the choice of a relevant situational problem as well as an individual and immediate retroactive application at the end of the session.

Davis, K. A., & Knight, D. B. (2023). **Assessing learning processes rather than outcomes: using critical incidents to explore student learning abroad.** *Higher Education*, 85(2), 341-357. <https://doi.org/10.1007/s10734-022-00836-6>

There is an increasing emphasis on assessing student learning outcomes from study abroad experiences, but this assessment often focuses on a limited range of outcomes and assessment methods. We argue for shifting to assessing student learning processes in study abroad and present the critical incident technique as one approach to achieve this goal. We demonstrate this approach in interviews with 79 students across a range of global engineering programs, through which we identified 173 incidents which were analyzed to identify common themes. This analysis revealed that students described a wide range of experiences and outcomes from their time abroad. Students' experiences were messy and complex, making them challenging to understand through typical assessment approaches. Our findings emphasize the importance of using a range of assessment approaches and suggest that exploring students' learning processes in addition to learning outcomes could provide new insights to inform the design of study abroad programs.

Grandpré, M. D., & Messier, G. (2021). **Quelle est la compétence émotionnelle d'étudiants qui s'initient à la pratique de l'enseignement au secondaire?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9694>

La formation initiale en enseignement au Québec accorde peu de place au développement de la compétence émotionnelle alors que de plus en plus de chercheurs soutiennent qu'elle est nécessaire pour enseigner. Dans l'éventualité de proposer une formation plus adaptée aux besoins des futurs enseignants de français et de sciences au secondaire, nous avons interrogé 15 stagiaires à la suite du stage où ils prenaient en charge une classe pour la première fois afin de décrire leur compétence émotionnelle lorsqu'ils s'initient à la pratique. Les résultats indiquent que ces derniers vivent de nombreuses émotions négatives, qu'ils sont peu ou pas outillés pour les gérer, et peu ou pas conscients de l'impact de celles-ci sur leur tâche.

Hube, B., Stockport, G., & Soutar, G. (2022). **A cogwheel model of dynamic capabilities: Evidence from an Australian university.** *Australian Journal of Public Administration*, 81(4), 569-588. <https://doi.org/10.1111/1467-8500.12554>

The Australian tertiary education sector has been experiencing transformational change for many years driven by shifts in public policy and funding, emergent competition on an increasingly international scale, a seemingly never-ending number of universities restructures, and the sudden rise of online teaching forced upon by the global COVID-19 pandemic. This high level of environmental uncertainty suggests that if universities want to remain competitive, they might need to reconsider their strategies through adopting a dynamic capabilities (DCs) approach, such as outlined in this paper. This research is built on Teece et al.'s DCs model to examine an Australian university between 2012 and 2021. This research adds to our understanding of DCs by developing a metaphorical Cogwheel Model of Dynamic Capabilities that captures DCs' complex and dynamic process. This model has implications for leadership and managerial practices, especially when organisations seek to navigate a strategic pathway into the future.

Labouta, H. I., Adams, J. D., Anikovskiy, M., Kenny, N. A., Reid, L., & Cramb, D. T. (2022). **Using activity theory as an analytical lens to conceptualise a framework for fostering interdisciplinary science habits in postsecondary students.** *International Journal of Science Education*, 44(18), 2685-2703. <https://doi.org/10.1080/09500693.2022.2146468>

This study presents a conceptual framework for embedding interdisciplinary learning approaches in a postsecondary science program in order to foster interdisciplinary science habits in students. The framework was developed through the lens of a multi-year interdisciplinary postsecondary science program that encompasses a series of courses in which science disciplines are bridged within an authentic science research environment. The validity of the developed framework is supported by the empirical data comprising live experiences of the students obtained through questionnaires, interviews and focus groups. The data were processed and evaluated using content analysis and activity theory. This work provides design principles that will be useful for both program developers and education researchers seeking to launch effective interdisciplinary science programs.

Ladrón de Guevara Rodríguez, M., Marcenaro-Gutierrez, O. D., & Lopez-Agudo, L. A. (2023). **On the Gender Gap of Soft-Skills: the Spanish Case.** *Child Indicators Research*, 16(1), 167-197. <https://doi.org/10.1007/s12187-022-09966-w>

In recent years, many studies have referred to the interdependence between cognitive (hard-skills) and students' academic performance. However, despite their relevance, soft-skills have not received the same treatment and have not been analysed as extensively, particularly from a gender perspective. Therefore, and bearing in mind that analysing from a gender perspective is essential to reduce occupational segregation and soft-skills can enhance young people's personal and academic development, throughout this paper we have analysed the gender gap in soft-skills with a sample of 15–16 years old students from the Spanish region of Andalusia. To do so, we have used a recent innovation of the Oaxaca-Blinder decomposition technique. Our results show not only that the gender gap in soft-skills is correlated with gender stereotypes, but also that grade retention or being an immigrant show a greater degree of association with boys' soft-skills than girls', while mothers' educational level is more correlated with the soft-skills of girls.

Leclaire, M., Staccini, P., & Choplin, A. (2022). **Le développement de compétences collaboratives interprofessionnelles en fin de formation initiale infirmière**. *Carrefours de l'éducation*, 54(2), 213-228. <https://doi.org/10.3917/cdle.054.0213>

En France, le référentiel de formation en soins infirmiers n'intègre pas les compétences collaboratives interprofessionnelles dans sa stratégie pédagogique. Plébiscitée par la littérature, l'éducation interprofessionnelle permet pourtant d'optimiser le travail collaboratif. Le but de cette étude quantitative prospective est d'explorer le développement de trois compétences collaboratives interprofessionnelles d'étudiants infirmiers en fin de formation initiale. Les résultats de notre étude montrent que seul un profil particulier d'étudiants infirmiers a développé ces trois compétences durant la formation initiale. Il nous semble nécessaire de déployer la perspective interprofessionnelle dans les formations initiales en santé. La stratégie de diplomation en silo devrait laisser place à une approche transversale de l'apprentissage.

Matsumoto, Y. (2022). **Multilingual International Students' Communicative Practices in US University Classrooms: Rethinking Appropriate Englishes Through English as a Lingua Franca Perspectives**. *Harvard Educational Review*, 92(4), 486-507. <https://doi.org/10.17763/1943-5045-92.4.486>

In this critical essay, Yumi Matsumoto uses the concept of English as a lingua franca to understand multilinguals' communicative practices and to support an alternative understanding of English language use among international students in US university classrooms. The essay draws on two examples of university classroom interactions involving non-native international students' English use and considers them through both more traditional perspectives on second language acquisition and an English as lingua franca approach, which analyzes communicative practices without making assumptions about students' status as either native or non-native English speakers. These cases suggest that multilingual international student English use is transforming the notion of "Englishes," specifically multiple English language norms and communicative practices in US university classrooms. By understanding international students' communicative practices and valuing how they communicate and achieve understanding through different Englishes, Matsumoto asserts, we can provide better educational support for multilingual international students and empower them.

McGrath, S. (2022). **Skills futures in Africa**. *PROSPECTS*, 52(3), 325-341. <https://doi.org/10.1007/s11125-022-09622-9>

The UNESCO International Commission on the Futures of Education imagines a positive future in which skills development can be harnessed for the benefits of people and planet, in line with the loftiest vision of the Sustainable Development Goals. However, skills systems often remain marginalized within educational debates and plans, with vocational learning often dismissed as low quality and low status. Reflecting on the work done for the commission on future skills, this article considers the nature of the challenges of the present in building better skills futures for Africa. It argues that we must be clear-sighted regarding the failings of past theory and practice if, together, we are to construct better futures for learning, working, and living. Only then can we develop institutions, programmes, and curricula that can meet the challenges and realize the opportunities of the future.

Meyer, F., & Théau, J. (2022). **Des sorties terrain autoguidées basées sur la géolocalisation comme sources significantes d'apprentissage pour les étudiants en géomatique.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.645>

Monney, N., & Docteur Veve, A. (2022). **L'accompagnement des enseignants pour développer la compétence à évaluer chez les stagiaires: quelles formes, quelles logiques ?** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.728>

Obeng, P. (2022). **The Role Music Plays in the Lives of Pre-School Children in the Offinso Municipality.** *British Journal of Education*, 10(16), 1-22. <https://doi.org/10.37745/bje.2013/vol10n16122>

The study sought to investigate the role of music in the lives of pre-school children in the Offinso Municipality and also examines how children respond to music within the pre-school learning environment. To arrive at a detailed description and identify pre-school musical experiences that will nurture their musical potential and also to observe and outline children's actions and responses when they engage or participate in musical activities in pre-school learning environment, the researcher adopted a qualitative method approach in a conjunction with interpretivists' paradigm and implemented the case study research strategy. The instruments used were interviews and observation. The study revealed that Children learn language structure, word formation, pronunciation, grammar, meaning, and usage of the words in the songs that they sing. Music is used for enrichment, enjoyment, self-esteem, language development, or for teaching other subjects. Children are natural musicians, and exposure to music during the early years enhances the learning process by promoting language development, creativity, coordination, and social interaction. There is a need to develop the early childhood music programme from the following perspectives; self-selected activities, opportunities for individual and small-group interaction, and developmentally and educationally sound musical activities.

Pelletier, M.-A. (2022). **Étude exploratoire sur les compétences sociales et émotionnelles des enseignantes à l'éducation préscolaire: quels défis pour la formation initiale ?** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.693>

Pero, R. D., Mallia, L., Capitani, M., & Scibinetti, P. (2022). **Motor Creativity and Self-Efficacy in Young Gymnasts: Expertise Differences.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 249-265. <https://doi.org/10.7358/ecps-2022-026-depe>

The expression of original and functional motor actions (e.g. motor creativity) has been associated to various self-concept constructs such as self-efficacy (Richard et al., 2018). The aim of the present study was to investigate how motor creativity and self-efficacy could change according to gymnastics practice years. Thirty-five young gymnasts (N = 17 élite; N = 18 recreational) participated in the study. Gymnasts performed the motor creativity tests (Bertsch, 1983) and they were administered the self-efficacy in physical activities inventory (Morano et al., 2019). Analyses of variance showed significant differences in all creativity dimensions (i.e. fluency, flexibility and originality) with flexibility showing the lowest differences between groups. Furthermore, élite gymnasts showed higher values both in bench than in floor and hoop creativity tasks, than recreational group. Significant differences between groups emerged in self-efficacy levels too, with élite gymnasts showing higher values than recreational gymnasts.

Finally, creativity and self-efficacy resulted more related in elite gymnasts than in recreational ones. Motor creativity interventions could help both elite and recreational gymnasts to perform a greater variety and adaptability of movement solutions to achieve a task goal also in advancing technical expertise.

Rivet, C., & Patroix, I. (s. d.). **Les « mad skills », au cœur des métiers de demain ?** Consulté 3 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/les-mad-skills-au-coeur-des-metiers-de-demain-181505>

La mission de la formation n'est plus seulement de délivrer un savoir, mais de faire émerger cette capacité de chacun à sortir des sentiers battus.

Rodriguez-Escobar, J. A., Lissillour, R., & Scotto, M.-J. (2022). **Formations à l'entrepreneuriat: les connaissances aptes à développer l'intention d'entreprendre.** *Formation emploi. Revue française de sciences sociales*, (160), 31-57. <https://doi.org/10.4000/formationemploi.11179>

Cette recherche s'intéresse à l'approche psychologique de l'intention entrepreneuriale conditionnée et manifeste. Elle identifie différents éléments influençant le comportement des individus et leurs objectifs entrepreneuriaux. L'étude a été menée auprès d'un échantillon de 235 étudiants inscrits dans différents cursus universitaires en Espagne. La méthode des équations structurelles a été utilisée dans le traitement des données. Les résultats montrent que l'identification des opportunités est essentielle à l'émergence d'une intention manifeste d'entreprendre. La connaissance explicite est nécessaire à l'identification des opportunités et la connaissance tacite influence directement l'intention manifeste d'entreprendre.

Souplet, C. (2022). **Quand des élèves d'école élémentaire apprennent en histoire : étude de modalités différenciées.** *Carrefours de l'éducation*, 54(2), 161-180. <https://doi.org/10.3917/cdle.054.0161>

Comment des élèves d'école élémentaire s'approprient des savoirs en histoire ? Cet article tente, dans un premier temps, de faire le point sur des apports de recherches qui contribuent à éclairer cette question. Puis, dans un second temps, des propositions complémentaires sont apportées à partir de l'étude de la façon dont quatre élèves, dans une même classe de CM1, prennent place dans les leçons d'histoire, et entrent dans des processus d'apprentissages. C'est principalement sur une analyse des productions langagières orales que s'appuient les constats avancés. Il est alors possible d'identifier des modalités bien différenciées d'appropriation des contenus disciplinaires en jeu.

Tremblay, C., & Poellhuber, B. (2022). **L'importance de la formation à la compétence numérique en enseignement supérieur.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.a272>

Ubaidillah, M., Marwoto, P., Wiyanto, W., Rusilowati, A., Subali, B., Mindyarto, B. N., & Isnarni, W. (2022). **Development of Habits of Mind Instruments in the Context of Basic Physics Practicum: EFA and Rasch Model.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 23-49. <https://doi.org/10.7358/ecps-2022-026-ubai>

Assessing the habits of mind among prospective teachers is an essential part of learning. Therefore, this research aims to develop the habits of mind instrument in the

context of basic physics practicum. It was conducted using the research and development method which has three stages namely (1) planning the test, (2) implementing the test, and (3) determining the validity and reliability. The sample consisted of 105 biology teacher candidates taking basic physics courses. The habits of mind instrument developed was in the form of a questionnaire consisting of 52 items and is related to basic physics practicum. Furthermore, exploratory factor analysis and the Rasch model approach were used in developing the instrument. Based on expert judgment using Fleiss Kappa, the content validity was 0.700 and was classified in the good category. The developed instrument was considered reliable based on Cronbach's alpha value of 0.970. The exploratory factor analysis reduced the dimensions of the instrument to 11 factors. The analysis of the Rasch model met the element of unidimensionality. There is no bias on the instrument based on gender and place of residence. However, efforts are needed to overcome the lack of creative thinking habits among prospective biology teachers.

Vincent, F. (2021). **La compétence scripturale : une revue de littérature pour actualiser sa modélisation didactique.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9746>

Cet article a comme objectif de définir la compétence scripturale (CS), dans une perspective didactique, selon des recherches récentes mobilisant ce concept modélisé par Dabène (1987; 1991) et Reuter (1996), ses deux auteurs fondateurs. Une revue systématique de littérature a été menée. L'analyse des textes (n = 64) a permis la proposition d'une synthèse des avancées dans les recherches scripturales et une réflexion terminologique autour du concept de CS mobilisé dans les recherches actuelles en didactique de l'écrit. Notre contribution permet de définir la CS; également, de proposer un modèle didactique. Ce modèle évoque la complexité des relations au sein de la CS tout en permettant l'établissement de repères communs pour les chercheurs, les praticiens et les apprenants-scripteurs.

Vivegnis, I. (2022). **Exploration des liens théorie-pratique établis par des stagiaires en enseignement dans des incidents critiques : vers une catégorisation des sources et des types de savoirs mobilisés.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.720>

Zhu, Y., & He, A. (2022). **The effects of a collaborative argumentation intervention on Chinese students' socioscientific issues decision-making.** *The Journal of Educational Research*, 115(6), 317-332. <https://doi.org/10.1080/00220671.2022.2150996>

This study investigates the effect of group collaborative argumentation on the quality of decision-making on waste incineration of socioscientific issues (SSI). To achieve this, fifty-nine high school students engaged with a lecture-style class that did not use any argumentation activities. They then completed an individual survey aimed at examining individual decision-making, as the pre-test. The participants then received a two-week pedagogical intervention of collaborative argumentation, after which they completed the same survey again, as the post-test. The results showed that, after the argumentation intervention, students made more statements that considered ethical issues and policies. In addition, students defended their positions with more in-depth analysis supported by sufficient and scientific evidence. These findings reveal that argumentation facilitates students' growth in interdisciplinary thinking and improves the quality of their decision-

making on the SSI. Implication was group argumentation will be of great value to the more widespread implementation of the SSI curriculum.

Aspects économiques de l'éducation

Albornoz, F., Contreras, D., & Upward, R. (2022). **Let's Stay Together: the Effects of Repeated Student-Teacher Matches on Academic Achievement** (Working Paper N° 198). Consulté à l'adresse Red Nacional de Investigadores en Economía (RedNIE) website: <https://econpapers.repec.org/paper/aozwpaper/198.htm>

We explore the effectiveness of repeating the student-teacher match on test scores, for the universe of 8th graders in Chile using information on all student-teacher matches across multiple subjects and years, and a national, anonymous measure of test scores. We exploit a plausibly exogenous source of variation in the process of repeating matches generated by a discontinuity in teacher retention at the legal retirement age. Repeating matches has a robust positive effect on test scores which aggregates up to the student, class, and school level. As channels, we report a positive effect on attendance, progression, student behaviour and teacher expectations.

Andersen, S. C., Bodilsen, S. T., Houmark, M. A., & Nielsen, H. (2022). **Fade-Out of Educational Interventions: Statistical and Substantive Sources** (CESifo Working Paper Series N° 10094). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10094.htm>

What appears to be ineffectiveness of educational interventions in the long run may actually be caused by statistical artefacts in the equating of tests taken at different time points or by the nature of the skill development in the absence of targeted interventions. We use longitudinal data on the full population of public school students in Denmark to estimate central parameters in the equating of reading test scores and in a skill formation model. We compare the model's predictions to observed fade-out in a randomized controlled trial two and four years after the end of the intervention. Predicted and observed estimates consistently show that about half of the initial effect has faded out after four years. However, because of the concave nature of skill development, the treated students maintain more than 80 % of their time lead

Beam, E., Mukherjee, P., & Navarro-Sola, L. (2022). **Lowering Barriers to Remote Education: Experimental Impacts on Parental Responses and Learning** (Working Paper N° 2022-030). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2022-030.htm>

We conduct a randomized controlled trial with households of secondary school students in Bangladesh to investigate how parents adjust their investments in response to three educational interventions: an informational campaign about an educational phone application, an internet data subsidy, and one-on-one phone learning support. We find that offering an educational service in a context where other barriers to take-up exist can still trigger parental educational investments by acting as a signal or nudge. These behavioral changes result in lasting learning gains concentrated among richer households, reflecting that the relevant behavior change--increased tutoring investment--is easier for them to implement. In contrast, when interventions do increase take-up, they have the potential to narrow the socioeconomic achievement gap. We observe that increased usage of the targeted educational service limits parental

behavioral responses. This implies that learning gains in these cases are directly caused by the potential effectiveness of the services adopted. In our setting, remote one-to-one teacher support improves learning among students from poorer households, whereas receiving the free data package jointly with the app information has no impact on learning.

Bedaida, I. E., Benguerna, M., & Meyer, J.-B. (2022). **Emergence of Private Higher Education in Algeria: Actors and Pathways**. *Economics and Business*, 36(1), 85-104. <https://doi.org/10.2478/eb-2022-0006>

Abstract Since gaining independence, the higher education sector in Algeria has undergone several reforms to fulfil the country's requirements in terms of higher education, both to absorb the growing number of high-school graduates and meet the needs of the labour market. The emergence of a private higher education sector in Algeria has been slow in comparison to European countries, the United States, Japan and our culturally/historically-similar neighbouring countries (Tunisia and Morocco). This article reveals the results of research conducted on the context, governance and development of private higher education in Algeria. To achieve the objectives of our research, the study was conducted on five recently-accredited private higher education institutions through field observation, documentary analysis and interviews with executives, teachers and students at these institutions. The main results of the qualitative research suggest that private higher education continues to evolve through a transitional phase characterised by a gradual integration into the socio-economic framework of the country. Through these results, we contribute firstly on a theoretical and academic level by conducting the first research on the private sector of higher education in Algeria; secondly, on a practical level, by providing a clear and comprehensive view of the situation of the emerging private sector

Beuermann, D., Ramos Bonilla, A., & Stampini, M. (2021). **Interactions between Conditional Cash Transfers and Preferred Secondary Schools in Jamaica** (IDB Publications (Working Papers) N° 11850). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/11850.htm>

We explore whether the academic benefit from attending a preferred secondary school differs between beneficiaries and non-beneficiaries of the Jamaican Conditional Cash Transfer Program, Programme of Advancement through Health and Education (PATH). The academic outcomes assessed include end of secondary and post-secondary high-stakes examinations independently administered by the Caribbean Examinations Council. Among girls, receiving PATH benefits before secondary school enrollment does not influence the academic gains from attending a more selective school. However, boys who received PATH benefits prior to secondary school enrollment benefit significantly less from subsequently attending a more selective school with respect to comparable peers who did not receive PATH benefits. These results suggest negative dynamic interactions between PATH and selective secondary schools among boys.

Black, S. E., Denning, J. T., & Rothstein, J. (2023). **Winners and Losers? The Effect of Gaining and Losing Access to Selective Colleges on Education and Labor Market Outcomes**. *American Economic Journal: Applied Economics*, 15(1), 26-67. <https://doi.org/10.1257/app.20200137>

We use the introduction of the Texas Top Ten Percent rule to estimate the effect of access to a selective college on graduation and earnings outcomes for two groups of students.

For highly ranked students at more disadvantaged high schools, who gained access under the policy, college enrollment and graduation increased. Less highly ranked students at more advantaged schools, who tended to lose access, shifted toward less-selective colleges under the policy, but did not see declines in overall college enrollment, graduation, or earnings. The policy thus benefited students targeted for admission without evidence of adverse effects on displaced students.

Borcan, O., & Merewood, J. (2022). **Positive Disruption? Meritocratic Principal Selection and Student Achievement** (University of East Anglia School of Economics Working Paper Series N° 2022-11). Consulté à l'adresse School of Economics, University of East Anglia, Norwich, UK. website: <https://econpapers.repec.org/paper/ueaueaeco/2022-11.htm>
Principals are the gatekeepers of education and can influence student achievement through management practises. However in many countries discretionary staff appointments, corruption and inefficiency undermine the quality of management and education. Meritocratic selection in public service has been advocated as a tool to elevate management quality. We analyse the short-term impact of the 2016 introduction of merit-based selection for Romanian state school principals on students school-leaving test scores. Employing a staggered difference-in-difference strategy, we study the impact of competitively selected principals (compared to those appointed), and the impact of new principals (compared to principals who retain their position). The average treatment effect is small and insignificant immediately after the policy, with some evidence that new principals begin to improve outcomes two years on, particularly in schools with average historical performance. Since principals have limited management autonomy, this improvement is likely due to strategic selection of students into sitting the exam, but additional survey data also suggests the policy selects principals that are more motivated for the job. The evidence points to benefits and limitations of merit based recruitment policies in education.

Burgess, S., Rawal, S., & Taylor, E. S. (2022). **Teachers' Use of Class Time and Student Achievement** (NBER Working Paper N° 30686). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30686.htm>

We study teachers' choices about how to allocate class time across different instructional activities, for example, lecturing, open discussion, or individual practice. Our data come from secondary schools in England, specifically classes preceding GCSE exams. Students score higher in math when their teacher devotes more class time to individual practice and assessment. In contrast, students score higher in English if there is more discussion and work with classmates. Class time allocation predicts test scores separate from the quality of the teacher's instruction during the activities. These results suggest opportunities to improve student achievement without changes in teachers' skills.

Cassar, L., Fischer, M., & Valero, V. (2022). **Keep Calm and Carry On: The Short- vs. Long-Run Effects of Mindfulness Meditation on (Academic) Performance** (IZA Discussion Paper N° 15723). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15723.htm>

Mindfulness-based meditation practices are becoming increasingly popular in Western societies, including in the business world and in education. While the scientific literature has largely documented the benefits of mindfulness meditation for mental health, little is still known about potential spillovers of these practices on other important life outcomes,

such as performance. We address this question through a field experiment in an educational setting. We study the causal impact of mindfulness meditation on academic performance through a randomized evaluation of a well-known 8-week mindfulness meditation training delivered to university students on campus. As expected, the intervention improves students' mental health and non-cognitive skills. However, it takes time before students' performance can benefit from mindfulness meditation: we find that, if anything, the intervention marginally decreases average grades in the short run, i.e., during the exam period right after the end of the intervention, whereas it significantly increases academic performance, by about 0.4 standard deviations, in the long run (ca. 6 months after the end of intervention). We investigate the underlying mechanisms and discuss the implications of our results.

Chen, B., Deng, P., & Fan, X. (2022). **Effect of compulsory education on retirement financial outcomes: evidence from China.** *The Scandinavian Journal of Economics*, 124(4), 958-989. <https://doi.org/10.1111/sjoe.12488>

This paper presents the first causal evidence that compulsory education improves retirement financial outcomes in a developing economy. By exploiting the 1986 compulsory schooling reform in China, we show that compulsory education increases rural residents' participation in the New Rural Pension Scheme, the world's largest public pension program. Using an instrumental variables strategy in a difference-in-differences framework, we find that an additional year of schooling significantly increases pension participation by 3.5 percentage points, and this positive result is more prominent among women. Mechanism analysis suggests that cognition and access to information are essential pathways in the education–pension nexus.

Chirwa, I. N., Masaiti, G., Mwale, N., Mkandawire, S. B., Mulenga, I. M., & Sichula, N. K. (2022). **Loans and Scholarships in Africa's Higher Education Finance: A Comparative Analysis of Capitation, Policy and Recoveries in Eleven Countries.** *British Journal of Education*, 10(16), 67-88. <https://doi.org/10.37745/bje.2013/vol10n166788>

This article is a comparative analysis on financing of higher education in eleven African countries; Botswana, Ghana, Kenya, Lesotho, Malawi, Namibia, Rwanda, South Africa, Tanzania, Uganda, and Zambia. Existing trends and practices on loans and scholarships in relation to capitation, policy and recoveries were compared in the eleven countries that were also member state countries to the Association of the African Higher Education Financing Agencies (AAHEFA). Data was collected at the 2019 AAHEFA conference held in Lusaka, Zambia, where eleven chief executive officials or their representatives from country loans and scholarship related institutions shared comprehensive reports related to funding of higher education in the eleven countries. The data collected was analysed thematically. The article shows that the eleven African countries shared several similarities and differences ranging from management structures, education prioritization, capitation, recovery methods and policies. High demand for student funding against limited resources and loan recovery methods were among the emerging similarities. The differences included variations in funding patterns, policy differences among funding agencies and nebulous management structures. It argues that since most of these loans boards are in their infancy, they needed to learn very fast on how to manage granting and recovery of loans.

Dahl, G. B., Rooth, D.-O., & Stenberg, A. (2023). **High School Majors and Future Earnings**. *American Economic Journal: Applied Economics*, 15(1), 351-382. <https://doi.org/10.1257/app.20210292>

We study how high school majors affect adult earnings using a regression discontinuity design. In Sweden students are admitted to majors in tenth grade based on their preference rankings and ninth grade GPA. We find engineering, natural science, and business majors yield higher earnings than social science and humanities, with major-specific returns also varying based on next-best alternatives. There is either a zero or a negative return to completing an academic program for students with a second-best nonacademic major. Most of the differences in adult earnings can be attributed to differences in occupation, and to a lesser extent, college major.

Doty, E., Kane, T. J., Patterson, T., & Staiger, D. (2022). **What Do Changes in State Test Scores Imply for Later Life Outcomes?** (NBER Working Paper N° 30701). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30701.htm>

In the three decades before the pandemic, mean achievement of U.S. 8th graders in math rose by more than half a standard deviation on the National Assessment of Educational Progress (NAEP). Between 2019 and 2022, U.S. students had forfeited 40 percent of that rise. To anticipate the consequences of the recent decline, we investigate the past relationship between NAEP scores and students' later life outcomes by year and state of birth. We find that a standard deviation improvement in a birth cohort's 8th grade math achievement was associated with an 8 percent rise in income, as well as improved educational attainment and declines in teen motherhood, incarceration and arrest rates. If allowed to become permanent, our findings imply that the recent losses would represent a 1.6 percent decline in present value of lifetime earnings for the average K-12 student (or \$19,400), totaling \$900 billion for the 48 million students enrolled in public schools during the 2020-21 school year.

Duclos, M. (2022). **Influence du contexte socio-culturel et du niveau scolaire sur la réalisation de tâches en sciences: liens entre caractéristiques des tâches et compréhension des élèves** (Phdthesis, Ecole normale supérieure de Lyon - ENS LYON). Consulté à l'adresse <https://theses.hal.science/tel-03924194>

Le statut économique, social et culturel (SESC) des élèves joue un rôle indéniable dans leur réussite scolaire. Les résultats du Programme International pour le Suivi des Acquis (PISA) évaluant la culture scientifique en 2015, comme ceux des années antérieures, ont montré, qu'en France, l'influence du SESC est l'une des plus élevée parmi les pays de l'OCDE et que cela reste stable. Ce constat alerte mais ne révèle pas pour quelles raisons certains élèves sont plus en difficulté que d'autres pour réaliser une tâche de sciences. Ce travail de thèse vise donc à mieux comprendre l'influence du contexte socio-culturel et du niveau scolaire sur la compréhension et la réalisation de tâches relevant de la culture scientifique. Nous cherchons à identifier les caractéristiques des tâches qui entraînent des écarts de réussite entre les élèves de statuts socio-économiques et culturels (SESC) et de niveaux scolaires différents. Pour appréhender au mieux notre objet de recherche, nous convoquons plusieurs disciplines de référence (didactique des sciences, sciences de l'éducation, psychologie, sociologie, etc.). Nos travaux empiriques reposent sur une double approche : statistique et qualitative. À partir d'une analyse a priori des 183 items de PISA Science 2015, un modèle de difficulté aux questions évaluant la culture scientifique est élaboré puis testé statistiquement. Nous procédons ensuite à

une passation d'items PISA 2015 auprès de binômes d'élèves placés en situation de réalisation de tâches (sélectionnées parmi les items PISA 2015) et à un entretien d'explicitation. L'analyse statistique montre qu'en fonction du niveau scolaire des élèves, les caractéristiques intervenant dans la variation des écarts de réussite selon leur SESC sont différentes. Pour les élèves de haut niveau scolaire, ce sont essentiellement les caractéristiques relatives au savoir alors que pour ceux de bas niveau scolaire, ce sont celles intrinsèques à la question (e.g. format de réponse). Les analyses qualitatives convergent vers les mêmes conclusions révélant que les difficultés des élèves de SESC défavorisé et de bas niveau scolaire portent sur la compréhension de la question (e.g. formulation, situation). Ces résultats contribuent donc à mieux cibler les difficultés des élèves face à des tâches de sciences. Cette étude se situe dans la perspective d'aider les enseignants à anticiper les difficultés des élèves sur des questions relevant de la culture scientifique.

European University Association (Transnational). (2022). **Leadership and Organisation for Teaching and Learning at European Universities**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3738> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3738>

Final report from the LOTUS project This report presents the final outcomes of the EU-funded "Leadership and Organisation for Teaching and Learning at European universities" (LOTUS) project. LOTUS set out to contribute to capacity building and strategic change management for learning and teaching at higher education institutions (HEIs) across Europe and explored the potential of various actors (including HEIs, ministries, national agencies, university associations, student and staff unions) to support transformation and innovation in learning and teaching. As such, the project was inspired by growing interest in learning and teaching from both HEIs and governments in a European context, notably that of the European Higher Education Area (EHEA). Building on this increased visibility, LOTUS activities explored pre-existing good practices at institutional and national level, offered opportunities for peer-learning on leadership in teaching and created multiple opportunities for policy dialogue focused on the enhancement of learning and teaching. The report summarises lessons learnt and key messages from the activities of LOTUS. It details priorities and common challenges in learning and teaching identified by higher education institutions, in topics such as student-centred learning, teaching staff development, inter-institutional collaboration and digitalisation, and provides examples of practices and leadership approaches to address them. It also addresses the concept of leadership in teaching, a horizontal issue in all project activities, and provides recommendations for higher education institutions in this regard. Chapter 1 – The LOTUS project and its context 5 1. The context 2. The LOTUS project 2.1. The Leadership Development Programme (LDP) 2.2. The Policy Dialogue strand 3. The outline of the next chapters Chapter 2 – Addressing priorities in learning and teaching 1. Diverse learners' needs: adapting the educational offer 2. Staff development, academic careers and the teaching ecosystem 3. Inter-institutional collaboration 4. Digitalisation in learning and teaching Chapter 3 – Leadership in teaching 1. Defining leadership in teaching 2. A complex take-up for leadership in teaching at higher education institutions: lessons learnt from LOTUS 3. Resulting recommendations for leadership in learning and teaching Chapter 4 – Conclusions and ways forward Annex 1 – List of institutions participating in the Leadership Development

Programme Cohort 1 (January – October 2021) Leadership Working Groups Cohort 2 (October 2021 – June 2022) Leadership Working Groups

Fongoni, M., Norris, J., Romiti, A., & Shi, Z. (2022). **Reference Dependent Aspirations and Peer Effects in Education** (IZA Discussion Paper N° 15785). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15785.htm>

We study the long-run effects of income inequality within adolescent peer compositions in schools. We propose a theoretical framework based on reference dependence where inequality in peer groups can generate aspiration gaps. Guided by predictions from this framework we find that an increase in the share of low-income peers within school-cohorts improves the educational outcomes of low-income students and has negative effects on high-income students. We further document a range of evidence that corroborates these results, including that they are distinct from peer non-linear ability effects. We then find that social cohesion, through better connections in the school network, has an important role in mitigating the effects of peer inequality. Our results provide evidence on the role of inequality in peer groups for long-run educational outcomes, while also demonstrating that there is potential to avoid these consequences.

Gehrke, E., Lenel, F., & Schupp, C. (2022). **Interest exploration and investments in education: Experimental evidence from Cambodia** (OSF Preprints N° k6tqr). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osfosfxxx/k6tqr.htm>

We analyze whether an interest exploration tool, combined with information about potential careers, paths to higher education and financing options can provide guidance to students in rural Cambodia, help them develop long-term career goals and thereby motivate them to continue with school. We target the intervention to adolescents in grade 9, who are about to decide whether to enroll in high school. The intervention was conducted just before schools were closed for a period of six months due to COVID-19. We use survey data, as well as individual-level administrative data obtained from treatment and control schools to track educational decisions during and after school closure. Our findings suggest that the intervention if at all reduced educational investments. We find these effects are driven by low-performing students. Students that ranked in the lower half of their class prior to the intervention are less likely to study during school closure, perform worse in the final exam and are less likely to transition to high school. Studying potential underlying mechanisms, our analyses suggest that our intervention made low-performing students aware of alternative career paths and more realistic in their expectations.

Goulas, S., Megalokonomou, R., & Zhang, Y. (2022a). **Female Neighbors, Test Scores, and Careers** (IZA Discussion Paper N° 15733). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15733.htm>

How much does your neighbor impact your test scores and career? In this paper, we examine how an observable characteristic of same-age neighbors—their gender—affects a variety of high school and university outcomes. We exploit randomness in the gender composition of local cohorts at birth from one year to the next. In a setting in which school assignment is based on proximity to residential address, we define as neighbors all same-cohort peers who attend neighboring schools. Using new administrative data for the universe of students in consecutive cohorts in Greece, we find

that a higher share of female neighbors improves both male and female students' high school and university outcomes. We also find that female students are more likely to enroll in STEM degrees and target more lucrative occupations when they are exposed to a higher share of female neighbors. We collect rich qualitative geographic data on communal spaces (e.g., churches, libraries, parks, Scouts and sports fields) to understand whether access to spaces of social interaction drives neighbor effects. We find that communal facilities amplify neighbor effects among females.

Goulas, S., Megalokonomou, R., & Zhang, Y. (2022b). **Female Neighbors, Test Scores, and Careers** (CESifo Working Paper Series N° 10112). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f10112.htm>

How much does your neighbor impact your test scores and career? In this paper, we examine how an observable characteristic of same-age neighbors—their gender—affects a variety of high school and university outcomes. We exploit randomness in the gender composition of local cohorts at birth from one year to the next. In a setting in which school assignment is based on proximity to residential address, we define as neighbors all same-cohort peers who attend neighboring schools. Using new administrative data for the universe of students in consecutive cohorts in Greece, we find that a higher share of female neighbors improves both male and female students' high school and university outcomes. We also find that female students are more likely to enroll in STEM degrees and target more lucrative occupations when they are exposed to a higher share of female neighbors. We collect rich qualitative geographic data on communal spaces (e.g., churches, libraries, parks, Scouts and sports fields) to understand whether access to spaces of social interaction drives neighbor effects. We find that communal facilities amplify neighbor effects among females.

Green, C., Nyhus, O. H., & Salvanes, K. V. (2022). **How Does Testing Young Children Influence Educational Attainment and Well-Being?** (IZA Discussion Paper N° 15686). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15686.htm>

How much young children should be tested and graded is a highly contentious issue in education policy. Opponents consider it detrimental to child mental health, leading to misaligned incentives in educational policy and having little if any redeeming impact on educational performance. Others see early testing of children as a necessary instrument for identifying early underachievement and educational targeting while incentivising schools to improve the educational performance of children. In practice, there is large crosscountry variation in testing regimes. We exploit random variation in test-taking in mathematics among early primary school children in Norway, a low testing environment. We examine two forms of testing, complex but low-stakes mathematics tests and relatively easy screening tests aimed at identifying children in need of educational assistance. In general, we demonstrate zero effects of testing exposure on later test score performance but benefits for screening tests on low-performing students. While we demonstrate no negative effects on student welfare, we do find an indication that testing improves aspects of teaching practices and students' perceptions of teacher feedback and engagement.

Gunes, P., & Tsaneva, M. (2022). **The Effect of Brazil's Family Health Program on Cognitive Skills** (IZA Discussion Paper N° 15784). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15784.htm>

This paper examines the effect of Brazil's Family Health Program (Programa Saude da Familia, FHP) on cognitive skills of fifth-grade students. We use biennial data from national exams between 2007 and 2015, and variation in the FHP implementation date across municipalities, birth cohort, and test year to identify the effect of the program on language and mathematics test scores. We find that, in northern municipalities, students exposed to FHP at or prior to birth have 0.88 points higher language and 1.30 points higher mathematics test scores compared to those exposed to FHP in childhood. The estimated effects are intent-to-treat effects and correspond to increases of 0.021sd and 0.030sd in language and mathematics test scores. We use an event-study analysis demonstrating that the largest effects of FHP on cognitive skills are for those students exposed at or prior to birth, with trivial effects if exposed after birth. We do not find evidence for changes in parental investment behavior or child school attendance, which suggests that the effects are likely due to the direct impact of the program on child cognitive development.

Hastings, C., Ramia, G., Wilson, S., Mitchell, E., & Morris, A. (2023). **Precarity Before and During the Pandemic: International Student Employment and Personal Finances in Australia.** *Journal of Studies in International Education*, 27(1), 39-63. <https://doi.org/10.1177/10283153211065136>

There is mounting evidence of increased international student financial and work precarity over the last decade in Australia. Yet, there has been a little scholarly analysis of which students are most affected by precarity and its sources. Drawing on two surveys of international students in Australia's two largest cities, conducted before and during the pandemic, we investigate the financial and work vulnerabilities of international students. We demonstrate that vulnerability is related to characteristics which describe particular cohorts of students: being from low-income countries, working class families, seeking a low-level qualification, enrolled in a non-university institution, and being without a scholarship. The concepts of "noncitizenship" and "work precarity" are used to explain how the mechanisms of each characteristic heighten vulnerability, thereby contributing to a broader evidence-base about the causality of international student precarity.

Hatcher, M., & Pourpourides, P. M. (2023). **Does the impact of private education on growth differ at different levels of credit market development?** *Review of Development Economics*, 27(1), 291-322. <https://doi.org/10.1111/rode.12952>

Using an overlapping generations model, we show that the impact of private financing of education on growth depends on credit market development, being positive when credit markets are adequately developed but negative if sufficiently low levels of credit market development occur alongside relatively high private financing intensities. Employing cross-country data, we find that reduced-form growth relationships are statistically significant and robust under various controls and samples. We also lay out conditions under which economies with missing credit markets are dynamically efficient and outperform, in terms of growth, economies with complete credit markets. The latter may explain large cross-country differences in savings and growth, while facilitating the evaluation of policies on financing education.

Hayes, M. S., Liu, J., & Gershenson, S. (2022). **Who Refers Whom? The Effects of Teacher Characteristics on Disciplinary Office Referrals** (IZA Discussion Paper N° 15663). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15663.htm>

Teachers affect a wide range of students' educational and social outcomes, but how they contribute to students' involvement in school discipline is less understood. We estimate the impact of teacher demographics and other observed qualifications on students' likelihood of receiving a disciplinary referral. Using data that track all disciplinary referrals and the identity of both the referred and referring individuals from a large and diverse urban school district in California, we find students are about 0.2 to 0.5 percentage points (7% to 18%) less likely to receive a disciplinary referral from teachers of the same race or gender than from teachers of different demographic backgrounds. Students are also less likely to be referred by more experienced teachers and by teachers who hold either an English language learners or special education credential. These results are mostly driven by referrals for defiance and violence infractions, Black and Hispanic male students, and middle school students. While it is unclear whether these findings are due to variation in teachers' effects on actual student behavior, variation in teachers' proclivities to make disciplinary referrals, or a combination of the two, these results nonetheless suggest that teachers play a central role in the prevalence of, and inequities in, office referrals and subsequent student discipline.

Herbst, D. (2023). **The Impact of Income-Driven Repayment on Student Borrower Outcomes.** *American Economic Journal: Applied Economics*, 15(1), 1-25.
<https://doi.org/10.1257/app.20200362>

In the United States, most student loans follow a fixed payment schedule that falls early in borrowers' careers. This structure provides no insurance against earnings risk and may increase student loan defaults. Income-driven repayment (IDR) plans are designed to help distressed student borrowers by lowering their monthly payments to a share of income. Using random variation in a loan servicer's automatic dialing system, I find that IDR reduces delinquencies by 22 percentage points and decreases outstanding balances within eight months of take-up. I find suggestive long-run impacts on borrower credit scores, mortgage-holding rates, and other measures of financial health.

Hilmy, M. (2022). **The Impact of Sending Top College Graduates to Rural Primary Schools** (ADB Working Paper N° 1328). Consulté à l'adresse Asian Development Bank Institute website: <https://econpapers.repec.org/paper/risadbiwp/1328.htm>

Teacher quality is crucial to deliver good education. However, improving teacher quality in developing countries can be a tough problem. We investigate the impact of a teacher placement program that sends college graduates with a strong academic track record to teach in rural primary schools in Indonesia on student test scores. Using a difference-in-difference approach, we find that exposure to program teachers for a semester is associated with a 0.16 standard deviation increase in their students' average mathematics scores. The weakest students benefited more, with an increase in score by 0.20 standard deviation. Students receiving direct instructions from program teachers during scheduled classroom periods benefited even more. Attracting better talents to teach in rural schools could be an important pathway to improve the academic achievements of the weakest students at rural schools.

Huang, B., Li, B., Walker, I., & Zhu, Y. (2022). **Does It Pay to Attend More Selective High Schools? Regression Discontinuity Evidence from China** (IZA Discussion Paper N° 15756). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15756.htm>

We examine the effect of attending academically selective high schools on test scores, by leveraging administrative data that matches high school preferences of the population of urban middle school graduates in one Chinese prefecture in 2010 with high school student records. The standard admission channel is generally driven by merit subject to only nominal tuition fees, with contextual admission for disadvantaged students. An alternative admission channel admits lower-ability students subject to substantial selection-fees, retained by the under-funded schools. We combine a cumulative multiple-cutoff regression discontinuity design (RDD) with a within-cutoff normalizing-and-pooling fuzzy RDD strategy, based on publicly announced school-specific admission thresholds in the city-wide High School Entrance Exam (HSEE) scores. Multiple-cutoff RDD estimates show heterogeneous effects of attending schools with different degrees of selectivity, in a unified setting. Within-cutoff normalizing-and-pooling RDD allows admission thresholds to differ by willingness to pay the extra selection-fees and by eligibility for contextual admission. The estimated effects on high school leaving exam scores of attending elite schools vs normal public high schools, and of attending normal public high schools vs low-quality private high schools are insignificantly different from zero, for students who barely made it into the more selective school. However, the effect of attending the most selective flagship school vs elite schools, has a large negative and statistically significant effect, which is more pronounced for girls, for students from the semi-urban area according to hukou (household) registration, and for students who performed relatively badly in the science track subjects in the HSEE.

Kamis, R., Pan, J., & Seah, K. (2022). **Do College Admissions Criteria Matter? Evidence from Discretionary vs. Grade-Based Admission Policies** (IZA Discussion Paper N° 15748). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15748.htm>

This paper examines the implications of college admissions criteria on students' academic and non-academic performance in university and their labor market outcomes. We exploit a unique feature of the admissions system at a large university that has two admission tracks – a regular admission track where admission is based exclusively on academic performance and a discretionary admission (DA) track where applicants can instead gain admission on the basis of demonstrated non-academic qualities. Comparing students admitted through each track, we find that DA students fare similarly in terms of academic performance in university as marginal students admitted through the regular route. However, they are significantly more likely to be involved in optional academic and non-academic college activities and earn substantially higher labor market earnings up to three years after graduation. These results are not driven by the DA process differentially selecting students on the basis of family background or unobserved academic ability.

Keloharju, M., Knüpfer, S., Müller, D., & Tåg, J. (2022). **PhD Studies Hurt Mental Health, But Less than You Think** (Working Paper Series N° 1435). Consulté à l'adresse Research Institute of Industrial Economics website: <https://econpapers.repec.org/paper/hhsuiwop/1435.htm>

We study the mental health of PhD students in Sweden using comprehensive administrative data on prescriptions, specialist care visits, hospitalizations, and causes of death. We find about 7% (5%) of PhD students receive medication or diagnosis for depression (anxiety) in a given year. These prevalence rates are less than one-third of the corresponding survey-based prevalence rates reported in the literature, and even after

adjusting for difference in methodology, 44% (72%) of the prevalence rates reported in the literature. We also document PhD students' mental health significantly worsens relative to their peers after they have entered the program. This deterioration is consistent with doctoral studies having a negative causal effect on mental health.

Kolbe, T., Dhuey, E., & Doutré, S. M. (2022). **More Money Is Not Enough: (Re)Considering Policy Proposals to Increase Federal Funding for Special Education.** *American Journal of Education*, 129(1), 79-108. <https://doi.org/10.1086/721846>

Purpose: New policy proposals to increase funding for the Individuals with Disabilities Education Act (IDEA)—including recent efforts by the Biden-Harris administration to “fully fund” IDEA—bring a new sense of urgency to understanding how federal special education dollars are distributed among states. In this study, we evaluate whether the existing formula equitably distributes IDEA funding and show how potential future funding increases would be allocated. Research Methods/Approach: We apply concepts and empirical methods used in K–12 education finance policy research to evaluate the extent of existing variation in federal grant aid among states and whether systematic differences exist among states in the allocation of IDEA funding according to relevant need and other factors. Policy simulations illustrate how the distribution of funding among states will be affected by proposed increases in IDEA appropriations if the current formula is used. Findings: The existing formula results in substantial disparities among states and systematically disadvantages large states and states with more poor, disabled, and non-White children. Policy simulations show that increasing federal funding without modifying the formula used to calculate state grants will perpetuate and even exacerbate existing funding disparities. Simply adding additional dollars to existing appropriations without modifying the current formula works against policy makers' goals to equitably distribute IDEA funding to states. Implications: Moving forward, achieving goals for equitably allocating IDEA funding will require changes to the statutory formula used to calculate states' grant allocations.

Le Barbanchon, T., Ubfal, D., & Araya, F. (2023). **The Effects of Working While in School: Evidence from Employment Lotteries.** *American Economic Journal: Applied Economics*, 15(1), 383-410. <https://doi.org/10.1257/app.20210041>

Does working while in school smooth students' transition into the labor market? We provide evidence on this question by leveraging a one-year work-study program that randomized job offers among over 90,000 student applicants in Uruguay. Program rules forbade employers from employing participants in the same job after program completion, and less than 5 percent of participants ever worked in the same firm again. Two years after the program, participants had 8 percent higher earnings. Our results suggest that the program's focus on work-related skills was a key mechanism for earnings impacts.

Luethi, S., & Zumbuehl, M. (2022). **The response of public education spending to changes in student cohort sizes** (Economics of Education Working Paper Series N° 0198). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0198.htm>

In this paper, we study the elasticity of educational spending with respect to changing student numbers, in a system where educational spending is autonomously determined at a regional level. While many studies focus on a potential effect of ageing society on educational spending, only a few explicitly analyse the direct effect of changing cohort

sizes. We find that education expenditures respond rather loosely to changing student numbers and that the elasticity strongly depends on regional and institutional settings. In rural areas, for instance, educational spending tends to be completely inelastic, which raises questions regarding both, efficiency and equity concerns.

Novik, V. (2022). **The role of learning in returns to college major: evidence from 2.8 million reviews of 150,000 professors** [MPRA Paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://econpapers.repec.org/paper/pramprapa/115431.htm>

Why do some college majors have much higher returns than others? I ask if differences in returns are due to differences in quality of education across majors. I use a novel dataset in which college students rate courses and professors on difficulty, the level of effort required to obtain an A. Major difficulty correlates positively with study hours, implying students respond to grading standards when choosing study time. Using the American Community Survey, I show that harder majors earn more, under a variety of specifications. To deal with selection concerns I use the College Scorecard to compare graduates from the same university-major but exposed to harder or easier professors due to being in different graduation year cohorts. Those exposed to harder professors earn more one year after graduation. I also use the NLSY97 panel to estimate an event study, finding that difficulty causes lower earnings while in college but higher earnings after graduation and provides access to higher skilled occupations. I estimate that one-third of the variance in returns to major can be explained by differences in learning as proxied by difficulty.

OCDE. (2022). **More than just a go-between: The role of intermediaries in knowledge mobilisation.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3735> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3735>

Malgré l'effort répandu visant à accroître et à améliorer l'utilisation de la recherche dans l'élaboration des politiques publiques et dans la pratique scolaire, les efforts concrets pour renforcer l'engagement entre la recherche, les politiques publiques et la pratique dans l'éducation restent souvent en dessous de leurs ambitions. On ignore la manière dont ces initiatives de mobilisation des connaissances – knowledge mobilisation – peuvent être caractérisées et la manière dont leur impact peut être compris et mesuré. Cet article passe en revue la littérature théorique et empirique sur la mobilisation des connaissances en se concentrant sur les lacunes de la recherche mentionnées ci-dessus. Il conceptualise les acteurs et les initiatives de mobilisation des connaissances, discute les lacunes de la littérature actuelle et propose un ensemble de différentes structures – frameworks – qui saisissent leurs objectifs, leurs fonctions et leur impact. Notre ambition est que cet effort puisse soutenir la recherche empirique future.

Oikawa, M., Tanaka, R., Bessho, S., Kawamura, A., & Noguchi, H. (2022). **Do Class Closures Affect Students' Achievements? Heterogeneous Effects of Students' Socioeconomic Backgrounds** (IZA Discussion Paper N° 15751). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15751.htm>

This paper examines how class closures affect the academic achievements of Japanese students in primary and middle schools, with a special focus on the heterogeneous effects of the socioeconomic backgrounds of students' households. Utilizing the

administrative data of students from a city in the Tokyo Metropolitan Area, we estimated the effects of class closures due to flu epidemics, on the students' language and math test scores. We find that class closures adversely affect math test scores of economically disadvantaged students. The magnitudes of the negative effects on disadvantaged students are heterogeneous by subject, grade in school, gender, timing of class closures, and students' achievements at the beginning of the school year. Male students from economically disadvantaged households are more susceptible to class closures, and those with relatively low achievements before class closures suffer more seriously from them. The deleterious effects among economically disadvantaged male students are driven not only by reductions in class hours in school, but also by increases in time spent watching TV and playing video games. We also find that school resources can mitigate the negative impact of class closure among economically disadvantaged students. These results indicate the importance of public programs in preventing a negative temporal shock to student learning environments.

Ovidi, M. (2022). **Parents Know Better: Sorting on Match Effects in Primary School** (DISCE - Working Papers Del Dipartimento Di Economia e Finanza N° def121). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: <https://econpapers.repec.org/paper/ctcserie1/def121.htm>

I show that parents select schools by considering attributes of the student-school match that improve the learning outcomes beyond average school quality. Using the centralized algorithm for offers to primary school in London, I compare the achievement of students who are as good as randomly enrolled in schools ranked differently in their application. Enrolling at the most-preferred school versus an institution ranked lower increases achievement by 0.10 SD beyond school value-added among students with similar characteristics. Only a small part of the match effects of parental choice can be explained by student's characteristics such as gender, ability, or socioeconomic status.

Pregaldini, D., Balestra, S., & Backes-Gellner, U. (2022a). **Does Ethnic Diversity in Schools Affect Occupational Choices?** (IZA Discussion Paper N° 15780). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15780.htm>

We study how two distinct dimensions of peer ethnic diversity (ethnic fractionalization and ethnic polarization) affect occupational choice. Using longitudinal administrative data and leveraging variation in ethnic composition across cohorts within schools, we find evidence for two opposing effects. Ethnic fractionalization increases the likelihood of students sorting into people-oriented occupations while ethnic polarization reduces this likelihood. Using data on social and cognitive skills, we provide evidence that exposure to higher levels of ethnic fractionalization enhances the students' formation of social skills and increases the likelihood of students sorting into people-oriented occupations where the returns to these skills are higher.

Pregaldini, D., Balestra, S., & Backes-Gellner, U. (2022b). **Does Ethnic Diversity in Schools Affect Occupational Choices?** (Economics of Education Working Paper Series N° 0201). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0201.htm>

We study how two distinct dimensions of peer ethnic diversity (ethnic fractionalization and ethnic polarization) affect occupational choice. Using longitudinal administrative data and leveraging variation in ethnic composition across cohorts within schools, we

find evidence for two opposing effects. Ethnic fractionalization increases the likelihood of students sorting into people-oriented occupations while ethnic polarization reduces this likelihood. Using data on social and cognitive skills, we provide evidence that exposure to higher levels of ethnic fractionalization enhances the students' formation of social skills and increases the likelihood of students sorting into people-oriented occupations where the returns to these skills are higher.

Taylor, E. S. (2022). **Employee Evaluation and Skill Investments: Evidence from Public School Teachers** (NBER Working Paper N° 30687). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30687.htm>

When an employee expects repeated evaluation and performance incentives over time, the potential future rewards create an incentive to invest in building relevant skills. Because new skills benefit job performance, the effects of an evaluation program can persist after the rewards end or even anticipate the start of rewards. I test for persistence and anticipation effects, along with more conventional predictions, using a quasi-experiment in Tennessee schools. Performance improves with new evaluation measures, but gains are larger when the teacher expects future rewards linked to future scores. Performance rises further when incentives start and remains higher even after incentives end.

Zanoni, W., Acevedo, P., & Guerrero, D. (2021). **Do Slum Upgrading Programs Impact School Attendance?** (IDB Publications (Working Papers) N° 11696). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/11696.htm>

This paper analyzes how slum upgrading programs impact elementary school childrens attendance in Uruguay. We take advantage of the eligibility rule that deems slums eligible for a SUP program if they have 40 or more dwelling units. Using a fuzzy regression discontinuity estimator, we find that students exposed to SUPs are 17 percent less likely to be at the 90th percentile of the yearly count of school absences. That effect appears to be driven by how SUPs impact girls. These interventions have effects that last for more than five years after their implementation. We discuss some critical urban and education policy implications of our findings.

Zumbuehl, M., Hof, S., & Wolter, S. (2022a). **Private Tutoring and Academic Achievement in a Selective Education System** (IZA Discussion Paper N° 15652). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15652.htm>

Decisions about admission to selective schools usually rely on performance measures. To reach a required achievement threshold students may make use of additional resources, such as private tutoring. We investigate how the use of private tutoring relates to the transition probability to an academically demanding post compulsory school and the probability to successfully pass through this school, controlling for the students competencies after tutoring, but before the transition. Using PISA and linked register data from Switzerland, we find that students who had private tutoring before the transition are more likely to fail in the selective school than students who had the same level of competencies without tutoring.

Zumbuehl, M., Hof, S., & Wolter, S. (2022b). **Private Tutoring and Academic Achievement in a Selective Education System** (CESifo Working Paper Series N° 10044). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10044.htm>
Decisions about admission to selective schools usually rely on performance measures. To reach a required achievement threshold students may make use of additional resources, such as private tutoring. We investigate how the use of private tutoring relates to the transition probability to an academically demanding post compulsory school and the probability to successfully pass through this school, controlling for the students' competencies after tutoring, but before the transition. Using PISA and linked register data from Switzerland, we find that students who had private tutoring before the transition are more likely to fail in the selective school than students who had the same level of competencies without tutoring.

Aspects psychologiques de l'éducation

Afolabi, K. T., Konold, T. R., & Maeng, J. (2023). **Construct and Structural Equivalence of the English and Spanish versions of the Authoritative School Climate Survey**. *Journal of Psychoeducational Assessment*, 41(1), 49-62. <https://doi.org/10.1177/07342829221125087>
This study evaluated the construct and structural equivalence of the English and Spanish versions of the authoritative school climate survey (ASCS). Measurement invariance was evaluated through increasingly restrictive tests on a sample of N = 6976 high school students, with focus on the three core ASCS scales: Students' Willingness to Seek Help, Teacher Respect for Students, and Disciplinary Structure. Results provided support for the configural, metric, and scalar invariance of these scales across versions. Because school climate is often measured through reports of student perceptions that are aggregated to the school level, these results provide an additional resource for schools looking to increase the diversity of their students' voice through more equitable tools.

Alemdag, E. (2023). **Development of Two Scales Measuring Task Value of Peer Feedback Provision and Reception for Pre-Service Teachers**. *Journal of Psychoeducational Assessment*, 41(1), 63-87. <https://doi.org/10.1177/07342829221125020>
This research aimed to develop two scales measuring pre-service teachers' task value towards peer feedback provision and peer feedback reception (PFR) based on expectancy-value theory. Two studies were conducted to investigate the psychometric properties of the scales with the sample of undergraduate students in teacher education programs. In the first study, exploratory factor analysis for both scales revealed 13 items collected under utility, intrinsic, and attainment value factors. A general task value factor was also identified in the scale regarding PFR. In the second study, different models of the scales were evaluated with confirmatory factor analysis, and the second-order models were favored. Moreover, reliability and additional analyses supported using a general task value factor that was highly correlated with students' willingness to participate in peer feedback activities. Overall, this study provides two scales, recommends research for further validation, and discusses the internal structure of the task value construct.

Baker, D. L., Alberto, P. C., Macaya, M. M., García, I., & Gutiérrez-Ortega, M. (2022). **Relation Between the Essential Components of Reading and Reading Comprehension in**

Monolingual Spanish-Speaking Children: a Meta-analysis. *Educational Psychology Review*, 34(4), 2661-2696. <https://doi.org/10.1007/s10648-022-09694-1>

This meta-analysis aims to quantitatively synthesize the relation between the essential components of reading and reading comprehension in children whose first language is Spanish and who are learning to read in Spanish in a monolingual setting. Searches were conducted in WOS, Scopus, and ERIC from 2000 to 2021. We used a random effects model and Fisher's z as an index of effect size. We found 33 studies involving 146 effect sizes between the essential components of reading and reading comprehension. The essential components included phonological awareness, morphological awareness, alphabetic principle, fluency, vocabulary, and oral comprehension. Results of the meta-analysis revealed that (1) most studies have focused on understanding the relation between phonological awareness or alphabetic principle and reading comprehension, (2) the largest effect sizes were between phonological awareness and reading comprehension, and between fluency and reading comprehension, and (3) there is a large heterogeneity across studies which is explained, in part, by factors such as age, country where the study was conducted, and the reading comprehension tests used. Implications for practice and future research are discussed.

Bales, E. (2022). **Cerveau et émotions à l'adolescence - Les neurosciences au service des compétences sociales et émotionnelles dans l'enseignement.** Consulté à l'adresse <https://www.editions-ellipses.fr/accueil/14485-cerveau-et-emotions-a-l-adolescence-les-neurosciences-au-service-des-competences-sociales-et-emotionnelles-dans-l-enseignement-9782340072930.html#description-scroll-tricks>

L'objectif de ce livre est d'aider à mieux comprendre et à accompagner les adolescents. Il met en lien plusieurs domaines (Neurosciences, Neurosciences Affectives et Sociales, pédagogie, éducation positive, Communication Non-violente, ou techniques de coaching) et ainsi propose une approche holistique de l'éducation et au bien-être scolaire. Cet ouvrage se base sur des résultats d'études scientifiques, l'expérience de l'auteure et s'inspire de pratiques éducatives en pays anglo-saxons et scandinaves. L'ouvrage propose à la fois des éléments de théorie scientifique et des éléments de pratique en classe. Il regroupe plus de 80 fiches visuelles pour comprendre et expérimenter ainsi que des outils pour s'interroger et des pistes pour innover. Cet ouvrage s'adresse aux enseignants et aux éducateurs.

Benner, G. J., Filderman, M. J., Barnard-Brak, L., Pennefather, J., Smith, J. L. M., & Strycker, L. A. (2023). **Evidence of efficacy of the Integrated Literacy Study Group professional learning program to enhance reading instruction for students with emotional and behavioral disorders.** *Psychology in the Schools*, 60(1), 182-198. <https://doi.org/10.1002/pits.22773>

This article reports on a pilot study of the Integrated Literacy Study Group, a digitally delivered professional learning intervention to prepare elementary school teachers to provide evidence-based reading instruction and behavioral strategies to students with or are at risk for emotional and behavioral disorders. Using broadcast methods, we recruited 72 teachers across five states in the western United States to participate in the randomized controlled trial. Intervention teachers, relative to controls, made significant gains in self-efficacy and use of the reading and behavioral strategies learned in the professional learning program. Students with or at risk of emotional and behavioral disorders served by participating teachers made significant improvements in academic competence and engagement. Teacher professional learning can improve teacher

knowledge of evidence-based reading and behavioral strategies for students with (or at risk for) emotional and behavioral disorders, teacher self-efficacy, and teacher practice, with positive impacts on student early literacy and academic competence.

Berger, E., Reupert, A., Campbell, T. C. H., Morris, Z., Hammer, M., Diamond, Z., ... Fathers, C. (2022). **A Systematic Review of Evidence-Based Wellbeing Initiatives for Schoolteachers and Early Childhood Educators**. *Educational Psychology Review*, 34(4), 2919-2969. <https://doi.org/10.1007/s10648-022-09690-5>

Schoolteacher and early childhood educator wellbeing is associated with their ability to provide high-quality educational experiences to students and children in their care. Given the importance of this topic, this systematic review sought to (1) identify available evidence-based wellbeing initiatives for educators and schoolteachers, (2) appraise the quality of evidence demonstrating the efficacy of these initiatives, and (3) summarise the characteristics of these initiatives. In total, 23 studies on 19 distinct initiatives were identified. Although most initiatives improved schoolteacher wellbeing, the quality of available evidence is modest, especially for early childhood educators. Existing teacher and educator wellbeing initiatives predominantly target individual and not systematic determinants of educator wellbeing, even though wellbeing of these groups is determined by a combination of personal and education setting influences. More research is needed to improve the evidence on teacher and early childhood educator wellbeing initiatives, as well as development of initiatives that aim to change workplace demands and education setting culture.

Bernatchez, G. (2022). **La présence attentive et la sensibilité éthique : une réflexion sur le concept d'attention**. *Éthique en éducation et en formation : les Dossiers du GREE*, (13), 29-45. <https://doi.org/10.7202/1094522ar>

Le présent article porte sur la sensibilité éthique et s'interroge sur la manière dont la présence attentive (mindfulness) peut contribuer concrètement à son développement dans un contexte de formation à l'éthique professionnelle. L'objectif principal est d'explorer la définition de la notion d'attention dans la littérature philosophique contemporaine, ce qui en fait un concept porteur pouvant enrichir celui de sensibilité éthique. Ensuite, cet article vise à démontrer de quelle manière la présence attentive constitue une avenue prometteuse pour améliorer les qualités de l'attention et le développement de la sensibilité éthique.

Bjorklund, D. F. (2022). **Children's Evolved Learning Abilities and Their Implications for Education**. *Educational Psychology Review*, 34(4), 2243-2273. <https://doi.org/10.1007/s10648-022-09688-z>

In this article, I examine children's evolved learning mechanisms that make humans the most educable of animals. These include (1) skeletal perceptual and cognitive mechanisms that get fleshed out over the course of development, mainly through play; (2) a high level of plasticity that is greatest early in life but that persists into adulthood; (3) remarkable social-learning capabilities; and (4) dispositions toward exploration and play. I next examine some evolutionary mismatches—conflicts between psychological mechanisms evolved in ancient environments and their utility in modern ones—specifically with respect to modern educational systems. I then suggest some ways educators can take advantage of children's evolved learning abilities to minimize the effects of evolutionary mismatches, including (1) following developmentally appropriate practices (which are also evolutionarily appropriate practices), (2) increasing

opportunities for physical activities, (3) increasing opportunities to learn through play, and (4) taking advantage of stress-adapted children's "hidden talents." I argue that evolutionary theory informs teachers and parents about how children evolved to learn and can result in more-enlightened teaching methods that will result in a more enjoyable and successful learning experiences for children.

Bray, M. A., & Dale, B. A. (2023). **Integrating evaluation data to enhance treatment planning for students with ASD.** *Psychology in the Schools, 60*(2), 279-281. <https://doi.org/10.1002/pits.22813>

Accurate assessment across the various characteristics of autism spectrum disorder (ASD) and its comorbidities can help guide intervention planning. This introduction to the second issue of a double special issue on ASD assessment highlights assessment of various characteristics of and comorbidities with ASD to assist with treatment planning. For instance, anxiety and attention deficit hyperactivity disorder are two of the most common comorbidities with ASD. Educational, clinical, and medical interventions for individuals with ASD can vary based on the unique cognitive and additional mental health needs of the individual.

Breton, N., Bouchard, C., & Henry, J. (2021). **Niveaux d'engagement de l'enfant envers son enseignante et ses pairs selon les contextes de classe à l'éducation préscolaire cinq ans.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill, 56*(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9829>

L'objectif de cette recherche est d'étudier les niveaux d'engagement de l'enfant dans ses interactions avec son enseignant·e et ses pairs selon différents contextes de classe à l'éducation préscolaire 5 ans. À l'aide de l'Individual Classroom Assessment Scoring System (inCLASS), 113 enfants ont été observés. Les résultats démontrent que l'engagement de l'enfant dans ses interactions avec son enseignant·e est plus élevé lors d'activités de routine et de transition et ne présente aucune différence significative selon le type de regroupement. L'engagement dans ses interactions avec les pairs est plus élevé lors d'activités de jeu libre et d'ateliers ainsi que du regroupement en petits groupes. Les contextes de classe modulent les niveaux d'engagement de l'enfant dans ses interactions avec les autres.

Bryce, C. I., Granger, K. L., & Fraser, A. M. (2022). **A preliminary investigation of collective teacher efficacy and student hope: Understanding the role of student-teacher relationships.** *Social Psychology of Education, 25*(6), 1307-1323. <https://doi.org/10.1007/s11218-022-09729-z>

Although researchers have documented the importance of school culture and the student-teacher relationship for academic success, limited work addresses how the collective efficacy of teachers within a school and student-teacher relationships may interact to predict student cognitive-motivational skills such as hope. Because hope is influential to students' academic success, the current study investigated these relations among middle school students (n = 297; 47% female; 56% White) and their homeroom teachers (n = 17; 88% female; 71% White). Results from a cross-level interaction model showed positive direct effects from collective teacher efficacy and student-teacher relationship to student hope, and an interaction effect; collective efficacy was related to higher student hope under the condition of a higher-quality student-teacher relationship. Findings highlight the relations of teacher-level factors and student hope during middle school, a critically important period for academic development. Further,

findings highlight how addressing school culture, and individual-level training for teachers, may be important avenues for promoting student hope.

Buenafior. (2023). **Transfer Student Self-Efficacy: A Success-Oriented Narrative of the Transfer Student Experience.** *Community College Journal of Research and Practice*, 47(2), 123-138. <https://doi.org/10.1080/10668926.2021.1967226>

Past scholarship and college enrollment trends suggest that the transfer process can be challenging, complicated, and even frustrating for many students seeking to obtain a baccalaureate degree. Therefore, the purpose of this study is to redirect this predominant narrative in order to offer a success-oriented narrative of the transfer student experience. In particular, this research seeks to highlight student success by establishing a deeper understanding of the role that self-efficacy plays in the transfer process for community college students seeking to transfer to a four-year institution. Borrowing from Bandura's (1994) construct of self-efficacy, this paper introduces the Conceptual Framework for Transfer Efficacy and describes the way in which students develop self-efficacy beliefs around their ability to transfer and navigate the transfer process. Data from this study were collected using a nested qualitative case study methodology. Findings focus on the way in which students described sources of self-efficacy during the transfer process and suggest that transfer student self-efficacy may play an integral role in the transfer process. The paper concludes with implications for research and practice.

Burak, D. (2023). **The Effect of Risk and Protective Factors on Primary School Students' COVID-19 Anxiety: Back to School After the Pandemic.** *Child Indicators Research*, 16(1), 29-51. <https://doi.org/10.1007/s12187-022-09971-z>

This study aimed to analyze the risk and protective factors affecting the COVID-19 anxiety of primary school students after the reopening. It was investigated how primary school students' parents' vaccination, and COVID-19 cases seen at school, knowledge and awareness directly or indirectly explained their individual and social COVID-19 anxiety. The data were obtained from 227 primary school students living in different regions of Turkey. Pandemic Awareness Scale, Pandemic Anxiety Scale, Pandemic Information Test and Information Form were used to obtain the data. The data were analyzed by path analysis. According to the results, the case seen at school, knowledge and awareness of COVID-19 directly and significantly predicted primary school students' individual and social COVID-19 anxiety. Vaccination of parents, on the other hand, directly significantly predicted social COVID-19 anxiety of primary school students, but did not significantly predict individual COVID-19 anxiety. In addition, in this effect, awareness of COVID-19 mediates the knowledge of COVID-19, and cases seen at school mediate the vaccination of parents. The obtained model showed a good fit. According to the results, primary school students' knowledge and awareness about COVID-19 and parents' vaccination reduced their anxieties, and COVID-19 cases seen at school increased their anxiety.

Chasetareh, F., Barabadi, E., Khajavy, G. H., & Flett, G. L. (2023). **Perfectionism and L2 Achievement: The Mediating Roles of Motivation and Self-Regulated Learning Among Iranian High School Students.** *Journal of Psychoeducational Assessment*, 41(1), 3-21. <https://doi.org/10.1177/07342829221096916>

The current study investigated how perfectionism can be related to L2 learners' achievement with motivation and two aspects of self-regulated learning as possible

mediators. This study also evaluated the factor structure of the Big Three Perfectionism Scale (BTPS) in an Iranian sample. The participants were 495 Iranian high school students who completed six BTPS sub-scales and measures of self-determined motivation and self-regulated learning. Psychometric analyses indicated that rigid perfectionism and self-critical perfectionism as two higher order factors have construct validity. Structural equation modeling indicated that rigid perfectionism positively predicted L2 achievement, while self-critical perfectionism negatively predicted L2 achievement. Mediational models indicated that neither autonomous-mastery/performance motivation nor controlled motivation mediated the path from perfectionism to L2 achievement. However, both aspects of self-regulated learning, namely, deep learning and persistence could mediate the relationship between perfectionism and L2 achievement. Specifically, higher levels of rigid perfectionism were positively related to deep learning and persistence that, in turn, were related to higher L2 achievement. In contrast, self-critical perfectionism was negatively related to deep learning and persistence, that, in turn, were related to lower L2 achievement. The results are discussed in terms of the practical implications for L2 teachers and parents.

Chen, Y., Wang, S., & Ling, Y. (2023). **Measurement Invariance of the Emotion Regulation Questionnaire for Children and Adolescents in Chinese and American Adolescents Samples.** *Journal of Psychoeducational Assessment*, 41(1), 88-99. <https://doi.org/10.1177/07342829221125312>

To establish the factor structure of the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) in Chinese and American adolescent samples; to assess measurement invariance of the ERQ-CA in Chinese and American adolescent samples and latent means across early adolescents from two diverse cultural settings. The ERQ-CA was administered to 1221 Chinese adolescents (49.3% males) and 1148 American adolescents (50.1% males), and multi-group confirmatory factor analysis was performed to evaluate measurement invariance. (1) Multi-group confirmatory factor analysis of the ERQ-CA demonstrated full configural invariance, full metric invariance, partial scalar invariance, and partial strict invariance. (2) The latent variable mean comparisons revealed significant differences between the two samples; specifically, Chinese adolescents' mean scores on the latent variables of cognitive reappraisal (CR) and expressive suppression (ES) were significantly higher than American adolescents' scores. The findings demonstrated that the ERQ-CA displays appropriate measurement invariance across Chinese and American adolescents and that Chinese adolescents reported higher scores on CR and ES.

Choi, H., Cheng, C.-Y., & X. R. Wee, S. (2022). **The impact of fear of losing out (FoLO) on college students' performance goal orientations and learning strategies in Singapore.** *Social Psychology of Education*, 25(6), 1351-1380. <https://doi.org/10.1007/s11218-022-09728-0>

The current research investigated the influence of the Fear of Losing Out (FoLO) mindset on learning strategy via performance goal orientation and its interaction with social comparison amongst Singaporean college students. In Study 1, a positive relationship between FoLO and performance goal orientations (i.e., avoidance and approach) was found. Study 2 replicated this finding and further revealed a downstream effect of FoLO on surface learning via performance goal orientations. In addition, social comparison moderated the link between performance goal orientation and surface learning in the mediation model. Specifically, in downward social comparison conditions, FoLO

facilitated high performance-avoidance goal orientation, which in turn led to higher surface learning. Comparatively, in upward social comparison conditions, FoLO incited high performance-approach goal orientation, which in turn led to lower surface learning. Taken together, the findings yield significant theoretical and practical implications of FoLO on college students' goal orientations and learning outcomes.

Dale, B. A., Finch, W. H., & Shellabarger, K. A. R. (2023). **Performance of children with ASD on the WISC-V ancillary index scales.** *Psychology in the Schools*, 60(2), 431-440. <https://doi.org/10.1002/pits.22688>

Ancillary index scales provide assessment professionals the opportunity to conduct a more comprehensive interpretation of a student's performance on the Wechsler Intelligence Scales for Children, Fifth Edition (WISC-V); however, little is known about the performance of children with autism spectrum disorder (ASD) on these scales. The ASD special group population from the standardization sample of the WISC-V and their demographically matched controls were included in the study (total n = 124; mean age = 11.5 years). The results of a discriminant analysis revealed that the Auditory Working Memory Index, the Cognitive Proficiency Index, and the Full-Scale IQ were the best at discriminating among the different groups suggesting that the various groups perform differently on these indexes. School psychologists should calculate all ancillary index scales to obtain the most comprehensive understanding of the cognitive strengths and weaknesses of a child with ASD.

deLeyer-Tiarks, J. M., Li, M. G., Levine-Schmitt, M., Andrade, B., Bray, M. A., & Peters, E. (2023). **Advancing autism technology.** *Psychology in the Schools*, 60(2), 495-506. <https://doi.org/10.1002/pits.22802>

The purpose of this review is to broadly identify technological advances in supports and evaluation for individuals on the autism spectrum. Literature review with commentary on the evolving technologies supporting and/or evaluating social-emotional, behavioral, academic, and cognitive domains. There has been an increasing synthesis of technology within the education domain. A growing body of research has investigated the potentiality and efficacy of technological interventions, specifically in the area of support for individuals on the autism spectrum. This growth must also factor in sustainability and feasibility to be practical within the school setting. Continued research is also necessary to ensure the equity of technology supporting individuals on the autism spectrum.

Dey, A., & Roy, N. R. (2022). **Construction and Validation of Emotional Intelligence Scale for Secondary School Teachers.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 73-96. <https://doi.org/10.7358/ecps-2022-026-dero>

In this study, we developed and validated a new instrument: an emotional intelligence scale for teachers. This paper focused on the psychometric properties of the emotional intelligence scale for school teachers dealing with adolescent students. The study also validated the tool over 608 secondary school teachers in India. This scale was evaluated using exploratory factor analysis (EFA), confirmatory factor analysis (CFA), Cronbach's alpha, and item-total correlation. Results showed good fit ($\chi^2/df = 1085.66$, CFI = 0.956, GFI = 0.876, TLI = 0.951, PCFI = 0.860, PNFI = 0.843, RMSEA = 0.06 and SRMR = 0.056) for the five components (Self-Perception, Self-Regulation, Self-Drive, Empathy, Social Motive) of the measurement model. However, 80.18% of the total variance was explained by the factors Reliability (Cronbach alpha = 0.95) and construct validity means convert and discriminant validity was established for a teacher's innovative emotional

intelligence scale. Finally, the robust findings indicated that the instrument could be used in further studies in different research areas.

Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). **Teachers' Beliefs About Inclusive Education and Insights on What Contributes to Those Beliefs: a Meta-analytical Study**. *Educational Psychology Review*, 34(4), 2609-2660. <https://doi.org/10.1007/s10648-022-09695-0>

Teachers' belief systems about the inclusion of students with special needs may explain gaps between policy and practice. We investigated three inter-related aspects of teachers' belief systems: teachers' cognitive appraisals (e.g., attitudes), emotional appraisal (e.g., feelings), and self-efficacy (e.g., agency to teach inclusive classrooms). To date, research in this field has produced contradictory findings, resulting in a sparse understanding of why teachers differ in their belief systems about inclusive education, and how teachers' training experiences contribute to their development of professional beliefs. We used meta-analysis to describe the level and range of teachers' beliefs about inclusive education, and examine factors that contribute to variation in teachers' beliefs, namely (1) the point in teachers' career (pre-service versus in-service), (2) training in special versus regular education, and (3) the effects of specific programs and interventions. We reviewed 102 papers (2000–2020) resulting in 191 effect sizes based on research with 40,898 teachers in 40 countries. On average, teachers' cognitive appraisals, emotional appraisals, and efficacy about inclusion were found to be in the mid-range of scales, indicating room for growth. Self-efficacy beliefs were higher for preservice ($M=3.69$) than for in-service teachers ($M=3.13$). Teachers with special education training held more positive views about inclusion than regular education teachers ($d=0.41$). Training and interventions related to improved cognitive appraisal ($d=0.63$), emotional appraisal ($d=0.63$), and self-efficacy toward inclusive practices ($d=0.93$). The training was particularly effective in encouraging reflection of beliefs and, eventually, facilitating belief change when teachers gained practical experience in inclusive classrooms. Six key findings direct the next steps.

Dozot, C., & Romainville, M. (2022). **Rôle de l'estime de soi et des émotions dans le traitement des feedbacks**. *Carrefours de l'éducation*, 54(2), 127-143. <https://doi.org/10.3917/cdle.054.0127>

L'objectif général de l'étude est de contribuer à la compréhension des logiques individuelles qui sous-tendent les comportements d'engagement des étudiants dans des dispositifs d'aide, lors de leur première année universitaire. L'étude vise plus particulièrement à mettre en lumière le rôle central de l'estime de soi et des émotions dans l'explication de ces comportements. Sur la base d'un triple cadre théorique (théories motivationnelles, théories cognitives des émotions et théories relatives aux stratégies de protection de l'estime de soi), on tentera de mieux comprendre les logiques individuelles d'étudiants face à un événement potentiellement stressant lors de leur entrée à l'université : recevoir un feedback. Les résultats permettent d'identifier les types de feedback les plus susceptibles d'enclencher des stratégies de réajustement et de repérer différents profils de dynamiques individuelles dans la réception et le traitement de feedback chez des étudiants de première année universitaire.

Ergül, C., Ökcün-Akçamuş, M. Ç., Akoğlu, G., Yalçın, S., Tülü, B. K., & Kudret, Z. B. (2023). **Early cognitive and home environmental predictors of reading fluency and reading**

comprehension in Turkish-speaking children. *Psychology in the Schools*, 60(1), 234-254.
<https://doi.org/10.1002/pits.22774>

In this study, we aimed to determine the early cognitive and home environmental predictors of reading in Turkish-speaking children. A total of 362 children participated in the study. We monitored the children for 3 years and assessed the home environmental variables and cognitive skills in kindergarten, reading fluency at the end of the first grade, and reading comprehension at the end of the second grade. We found that home literacy environment and socioeconomic status predicted early literacy skills in kindergarten as they also predicted reading fluency and reading comprehension through early literacy in later years. In addition, we found that phonological awareness, letter knowledge, and rapid naming predicted reading fluency, while language and verbal working memory predicted reading comprehension. The results of the study showed us that it is important to consider reading and reading comprehension in Turkish-speaking children holistically, together with cognitive skills and home environmental variables.

Filderman, M. J., Barnard-Brak, L., & Benner, G. J. (2022). **Do teacher beliefs mediate the relationship between professional development and reading outcomes of students with emotional and behavioral disorders? An exploration of effects from a randomized controlled trial.** *Social Psychology of Education*, 25(6), 1437-1458.
<https://doi.org/10.1007/s11218-022-09731-5>

Teachers of students with emotional and behavioral disorders face unique challenges in the classroom that are often not addressed in teacher preparation, which may result in diminished outcomes for teachers and students. The Integrated Literacy Study Groups professional development was designed to support the needs of teachers of students with or at-risk for emotional and behavioral disorders by integrating components of social-emotional learning and literacy instruction. The present study uses structural equation modeling to evaluate how and to what extent teacher beliefs, targeted in training through collaborative work groups and coaching experiences, mediate the relationship between the Integrated Literacy Study Groups and student reading achievement. Among a sample of 74 elementary school teachers, we found a directional relationship such that training influenced (1) beliefs pertaining to action, (2) beliefs pertaining to self, and (3) student reading outcomes. Beliefs pertaining to self was a significantly stronger mediator of the relationship between professional development and student reading outcomes. We discuss potential reasons for these findings as well as their implications for the design of training of teachers of students with or at-risk for emotional and behavioral disorders.

Fong, C. J., Flanigan, A. E., Hogan, E., Brady, A. C., Griffin, M. M., Gonzales, C., ... Robinson, D. H. (2022). **Individual and Institutional Productivity in Educational Psychology Journals from 2015 to 2021.** *Educational Psychology Review*, 34(4), 2379-2403.
<https://doi.org/10.1007/s10648-022-09704-2>

This study updates and extends prior work on institutional and individual productivity in educational psychology journals (*Cognition and Instruction*, *Contemporary Educational Psychology*, *Educational Psychologist*, *Educational Psychology Review*, *Journal of Educational Psychology*) from 2015 to 2021. As in previous studies, the University of Maryland, College Park, was the top-producing institution. Several universities (e.g., University of Tübingen) emerged as highly productive compared to previous time periods. Using two approaches to measure individual productivity, we found that Richard Mayer,

Ulrich Trautwein, Fred Paas, Patricia Alexander, and Logan Fiorella claimed the top spots. We also identified productive early career scholars and, for some, recognized connections to productive doctoral advisors. Overall, compared to prior years, authors of educational psychology journal articles were increasingly working from non-US institutions and in larger teams (higher mean number of authors per article). A discussion of these trends and future directions for research are included.

Fong, García, & Kundu. (2023). **A Socio-Ecological Outcome Investigation of the Student Engagement, Achievement, and Satisfaction of Latino Men in Community College Developmental Mathematics.** *Community College Journal of Research and Practice*, 47(2), 157-160. <https://doi.org/10.1080/10668926.2022.2132433>

To understand how to best support Latino male community college students, we used the Socio-Ecological Outcomes (SEO) model to examine factors associated with their achievement and college satisfaction. Specifically, we leveraged data from the Community College Survey of Student Engagement (CCSSE) and situated our study in developmental mathematics, given its potentially gatekeeping effects in postsecondary education. In a subsample of Latino men in community college developmental mathematics courses (N = 1,140), we conducted two regression models with GPA and satisfaction as outcomes and various predictors from the SEO model such as background, environmental, academic, and campus factors. Results indicated that academic preparedness, being of older age, college support from friends and family, and use of academic-related resources were positive predictors for both outcomes. Sense of belonging was positively associated with college satisfaction. Conclusions and implications for how CCSSE variables can be used in conjunction with the SEO model are discussed.

Geary, D. C., & Xu, K. M. (2022a). **Evolution of Self-Awareness and the Cultural Emergence of Academic and Non-academic Self-Concepts.** *Educational Psychology Review*, 34(4), 2323-2349. <https://doi.org/10.1007/s10648-022-09669-2>

Schooling is ubiquitous in the modern world and academic development is now a critical aspect of preparation for adulthood. A step back in time to pre-modern societies and an examination of life in remaining traditional societies today reveals that universal formal schooling is an historically recent phenomenon. This evolutionary and historical recency has profound implications for understanding academic development, including how instructional practices modify evolved or biological primary abilities (e.g., spoken language) to create evolutionarily novel or biologically secondary academic competencies (e.g., reading). We propose the development of secondary abilities promotes the emergence of academic self-concepts that in turn are supported by evolved systems for self-awareness and self-knowledge. Unlike some forms of self-knowledge (e.g., relative physical abilities) that appear to be universal and central to many people's overall self-concept, the relative importance of academic self-concepts are expected to be dependent on explicit social and cultural supports for their valuation. These culturally contingent self-concepts are contrasted with universal social and physical self-concepts, with implications for understanding variation students' relative valuation of academic competencies and their motivations to engage in academic learning.

Geary, D. C., & Xu, K. M. (2022b). **Evolutionary Perspectives on Educational Psychology: Motivation, Instructional Design, and Child Development.** *Educational Psychology Review*, 34(4), 2221-2227. <https://doi.org/10.1007/s10648-022-09710-4>

An evolutionary perspective on academic learning and schooling more generally helps us to understand why learning comes effortlessly in some domains (e.g., language) but only with extensive instruction and cognitive effort in others (e.g., mathematics); why many students' self-concepts are more strongly influenced by physical traits and social relationships than by academic achievement; and why many problematic social behaviors, including bullying, persist in school settings. The articles in this special issue provide cutting edge reviews and empirical studies informed by this perspective and help to solidify the foundation for the nascent field of evolutionary educational psychology.

Giofrè, D., Allen, K., Toffalini, E., & Caviola, S. (2022). **The Impasse on Gender Differences in Intelligence: a Meta-Analysis on WISC Batteries.** *Educational Psychology Review*, 34(4), 2543-2568. <https://doi.org/10.1007/s10648-022-09705-1>

This meta-analysis reviews 79 studies (N = 46,605) that examined the existence of gender difference on intelligence in school-aged children. To do so, we limited the literature search to works that assessed the construct of intelligence through the Wechsler Intelligence Scales for Children (WISC) batteries, evaluating eventual gender differences in indices and subtests. The theoretical framework we adopted is the cross-battery approach which locates cognitive abilities into different levels, also considering the possible mediating effect of the version of the WISC being used. As for broad abilities, a notable discrepancy emerged in favour of males for visual and crystallized intelligence, while female/male differences on fluid intelligence were negligible. Conversely, females' performance on the processing speed factor was superior. Interesting results emerged at the subtest levels, albeit with less pronounced differences in performance. Results generally showed that older versions of WISC batteries displayed larger gender differences compared to the most recent ones.

Goldstein, S., Sellars, T., & Velez, A. (2023). **From eligibility assessment to intervention for students with autism spectrum disorder.** *Psychology in the Schools*, 60(2), 364-377. <https://doi.org/10.1002/pits.22795>

The mean age of identification for autism spectrum disorder (ASD) occurs during the months before children enter kindergarten. The incidence and prevalence of "autistic behaviors" in the general population are not fully understood, however, census-matched studies of these behaviors have yielded important new data. As children presenting with behaviors characteristic of ASD enter school, school psychologists are increasingly faced with the assessment and determination of individuals with disabilities improvement act (IDEIA) eligibility, often with students yet to be formally diagnosed with ASD. In many US states, a clinical diagnosis of ASD is not required for a child's eligibility to be served under the category of other health impaired as autism. Nor does a diagnosis of ASD automatically qualify a student as eligible under IDEIA. Eligibility hinges on educational impact. This article briefly reviews the current state of knowledge as it relates to understanding and evaluating children with suspected ASD in the schools, offers a framework for assessment, and discusses a set of proposed guidelines to assist in effectively utilizing assessment data in the development of individualized education plan goals.

Golke, S., Steininger, T., & Wittwer, J. (2022). **What Makes Learners Overestimate Their Text Comprehension? The Impact of Learner Characteristics on Judgment Bias.** *Educational Psychology Review*, 34(4), 2405-2450. <https://doi.org/10.1007/s10648-022-09687-0>

It is frequently assumed that learner characteristics (e.g., reading skill, self-perceptions, optimism) account for overestimations of text comprehension, which threaten learning success. However, previous findings are heterogeneous. To circumvent a key problem of previous research, we considered cognitive, metacognitive, motivational, and personality characteristics of learners (N = 255) simultaneously with regard to their impact on the judgment biases in prediction and postdiction judgments about factual and inference questions. The main results for the factual questions showed that men, lower reading skill, working memory capacity, and topic knowledge, yet higher self-perceptions of cognitive and metacognitive capacities yielded stronger overestimations for prediction judgments. For inference questions, a lower reading skill, higher self-perceptions of metacognitive capacities, and a higher self-efficacy were related to stronger overestimations for prediction and postdiction judgments. A higher openness was a risk factor for stronger overestimations when making predictions for the inference questions. The findings demonstrate that learner characteristics are a relevant source of judgment bias, which should be incorporated explicitly in theories of judgment accuracy. At the same time, fewer learner characteristics were actually relevant than previous research suggests. Moreover, which learner characteristics impact judgment bias also depends on task requirements, such as factual versus inference questions.

Graham, S., Kogachi, K., & Morales-Chicas, J. (2022). **Do I Fit In: Race/Ethnicity and Feelings of Belonging in School.** *Educational Psychology Review*, 34(4), 2015-2042. <https://doi.org/10.1007/s10648-022-09709-x>

The desire to belong has been conceptualized by motivational psychologists as a fundamental human motive (need to belong), which means that it can guide thoughts, feelings, and behavior. Indeed, a growing literature has documented that students who perceive a sense of belonging in school generally fare well—academically, socially, and emotionally. In this article, we bring the racial/ethnic context to the study of school belonging. We review a number of studies from our program of research—both cross-sectional and longitudinal—that describe how feelings of belonging are shaped by important racial/ethnic context variables such as the size of one's racial/ethnic group in school across critical school transitions, perceived representation of one's group in critical STEM courses (e.g., 9th-grade math), and how the differences between school-level and course-level representation affect both schools belonging and academic achievement. We make an argument for studying racial/ethnic diversity as a fluid and dynamic construct that impacts motivation and achievement in previously understudied ways.

Gray, D. L., Ali, J. N., McElveen, T. L., & Sealy, M. (2022). **The Cultural Significance of “We-Ness”: Motivationally Influential Practices Rooted in a Scholarly Agenda on Black Education.** *Educational Psychology Review*, 34(4), 1985-2013. <https://doi.org/10.1007/s10648-022-09708-y>

In this article, we introduce the umbrella construct of “we-ness” to unite a broad array of researchers seeking to design motivationally supportive learning environments for Black students. Drawing from a variety of culturally informed perspectives both inside and outside of the psychology discipline, we outline the cultural significance of (1) Freedom Dreaming (2) Stressing the Communal “Why,” (3) Re-memembering, and (4) Steering and Voicing. We explain how these motivationally influential practices are essential for

acknowledging and leveraging students' cultural assets in learning contexts, and for supporting students' development as community leaders and change agents. We propose questions for future research on we-ness in educational psychology and suggest communally engaged methodological approaches that are crucial for advancing school-based partnerships that focus on the we-ness experiences of historically marginalized populations. We end by situating the study of we-ness in a broader set of assumptions that can guide future equity-focused research inquiry on motivation and social processes.

Greene, J. A. (2022). **What Can Educational Psychology Learn From, and Contribute to, Theory Development Scholarship?** *Educational Psychology Review*, 34(4), 3011-3035. <https://doi.org/10.1007/s10648-022-09682-5>

One of the field of psychology's stated goals is to produce scholarship with findings that benefit the world. Over the last 10 years, psychology scholarship and its presumed societal benefits have been called into question due to the field's history of questionable research practices, racism, and epistemic oppression. Calls for methodological, ethical, and practical reforms are essential to building a psychological science that is just, effective, reliable, and beneficial. Recently, these calls have been complemented by a push to reform how theory is developed and used in psychology. There is great need for better understanding and implementation of theory development, both in the field of psychology broadly as well as in its subdisciplines, including educational psychology. At the same time, educational psychologists have much to contribute to the tripartite calls for methodological, ethical, and theory reforms. In this paper, I explore theory development in psychology by discussing the importance of developing both the descriptive and explanatory aspects of theory as well as the need to refine how theory is evaluated and integrated. Then, I review how innovations and practices in educational psychology can inform the broader theory reform movement in psychology writ large. Finally, I identify important future directions for further advancing theory reform in psychology, including addressing ableism in the field, increasing the field's hospitality for theory revision, furthering theory development transparency, and more deeply integrating theory development into preparation programs.

Guay, F. (2022). **Sociocultural Contexts and Relationships as the Cornerstones of Students' Motivation: Commentary on the Special Issue on the "Other Half of the Story"**. *Educational Psychology Review*, 34(4), 2043-2060. <https://doi.org/10.1007/s10648-022-09711-3>

This special issue on the development of academic motivation covers many issues that are groundbreaking in the field of motivation and interpersonal relationships. In this commentary, I discuss the following elements: (a) the challenges of integrating central motivational constructs; (b) interpersonal relationships as supports for motivation at school; (c) school or cultural contexts that sustain motivation; (d) new avenues for research. I hope that the articles in this special issue will stimulate new research that would have the potential to advance the field but that would also be useful to research professionals working day to day with children and adolescents.

Harry, S. W., Bates-Brantley, K. E., Whitefield, B. L., & Dale, B. A. (2023). **Supporting practitioners in school-based evaluations of autism spectrum disorders.** *Psychology in the Schools*, 60(2), 419-430. <https://doi.org/10.1002/pits.22684>

Students with autism spectrum disorder (ASD) have vastly different educational needs. Although some students with ASD may perform well across subjects within the general

education classroom, other students with ASD may need more individualized support outside of the classroom. Historically, ASD assessments in schools have primarily focused on the measurement of cornerstone behaviors of ASD such as deficits in social communication and restricted or repetitive behaviors while underestimating the focus of academic skills even though both factors are required in the evaluation process and for an eligibility classification. The purpose of this article is to provide an overview of academic assessment practices in the schools by highlighting best practices in ASD evaluation, outlining ASD academic profiles and how to identify academic skill deficits, and reviewing the available literature that comes from different formal- and function-based assessment practices that are commonly used in schools today. The authors also discuss how formal- and function-based assessments both serve a purpose and are recommended to be used in conjunction with one another to best demonstrate a student's academic profile. Practitioners are ultimately encouraged to use a multi-informant, multi-modal approach when it comes to psychoeducational evaluations for individuals with ASD as it is evident that an individualized approach is essential due to the discrepancy of academic profiles related to this disability category as well as understanding that no measure is a perfect representation of any one skill.

Hatch, B., Kadlaskar, G., & Miller, M. (2023). **Diagnosis and treatment children and adolescents with autism and ADHD.** *Psychology in the Schools*, 60(2), 295-311. <https://doi.org/10.1002/pits.22808>

Attention-deficit/hyperactivity disorder (ADHD) and autism are neurodevelopmental disorders that emerge in childhood. There is increasing recognition that ADHD and autism frequently co-occur. Yet, questions remain among clinicians regarding the best ways to evaluate and treat co-occurring autism and ADHD. This review outlines issues relevant to providing evidence-based practice to individuals and families who may be experiencing difficulties associated with co-occurring autism and ADHD. After describing the complexities of the co-occurrence of autism and ADHD, we present practical considerations for best practice assessment and treatment of co-occurring autism and ADHD. Regarding assessment, this includes considerations for interviewing parents/caregivers and youth, using validated parent and teacher rating scales, conducting cognitive assessments, and conducting behavior observations. Regarding treatment, consideration is given to behavioral management, school-based interventions, social skills development, and the use of medications. Throughout, we note the quality of evidence that supports a particular component of assessment or treatment, highlighting when evidence is most relevant to those with co-occurring autism and ADHD across stages of development. In light of the current evidence for assessment and treatment of co-occurring autism and ADHD, we conclude by outlining practical implications for clinical and educational practice.

Hernández Finch, M. E., Trammell, B., Hulse, A. R., Finch, W. H., Wildrick, A., Floyd, E. F., ... McIntosh, D. E. (2023). **Relationship of executive functioning and memory to autism symptomology and adaptive functioning: Implications for reducing future underemployment.** *Psychology in the Schools*, 60(2), 282-294. <https://doi.org/10.1002/pits.22755>

Understanding the relationship between executive functioning and its connection to working memory and adaptive functioning can inform planning and employment efforts. This study explored the relationship between memory and adaptive functioning with a sample of Autistic youths/young adults. Participant mean age was 21.3 (SD = 3.0). Of the

22 participants, 17 were male, and 19 white, non-Hispanic/Latina/o/x. All but one lived with their parent(s). Participants were administered a full battery assessing cognitive ability (WAIS-IV), memory and executive functioning (WMS-IV and DKEFS), autism symptomatology (ADOS-II), and adaptive functioning (SIB-R). A multivariate lasso regression model was used. Memory, especially as measured on the WMS-IV, was found to be significantly related to adaptive functioning and autism symptomatology. There appears to be continuing evidence that memory is highly related to adaptive functioning and autism symptomatology. Interventions involving auditory and immediate memory could be helpful in promoting more mutually effective social interactions necessary for positive employment outcomes.

Holter, O. G., Goforth, A. N., Pyke-Pierce, K., Aguilar, L. N., & Belcourt, A. (2023). **School-based racial microaggressions and depression among Indigenous young adults.** *Psychology in the Schools*, 60(1), 255-274. <https://doi.org/10.1002/pits.22775>

Previous research on the risk factors for the development of mental health disorders among Indigenous Peoples in the United States suggest that experiencing prejudice is correlated with the development of psychopathology. However, the relation between school-based prejudice, including microaggressions, and the development of depression remains unexamined. As such, the current study is an exploratory analysis among a small sample (N = 47) of age 18–25 Indigenous young adults from the American Northwest examining the predictive relation between their retrospective recall of school-based racial microaggressions as measured by the School-Based Racial and Ethnic Microaggressions Subscale and their current levels of depressive symptoms in adulthood as measured by the Center for Epidemiological Studies Depression Scale. There was a statistically significant predictive relation found between participant's retrospective recall of microaggressions and their current levels of depression as young adults. As such, the practice and policy implications for school-based professionals are discussed.

Hsu, Y., Lin, T. Y., & Lu, F. J. H. (2023). **Beyond the “I” framework: Improving emotional expression and increasing social connectedness among college athletes through the psychological displacement paradigm in diary-writing.** *Psychology in the Schools*, 60(1), 40-52. <https://doi.org/10.1002/pits.22752>

This study explored the effects of a 6-week psychological displacement paradigm in diary-writing (PDPD) intervention on alexithymia and social connectedness in Taiwanese college athletes at the individual and interpersonal levels. The sample comprised 87 participants (Mage = 19.80 ± 0.75 years). After a pretest, the individual writing group engaged in individual and interpersonal PDPD twice a week for 6 consecutive weeks. A posttest was conducted after the interventions, and a follow-up test was conducted 2 months later. Both the individual and interpersonal writing groups scored lower than did the control group on difficulty identifying feelings and difficulty describing feelings in the posttest, and the effects persisted at follow-up. Moreover, PDPD contributed to an increase in social connectedness. This study provided evidence of the effects of individual and interpersonal PDPD on athletes' emotion control and emotion regulation.

Inguscio, B. M. S., Nicastrì, M., Giallini, I., Greco, A., Babiloni, F., Cartocci, G., & Mancini, P. (2023). **School wellbeing and psychological characteristics of online learning in families of children with and without hearing loss during the Covid-19 pandemic.** *Psychology in the Schools*, 60(1), 78-104. <https://doi.org/10.1002/pits.22761>

This study investigated the psychological characteristics of online learning on Italian students with and without hearing loss (HL) and on their parents, who were forced into isolation during the Covid-19 pandemic. An online survey collected information on socio-demographic data and opinions concerning online learning from 61 children (mean age 11; 25 males, 36 females), including 43 with HL and also from their parents; additionally, school wellbeing and anxiety were assessed. The results showed that, in both the student and parent groups, no significant effect of HL on school wellbeing and anxiety was found. Additionally, in parents, State Anxiety was significantly higher than Trait Anxiety, suggesting one possible impact of lockdown on psychological wellbeing. Differences due to HL were observed and discussed in correlation analyses. The Authors believe that this study is the first contribution to the psychological evaluation of the impact of online learning on families with hearing-impaired children, from the perspective of a successful, inclusive didactic.

Inman, R. A., Costa, P. J. C., & Moreira, P. A. S. (2023). **Psychometric Properties of the Portuguese Adolescent Students' Basic Psychological Needs at School Scale (ASBPNSS) and Evidence of Differential Associations With Indicators of Subjective Wellbeing.** *Journal of Psychoeducational Assessment*, 41(1), 100-119. <https://doi.org/10.1177/07342829221125843>

The study aimed to test the psychometric properties of a Portuguese adaptation of the Adolescent Students' Basic Psychological Needs at School Scale (ASBPNSS). For this, we used data from a sample of eighth graders (N = 1648; Mage = 14.1 years; 46.9% girls) from Portugal. Cronbach alpha and omega coefficients showed the ASBPNSS subscales—autonomy, relatedness, and competence—were reliable. Confirmatory factor analysis (CFA) showed the hypothesized three-factor model fit the data well. Multi-group CFAs showed the ASBPNSS had scalar invariance across gender and students from different socioeconomic backgrounds. Finally, need satisfaction in school was positively correlated with positive affect and life satisfaction and negatively correlated with negative affect. These findings support the theoretical assumptions of Basic Psychological Needs Theory (BPNT), and particularly the assumption that basic needs are universally applicable. We conclude the ASBPNSS is a reliable and valid measure of basic need satisfaction at school in Portuguese adolescents.

Iturra, V., & Sarrias, M. (2023). **The Impact of Bodyweight on Life Satisfaction among School-Aged Children: Are the Mechanisms Gender-Based?** *Child Indicators Research*, 16(1), 135-165. <https://doi.org/10.1007/s12187-022-09973-x>

Childhood obesity is not only worrisome for its effects on children's health but also for its effects on general well-being. This article analyzes the impact of bodyweight on life satisfaction and three potential mechanisms that may explain this relationship among school-aged children. In addition to the traditional ordinary least squares method, we also use an instrumental variable approach to deal with the potential endogeneity of bodyweight. We use mother's weight as plausible exogenous variation for children's weight. Using a Chilean sample of boys (n = 2,262) and girls (n = 2,256) aged 9 to 12, we provide suggestive evidence that body mass index, weight and obesity are causality and negatively related to children's life satisfaction. Our findings also suggest that body-image satisfaction, school bullying victimization, and physical health explain about 50 and 29 percent of the pathway between bodyweight and life satisfaction for girl and boys, respectively. Although, our results do not support gender differences in the bodyweight-life satisfaction association, we do find sizable gender differences in the

mechanisms explaining this relationship. Finally, this study outlines some possible policy implications and potential avenues that future research should address.

Jones, B. D., & Wilkins, J. L. M. (2023). **Validating the MUSIC Model of Academic Motivation Inventory: Evidence for the Short Forms of the College Student Version.** *Journal of Psychoeducational Assessment*, 41(1), 22-35. <https://doi.org/10.1177/07342829221121695>

The purpose of this study was to investigate the validity evidence for the use of the 19-item and 20-item short forms of the MUSIC Model of Academic Motivation Inventory (College Student version) with undergraduate students. These shorter forms of the MUSIC Inventory could be beneficial to teachers and researchers. Our analysis included inventory responses from 2951 undergraduate students in 32 courses at a large public university in the Southeastern United States. Validity evidence for the scores was based on our examination of three types of validity inference: scoring, generalization, and extrapolation. We compared the short and long forms of the MUSIC Inventory using descriptive statistics, Cronbach's alpha values, Pearson's correlation coefficients, and fit indices from factor analyses. We were able to confirm all five of the validation hypotheses, thus demonstrating that the short forms of the MUSIC Inventory can provide scores that are valid for use with undergraduate students.

Joo, Y. S., & Lee, W. K. (2022). **Impact of COVID-19-related Stress on Preschool Children's Internalizing and Externalizing Problem Behaviors: The Indirect Effect of Mother's Depression and Parenting Behavior.** *Child Indicators Research*, 15(6), 2093-2113. <https://doi.org/10.1007/s12187-022-09946-0>

The COVID-19 pandemic is affecting families and children worldwide. Experiencing the pandemic leads to stress in families resulting from fear of infection and social isolation derived from social distancing. For families raising preschoolers, the prolonged closure of childcare centers puts additional childcare burden on family members, especially mothers. Due to the limited research exploring the impact of COVID-19 on preschool children's problem behaviors, this study examines the association between stress due to COVID-19 and preschool children's internalizing and externalizing problem behaviors related to mother's depression and parenting behavior. The study sample included data collected from 316 South Korean mothers raising preschool-aged children aged 3 to 5. The study findings suggest that mother's COVID-19 stress was indirectly associated with preschool children's internalizing and externalizing problem behaviors resulting from the mother's depression and parenting behaviors, although the direct effect of COVID-19 stress on preschool children's outcomes was not statistically significant. Increase in mother's COVID-19 stress was associated with increase in depression, and sequentially decreased positive parenting behaviors, which in turn resulted in preschool children's internalizing and externalizing problem behaviors. The study findings highlight the need to focus on enhancing mental health of mothers and preschool children's adjustment by implementing supportive interventions to reduce the adverse impacts of the prolonged COVID-19 pandemic.

Joseph, M. (2021). **Motivation et apprentissage autorégulé en formation à distance : quel type de feedback fournir ?** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2596>

Kilday, J. E., & Ryan, A. M. (2022). **The Intersection of the Peer Ecology and Teacher Practices for Student Motivation in the Classroom.** *Educational Psychology Review*, 34(4), 2095-2127. <https://doi.org/10.1007/s10648-022-09712-2>

The goal of our article is to consider the intersection of the peer ecology and teacher practices for students' academic motivation. We begin by reviewing two perspectives that explain why and how peers matter for students' motivation. First, the quality of peer relationships and interactions provide affordances for social support. Second, peers are socializing agents, so the content of peer interactions matters for the development of students' achievement beliefs, values, and goals. Within each of these theoretical frameworks, we discuss three kinds of peer relationships: friendship, social status, as well as the culture of support and norms that characterize the classroom peer group. Throughout, we consider classroom contextual factors that explain why peer relationships matter for students' motivation and school adjustment. This sets the stage for the key goal of our article, which is to review evidence from the last ten years linking teacher practices to aspects of the classroom peer ecology that are important for students' motivation in school. We conclude with a discussion of implications for educators and important directions for future research.

König, S., Stang-Rabrig, J., & McElvany, N. (2022). **Adolescents' implicit attitudes towards people with immigrant background: Differences and correlates.** *Social Psychology of Education*, 25(6), 1381-1409. <https://doi.org/10.1007/s11218-022-09722-6>

People with an immigrant background can be affected by stereotypes and discrimination. As adolescence is an important developmental stage, this study investigated whether adolescents hold (negative) implicit attitudes towards people with Turkish immigrant background and whether adolescents differ in the extent of attitudes. Additionally, the relevance of perceived discrimination, identification with culture of residence, motivation to act without prejudice, and quality and quantity of contact to people with Turkish immigrant background for the extent of implicit attitudes was analysed. Analyses are based on 244 adolescents (60.7% female, 1.6% diverse; 13.1% with Turkish immigrant background, 16.8% with immigrant background other than Turkish) who participated in an online study. An implicit association test revealed that negative implicit attitudes towards people with a Turkish immigrant background were present among adolescents. Unlike adolescents with a Turkish immigrant background, adolescents without immigrant background and with immigrant background other than Turkish hold negative implicit attitudes on average. For the total sample, it was found that low perceived discrimination was related to negative implicit attitudes. The results are discussed with respect to substantive and methodological aspects. Implications for research and practice are derived.

Krieglstein, F., Beege, M., Rey, G. D., Ginns, P., Krell, M., & Schneider, S. (2022). **A Systematic Meta-analysis of the Reliability and Validity of Subjective Cognitive Load Questionnaires in Experimental Multimedia Learning Research.** *Educational Psychology Review*, 34(4), 2485-2541. <https://doi.org/10.1007/s10648-022-09683-4>

For more than three decades, cognitive load theory has been addressing learning from a cognitive perspective. Based on this instructional theory, design recommendations and principles have been derived to manage the load on working memory while learning. The increasing attention paid to cognitive load theory in educational science quickly culminated in the need to measure its types of cognitive load — intrinsic, extraneous, and germane cognitive load which additively contribute to the overall load. In this meta-

analysis, four frequently used cognitive load questionnaires were examined concerning their reliability (internal consistency) and validity (construct validity and criterion validity). Results revealed that the internal consistency of the subjective cognitive load questionnaires can be considered satisfactory across all four questionnaires. Moreover, moderator analyses showed that reliability estimates of the cognitive load questionnaires did not differ between educational settings, domains of the instructional materials, presentation modes, or number of scale points. Correlations among the cognitive load types partially contradict theory-based assumptions, whereas correlations with learning-related variables support assumptions derived from cognitive load theory. In particular, results seem to support the three-factor model consisting of intrinsic cognitive load, extraneous cognitive load, and germane cognitive load. Results are discussed in relation to current trends in cognitive load theory and recommendations for the future use of cognitive load questionnaires in experimental research are suggested.

Lebeau, R., & Bouffard, T. (2022). **Étude longitudinale des relations entre la perception de compétence, la motivation et le rendement scolaires.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(4), 987-1027. <https://doi.org/10.53967/cje-rce.5281>

Although several theories suggest that the perception of competence plays a central role in motivation and academic performance, there is no consensus on the direction of their relationship. This longitudinal study covering the primary-secondary transition examines this question. From the 5th year of primary school and once a year during the following 4 years, 830 pupils answered a questionnaire on their perception of competence and their motivation. Their performance was reported by their teachers. Controlling for the effect of pupils' gender and mental abilities and parental education, the results indicate a bidirectional association between perceived competence and performance. The perception of competence systematically predicts motivation, but not the reverse. There is little relationship between motivation and performance. The discussion emphasizes the importance of developing a positive perception of competence in school functioning.

Lespiau, F., & Tricot, A. (2022). **Using Primary Knowledge in Unpopular Statistics Exercises.** *Educational Psychology Review*, 34(4), 2297-2322. <https://doi.org/10.1007/s10648-022-09699-w>

Human cognitive architecture has evolved throughout history, thus facilitating the processing of certain types of knowledge that emerged early on in evolution and that have an adaptive benefit (e.g., recognizing faces or food). Despite its complexity, primary knowledge is processed almost effortlessly, as opposed to secondary knowledge which developed later during the course of evolution and which requires extra cognitive resources and motivation for processing (e.g., "academic" knowledge, such as mathematics or grammar). Primary knowledge also constitutes the basis for secondary knowledge. Using primary knowledge to encourage individuals to invest in a task that is not motivating has therefore been used in recent studies as a promising avenue of research. This study presents 3 experiments in which university students had to complete statistics exercises — statistics being renowned as a difficult discipline typically disliked by students. The task presented problem-solving exercises which were identical in structure but which differed in content, by referring to either primary or secondary types of knowledge. Primary knowledge content, particularly when presented first, enhanced performance and efficiency while maintaining motivation during problem solving.

Participants appeared to be unaware of this positive effect. By contrast, secondary knowledge content had a negative effect on performance and seemed to reduce motivation when presented first. These findings suggest that the use of easy-to-process primary knowledge can enhance learning — simply by manipulating task content and presentation order.

Liem, G. A. D., & Senko, C. (2022). **Goal Complexes: a New Approach to Studying the Coordination, Consequences, and Social Contexts of Pursuing Multiple Goals.** *Educational Psychology Review*, 34(4), 2167-2195. <https://doi.org/10.1007/s10648-022-09701-5>

Our understanding of multiple goals has been advanced through the lines of research that focus on their pursuit of academic achievement goals and of academic and social goals. These prior efforts, however, are not free from conceptual and methodological limitations. To further advance the field, we put this paper together with two purposes in mind. First, we propose a goal complex model as a new approach to studying the coordination, consequences, and social contexts of pursuing multiple goals. In doing so, we highlight the role of academic goals as the means towards pursuing social goals as the end goals. Second, we proffer a model that explains sociocultural influences on the development of social and academic goals as well as goal complexes. To this end, we highlight the role of parents, teachers, and classmates/peers in promoting students' social and academic goals and in facilitating the formation of goal complexes through these key social agents' influences on the students' goal-related beliefs. Conceptual implications and methodological recommendations for future research on students' multiple goals are discussed. Together, the goal complex approach and the sociocultural model we present in this paper provide the field with directions for future research that seeks to better understand students' pursuit of multiple goals as they navigate complex sociocultural demands in their day-to-day tasks.

Liu, Jiao, Wang, K., Chen, Z., & Pan, Z. (2023). **Exploring the contributions of job resources, job demands, and job self-efficacy to STEM teachers' job satisfaction: A commonality analysis.** *Psychology in the Schools*, 60(1), 122-142. <https://doi.org/10.1002/pits.22768>

This study aims to examine how job resources, demands, and self-efficacy affect American STEM teachers' job satisfaction by analyzing the US TALIS 2018 data. Multiple regression and commonality analysis were used to analyze factors' significant contributions and their detailed real unique and common contributions to STEM teachers' job satisfaction. The results show that the final model explains 29.6% of the variances of STEM teachers' job satisfaction. The commonality analysis further showed that job resources, job demands, and job self-efficacy explained 23.5%, 8.6%, and 8.0% of variances of job satisfaction, respectively. However, these factor sets uniquely contributed 15.9%, 2.9%, and 2.1% of the variance, separately. This study confirms the validity of the revised job demands–resources model for STEM teachers' job satisfaction. Furthermore, the commonality analysis reveals the unique and independent contributions of job demands, resources, and self-efficacy to job satisfaction. Results from the research identified the significance of job resources contributing to the improvement of STEM teachers' job satisfaction.

Liu, Juan, Peng, P., Zhao, B., & Luo, L. (2022). **Socioeconomic Status and Academic Achievement in Primary and Secondary Education: a Meta-analytic Review.** *Educational Psychology Review*, 34(4), 2867-2896. <https://doi.org/10.1007/s10648-022-09689-y>

This study comprises two meta-analyses conducted to investigate relations between socioeconomic status (SES) and academic achievement, with a focus on macro-level, micro-level, and methodological moderating variables in primary and secondary education. The first meta-analysis is based on 326 empirical studies with 949,699 students from 47 countries and areas, and the second is based on three international large-scale assessments (i.e., PISA, TIMSS, and PIRLS) with 1230 independent samples of 5,095,283 students from 105 countries and areas. We found moderate correlations between SES and academic achievement across the world, $r_s = .22 \sim .28$. Moderation analyses revealed that (a) these relations have strengthened since the 1990s; (b) GDP per capita and economic equality did not affect the relations; (c) higher net enrollment ratio and longer duration of compulsory education did not weaken these relations; (d) the relations stayed stable or even strengthened across grades in concurrent and longitudinal designs. Taken together, our findings suggest that educational expansion that focuses on increasing educational opportunities does not seem to reduce inequalities in academic outcomes between high- and low-SES school children in educational systems on the national level. Quality indicators for educational expansion, however, should be considered in setting educational policy to achieve inclusive, equitable education.

Lockwood, A. B., Klatka, K., Freeman, K., Farmer, R. L., & Benson, N. (2023). **School Psychology Trainees' Administration and Scoring Errors on the Woodcock-Johnson IV Tests of Achievement.** *Journal of Psychoeducational Assessment*, 41(1), 36-48. <https://doi.org/10.1177/07342829221124355>

Sixty-three Woodcock–Johnson IV Tests of Achievement protocols, administered by 26 school psychology trainees, were examined to determine the frequency of examiner errors. Errors were noted on all protocols and ranged from 8 to 150 per administration. Critical (e.g., start, stop, and calculation) errors were noted on roughly 97% of protocols. Wilcoxon signed-rank tests indicated multiple subtests were more prone to both critical and non-critical (e.g., failure to record answers verbatim, failure to record qualitative observations) errors; critical errors were generally more common on subtests with objective scoring criteria (i.e., Written Expression and Spelling) and non-critical errors were more frequently observed on subtests that required the recording of answers verbatim. Based on these findings, we encourage trainers to place increased scrutiny on trainee's objective scoring performance and on requiring recording responses verbatim. Areas of needed future research studies are also discussed.

Lowe, R. (2022). **The Origins of Intelligence Testing, 1860-1920.** *British Journal of Educational Studies*, 70(6), 737-752. <https://doi.org/10.1080/00071005.2021.2008866>

It is well established that intelligence testing in its modern form developed and was deployed slightly differently in several countries, most notably France, England and the United States. Less widely recognized is the fact that its originators were all part of a close network of scholars who liaised internationally, exchanged ideas and were thoroughly acquainted with each other's work. Their exchanges resulted from the transnational drive to develop a new social science of psychology involving a determination to find empirical evidence on which to base understandings of the human mind. This soon led to the development of a means of testing human performance, not least in the field of intelligence. In the process, close contacts between all those who were to be pioneers of intelligence testing around the globe developed, in touch with and feeding off each others' ideas. This article is an account of the development of that network.

Maas, J., Schoch, S., Scholz, U., Rackow, P., Schöler, J., Wegner, M., & Keller, R. (2022). **School principals' social support and teachers' basic need satisfaction: The mediating role of job demands and job resources.** *Social Psychology of Education, 25*(6), 1545-1562. <https://doi.org/10.1007/s11218-022-09730-6>

Many teachers report high levels of occupational stress. Teachers' basic need satisfaction is essential for teachers' well-being at work. Social support from school principals is assumed to play an important role for teachers' basic need satisfaction. However, the underlying mechanisms of the relationship between social support from school principals and teachers' basic need satisfaction are mostly unknown. Previous research suggests that job demands and job resources may play an important mediating role. Therefore, we examine whether teachers' perceived job demands and job resources serve as mediators between social support from the school principal and teachers' basic need satisfaction. Using longitudinal data of N = 1071 teachers over the course of one school year, we applied structural equation modelling to test the hypothesised mediation model. Results showed that the relationship between social support from the school principal and teachers' basic need satisfaction was mediated by teachers' perceived job demands and job resources. Particularly, the job demand 'unclear organisational conditions' and job resource 'social support from colleagues' indicated the strongest effects on teachers' basic need satisfaction. These findings emphasise the responsibility of school principals to provide social support to their teachers and create a well-structured and supportive workplace. In doing so, school principals contribute to a work environment in which teachers can thrive.

Margiano, S. G., Sassu, K. A., Dale, B. A., Caemmerer, J. M., Bray, M. A., & Peters, E. (2023). **School psychologists and autism identification: Present challenges and potential solutions.** *Psychology in the Schools, 60*(2), 441-451. <https://doi.org/10.1002/pits.22799>

Although federal law has provided guidelines for autism eligibility for special education, school-based autism assessment and eligibility vary widely across states and identification continues to lag behind national prevalence data. The main role of the school psychologist continues to be conducting evaluations for special education eligibility, and given current barriers, some school psychologists do not feel equipped to make a recommendation for autism eligibility. This article summarizes the barriers school psychologists face when conducting autism assessments in the schools, including systemic barriers, lack of training or professional development, resulting lack of confidence, among others. We conclude by highlighting recommendations for multipronged systemic changes that will improve the capacity of special education teams and specifically support the pivotal role of the school psychologist in conducting autism eligibility evaluations in the schools.

Marsh, H. W., Pekrun, R., & Lüdtke, O. (2022). **Directional Ordering of Self-Concept, School Grades, and Standardized Tests Over Five Years: New Tripartite Models Juxtaposing Within- and Between-Person Perspectives.** *Educational Psychology Review, 34*(4), 2697-2744. <https://doi.org/10.1007/s10648-022-09662-9>

Much research shows academic self-concept and achievement are reciprocally related over time, based on traditional longitudinal data cross-lag-panel models (CLPM) supporting a reciprocal effects model (REM). However, recent research has challenged CLPM's appropriateness, arguing that CLPMs with random intercepts (RI-CLPMs) provide a more robust (within-person) perspective and better control for unmeasured covariates. However, there is much confusion in educational-psychology research concerning

appropriate research questions and interpretations of RI-CLPMs and CLPMs. To clarify this confusion, we juxtapose CLPMs and RI-CLPMs relating math self-concept (MSCs), school grades, and achievement tests over the five years of compulsory secondary schooling (N=3,425). We extend basic models to evaluate: directional ordering among three rather than only two constructs; longitudinal invariance over time (multiple school years) and multiple groups (school tracks); lag-2 paths between non-adjacent waves; and covariates (gender, primary-school math and verbal achievement). Across all basic and extended RI-CLPMs and CLPMs, there was consistent support for the REM bidirectional-ordering hypothesis that self-concept and achievement are each a cause and an effect of the other. Consistent with the logic of these models, extensions of the basic models had more effect on CLPMs, but the direction and statistical significance of cross-lagged paths were largely unaffected for both RI-CLPMs and CLPMs. This substantive-methodological synergy has important implications for theory, methodology, and policy/practice; we support the importance of MSC as a predictor of subsequent achievement and demonstrate a more robust methodological framework for evaluating longitudinal-panel models.

Marziliano, A., Applebaum, A., Siess, S., & Moyer, A. (2023). **A mixed-methods evaluation of the experience of emerging young adult care partners.** *Psychology in the Schools*, 60(1), 143-161. <https://doi.org/10.1002/pits.22781>

There is limited literature on emerging young adult (EYA) care partners, despite a recent rise in interest in this group. The purpose of this study is to compare EYA care partners and their non-care partner peers in the domains of academic achievement and engagement, employment, health-related behaviors and self-care, and mental health and respite, as well as to assess EYA care partners' burden and potential for positive psychosocial sequelae and life changes as a result of their role. Further, within EYA care partners, we examine the relationship between mental health variables and care partner-relevant variables. Two hundred undergraduates (100 care partners and 100 non-care partners) completed measures of academic achievement and engagement (grade point average and credit load), employment (number of paid positions held and number of hours worked per week), health-related behavior/self-care (visits to the dentist, primary care physician, optometrist, diet healthfulness, exercise, cigarette smoking, and drinks per week) and mental health/respite (depression, anxiety, loneliness, drinking, social support, peer pressure, vacation recency, and frequency). Care partners completed measures of spiritual well-being, burden, meaning, and benefit-finding, as well as provided qualitative feedback on how caregiving changed their lives. EYA care partners and non-care partners did not differ on any variables examined except for the number of jobs held, as EYA care partners held more paid jobs than EYA non-care partners. EYA care partners showed moderate burden and high levels of finding meaning/benefit, the latter of which was supported by the themes that emerged from their qualitative data. Within EYA care partners, we found that depression and anxiety (mental health variables) were significantly related to spiritual well-being, burden, benefit finding, and finding meaning through caregiving (care partner-relevant variables). It is encouraging that the care partner and non-care partner groups were similar in domains critical for this age group, such as academic achievement and engagement.

Maykel, C., & Kaufman, J. C. (2023). **The assessment of creativity for people with autism spectrum disorder.** *Psychology in the Schools*, 60(2), 401-407. <https://doi.org/10.1002/pits.22729>

The term “creativity” can conjure various ideas and meanings. It's no surprise that methods for measuring such a concept vary widely and are not without controversy. This is particularly true among people with autism spectrum disorder (ASD), who are a unique yet incredibly diverse group of individuals. This article provides an overview of the assessment of creativity among individuals with ASD. Findings among studies that have sought to determine whether individuals with ASD are more or less creative than their neurotypical peers are mixed, yet the authors propose that intentional development of creativity in all youth, including those with ASD, can be beneficial.

Michna, G. A., Trudel, S. M., Bray, M. A., Reinhardt, J., Dirsmith, J., Theodore, L., ... Gilbert, M. L. (2023). **Best practices and emerging trends in assessment of trauma in students with autism spectrum disorder.** *Psychology in the Schools*, 60(2), 479-494. <https://doi.org/10.1002/pits.22769>

Children and adolescents with autism have a higher likelihood of being exposed to bullying, abuse, and sexual assault which, through repeated exposure, has been demonstrated to impede academic, social, and physical functioning among this population. However, the complexity of unpacking the characteristics of autism and trauma can pose a challenge for school psychologists in using the most appropriate clinical method of intervention. This paper summarizes the co-occurrence of autism and trauma in an effort to better inform practitioners and recommends the need for valid and reliable assessments that measure adverse experiences for children with autism. A practitioner assessment guide of childhood trauma and autism spectrum disorder is also provided to facilitate a comprehensive assessment process. We conclude that there is a pressing need for more research examining the relationship between autism and trauma by better understanding the relationship of these constructs, and for the development of more effective assessments to provide more evidence-based interventions.

Mire, S. S., Keller-Margulis, M. A., Izuno-Garcia, A. K., Jellinek, E. R., & Loría Garro, E. S. (2023). **Evaluating the feasibility of remotely administered curriculum-based measurement for students with autism: A pilot study.** *Psychology in the Schools*, 60(2), 345-363. <https://doi.org/10.1002/pits.22668>

Students with autism may struggle to develop the academic skills necessary for success in school and beyond. Understanding and improving academic skills performance requires appropriate measurement approaches. One such option that has been minimally studied with students with autism is curriculum-based measurement (CBM). Coinciding with the need to study different approaches to academic skills measurement for students with autism was the global pandemic which forced a shift to remote service delivery with little warning. While some autistic students struggled with this shift, others thrived, raising questions about how to further support students with autism in virtual formats. The purpose of this study was to examine the feasibility of using remotely administered CBM for autistic students by studying both the practicality and acceptability of this approach. Five students with autism (Grades 2–5) participated in this pilot study, completing reading, math, and writing CBMs at three time points. Student behavior and assessor fidelity were collected to examine practicality; assessor ratings of usability provided insight regarding the acceptability of the approach. Results indicated that remotely administered CBM is feasible for some students with autism: all participants completed the study tasks with minimal behavioral difficulties, and assessor ratings of acceptability were high.

Moniotte, J., & Ponnelle, S. (2022). **Les profils motivationnels des élèves en EPS**. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03853680>

Moskowitz, L. J., & Braconnier, M. (2023). **Assessing anxiety in youth with autism spectrum disorder**. *Psychology in the Schools*, 60(2), 329-344. <https://doi.org/10.1002/pits.22669>

Anxiety is now recognized as one of the most common co-occurring conditions in youth diagnosed with autism spectrum disorder (ASD). Despite the prevalence of this comorbid condition, accurate assessment and diagnosis of anxiety in ASD has proven difficult. This paper will address the considerable research literature on assessing anxiety in youth with ASD, including difficulties related to assessment and differential diagnosis. In addition, this paper will describe relevant tools and methods for assessing anxiety in this complex population.

Nairne, J. S. (2022). **Adaptive Education: Learning and Remembering with a Stone-Age Brain**. *Educational Psychology Review*, 34(4), 2275-2296. <https://doi.org/10.1007/s10648-022-09696-z>

Educators generally accept that basic learning and memory processes are a product of evolution, guided by natural selection. Less well accepted is the idea that ancestral selection pressures continue to shape modern memory functioning. In this article, I review evidence suggesting that attention to nature's criterion—the enhancement of fitness—is needed to explain fully how and why people remember. Thinking functionally about memory, and adopting an evolutionary perspective in the laboratory, has led to recent discoveries with clear implications for learning in the classroom. For example, our memory systems appear to be tuned to animacy (the distinction between living and nonliving things) which, in turn, can play a role in enhancing foreign language acquisition. Effective learning management systems need to align with students' prior knowledge, skill, and interest levels, but also with the inherent content biases or "tunings" that are representative of all people.

Ng, Z. J., Willner, C. J., Mannweiler, M. D., Hoffmann, J. D., Bailey, C. S., & Cipriano, C. (2022). **A Systematic Review of Emotion Regulation Assessments in US Schools: Bridging the Gap Between Researchers and Educators**. *Educational Psychology Review*, 34(4), 2825-2865. <https://doi.org/10.1007/s10648-022-09691-4>

Many emotion regulation assessments have been developed for research purposes, but few are frequently used in schools despite the rapid growth of social and emotional learning programs with an explicit focus on emotion regulation in schools. This systematic review provides an overview of emotion regulation assessments that have been utilized with children and adolescents of grades 1–12 or ages 6–18 in school-based research or practice within the USA over the past two decades. Qualitative analyses on the operational definition, administration and feedback, sampling characteristics, and psychometric evidence of the assessments were carried out to illuminate factors that may bridge the gap between researchers in assessment development and educators in assessment use. Emotion regulation assessments were identified via searches in educational research, psychological assessment, and social-emotional learning databases. Measure development and validation studies were then sought using academic search engines. A total of 25 assessments and 55 studies met the inclusion criteria. Results revealed divergent conceptualizations of emotion regulation, trade-offs between methodological rigor and practicality, limited transformation of raw data into actionable information, under-sampling of marginalized or disadvantaged groups, and

insufficient psychometric evidence across assessments. More work is needed to enhance the scientific rigor (e.g., evidence-based recommendations and limitations for assessment use), practical relevance (e.g., sustainable use and perceived utility for students and educators), and equitable reach (e.g., accessibility and fairness for diverse student populations) of emotion regulation assessments for educational purposes.

Nleme Ze, Y. S., & Molinari, G. (2022). **Développement et validation psychométrique d'une échelle de mesure de l'engagement des apprenants dans les forums de discussion des MOOC.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8538>

Cet article développe et valide une échelle de mesure de l'engagement des étudiants dans les forums de discussion (EMEF) des MOOC. Les trois premières étapes de ce processus dont l'élaboration d'une liste préliminaire d'items, leur examen et réduction par des experts (n = 14) ainsi que leur prétest cognitif avec trois groupes de discussion ont permis d'assurer la validité de contenu de l'échelle. La quatrième étape a mis en évidence des qualités psychométriques acceptables de l'EMEF après analyse des données collectées auprès de 38 apprenants de 7 MOOC de l'université de Genève. L'analyse factorielle (factorisation en axes principaux) avec rotation oblique Promax réalisée et l'examen des coefficients de Cronbach prouvent la validité de construit et la consistance interne de l'instrument. L'échelle obtenue est courte et composée de 16 items répartis en quatre sous-échelles : engagement cognitif, engagement social, engagement comportemental et engagement émotionnel. L'EMEF s'est révélée utile pour les enseignants afin de revoir le scénario pédagogique des forums des MOOC en fonction du niveau d'engagement des apprenants.

Onan, E., Wiradhany, W., Biber, F., Janssen, E. M., & de Bruin, A. B. H. (2022). **Growing Out of the Experience: How Subjective Experiences of Effort and Learning Influence the Use of Interleaved Practice.** *Educational Psychology Review*, 34(4), 2451-2484. <https://doi.org/10.1007/s10648-022-09692-3>

In higher education, many students make poor learning strategy decisions. This, in part, results from the counterintuitive nature of effective learning strategies: they enhance long-term learning but also cost high initial effort and appear to not improve learning (immediately). This mixed-method study investigated how students make learning strategy decisions in category learning, and whether students can be supported to make effective strategy decisions through a metacognitive prompt, designed to support accurate monitoring of effort and learning. Participants (N = 150) studied painting styles through blocked and interleaved practice, rated their perceived effort and perceived learning across time, and chose between either blocked or interleaved practice. Half of the participants (N = 74) were provided with a metacognitive prompt that showed them how their subjective experiences per strategy changed across time and required them to relate these experiences to the efficacy of learning strategies. Results indicated that subjective experiences with interleaved practice improved across time: students' perceived learning increased as their perceived effort decreased. Mediation analysis revealed that the increased feeling of learning increased the likelihood to select interleaved practice. The percentage of students who chose interleaved practice increased from 13 to 40%. Students' learning strategy decisions, however, did not benefit from the metacognitive prompt. Qualitative results revealed that students initially had inaccurate beliefs about the efficacy of learning strategies, but on-task experiences overrode the influence of prior beliefs in learning strategy decisions. This study suggests

that repeated monitoring of effort and learning have the potential to improve the use of interleaved practice.

Orakci, Ş., & Durnali, M. (2023). **The mediating effects of metacognition and creative thinking on the relationship between teachers' autonomy support and teachers' self-efficacy.** *Psychology in the Schools*, 60(1), 162-181. <https://doi.org/10.1002/pits.22770>

A bulk of research has shown strong relationships between metacognition, creative thinking, autonomy support, and self-efficacy among teachers. However, we could not find research with a large sample of teachers exploring the mediating effects of creative thinking and metacognition on the relationship between autonomy support and self-efficacy. A need for a novel structural equation model (Covariance-based) underlying psychological rationality of said relationships was deemed actual. To that end, firstly the effects of teachers' autonomy support (opportunity and decision-making) on teachers' creative thinking, metacognition, and self-efficacy were tested. Then, the mediating effects of metacognition and creative thinking on the relationship between teachers' autonomy support and teachers' self-efficacy were explored. A simple random-sampling method was utilized to gather 787 teachers' data. The results revealed that decision-making and autonomy opportunity predicted creative thinking, metacognition, and self-efficacy positively and meaningfully. Subsequently, creative thinking as well as metacognition had mediating effects on the effects of autonomy opportunity and decision-making on self-efficacy. In closing, for boosting teachers' skills in autonomy support and self-efficacy, attention should be given to fostering their creative thinking as well as metacognition. The study provides implications and suggestions for research on school psychology and improvement.

Otero, T. M., & Naglieri, J. A. (2023). **PASS neurocognitive assessment of children with autism spectrum disorder.** *Psychology in the Schools*, 60(2), 452-459. <https://doi.org/10.1002/pits.22798>

Autism spectrum disorder (ASD) is a neurodevelopmental disability that can cause significant social, communication, and behavioral challenges yet it is defined and diagnosed by the absence or presence of behaviors described in, for example, the Diagnostic and Statistical Manual 5. Descriptions of the disorder include symptoms such as intellectual impairment or a neurodevelopmental disorder. In this study, we examined the pattern of scores obtained for individuals with ASD in comparison to those with specific learning disability (SLD; reading decoding) and attention deficit hyperactivity disorder (ADHD) across several traditional intelligence and neurocognitive tests. We anticipated, and found, that the profile for students with ASD (a specific weakness in attention) was observed and that pattern was different for the SLD and ADHD samples.

Park, D., & Ramirez, G. (2022). **Frustration in the Classroom: Causes and Strategies to Help Teachers Cope Productively.** *Educational Psychology Review*, 34(4), 1955-1983. <https://doi.org/10.1007/s10648-022-09707-z>

Frustration is a common emotional experience in teachers' lives. Despite its ubiquity, frustration in the classroom has been largely ignored as a focus of study in modern emotion and motivation research. In this study, we bring together an interdisciplinary body of work to stimulate renewed interest in the study of frustration pertaining to teachers and their students. First, we discuss common sources of frustration and explain why even minor frustrations discourage goal attainment. Then, we present recommendations for ways in which teachers can reduce the occurrence of this

common yet understudied emotion through empathy, simplification, and reappraisal. We conclude by discussing the personal attributes that teachers draw upon to overcome frustration and highlighting additional open questions and areas of future studies.

Parks, T. W., Nickerson, A. B., Fredrick, S. S., & Sodano, S. M. (2023). **Transfer of PREPaRE school crisis training: Moderating effects of trainee characteristics.** *Psychology in the Schools*, 60(1), 199-213. <https://doi.org/10.1002/pits.22772>

The National Association of School Psychologists developed the PREPaRE School Crisis Prevention and Intervention Training Curriculum to help schools plan for and prevent school crises and to help mitigate the effects after a crisis occurs. In this study, 279 participants who attended the PREPaRE training between 1 and 24 months before the survey date completed measures assessing work environment, trainee characteristic, and training design variables as well as the transfer of PREPaRE-specific knowledge and skills. Utilizing structural equation modeling, unique effects of Work Environment and Trainee Characteristic variables on knowledge and skill transfer and the extent to which Trainee Characteristics moderate effects of the Work Environment were assessed. Results indicated a significant moderating effect such that trainees who were less motivated compared to those who were more motivated demonstrated greater transfer when they worked in more supportive, open, and rewarding environments. Overall, results from this study provide evidence to support addressing many individual and contextual variables to improve the transfer of PREPaRE-specific knowledge and skills. Implications for practice are discussed.

Parmaksız, İ. (2023). **The effect of phubbing, a behavioral problem, on academic procrastination: The mediating and moderating role of academic self-efficacy.** *Psychology in the Schools*, 60(1), 105-121. <https://doi.org/10.1002/pits.22765>

Our preoccupation with smartphones affects our attitudes. Our changing attitudes also create disruptions in our daily routines. Smartphones, the most common technological device we use, have exposed individuals to phubbing behavior. The behavioral problem we define as phubbing causes disruptions and procrastination in our academic responsibilities. In this study, the relationship between phubbing frequency and academic procrastination tendencies of students and the effect of academic self-efficacy on this relationship were performed. For this purpose, in this study, the mediator and moderator role of academic self-efficacy in the relationship between academic procrastination and phubbing was examined. The study group of the research consisted of 518 students in late adolescence from Turkey. 323 (62.4%) of the participants were females and 195 (37.6%) of them were males (Mage = 19.4 years). They completed questionnaires measuring phubbing tendency, academic procrastination, academic self-efficacy, and personal information form. It was found that academic self-efficacy was a partial mediator in the relationship between academic procrastination and phubbing. In addition, academic self-efficacy also had a moderator effect. According to these results, it can be said that the acquisition of academic self-efficacy can reduce the negative effects of phubbing, which is a behavioral problem, and the tendency to academic procrastination.

Petiot, O., & Visioli, J. (2022). **Les émotions en contexte scolaire.** Louvain-la-Neuve: De Boeck supérieur.

Polo, C., Simonian, S., & Chaker, R. (2022). **Affording Emotional Regulation of Distant Collaborative Argumentation-Based Learning at University.** *Educational Technology International*, 23(1), 1-39. <https://doi.org/10.23095/ETI.2022.23.1.001>

We study emotion regulation in a distant CABLE (Collaborative Argumentation Based-Learning) setting at university. We analyze how students achieve the group task of synthesizing the literature on a topic through scientific argumentation on the institutional Moodle's forum. Distinguishing anticipatory from reactive emotional regulation shows how essential it is to establish and maintain a constructive working climate in order to make the best out of disagreement both on social and cognitive planes. We operationalize the analysis of anticipatory emotional regulation through an analytical grid applied to the data of two groups of students facing similar disagreement. Thanks to sharp anticipatory regulation, group 1 solved the conflict both on the social and the cognitive plane, while group 2 had to call out for external regulation by the teacher, stuck in a cyclically resurfacing dispute. While the institutional digital environment did afford anticipatory emotional regulation, reactive emotional regulation rather occurred through complementary informal and synchronous communication tools. Based on these qualitative case studies, we draw recommendations for fostering distant CABLE at university.

Ramos Salazar, L., & Meador, A. (2023). **College students' grit, autonomous learning, and well-being: Self-control as a mediator.** *Psychology in the Schools*, 60(1), 53-77. <https://doi.org/10.1002/pits.22760>

Objective(s) To use self-control and self-determination theories in a grit model with self-control as a mediator of autonomous learning and well-being. Method A cross-sectional online survey using a convenience sampling approach was employed to recruit 511 university students (70.6% female) with an average age of 25. Results Grit was positively related to self-control, autonomous learning, and grade point average (GPA). Additionally, self-control had a mediated effect on the relationship between grit and autonomous learning, and between grit and well-being. Conclusions Findings offer insights on the role of self-control in enhancing autonomous learning and GPA among gritty students. Implications are also offered for research and practice in higher education settings.

Rautanen, P., Soini, T., Pietarinen, J., & Pyhältö, K. (2022). **Dynamics between perceived social support and study engagement among primary school students: A three-year longitudinal survey.** *Social Psychology of Education*, 25(6), 1481-1505. <https://doi.org/10.1007/s11218-022-09734-2>

Perceived high study engagement relates to higher school achievement and has been found to promote social and emotional well-being as well. Social support for studying has typically been examined as a resource for study engagement. However, the interrelation between social support and study engagement is likely to be bidirectional: engaged students might be more willing to find and share social support in their studies. The students' emotions and attitudes toward studying (i.e., study engagement) may also influence the teachers' and guardians' tendency to provide support for that individual student's studies. This study explores the bidirectional interrelations between perceived social support for studying and perceived study engagement using three-wave longitudinal survey data in which students are followed from the fourth to sixth grade collected in 2017, 2018, and 2019 (N = 2401). The data are analyzed using the random-intercept cross-lagged panel model (RI-CLPM). The results indicate that perceived study

engagement is a stronger and more consistent predictor of later perceived social support from teachers and among peers than vice versa. Moreover, teacher support has a bidirectional interrelation with study engagement. Girls perceive more study engagement, teacher support, and peer support in the fourth and fifth grades when compared with boys.

Robinson, C. D. (2022). **A Framework for Motivating Teacher-Student Relationships.** *Educational Psychology Review*, 34(4), 2061-2094. <https://doi.org/10.1007/s10648-022-09706-0>

Few question the value of teacher-student relationships (TSRs) for educational outcomes. TSRs are positively associated with students' achievement and engagement, as well as teachers' well-being. Building and maintaining these crucial classroom relationships, however, is not easy. Drawing on prominent motivation theories in educational psychology, I present the Motivating Teacher-Student Relationships framework for understanding what motivates teachers to build positive TSRs. In particular, I focus on how teachers' motivational beliefs about TSRs energize, direct, and sustain their efforts to engage in relationship-building behaviors and, thus, lead to positive relationships with their students. To build positive TSRs, teachers must believe it is their role to build TSRs, value TSRs, and believe they can successfully build TSRs (i.e., have relational self-efficacy). These beliefs are shaped by teachers' sociocultural contexts and can facilitate or undermine the development of these learning relationships. With a greater understanding of how motivational beliefs influence social relationships, the field of education can more effectively develop theoretically grounded interventions to improve TSRs and mitigate inequality.

Sacco, C., & Le Rose, G. (2022). **Network analysis of early school dropouts' risk factors in Italy.** *Social Psychology of Education*, 25(6), 1459-1479. <https://doi.org/10.1007/s11218-021-09680-5>

Early school leaving has profound implications at a socio-economic level and planning effective prevention programs within school is crucial for contrasting it. Based on the hypothesis that the dropout is the last step of a process that ends in the student's decision to leave school, we studied the interplay between multiple risk factors of school dropout and the intention to not continue studies, mapping the plausible causal relationships by exploiting a Bayesian network analysis approach. The main aim of this work is to understand how the intention of dropping out of school is affected by contextual and self-perception variables, identifying the variables that play a key role in the network of the risk dropout factors in order to plan a successful dropout intervention program within schools. We analysed data from national standardized tests, collected by INVALSI, of students at the last year of the lower secondary school in Italy, to monitor the students' transition to upper secondary school. The use of network analysis shed light on the factors to work on within the schools to design effective dropout prevention programs.

Sarr, R. (2022). **La multitâche cognitive.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.a269>

Sassu, K. A., & Volkmar, F. R. (2023). **Autism and intersectionality: Considerations for school-based practitioners.** *Psychology in the Schools*, 60(2), 408-418. <https://doi.org/10.1002/pits.22757>

The purpose of this article is to explore the intersectionality of autism and sociocultural factors as well as discuss the complexities associated with appropriate assessment, diagnosis, and intervention. Based on a review of the literature, the authors present a brief history of the emergence of the term autism and highlight factors that have contributed to current concerns about failures to appropriately recognize autism within diverse populations. Referencing extant research as well as professional practice standards, this article examines aspects of autism and intersectionality, and explores some of the associated challenges related to assessment, diagnosis, and intervention. Further, the authors reflect on the critical importance of carefully considering all aspects of a child's identity when engaging in autism assessment and intervention within the school setting. School-based practitioners are provided with guidance for addressing the needs of diverse populations of students with autism.

Schmidt, J., Harris, B., McClain, M. B., & Benallie, K. J. (2023). **Evaluating psychometric properties of common autism educational identification measures through a culturally and linguistically responsive lens.** *Psychology in the Schools*, 60(2), 312-328. <https://doi.org/10.1002/pits.22686>

Little information regarding the psychometric properties of the most commonly used autism identification measures used in school settings with traditionally racially and ethnically minoritized (REM) groups is available. This analysis of autism identification measures is particularly important due to the demographic increase in the United States among most REM populations in recent decades. In addition, most REM groups are inequitably identified for autism and these measures may contribute to disproportionate identification based on problematic psychometric factors. This study systematically compiles the recommended psychometric properties pertaining to validity and reliability of the common autism identification measures among REM groups that are traditionally underrepresented (i.e., Black and Latinx populations) for autism identification. Conclusions suggest that several of the most common autism identification measures lack sufficient psychometric analyses to evaluate appropriate utilization with REM populations, specifically those who are Black and Latinx. The findings from this study may inform school psychologists' utilization and knowledge of limitations of these measures, as well as assisting with the determination of the appropriateness of these measures for use with REM populations.

Skinner, C. H., Bennett, J., Richardson, R., Scott, K., Wheat, L. S., & Martinez, J. (2023). **Educational equity, academic standards, and countercontrol: Preventing academic deficits with supplemental interdependent rewards.** *Psychology in the Schools*, 60(1), 5-22. <https://doi.org/10.1002/pits.22756>

School psychologists have been involved with developing and installing individual contingencies designed to remedy individual students' academic deficits. Group-oriented contingencies can be applied to broader efforts designed to prevent learning problems class-wide. Independent group-oriented rewards are frequently used in school settings to enhance learning by rewarding strong academic performance (e.g., reward for each student who maintains a 90% average). Research suggests overreliance on these contingencies may not be educationally equitable because they may be less effective or ineffective in influencing the behavior and learning of students with weaker academic skills. Theoretical and applied research is analyzed which suggests that maintaining ubiquitous independent rewards and providing supplemental interdependent group-oriented bonus rewards may allow educators to a) maintain their

academic standards, b) enhance educational equity by improving learning in students who may not respond to typical independent group-oriented rewards, and c) enhance classroom climates. Also, recommendations are provided that may allow educators to mitigate concerns over perceived unfairness associated with interdependent group-oriented rewards.

Skinner, E. A., Kindermann, T. A., Vollet, J. W., & Rickert, N. P. (2022). **Complex Social Ecologies and the Development of Academic Motivation**. *Educational Psychology Review*, 34(4), 2129-2165. <https://doi.org/10.1007/s10648-022-09714-0>

Although motivational theories agree that environmental factors (like interpersonal relationships and pedagogical practices) are crucial in shaping students' motivational development, few comprehensive conceptualizations of motivational contexts have been proposed. Instead, individual theories tend to focus on the contextual antecedents of the specific self-processes each prioritizes (e.g., self-efficacy, achievement goals). This has produced a cloud of disparate contextual factors that practitioners and interventionists, trying to apply work from the field as a whole, can find fragmented and confusing. Drawing on bioecological, phenomenological, ecocultural, and situative models, we outline an overarching framework that views motivational contexts as complex dynamic multilevel social ecologies. We explore three ways such a framework can help create a more comprehensive and comprehensible picture of the contextual antecedents identified by current theories of motivation. First, we examine the complexity inherent in microsystems, like the classroom, and propose three strategies for identifying motivationally relevant features. Second, we focus on students' multiple worlds or mesosystems and outline different ways they can be organized and operate to shape motivation. Third, we consider macrosystems and highlight how societal forces, organized in interlocking systems of risk and resources, create stratified and unequal niches that differentially support the motivation of students from diverse backgrounds. Consistent with other researchers, we argue that such overarching frameworks are both integrative and generative. They not only offer places for the range of factors already identified by motivational theories, but also suggest avenues for discovering additional factors and examining how they work together to shape student motivation and its development.

Smith, E. N., Yeager, D. S., Dweck, C. S., & Walton, G. M. (2022). **An Organizing Framework for Teaching Practices that Can “Expand” the Self and Address Social Identity Concerns**. *Educational Psychology Review*, 34(4), 2197-2219. <https://doi.org/10.1007/s10648-022-09715-z>

The contributed papers in this special issue each provide valuable perspectives on how social processes are relevant to academic motivation. Yet a critical question remains: How can this research lead to concrete guidance for educators who wish to create motivating and equitable classrooms? We propose this complex task can be simplified by encouraging educators to address students' concerns about how they are viewed by instructors in school. Our review of the literature suggests that two meta-concerns are particularly important to address for students from groups marginalized in education: whether instructors may (1) see them as limited in academic potential and (2) narrowly define them by their academic success. We argue that effective teaching practices address these concerns by communicating two corresponding messages: (1) inclusive expectations, “I recognize your potential for academic growth” and (2) broad regard, “I regard you as a whole person, with a range of personal values, social identities, and

relationships." These messages can shift students away from a "narrow" sense of self, in which their value is defined by current academic performance, and towards an "expansive" sense of self, in which students feel both academically capable and valued for more than just their academic success. We present evidence that novice instructors can use this framework to develop or adapt practices that are attuned to marginalized students' two meta-concerns and enhance student motivation and engagement. Throughout this commentary, we describe how this framework can build on the important theoretical advances presented elsewhere in this special issue.

Smith, L. H., Hernandez, B. E., Joshua, K., Gill, D., & Bottiani, J. H. (2022). **A Scoping Review of School-Based Prevention Programs for Indigenous Students.** *Educational Psychology Review*, 34(4), 2783-2824. <https://doi.org/10.1007/s10648-022-09698-x>

Indigenous communities demonstrate immense cultural strengths despite being impacted by mental health and academic disparities due to ongoing systemic racism and historical trauma. Given that schools are a context in which indigenous youths' needs have potential to be met through preventive intervention, this scoping review explores and summarizes the cultural relevance of school-based prevention interventions that have been implemented with students from indigenous backgrounds. We included articles published between January 2010 and February 2021 that included descriptive, outcome, and/or program development data on school-based prevention programs used with indigenous students in the USA and Canada. The initial search yielded 2131 articles for review, and ultimately 35 articles describing 27 interventions were included in the final sample. The majority of the programs ($n = 20$) were focused on substance use prevention or sexual and reproductive health and targeted adolescents in middle and high school; only five programs focused on mental health, social-emotional learning, and academics. All interventions were culturally consonant, but the program development process differed: 11 interventions were culturally grounded (i.e., developed based on values and beliefs of a specific cultural group) with one being community initiated (i.e., grassroots development), and 17 were culturally adapted (i.e., the tailoring of an existing intervention for a specific cultural group). We describe each intervention and its cultural components and provide commentary on how school-based prevention and social-emotional learning interventions can promote academic success for indigenous students in the USA and Canada.

Soylu Yalcinkaya, N., & Adams, G. (2022). **Expressing the self or achieving security through academic choices: Implications for gender gaps in STEM pursuit.** *Social Psychology of Education*, 25(6), 1507-1526. <https://doi.org/10.1007/s11218-022-09736-0>

Gender gaps in representation in Science, Technology, Engineering and Mathematics (STEM) fields persist across many societies, although the size of the gap varies. Based on cultural psychological perspectives, we consider how the culturally ascribed meaning and purpose of academic choice (i.e., as a means of expressing the self or securing one's future) can inform students' STEM interest and motivation as a function of their gender. We argue that a self-expressive construction of academic choice may lead men and women to diverge in their academic choices, since their preferences have been gendered throughout their lives. Specifically, a focus on expressing the self can push women away from STEM, and men toward it, given that it is considered a masculine domain. On the other hand, a security-oriented construction of academic choice may lead men and women to show similar levels of motivation to pursue STEM due to its potential lucrativeness. In two experimental studies, we examined whether temporary

activation of goals related to self-expression or future security affect STEM interest and motivation as a function of gender among American students. Study 1 documented that the activation of a self-expressive construction of academic choice led to lower STEM interest and motivation among women compared to a control condition. Activation of security goals led to greater STEM interest and motivation among men only. Study 2 partially replicated this pattern for STEM and Business fields using a regulatory focus manipulation. The studies provide initial evidence for the role of culturally shaped understandings of academic choice in gender gaps in academic motivation. We end with a discussion on the sociocultural shaping of academic choice among both women and men.

Spielmann, J., Yoon, H. J. R., Ayoub, M., Chen, Y., Eckland, N. S., Trautwein, U., ... Roberts, B. W. (2022). **An In-depth Review of Conscientiousness and Educational Issues.** *Educational Psychology Review*, 34(4), 2745-2781. <https://doi.org/10.1007/s10648-022-09693-2>

Why does conscientiousness matter for education? How is conscientiousness conceptualized in the field of research on education? How do socio-emotional (SE) skills relate to conscientiousness? In an effort to help answer these questions, we review the current research on conscientiousness in education. Specifically, we examine (1) how conscientiousness is defined, (2) the assessment of conscientiousness, (3) the relation between conscientiousness and educational outcomes, (4) whether too much conscientiousness may be a bad thing, (5) the relation between conscientiousness and conceptually related educational constructs, (6) the changeability of conscientiousness and the importance of that fact to education, and (7) the challenges of assessing conscientiousness across cultures.

Starr, C. R., Tulagan, N., & Simpkins, S. D. (2022). **Black and Latinx Adolescents' STEM Motivational Beliefs: a Systematic Review of the Literature on Parent STEM Support.** *Educational Psychology Review*, 34(4), 1877-1917. <https://doi.org/10.1007/s10648-022-09700-6>

STEM careers are among the fastest growing and highest paid occupations throughout the world. However, persistent social inequities in STEM domains emerge early for Black and Latinx adolescents, creating numerous barriers to their pursuit of STEM. Developmental and motivational theories highlight parents as a source of strength and support for students' STEM motivational beliefs. We conducted a systematic review of the existing work on parents' STEM socialization processes that shape Black and Latinx adolescents' STEM motivational beliefs. As part of this goal, we examined the variability within Black adolescents and within Latinx adolescents based on (a) other demographic factors (e.g., gender) and (b) racial/ethnic promotive and inhibitive factors (e.g., racism). The systematic literature search and eligibility screening yielded 36 relevant peer-reviewed, empirical journal articles published between January 2000 and January 2020. Overall, a majority of studies found support for positive relations between parents' STEM-specific support and adolescents' motivational beliefs among Black and Latinx families. Additionally, most studies included analyses within each racial/ethnic group, and about half of all articles included racial/ethnic promotive or inhibitive factors, such as familism or racism. In our discussion, we highlight an agenda for future research and discuss bridging theoretical perspectives to better position research to more accurately describe STEM motivation among youth from historically underrepresented groups.

Ștefan, C. A., Dănilă, I., & Cristescu, D. (2022). **Classroom-Wide School Interventions for Preschoolers' Social-Emotional Learning: A Systematic Review of Evidence-Based Programs.** *Educational Psychology Review*, 34(4), 2971-3010. <https://doi.org/10.1007/s10648-022-09680-7>

Social-emotional skills are essential for preschool children's mental health and later school success. Considering the variety of school-based interventions aiming to target SEL development, it remains unclear what programs can be considered evidence-based, and what features characterize well-established programs. Hence, the current systematic review aimed (1) to classify classroom-wide SEL programs according to the criteria for evidence-based interventions; (2) to synthesize studies of programs categorized as well-established; and (3) to analyze study-level and overall risk of bias. Interventions were assessed for inclusion, and corresponding studies were systematically searched. A total of 81 studies corresponding to 38 programs were identified, and 24 studies corresponding to four programs classified as well-established were further analyzed. The results indicated that (1) a limited number of classroom-wide interventions (10.5%) meet the criteria for well-established interventions; (2) program implementation is associated with significant improvement in social-emotional competence, reduced risk of emotional, and behavioral problems, as well as with emerging evidence of positive effects on executive functions or school readiness; and (3) outcomes are reported in the context of mainly rigorously conducted experimental research, which could explain the low risk bias ratings for random assignment, baseline equivalence, or attrition. Taken together, these findings suggest that well-established classroom-based interventions could be promoted as examples of best practices which can be systematically implemented within schools. However, more research is needed to identify key ingredients of program effectiveness, as well as to understand the contextual school-related factors, which enable successful transfer from research to large-scale implementation of classroom-wide SEL practices.

Steggerda, J. C., Gregus, S. J., Craig, J. T., McMillan, H., & Cavell, T. A. (2023). **Network-related teaching and changes in classroom seating.** *Psychology in the Schools*, 60(1), 214-233. <https://doi.org/10.1002/pits.22771>

The extent to which teachers make changes in classroom seating reflects, in part, the degree to which they value promoting positive peer relationships in the classroom. We assessed the frequency with which teachers made both minor (i.e., involving only 2–3 students) and major (involving half or more students in the class) changes in classroom seating. We tested whether the frequency of seating changes was linked to teachers' beliefs about promoting positive peer relationships, their attunement to child- or peer-reports of peer victimization, and their concern about bullying at the school. Participants were 37 fourth-grade teachers and their students (N = 677). The frequency of major seating changes was negatively associated with teachers' peer-focused classroom seating (PFCS) beliefs and to their attunement to student peer victimization. Minor seating changes were positively associated with PFCS beliefs for teachers with low or average attunement to peer victimization; however, teachers highly attuned to peer victimization made fewer minor seating changes regardless of their PFCS beliefs. Implications for research and practice are discussed.

Sweller, J. (2022). **The Role of Evolutionary Psychology in Our Understanding of Human Cognition: Consequences for Cognitive Load Theory and Instructional Procedures.**

Educational Psychology Review, 34(4), 2229-2241. <https://doi.org/10.1007/s10648-021-09647-0>

Cognitive load theory is an instructional design theory based on our knowledge of human cognitive architecture and evolutionary educational psychology. The theory assumes that curriculum areas covered in educational institutions are concerned with domain-specific, biologically secondary information that we have not specifically evolved to acquire rather than generic-cognitive, biologically primary skills that we have specifically evolved to acquire. There is a cognitive architecture associated with the acquisition, processing and use of domain-specific, biologically secondary information. That cognitive architecture can be specified by a series of principles. Those principles also apply to the information processing characteristics of evolution by natural selection and constitute a natural information processing system. The principles provide the core of cognitive load theory and have been used to generate instructional guidelines that facilitate knowledge acquisition. Using those guidelines, implications for practitioners are derived that indicate effective instructional procedures. Most of those procedures are concerned with reducing unnecessary cognitive load.

Tan, C. Y., & Liu, D. (2022). **Typology of habitus in education: Findings from a review of qualitative studies.** *Social Psychology of Education*, 25(6), 1411-1435. <https://doi.org/10.1007/s11218-022-09724-4>

Contextualized in the debate on the (mis)use of habitus in educational research, the present study addresses two research questions: (a) What are the different functions that habitus (i.e., the dispositions underpinning cultural capital that are accumulated through socialization and that guide individuals' daily practices) serves in students' educational experiences? and (b) What characterizes the pattern of continuity or discontinuity for habitus across different contexts? Results of the meta-ethnographic review synthesizing findings from 37 qualitative studies show that there was a typology of different functions associated with habitus (academic socialization, motivating learning, facilitating content learning, developing learners' self-identity and aspirations). These functions transcended cognitive, affective, and social dimensions in students' present and future learning. However, habitus could also serve as a coping or risk-mitigation mechanism. Furthermore, results show that habitus could be continuous or discontinuous across fields (student, familial, institutional) and sub-fields (educational levels, types of learning, subjects, programs, learners). These results suggest that the prolific use of habitus in research should not be simply dismissed as conceptual infidelity; rather, it enables researchers to clarify how habitus serves different functions in educational experiences of students varying in their learning needs at different stages of their learning and in different contexts. The study contributes to the development of a conceptual framework for habitus that can inform future research. Practical implications for improving disadvantaged students' learning are discussed.

Tirado-Morueta, R., Ceada-Garrido, Y., Barragán, A. J., Enrique, J. M., & Andujar, J. M. (2022). **Factors explaining students' engagement and self-reported outcomes in a project-based learning case.** *The Journal of Educational Research*, 115(6), 333-348. <https://doi.org/10.1080/00220671.2022.2150997>

Project-based learning (PBL) has been a methodology traditionally associated with student engagement and good results. However, not all experiences are sufficiently satisfactory. Comprehensive models that explain the success or failure of these experiences are still lacking. The objective of this study was to understand the

mechanisms that explain student engagement and other satisfactory educational results of PBL. During two academic years, the Sustainable Urban Race (SUR) project was analyzed. In this project, students from secondary schools should design and build an electric vehicle using solar energy. In the present study, a multigroup analysis of structural equations was applied. The data showed a positive association of the challenging and support-enriched context with the students' engagement, being partially mediated by the satisfaction of the competence needs, peer relationships and group autonomy. The study provides a useful framework for practitioners and researchers of student engagement in PBL.

Tobisch, A., & Dresel, M. (2022). **Automatic and controlled information processing in the context of students' ethnic background and social status: An eye-tracking study.** *Social Psychology of Education, 25*(6), 1325-1349. <https://doi.org/10.1007/s11218-022-09727-1>

Based on the continuum model of impression formation (Fiske & Neuberg, 1990), information processing can be more or less automated or controlled and thus relies more or less on stereotype-based or individual-based characteristics. Also, teachers' impression formation can be influenced by social categories like students' ethnic background or social status. However, when teachers form an impression of students' abilities or performance social categories should not play a role. But a lot of empirical findings show that teachers make a difference depending on students' backgrounds. Whether this can be explained by a more automated or controlled information processing depending on students' backgrounds is still an open question. Accordingly, the purpose of this study was to investigate teacher students' impression formation in dependence on students' ethnic backgrounds and social status. In order to investigate whether information processing differs according to students' ethnic backgrounds and social status, an experimental eye-tracking study with 45 teacher students was designed. As physiological processes are strongly connected to psychological processes, specific eye-movements can be interpreted as indicators for physiological arousal in first place, but might also allow conclusions about mental processes like information processing. Pupil diameter and blink rate were measured while participants read three case vignettes with manipulated student background. Analysis of variance with repeated measures showed differences in pupil diameter and blink rate according to students' background. Results showed less arousal when forming an impression about students without immigrant background and with high social status compared to students with immigrant background and with low social status. This might indicate more automated information processing for non-immigrant students with high-status, and more controlled processing for students with immigrant background and low-status.

Tomföhrde, O., Hudock, R. L., Kremer, K. B., Fatiha, N., & Weiler, L. (2023). **Fostering social connectedness among adolescents and adults with autism: A qualitative analysis.** *Psychology in the Schools, 60*(1), 23-39. <https://doi.org/10.1002/pits.22759>

Autism spectrum disorder (ASD) impacts approximately 1 in 44 children in the United States. Common characteristics of ASD are marked deficits in communication and social connectedness. As autistic children approach adolescence, there is a lack of interventions available to them. Mentoring can provide adolescents with a relationship that facilitates social connectedness with another person who has a shared life experience, filling a gap in services. The Autism Mentorship Program (AMP) was designed to provide autistic adolescents a meaningful relationship with an autistic young adult. Via participation in focus groups, mentees (n = 5), mentors (n = 6), and parents of mentees

(n = 6) shared their experience of participating in an afterschool, youth mentoring intervention. Themes were developed from an open coding procedure. Results showed that AMP was associated with helping mentees find social connection within their mentoring relationship and among the group of mentees. Mentors also reported mutual benefits in social connectedness. Perceived benefits of the program, including improved academic performance, and suggestions for future programming are reported. AMP appears to be a promising program that provides social benefits for adolescents with ASD who may have few options for this type of support.

Tran, L. H., & Moskovsky, C. (2022). **Students as the source of demotivation for teachers: A case study of Vietnamese university EFL teachers.** *Social Psychology of Education, 25*(6), 1527-1544. <https://doi.org/10.1007/s11218-022-09732-4>

The importance of having highly motivated teaching staffs is widely recognised and most teaching institutions implement various policies and incentives designed to stimulate their teachers' motivation. It is equally important to recognise forces which have the potential to demotivate teachers. Among these forces, previous research has shown student-related factors to be the most detrimental to teacher motivation. Our aims were to examine Vietnamese university English as a Foreign Language (EFL) teachers' perceptions of student-related demotivating factors, and the ways these factors influence teachers and their teaching. Using semi-structured interviews, data were collected from 30 participating EFL teachers from 14 universities in Vietnam. The results of the study revealed that students' limited English proficiency, negative attitudes towards English and English language learning, poor classroom performance, and low academic achievement as the most potent student-related demotivating factors for Vietnamese EFL teachers; these factors were found to have a range of negative consequences for teachers' emotions, behaviours, and attitudes. The relative impact of these factors on participating teachers was subject to individual variation. Practical implications and limitations of the study are discussed.

Trisconi, E., & Cuzzo, M. (2022). **Étude sur les motifs d'intéressement d'élèves du secondaire impliqués dans une innovation pédagogique.** *Swiss Journal of Educational Research, 44*(3), 327-337. <https://doi.org/10.24452/sjer.44.3.3>

This article reports on how secondary school students evaluate an experienced pedagogical innovation project, and by what evaluative factors they do so. By extension, it offers insight into their conceptions of school, especially its latest developments such as interdisciplinarity and digital skills. The data for the study were collected via closed and open-ended questions from 98 subjects. According to our results, an innovation project is considered favorable for its ability to generate the desire to identify with it personally, for its unusual character, the clarity of its objectives and the pragmatic knowledge it provides. Finally, our study supports the principles advocated by the Innovative Learning Environments (ILE) where the needs of the learners are central.

Trudel, S. M., Winter, E. L., Fitzmaurice, B., Norman, G., & Bray, C. R. (2023). **Integration of physical health and sensory processing assessment for children with autism spectrum disorder in schools.** *Psychology in the Schools, 60*(2), 378-400. <https://doi.org/10.1002/pits.22704>

Individuals with autism spectrum disorder (ASD) often undergo various assessments and evaluations as part of the diagnostic process, identification and classification for special education eligibility, and continued progress monitoring for skill growth. Such evaluations

may include cognitive, social and emotional, behavioral, and speech evaluations, among other skill and ability assessments. One other area for assessment that clinicians may consider examining when working on evaluations for individuals with ASD includes the integration of assessments capturing physical and sensory needs. Physical health identifiers that may be included in such evaluations cover physical exercise, sleep, diet and food sensitivities, and elimination. Additionally, sensory evaluations may consider auditory, olfactory, taste, tactile, vestibular, and proprioceptive sensory abilities and needs. This practitioner-focused chapter includes a brief review of each of the aforementioned physical and sensory abilities and their connection to ASD. Further, implications for practitioners in their assessment of ASD are explored with practical tips and recommendations for providers to use for their future assessments for ASD.

Volk, A. A., Dane, A. V., & Al-Jbouri, E. (2022). **Is Adolescent Bullying an Evolutionary Adaptation? A 10-Year Review.** *Educational Psychology Review*, 34(4), 2351-2378. <https://doi.org/10.1007/s10648-022-09703-3>

Bullying is a serious behavior that negatively impacts the lives of tens of millions of adolescents across the world every year. The ubiquity of bullying, and its stubborn resistance toward intervention effects, led us to propose in 2012 that adolescent bullying might be an evolutionary adaptation. In the intervening years, a substantial amount of research has arisen to address this question. Therefore, the goal of this review is to consider whether evidence continues to support an evolutionary perspective that bullying is an adaptation that remains adaptive for some individuals in favorable contexts. In addition, we consider new ideas related to this hypothesis, explore how an evolutionary theory of bullying intersects with other influential perspectives, including ecological and social learning theories, and discuss applied implications for interventions. Our review of the evidence published since our 2012 paper provides very consistent and strong support for the hypothesis that adolescent bullying is, at least in part, an evolutionary adaptation that is currently adaptive regarding at least five evolutionarily relevant functions (the Five "Rs"): Reputation, Resources, deteRrence, Recreation, and Reproduction. We note that bullying is a facultative adaptation that is conditionally adaptive, subject to cost-benefit analyses. Finally, we discuss how an evolutionary theory of bullying frequently complements alternative theories of adolescent bullying rather than conflicting or competing with them. An interdisciplinary approach to bullying that includes evolutionary theory is thus likely to afford stronger options for both research and prevention efforts.

Wentzel, K. R. (2022). **Does Anybody Care? Conceptualization and Measurement Within the Contexts of Teacher-Student and Peer Relationships.** *Educational Psychology Review*, 34(4), 1919-1954. <https://doi.org/10.1007/s10648-022-09702-4>

Based on the premise that the experience of care is a fundamental component of motivation to learn, this paper explores the conceptual underpinnings of care within the contexts of teacher-student and peer relationships at school. Drawing from ecological and developmental traditions, theoretical models of caring relationships are discussed with respect to the transactional nature of dyadic relationships, representations of relationship affordances, and group-level relationship systems. Ways in which these perspectives are translated into commonly studied school-based constructs and assessments are then described. Finally, remaining issues and questions to guide further advances in theory and measurement are presented.

Wentzel, K., & Skinner, E. (2022). **The Other Half of the Story: the Role of Social Relationships and Social Contexts in the Development of Academic Motivation.** *Educational Psychology Review*, 34(4), 1865-1876. <https://doi.org/10.1007/s10648-022-09713-1>

Students' achievement-related self-beliefs, as manifest in values, goal orientations, perceived efficacy, mindsets, and a sense of autonomy and self-determination, have been the centerpiece of motivation theories that describe learning and development. The premise of the current special issue is that these intrapersonal beliefs tell us only half the story. We argue that what is missing from much of the current work on motivation is recognition of the rich and nuanced characteristics of students' interpersonal relationships, learning contexts, and cultures and their attendant social processes, all of which can influence an individual student's motivation and engagement. We believe that unless the processes that explain how these influences take place are explicitly acknowledged and studied in greater depth and frequency, the field of motivation will not move forward in meaningful ways. Toward this end, we have invited authors in this special issue to highlight theoretical frameworks and targeted motivation constructs that inform these issues, describe specific social constructs and processes that might explain contextual influences, and propose new directions for motivation science that will integrate these social perspectives with more traditional intrapersonal models of motivation. Their papers focus on a range of social processes emanating from interpersonal contexts most central to children's lives, and they focus on ways in which these processes support (or undermine) students' motivation to learn. Additional topics include discussion of how characteristics of these relationships intersect with and are shaped by the broader social contexts in which they are embedded, such as socially engineered learning structures and culturally based ideologies.

Wolff, F., & Möller, J. (2022). **An Individual Participant Data Meta-analysis of the Joint Effects of Social, Dimensional, and Temporal Comparisons on Students' Academic Self-Concepts.** *Educational Psychology Review*, 34(4), 2569-2608. <https://doi.org/10.1007/s10648-022-09686-1>

Previous research has shown that three comparison types are involved in the formation of students' academic self-concepts: social comparisons (where students compare their achievement with their classmates), dimensional comparisons (where students compare their achievement in different subjects), and temporal comparisons (where students compare their achievement across time). The 2I/E model provides a framework to describe the joint effects of these comparisons. To date, it has been tested in 12 empirical studies. However, integration of these findings is lacking, especially in terms of yielding reliable estimates of the strength of social, dimensional, and temporal comparison effects. We therefore conducted an individual participant data (IPD) meta-analysis, in which we reanalyzed the data used in all prior 2I/E model studies (N = 45,248). This IPD meta-analysis provided strong support for the 2I/E model: There were moderate social comparison effects, small to moderate dimensional comparison effects, and small temporal comparison effects on students' math and verbal self-concepts. Moreover, several moderating variables affected the strength of these effects. In particular, the social and temporal comparison effects were stronger in studies using grades instead of test scores as achievement indicators. Older students showed weaker social comparison effects but stronger dimensional comparison effects compared to younger students. Social comparison effects were also stronger in academic track schools compared to nonacademic track schools. Gender and migration background had only very small impacts on the strength of single comparison effects. In sum, this IPD meta-analysis

significantly enhances our knowledge of comparison making in the process of students' self-concept formation.

Ye, Y., & McBride, C. (2022). **A Dynamic Interactive Model of Chinese Spelling Development.** *Educational Psychology Review*, 34(4), 2897-2917. <https://doi.org/10.1007/s10648-022-09684-3>

While the importance of reading development for understanding Chinese literacy acquisition and impairment is well documented, what underlies Chinese spelling development is not well understood. Although some spelling development theories have been proposed and have provided rich and detailed descriptions of the processes and skills involved in spelling development, the current understanding of spelling, at least in Chinese, is fragmented because many factors that influence spelling acquisition have been studied in various fields and have not been unified into a single coherent model. In addition, theories in alphabetic languages, which focus on phonological skills, are not easily applied to Chinese. Furthermore, few discuss spelling development with a particular focus on the complexity of the Chinese writing system. This review identifies the critical skills and knowledge of learning to spell Chinese that are necessary and develops a Chinese spelling model based on the background of features of the Chinese writing system. Four types of skills are included in the model, namely, phonological, visual-motor, visual-orthographic, and semantic skills. In addition, the development of these skills is discussed. The conceptual model indicates that Chinese spelling development relies more on pure visual-motor and phonological skills in the early stages and gradually depends more on visual-orthographic and semantic skills subsequently, once the basic skills are acquired. Theoretically, the proposed model integrates different component skills that are needed in Chinese spelling according to the features of the Chinese writing system. Practically, the proposed model points to a new way of understanding and diagnosing spelling difficulties in Chinese.

Zaeske, L. M., Harris, T. P., Williams, A., Scheibel, G., Long, H., & Kerr, B. A. (2023). **Creative adolescent experiences of education and mental health during COVID-19: A qualitative study.** *Psychology in the Schools*, 60(2), 460-478. <https://doi.org/10.1002/pits.22734>

This qualitative study investigated creative adolescent perceptions of their educational and mental health experiences during the coronavirus disease 2019 (COVID-19) pandemic. Participants were 25 English-speaking adolescents from the Midwest in the United States. They were identified as creative by their teachers according to known creative profiles. Participants attended an all-day creative career workshop in the Spring 2021 semester. The five focus groups guided by semi-structured interviews conducted for this study occurred during the workshop. This study was phenomenological in nature with constructivist and transformative paradigms, and transcripts were analyzed using reflexive thematic analysis by the first, second, and third authors. Creative adolescents' education during the pandemic was marked by classroom changes based on COVID-19 policies, experiences of disconnection, disengagement, and disappointment, as well as feelings of empathy and appreciation for their educators. Creative adolescents experienced mental health challenges related to adjustment issues, powerlessness and hopelessness, and isolation. Implications of results are discussed.

Zeeb, H., Hunecke, J., & Voss, T. (2022). **Teachers' dysfunctional feedback to students from immigrant and non-immigrant backgrounds: A pilot study.** *Social Psychology of Education*, 25(6), 1273-1306. <https://doi.org/10.1007/s11218-022-09725-3>

Teachers often provide more positive feedback to ethnic minority students than to ethnic majority students in order to compensate for potential discrimination. However, even feedback that sounds positive can have unwanted effects on the students, such as reinforcing negative beliefs and reducing motivation. In this experimental pilot study, we investigated whether teachers were more likely to convey such dysfunctional feedback to students from immigrant backgrounds than to students from non-immigrant backgrounds. Teachers (N = 186) read descriptions of classroom situations and indicated the feedback they would provide to the fictive students. The students' names implied either an immigrant background associated with low competence stereotypes or no immigrant background. For the most part, feedback did not differ according to immigrant status. Yet, there were some situation-specific differences: When immigrant students failed despite effort, teachers used a simpler language in their feedback. In one of two scenarios describing students who succeeded easily without effort, teachers were more likely to provide dysfunctional ability feedback, dysfunctional effort feedback, and inflated praise to a student from an immigrant background than to a student from a non-immigrant background. A subsequent expert survey (N = 12) was conducted to evaluate the scenario-based feedback test. In sum, the study contributes to the field by providing first signs that students from immigrant backgrounds might be at risk of receiving not only more positive but actually more dysfunctional feedback. Furthermore, the study presents a practice-oriented, standardized, and economic instrument to assess teachers' dysfunctional feedback, which may be used in future research.

Zhang, Q., Wang, J., & Neitzel, A. (2023). **School-based Mental Health Interventions Targeting Depression or Anxiety: A Meta-analysis of Rigorous Randomized Controlled Trials for School-aged Children and Adolescents.** *Journal of Youth and Adolescence*, 52(1), 195-217. <https://doi.org/10.1007/s10964-022-01684-4>

Past meta-analyses in mental health interventions failed to use stringent inclusion criteria and diverse moderators, therefore, there is a need to employ more rigorous methods to provide evidence-based and updated results on this topic. This study presents an updated meta-analysis of interventions targeting anxiety or depression using more stringent inclusion criteria (e.g., baseline equivalence, no significant differential attrition) and additional moderators (e.g., sample size and program duration) than previous reviews. This meta-analysis includes 29 studies of 32 programs and 22,420 students (52% female, 79% White). Among these studies, 22 include anxiety outcomes and 24 include depression outcomes. Overall, school-based mental health interventions in grades K-12 are effective at reducing depression and anxiety (ES = 0.24, p = 0.002). Moderator analysis shows that improved outcomes for studies with anxiety outcomes, cognitive behavioral therapy, interventions delivered by clinicians, and secondary school populations. Selection modeling reveals significant publication and outcome selection bias. This meta-analysis suggests school-based mental health programs should strive to adopt cognitive behavioral therapy and deliver through clinicians at the secondary school level where possible.

Aspects sociaux de l'éducation

Aelenei, C., Jury, M., Darnon, C., Sicard, A., Maggio, S., & Martinot, D. (2022). **Self-enhancement Values and Academic Achievement: An Interaction with Students' Parental Level of Education and Gender?** *British Journal of Educational Psychology*. Consulté à l'adresse <https://hal.uca.fr/hal-03885377>

Background: We investigated the link between the endorsement of self-enhancement values (e.g., ambition, influence, authority, social power) and school achievement (i.e., grades). Aim: Adopting an intersectional framework, we argued that the link may be qualified by both students' gender and their parents' education level. We hypothesized that depending on students' different experiences in the school system as a function of their gender and their parents' level of educational attainment, the endorsement of self-enhancement values might be either beneficial or detrimental to their academic achievement. Samples: We conducted two studies: a pilot study (N = 191) and a preregistered main study (N = 652). Method: High-school students reported their endorsement of self-enhancement values, their gender, and their parents' education level. The school administration provided students' grade average. Results and Conclusions: In the pilot study, we found an interaction effect between the endorsement of self-enhancement values, gender, and parental level of education on grades: For male students, endorsement of self-enhancement values was associated with lower grades when their parents had a lower education level, but there was no such association for male students whose parents had a higher education level. No such effect was found for female students. With an improved methodology, the main study found an interaction effect between the endorsement of self-enhancement values and gender on grades. Independent of parental education level, the endorsement of self-enhancement values had a positive effect on grades among male students. No effect of self-enhancement values on grades was found among female students.

Araki, S., & Kariya, T. (2022). **Credential Inflation and Decredentialization: Re-examining the Mechanism of the Devaluation of Degrees.** *European Sociological Review*, 38(6), 904-919. <https://doi.org/10.1093/esr/jcac004>

Sociologists have long used credential inflation theory to explain the devaluation of tertiary education degrees as the consequence of the excessive supply of educated personnel. However, the literature has inadequately examined two fundamental conditions: the combination of degrees/skills that individuals possess and the level of degrees. In this article, cross-country multilevel regressions reveal lower-level degrees (i.e. short-cycle tertiary) are devalued due to the larger extent of lower-level tertiary expansion in a society, regardless of degree holders' skills level. This is consistent with the concept of credential inflation. In contrast, alongside the proliferation of higher-level tertiary education (i.e. bachelor and above), individuals with such degrees are penalized only when they lack high skills. Put differently, higher-level degree holders retain their rewards despite their diminishing scarcity as long as they possess high skills. Meanwhile, high skills unaccompanied by tertiary degrees lose their premium merely in connection with lower-level tertiary expansion. These results suggest credentialism is intensified and credential inflation operates in societies where the extent of lower-level tertiary expansion is relatively large, whereas 'decredentialization' emerges along with the larger extent of higher-level tertiary expansion in a way that devalues credentials as such whilst relatively enhancing the role of skills in reward allocation.

Baier, T., Lang, V., Grätz, M., Barclay, K. J., Conley, D. C., Dawes, C. T., ... Lyngstad, T. H. (2022). **Genetic Influences on Educational Achievement in Cross-National Perspective**. *European Sociological Review*, 38(6), 959-974. <https://doi.org/10.1093/esr/jcac014>

There is a growing interest in how social conditions moderate genetic influences on education [gene–environment interactions (GxE)]. Previous research has focused on the family, specifically parents' social background, and has neglected the institutional environment. To assess the impact of macro-level influences, we compare genetic influences on educational achievement and their social stratification across Germany, Norway, Sweden, and the United States. We combine well-established GxE-conceptualizations with the comparative stratification literature and propose that educational systems and welfare-state regimes affect the realization of genetic potential. We analyse population-representative survey data on twins (Germany and the United States) and twin registers (Norway and Sweden), and estimate genetically sensitive variance decomposition models. Our comparative design yields three main findings. First, Germany stands out with comparatively weak genetic influences on educational achievement suggesting that early tracking limits the realization thereof. Second, in the United States genetic influences are comparatively strong and similar in size compared to the Nordic countries. Third, in Sweden genetic influences are stronger among disadvantaged families supporting the expectation that challenging and uncertain circumstances promote genetic expression. This ideosyncratic finding must be related to features of Swedish social institutions or welfare-state arrangements that are not found in otherwise similar countries.

Bayette, J.-B. (2022). **Le mémoire de Master à l'université : sociologie de la réussite - Analyse de cas (Rép. du Congo)**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140304989&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_19_12_au_24_12_35218&utm_medium=email&utm_content=lienTitre

Ben Hamouda, L. (2023a, janvier 6). **Quelle égalité pour l'école**. Consulté 9 janvier 2023, à l'adresse [Le Café pédagogique website: https://www.cafepedagogique.net/2023/01/06/quelle-egalite-pour-lecole/](https://www.cafepedagogique.net/2023/01/06/quelle-egalite-pour-lecole/)

Loïc Szerdahelyi, maître de conférence à l'Université Lyon 1 a dirigé le livre « Quelle égalité pour l'école ». Un livre qui fait le point sur la place de l'école dans l'émergence d'une égalité des sexes dans notre société. Il répond à nos questions. L'éducation à l'égalité est une thématique largement abordée au sein de notre société. Il répond à nos questions.

Ben Hamouda, L. (2023b, janvier 11). **Baisse du nombre de NEET en 2021**. Consulté 11 janvier 2023, à l'adresse [Le Café pédagogique website: https://www.cafepedagogique.net/2023/01/11/baisse-du-nombre-de-nett-en-2021/](https://www.cafepedagogique.net/2023/01/11/baisse-du-nombre-de-nett-en-2021/)

Après un pic lié à la crise sanitaire, le nombre de jeunes qui ne sont ni en emploi, ni en étude, ni en formation repart à la baisse. En 2021, 1,4 millions de jeunes de 15 à 29 ans ne sont ni en emploi, ni en étude, ni en formation. Désignés sous la dénomination...

Bhopal, K. (2023). **'We can talk the talk, but we're not allowed to walk the walk': the role of equality and diversity staff in higher education institutions in England**. *Higher Education*, 85(2), 325-339. <https://doi.org/10.1007/s10734-022-00835-7>

This article draws on interviews with 41 equality and diversity staff in higher education institutions in England who were not members of the Race Equality Charter (REC). It uses

the concept of Whiteness and White privilege to argue that within the framework of White normative practices, the role of equality and diversity staff are used as a smokescreen to perpetuate a system of White privilege. Higher education institutions who are not members of the REC do not invest in such initiatives to protect their own White interests. Rather, they give the appearance of addressing equalities under the guise of the Equality Act (2010). The article argues that in order for racial inequalities to be addressed, policy making such as the REC must be mandatory. Furthermore, higher education institutions must consider how they empower equality and diversity staff in order that they have the time, resources and commitment from senior managers to instigate real organisational change.

Bréant, H. (2022). **Devenir étudiant e dans un territoire d'outre-mer : les mécanismes de la démocratisation ségrégative de l'enseignement supérieur en Polynésie française.** *Lien social et Politiques*, (89), 150-177. <https://doi.org/10.7202/1094558ar>

Les dépenses publiques en matière d'éducation constituent l'un des premiers postes budgétaires en Polynésie française et ont permis de renforcer les infrastructures, de diversifier l'offre locale de formation et de démocratiser l'accès à l'enseignement supérieur. Cette massification de l'accès aux formations postbaccalauréat laisse cependant dans l'ombre la persistance de fortes inégalités. Dans le débat public local, le «retard historique» du système éducatif polynésien est souvent mis en avant pour expliquer ces disparités. À partir d'une enquête postdoctorale menée à l'aide de méthodes mixtes, cet article démontre que des mécanismes à la fois territoriaux, scolaires, genrés et sociaux se combinent pour expliquer cette démocratisation ségrégative. Ainsi, l'accès des bachelier-ères polynésien-nes à des parcours d'études locaux (à Tahiti), nationaux (en métropole) ou internationaux (au Canada notamment) demeure encore très inégalement réparti dans l'espace social local. Au-delà de la question de l'efficacité des investissements publics, une telle perspective interroge le rôle de l'institution scolaire dans la reproduction des inégalités.

Buchmann, M., Buchs, H., Busch, F., Clematide, S., Gnehm, A.-S., & Müller, J. (2022). **Swiss Job Market Monitor: A Rich Source of Demand-Side Micro Data of the Labour Market.** *European Sociological Review*, 38(6), 1001-1014. <https://doi.org/10.1093/esr/jcac002>

The Swiss Job Market Monitor (SJMM) is a data collection of job ads for a national labour market from 1950 onwards. It is a prime example for demonstrating how to turn digital data into a high-quality social science data set. It is also exemplary for combining digital data with historically grown job ads data to provide a comparable time series covering the past 70 years. Paying close attention to sampling procedures, coverage, and key variables, the Data Brief shows how the SJMM profits from opportunities offered by computational social science and computational linguistics to navigate a wholly new set of challenges involved in creating such a data set. It closes with a discussion of new research opportunities this data set is opening for investigating the labour market as a core institution of modern society.

Buras, K. (2023). **Education research and critical race praxis: fieldnotes on “making it matter” in New Orleans.** *International Journal of Qualitative Studies in Education*, 36(1), 42-56. <https://doi.org/10.1080/09518398.2021.1991030>

Urban South Grassroots Research Collective for Public Education (USGRC) is a New Orleans-based coalition melding research and grassroots organizing for racial-economic equity. Buras examines her involvement as a scholar activist working in solidarity with

community groups to document the effects of the charter school takeover on black public schools and neighborhoods – and push back. Through narrative accounts, Buras illustrates and analyzes USGRC's collective efforts as an instantiation of critical race praxis. Unlike mainstream approaches to scholarship, which treat people and places as data points to be leveraged for academic purposes, USGRC's approach prioritizes the meanings and consequences of research for communities. "Making it matter," Buras argues, requires insurgent scholarship grounded in history, counter-storytelling, place-based knowledge, democratic collaboration, long-term commitment to community, and anti-racist action. Ultimately, she situates USGRC's work in a lineage of freedom fighting and reveals how solidarity and historical knowledge sustain scholars and community members engaged in struggle.

Camangian, P. R., Philoxene, D. A., & Stovall, D. O. (2023). **Upsetting the (Schooling) set up: autoethnography as critical race methodology**. *International Journal of Qualitative Studies in Education*, 36(1), 57-71. <https://doi.org/10.1080/09518398.2021.1930266>

This manuscript utilizes autoethnography as a critical race methodology. Specifically, the authors use generative autoethnography – a collective spin-story – to illustrate how their past personal experiences are present in their current educational lives. This generative autoethnography fulfills CRT's tenets of: intercentricity of race and racism; challenging dominant Ideology; the commitment to social justice; the centrality of experiential knowledge; and interdisciplinary perspectives. We illustrate the dialectical relationship of our lived experiences in Los Angeles, Chicago, and Oakland, and how these experiences propel the educational work that we do, the voices we choose to lift up, and how we choose to lift them. Shared publicly, these stories further invite readers to critically reflect on their own personal experiences and social realities, continuing the generative praxis of autoethnography. In this way, autoethnography, like critical race method, is an analytic tool that fosters internal reflection, intra/intercultural compassion, and community activism.

Carpentier, G., Sauvageau, C., & Roy, N. (2022). **The Socio-Pedagogical Environment of Primary School Students in the Context of a Socially Distanced Classroom**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(4), 1084-1111. <https://doi.org/10.53967/cje-rce.5213>

In the context of the COVID-19 pandemic, classroom activities in the primary school, marked by physical distancing between students and teachers, raise some challenges. Thus, this article seeks to document the primary school students' perceptions regarding their socio-pedagogical environment in the context of a socially distanced classroom. For this purpose, responses to the Questionnaire sur l'environnement sociopédagogique au primaire (QESPP) provided by 1,002 students aged from six to 12 in the fall of 2020 were subjected to descriptive quantitative analyses and to some comparative inferential analyses (SPSS 23.0). Results show a strong tendency of students' positive perceptions toward the various climates of their socio-pedagogical environment, although the relational climate seems to be perceived somewhat less positively.

Chan, M., Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E. (2023). **Associations of School Diversity with Students' Race-based Victimization and School Connectedness: A Combined Influence of Student and Teacher Racial/Ethnic Diversity and Socioeconomic Diversity**. *Journal of Youth and Adolescence*, 52(1), 44-60. <https://doi.org/10.1007/s10964-022-01715-0>

School diversity has been shown to be associated with students' school experiences. However, most studies have focused solely on student racial/ethnic diversity, in spite of the multifaceted nature of diversity. This study assessed how the combined influence of student and teacher racial/ethnic diversity and socioeconomic diversity were related to race-based victimization, school connectedness, and racial/ethnic disparities of these outcomes. The participants were Asian, Black, Latinx, and White students (n = 100,408; 46.2–53.5% female) in Grade 7 to Grade 12 attending 278 public schools in California. The participating schools' diversity contexts were categorized into four latent profiles differentiated by varying levels of student and teacher racial/ethnic diversity and socioeconomic diversity. Race-based victimization was the least prevalent in schools with low student racial/ethnic diversity, low socioeconomic diversity, and moderate teacher racial/ethnic diversity. The magnitude of racial/ethnic disparities in race-based victimization differed across the four latent profiles; racial/ethnic disparities were minimal when there were similar numbers of students in each racial/ethnic group. School diversity's relation with school connectedness was minimal. White students perceived higher school connectedness than other racial/ethnic groups across profiles, but the White-Latinx gap was smaller in profiles with schools having a homogeneous Latinx student population. The findings underline the importance of understanding school diversity's interaction with students' characteristics, particularly racial/ethnic identity, on students' school experiences.

Clover, D. E. (2022). **Transnational feminist politics, education and social justice: post democracy and post truth.** *International Review of Education*, 68(5), 791-793. <https://doi.org/10.1007/s11159-022-09967-5>

Couchot-Schiex, S. (2022). **Avec le genre : les familles face à des défis éducatifs.** *La revue internationale de l'éducation familiale*, 50(1-2), 53-73. <https://doi.org/10.3917/rief.050.0053>

Ce numéro 50 de la RIEF, coordonné par Véronique Francis (Université d'Orléans), aborde quelques-uns des thèmes phares, objets émergents, défis de la recherche en éducation familiale. Plusieurs chercheurs croisent leurs regards sur le déploiement, les perspectives et les défis de l'éducation familiale dans un entretien qui rend compte de la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Coulangeon, P., & Fougère, D. (2022). **Bringing underprivileged middle-school students to the opera: cultural mobility or cultural compliance?** *British Journal of Sociology of Education*, 43(7), 1052. <https://doi.org/10.1080/01425692.2022.2109593>

This article assesses the impact of a two-year long project-based learning program conducted by the National Opera of Paris in a large number of middle schools located

in underprivileged areas, aiming at preventing school dropout and tackling educational inequalities by providing disadvantaged students with the opportunity to discover the world of opera. Taking a counterfactual approach (propensity score matching), we measure the impact of participation in the program on final exam and continuous assessment grades. The analysis displays mixed results: a significant and positive impact for the students who participate in the program for its whole duration (two years), at least for continuous assessment scores, but a negative impact for those who leave the program after only one year. The contrast between the effects of full and partial participation in the program suggests that these may be primarily due to a selection effect in favor of the most culturally and socially compliant students, in line with Bourdieu's and Passeron's reproduction theory (1997 [1970]) rather than a mobility effect (DiMaggio, 1982) resulting from the transfer of cultural capital to disadvantaged students.

Coulibaly, M. (2023). **Étudiants africains en France : entre mythes et réalités**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140294006&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_02_01_au_07_01_35239&utm_medium=email&utm_content=lienTitre

Davidson, S. F. (2022). **Indigenous women's voices: 20 years on from Linda Tuhiwai Smith's Decolonizing methodologies**. *International Review of Education*, 68(5), 795-797. <https://doi.org/10.1007/s11159-022-09976-4>

Davies, S., Aurini, J., & Hillier, C. (2022). **Reproducing or Reducing Inequality? The Case of Summer Learning Programs**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(4), 1055-1083. <https://doi.org/10.53967/cje-rce.5311>

Can summer programs, as remedial supplements to regular schooling, extend learning opportunities and other benefits to disadvantaged students? To frame this question, we compare logics from "social reproduction" and "partial compensation" perspectives, and then apply them to a large mixed method study of four kinds of summer programs in Ontario. Drawing on quantitative data on over 10,000 students and qualitative data from interviews with over 200 teachers and parents, we examined patterns of student recruitment and participation, social valuations, and academic outcomes. We found that all summer programs successfully recruited disadvantaged students without stigmatizing them, and raised their average achievement without widening pre-existing gaps. We interpret these findings as being consistent with the "partial compensation" perspective, and discuss related policy implications that include COVID-19 learning recovery strategies.

Delès, R. (2022). **Le travail parental, dernier verrou de la révolution de genre. Une revue de littérature internationale**. *La revue internationale de l'éducation familiale*, 50(1-2), 75-93. <https://doi.org/10.3917/rief.050.0075>

Ce numéro 50 de la RIEF, coordonné par Véronique Francis (Université d'Orléans), aborde quelques-uns des Thèmes phares, objets émergents, défis de la recherche en éducation familiale. Plusieurs chercheurs croisent leurs regards sur le déploiement, les perspectives et les défis de l'éducation familiale dans un entretien qui rend compte de la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème

de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Dollion, N., & Grandgeorge, M. (2022). **L'animal de compagnie dans la vie des enfants au développement typique et atypique et de leur famille**. *La revue internationale de l'éducation familiale*, 50(1-2), 157-184. <https://doi.org/10.3917/rief.050.0157>

Ce numéro 50 de la RIEF, coordonné par Véronique Francis (Université d'Orléans), aborde quelques-uns des Thèmes phares, objets émergents, défis de la recherche en éducation familiale. Plusieurs chercheurs croisent leurs regards sur le déploiement, les perspectives et les défis de l'éducation familiale dans un entretien qui rend compte de la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Duclos, M. (2022). **Influence du contexte socio-culturel et du niveau scolaire sur la réalisation de tâches en sciences: liens entre caractéristiques des tâches et compréhension des élèves** (Phdthesis, Ecole normale supérieure de Lyon - ENS LYON). Consulté à l'adresse <https://theses.hal.science/tel-03924194>

Le statut économique, social et culturel (SESC) des élèves joue un rôle indéniable dans leur réussite scolaire. Les résultats du Programme International pour le Suivi des Acquis (PISA) évaluant la culture scientifique en 2015, comme ceux des années antérieures, ont montré, qu'en France, l'influence du SESC est l'une des plus élevée parmi les pays de l'OCDE et que cela reste stable. Ce constat alerte mais ne révèle pas pour quelles raisons certains élèves sont plus en difficulté que d'autres pour réaliser une tâche de sciences. Ce travail de thèse vise donc à mieux comprendre l'influence du contexte socio-culturel et du niveau scolaire sur la compréhension et la réalisation de tâches relevant de la culture scientifique. Nous cherchons à identifier les caractéristiques des tâches qui entraînent des écarts de réussite entre les élèves de statuts socio-économiques et culturels (SESC) et de niveaux scolaires différents. Pour appréhender au mieux notre objet de recherche, nous convoquons plusieurs disciplines de référence (didactique des sciences, sciences de l'éducation, psychologie, sociologie, etc.). Nos travaux empiriques reposent sur une double approche : statistique et qualitative. À partir d'une analyse a priori des 183 items de PISA Science 2015, un modèle de difficulté aux questions évaluant la culture scientifique est élaboré puis testé statistiquement. Nous procédons ensuite à une passation d'items PISA 2015 auprès de binômes d'élèves placés en situation de

réalisation de tâches (sélectionnées parmi les items PISA 2015) et à un entretien d'explicitation. L'analyse statistique montre qu'en fonction du niveau scolaire des élèves, les caractéristiques intervenant dans la variation des écarts de réussite selon leur SESC sont différentes. Pour les élèves de haut niveau scolaire, ce sont essentiellement les caractéristiques relatives au savoir alors que pour ceux de bas niveau scolaire, ce sont celles intrinsèques à la question (e.g. format de réponse). Les analyses qualitatives convergent vers les mêmes conclusions révélant que les difficultés des élèves de SESC défavorisé et de bas niveau scolaire portent sur la compréhension de la question (e.g. formulation, situation). Ces résultats contribuent donc à mieux cibler les difficultés des élèves face à des tâches de sciences. Cette étude se situe dans la perspective d'aider les enseignant·e·s à anticiper les difficultés des élèves sur des questions relevant de la culture scientifique.

Fondation Jean-Jaurès. (s. d.). **La mixité sociale dans les collèges pour favoriser la réussite de tous les élèves : le plan réussi de la Haute-Garonne**. Consulté 9 janvier 2023, à l'adresse Fondation Jean-Jaurès website: <https://www.jean-jaures.org/publication/la-mixite-sociale-dans-les-colleges-pour-favoriser-la-reussite-de-tous-les-eleves-le-plan-reussi-de-la-haute-garonne/>

En Haute-Garonne, un plan de lutte contre les inégalités scolaires s'est mis en place dans les collèges avec une large concertation citoyenne.

Francis, V., & Kalubi, J.-C. (2022). **Repères, axes phares, thématiques émergentes dans la recherche en éducation familiale**. *La revue internationale de l'éducation familiale*, 50(1-2), 15-26. <https://doi.org/10.3917/rief.050.0015>

Ce numéro 50 de la RIEF, coordonné par Véronique Francis (Université d'Orléans), aborde quelques-uns des Thèmes phares, objets émergents, défis de la recherche en éducation familiale. Plusieurs chercheurs croisent leurs regards sur le déploiement, les perspectives et les défis de l'éducation familiale dans un entretien qui rend compte de la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Francis, V., Lajus, C., Gremion, L., Fabry, P., Pileri, A., Kalubi, J.-C., ... Urbano Contreras, A. (2022). **Émergence et rayonnement de l'éducation familiale au Québec, en Belgique, Espagne, France, Italie et Suisse. Regards croisés sur quelques constats et défis**. *La revue internationale de l'éducation familiale*, 50(1-2), 27-52. <https://doi.org/10.3917/rief.050.0027>

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la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Fusulier, B., Scacchitti, C., & Mahieu, C. (2022). **Engagement paternel, santé de la famille et soutien aux pères**. *La revue internationale de l'éducation familiale*, 50(1-2), 95-111. <https://doi.org/10.3917/rief.050.0095>

Ce numéro 50 de la RIEF, coordonné par Véronique Francis (Université d'Orléans), aborde quelques-uns des Thèmes phares, objets émergents, défis de la recherche en éducation familiale. Plusieurs chercheurs croisent leurs regards sur le déploiement, les perspectives et les défis de l'éducation familiale dans un entretien qui rend compte de la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Gani, D. (2023, janvier 6). **Les preuves de la non-mixité, L'épreuve de la mixité**. Consulté 9 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/01/06/les-preuves-de-la-non-mixite-lepreuve-de-la-mixite/>

Une question sociale et politique Un collège, mais quel collège ? privé ? de secteur, du quartier, public ? hors-contrat ? quelle école voulons-nous pour nos enfants ? quel modèle d'École voulons-nous pour la société ? Et ces deux questions résument quelques contradictions quand il s'agit de la scolarité de ses enfants. Il ne s'agit pas d'avoir un jugement culpabilisateur...

García-Fernández, C. (2023). **Shattering deaf and hearing dualism through a Deaf-Latinx epistemology lens**. *International Journal of Qualitative Studies in Education*, 36(1), 72-86. <https://doi.org/10.1080/09518398.2021.2003895>

The intersectional identities and lived experiences of Signing Latinx are insufficiently documented. Reflecting on my own lived experiences, I began to question traditional research paradigms that often neglected the stories shared by individuals from different communities within the larger Signing Latinx community. 3 As I was introduced to Critical Race Theory, I was drawn to Deaf Critical Theory and Latinx Critical Theory. However,

after analyzing both frameworks I recognized how many unique Deaf-Latinx related issues were overlooked. Deaf-Latinx ways of being and knowing need to be considered when working with Deaf-Latinx, especially in the classroom. I am pleased to share how my Deaf Chicana 4 consciousness awakening has led me to propose a new theoretical framework, Deaf-Latinx Critical Theory (Deaf-LatCrit) with four interlocking tenets and their associated benefits. This unifying model may be a force to strengthen and solidify this unique community through the voices of Deaf-Latinx and their families.

Giebel, S. (2023). **“As Diverse as Possible”**: How Universities Compromise Multiracial Identities. *Sociology of Education*, 96(1), 1-18.
<https://doi.org/10.1177/00380407221139180>

U.S. colleges and universities are under increasing pressure to appear racially diverse, but have yet to account systematically for a quickly growing contingent of multiracial-identifying students. Drawing on interviews with multiracial-identifying undergraduates at Western University, I demonstrate how everyday university practices compromise multiracial identities in the pursuit of diversity. The term compromise carries dual meaning, referring to instances where Western refashioned multiracial identities into monoracial ones and instances where multiracial-identifying students were in compromised positions. Participants inferred how their identities might be most useful to the university in appearing diverse, leading them to question their belonging and even recast their identities accordingly. These interactions occurred across organizational contexts, including dorms, community centers, and classrooms. Persistent organizational representations of diversity in monoracial terms communicates to students that multiracial identities are both a challenge to accommodate and of potential utility to institutions seeking to appear as diverse as possible.

Glass, L. E. (2023). **Social Capital and First-Generation College Students: Examining the Relationship Between Mentoring and College Enrollment**. *Education and Urban Society*, 55(2), 143-174. <https://doi.org/10.1177/00131245221076097>

There is an increasingly large disparity in college graduation rates among low-income and first-generation college students. Research suggests that the main reason for this discrepancy is the lack of access to information and knowledge about the college process. First-generation students have fewer people in their social network who went to college and thus cannot help them navigate the difficult and multi-step process of finding, applying, and enrolling in college. Mentoring, however, has been proven to be a successful intervention for helping these populations navigate the post-secondary process. This paper evaluates a school-based hybrid mentoring program to attempt to measure the relationship between mentors and how students in New York City navigated the post-secondary process and enrolled in college. Findings show that program lessons, number of months matched, and meeting out of program are important program elements in increasing a student's likelihood of graduating high school and enrolling on-time in college.

Goï, C. (2022). **Le lien école-famille au risque de l'altérité linguistique et culturelle**. *La revue internationale de l'éducation familiale*, 50(1-2), 113-133.
<https://doi.org/10.3917/rief.050.0113>

Ce numéro 50 de la RIEF, coordonné par Véronique Francis (Université d'Orléans), aborde quelques-uns des Thèmes phares, objets émergents, défis de la recherche en éducation familiale. Plusieurs chercheurs croisent leurs regards sur le déploiement, les

perspectives et les défis de l'éducation familiale dans un entretien qui rend compte de la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Grassin, J.-F. (2022, juin 6). **La experiencia de los estudiantes internacionales en la ciudad: comprender el papel de los lugares en el aprendizaje**. Présenté à XX Congreso AMSE-AMCE-WAER. La educación y la formación ante los grandes retos de nuestro tiempo: migración, sociedad digital y desarrollo sostenible. Consulté à l'adresse <https://hal.science/hal-03907393>

Étudiant la façon dont des étudiants internationaux apprennent le français dans une grande ville de France, nous examinons le processus de place-making et identifions les zones urbaines auxquelles ils accordent des attributs particuliers. La fréquentation de l'espace urbain construit des agencements de proximité. La recherche de l'intégration est vécue comme une tension affective entre la peur et l'attrait vis-à-vis de certains lieux, chargés de sens mais marqués par l'incertitude de l'inconnu. Préparer les individus à l'altérité demande des médiations liées aux pratiques des lieux.

Hastings, C., Ramia, G., Wilson, S., Mitchell, E., & Morris, A. (2023). **Precarity Before and During the Pandemic: International Student Employment and Personal Finances in Australia**. *Journal of Studies in International Education*, 27(1), 39-63. <https://doi.org/10.1177/10283153211065136>

There is mounting evidence of increased international student financial and work precarity over the last decade in Australia. Yet, there has been a little scholarly analysis of which students are most affected by precarity and its sources. Drawing on two surveys of international students in Australia's two largest cities, conducted before and during the pandemic, we investigate the financial and work vulnerabilities of international students. We demonstrate that vulnerability is related to characteristics which describe particular cohorts of students: being from low-income countries, working class families, seeking a low-level qualification, enrolled in a non-university institution, and being without a scholarship. The concepts of "noncitizenship" and "work precarity" are used to explain how the mechanisms of each characteristic heighten vulnerability, thereby contributing to a broader evidence-base about the causality of international student precarity.

Hernandez, C. (2022). **Etre une femme dans le Handball : étude de la face cachée de la féminisation du sport** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-03901489>

Le sport comme « fief de la masculinité » (Elias et Dunning, 1994) semble avoir été conquis par les femmes. Les sports se sont progressivement ouverts aux femmes, les règlements sportifs ont évolué dans une perspective d'égalité de principe et de droit entre les femmes et les hommes, néanmoins de nombreuses enquêtes montrent la résistance des

différences sexuées dans le sport. L'augmentation du nombre de femmes dans un espace ne serait donc pas synonyme de réduction des inégalités entre femmes et hommes. «L'égalité réelle entre les femmes et les hommes dans le sport» est la volonté affichée sur le site internet du Ministère chargé des sports dans sa section «sport au féminin». Dans la perspective d'étudier cette notion «d'égalité réelle» notre travail se propose d'étudier la place des femmes dans le sport à travers le cas du handball en Nouvelle-Aquitaine. Pour ce faire nous nous basons sur un recueil des effectifs des licencié.e.s des 267 clubs de la région ALPC (Aquitaine-Limousin-Poitou Charente), sur des observations d'entraînements ainsi que sur des entretiens réalisés auprès de dirigeant.e.s, entraîneurs, bénévoles et joueuses. L'utilisation de méthodologies quantitatives et qualitatives permet de dessiner le contour du paysage du handball ainsi que d'approcher au plus près des acteurs qui composent et diffusent le handball. À travers l'étude de la structuration du handball nous mettons à jour les dynamiques d'évolutions et de stagnations dans les rapports sociaux de sexe, les enjeux de ces dynamiques ainsi que l'impact de la féminisation de ce sport sur la.culture.s du handball. La féminisation du sport est-elle synonyme de féminisation des pratiques ? La féminisation du sport fait-elle évoluer la culture des acteurs de ce sport ? Les résultats de notre thèse orientent la réflexion dans un sens moins «mécanique» de la transformation d'un espace. La transformation des cultures et pratiques devraient passer par la formation des acteurs et non par l'augmentation quantitative d'une population dans l'espace. Le rôle de l'entraîneur est primordial en tant que médiateur de connaissances et de culture sportive. La médiation sportive, telle qu'elle est pensée et pratiquée actuellement produit et reproduit la construction sociale des rapports de sexes, participe de la construction des identités sexuées des jeunes joueur.se.s, qui ne sont pas uniquement des pratiquant.e.s de ce sport mais bien des pratiquant.e.s sexué.e.s du handball. Les filles sont entraînées comme des filles et les garçons comme des garçons selon les représentations de leurs entraîneurs. L'éducation différenciée portée et pratiquée par des acteurs convaincus de l'intérêt du sport féminin est l'un des leviers principaux de la reproduction des inégalités entre femmes et hommes dans le sport. L'analyse sous l'angle des rapports sociaux de sexe permet d'étudier les inégalités comme des relations conjoncturelles sur lesquelles il devient alors possible d'agir dans une volonté de déconstruire la naturalisation des différences sexuées lorsqu'il s'agit de pratiques sportives. Nous envisageons les dynamiques sociales comme des processus s'enracinant dans la différenciation des sexes et non comme des états qui figeraient les acteurs dans ce système producteur et reproducteur d'inégalités et de violences de genre.

Högberg, B., & Horn, D. (2022). **National High-Stakes Testing, Gender, and School Stress in Europe: A Difference-in-Differences Analysis.** *European Sociological Review*, 38(6), 975-987. <https://doi.org/10.1093/esr/jcac009>

In this study, we ask if high-stakes testing affects school-related stress among students and if there are gender differences in these effects. Students' results on high-stakes tests can have long-term consequences for their future educational trajectories and life chances. For girls, who tend to have higher educational aspirations and tend to gain more from higher education, the stakes involved may be even higher. The use of high-stakes testing has increased across Europe, but little is known about their consequences for stress or wellbeing. We combine macro-level data on high-stakes testing with survey data on more than 300,000 students aged 11–15 years in 31 European countries from three waves (2002, 2006, and 2010) of the Health Behaviour in School-aged Children study. With

variation in high-stakes testing across countries, years, and grade levels, we use a quasi-experimental difference-in-differences design for the identification of causal effects. We find that high-stakes testing increases the risk of moving from low to high levels of self-reported school stress by 4 percentage points, or by 12 per cent relative to baseline values. This effect is somewhat larger for girls, though not significantly so. The results are robust to a range of sensitivity analyses.

Husser, A.-C., & Valente, G. (2022). **Une promotion sélective de la diversité dans un établissement « d'excellence » catholique.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

L'article présente l'étude de cas d'un établissement privé sous contrat catholique caractérisé par la sélectivité de son recrutement et un fort entre-soi social. Quelles sont les formes et la place de la diversité dans un tel contexte ? On s'attachera en particulier à la manière dont le projet d'établissement entend articuler visée d'« excellence » et méritocratie choisie au travers d'une politique d'accueil d'élèves issus de milieux plus populaires. L'analyse de dix-sept entretiens semi-directifs permet de montrer que le projet de l'établissement est soutenu par une « culture maison » partagée par l'ensemble des acteurs, l'existence de dispositifs spécifiques et un important réseau personnel et institutionnel mobilisé par le chef d'établissement.

In, J., & Breen, R. (2023). **Social Origin and Access to Top Occupations among the Highest Educated in the United Kingdom.** *Sociology of Education*, 96(1), 43-61. <https://doi.org/10.1177/00380407221128527>

U.S. studies have found that stratified graduate education accounts for most of the relatively strong intergenerational socioeconomic association among postgraduate degree holders. The same association has been observed, but not explained, in countries with higher education systems that differ from that of the United States. We explore the mediation role of undergraduate- and graduate-level stratification in accounting for the intergenerational occupational association among postgraduate degree holders in the United Kingdom. We find that the unequal distribution of undergraduate-level education and path dependency between undergraduate- and graduate-level stratification help to give rise to an unequal occupational outcome by social origin among postgraduate degree holders. We explain this by the tight coupling of undergraduate and graduate education in the United Kingdom. Our analysis also illustrates the need to go beyond graduate education in understanding social origin inequality among postgraduate degree holders to examine the role of undergraduate education and how it is linked to graduate education.

Iribarnegaray, L. (2023, janvier 8). **« On ne peut pas rêver trop grand quand la précarité prend toute la place ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/01/08/on-ne-peut-pas-rever-trop-grand-quand-la-precarite-prend-toute-la-place_6157046_4401467.html

« Premières fois » : récits de moments charnières autour du passage à l'âge adulte. Cette semaine, Djamila (son prénom a été modifié), 21 ans, raconte la difficulté d'étudier quand on ne sait pas comment réussir à remplir son frigo.

Iturra, V., & Sarrias, M. (2023). **The Impact of Bodyweight on Life Satisfaction among School-Aged Children: Are the Mechanisms Gender-Based?** *Child Indicators Research*, 16(1), 135-165. <https://doi.org/10.1007/s12187-022-09973-x>

Childhood obesity is not only worrisome for its effects on children's health but also for its effects on general well-being. This article analyzes the impact of bodyweight on life satisfaction and three potential mechanisms that may explain this relationship among school-aged children. In addition to the traditional ordinary least squares method, we also use an instrumental variable approach to deal with the potential endogeneity of bodyweight. We use mother's weight as plausible exogenous variation for children's weight. Using a Chilean sample of boys ($n = 2,262$) and girls ($n = 2,256$) aged 9 to 12, we provide suggestive evidence that body mass index, weight and obesity are causality and negatively related to children's life satisfaction. Our findings also suggest that body-image satisfaction, school bullying victimization, and physical health explain about 50 and 29 percent of the pathway between bodyweight and life satisfaction for girl and boys, respectively. Although, our results do not support gender differences in the bodyweight-life satisfaction association, we do find sizable gender differences in the mechanisms explaining this relationship. Finally, this study outlines some possible policy implications and potential avenues that future research should address.

Karlson, K. B., & Birkelund, J. F. (2022). **Family Background, Educational Qualifications, and Labour Market Attainment: Evidence from Danish Siblings.** *European Sociological Review*, 38(6), 988-1000. <https://doi.org/10.1093/esr/jcac031>

Previous studies on how family background affects labour market outcomes among offspring with similar formal educational qualifications are limited either by the way in which they measure family background or by the detail level by which they measure educational attainment. To address these limitations, we develop a comprehensive approach based on sibling similarities in labour market outcomes. Applying the approach to high-quality register data on all Danes born 1965–1971, we examine the direct effect—other than through extremely granular education measures—of all combined effects of family background on occupational status and wages. Our analyses show that fine-grained education measures account for more than 90 per cent of the total family background effect on occupational status, while for wages they account for merely three-quarters. Half of the direct effect on wages can be explained by sibling similarities in occupational attainment, suggesting that direct family background effects on wages operate equally within and between occupations. However, observed family background characteristics account only for a minor portion of the direct effect on wages, pointing to that family-based advantages in the labour Danish market result from largely unidentified family characteristics. We discuss different mechanisms that may account for this pattern of results.

Katrňák, T., & Hubatková, B. (2022). **Transitional Inequality Offset: Educational Expansion and Inequality of Educational Opportunity in European Countries between 2000 and 2018.** *European Sociological Review*, 38(6), 882-903. <https://doi.org/10.1093/esr/jcac003>

Educational expansion has been taking place in European countries since 2000. We address the relationship between this educational expansion and the inequality of educational opportunity (IEO) by educational origin. We analyse the European Social Survey data from 20 European countries over five rounds (2002, 2006, 2010, 2014, and 2018). Our analysis is restricted to the 25–34 age groups. We use a multilevel sequential logit (MLSL) model for three hierarchical educational transitions (sequences), delimited

by four International Standard Classification of Education (ISCED97) categories. We apply the MLSL model to decompose IEO in completed education into the educational origin effects on passing transitions and the structural effects (weights) connected with transitions. Our results show that educational expansion slightly weakens IEO in completed education, but this is far from being a situation in which IEO does not exist. IEO is maintained in educational transitions by transitional inequality offset. The effect of the weight of each transition takes over the educational origin effect on passing transitions and vice versa over educational expansion. Both these effects are maintained in balance; educational expansion changes primarily their ratio. This holds true until one of the transitions becomes mostly universal. After that, its contribution (weighted origin effect) to IEO in completed education begins to diminish.

Kennedy, A., McGowan, K., & El-Hussein, M. (2023). **Indigenous Elders' wisdom and dominionization in higher education: barriers and facilitators to decolonisation and reconciliation.** *International Journal of Inclusive Education*, 27(1), 89-106. <https://doi.org/10.1080/13603116.2020.1829108>

Decolonisation in higher education requires congruent social processes that support human rights and inclusive knowledge generation. While often discussed, the Truth and Reconciliation Commission of Canada's. Calls to Action, and similar reports published over several decades, have yet to disrupt existing power structures and shift government or popular relations with Indigenous peoples. To explore why reconciliation seems to be idling, we sought local Indigenous Elders' guidance, who in addition to offering support, advised a westernised research method combined with decolonised knowledge mobilisation to satisfy the 'two worlds' of academic expectations and Indigenous community needs. Subsequently, we undertook a grounded theory study with academics from a Canadian university. Interviews and surveys revealed the social process of dominionization, the entrenched ownership of expertise that maintains westernised academic privilege over decolonisation efforts. Before seeing these results, the Elders prayed together and shared observations presaging researchers' findings. Elders expressed how their guidance is rarely treated as relevant. This paper provides insight to the social processes that obstruct and support decolonisation in the academy and begins to explore how social innovation through co-learning and meaningful consultation with Elders raises opportunities for positive disruption.

Kratz, F., Pettinger, B., & Grätz, M. (2022). **At Which Age is Education the Great Equalizer? A Causal Mediation Analysis of the (In-)Direct Effects of Social Origin over the Life Course.** *European Sociological Review*, 38(6), 866-881. <https://doi.org/10.1093/esr/jcac018>

The mechanisms linking parental resources to their children's opportunities are of fundamental interest to sociologists. This study is the first to provide a dynamic life course assessment of the origin–education–destination triangle using causal mediation analysis. While the age-as-equalizer hypothesis suggests that for the highly educated, direct effects of social origin are high at young ages and decrease over the life course, the age-as-stratifier hypothesis suggests that for individuals with low educational attainment, direct effects of social origin are low at young ages and increase over the life course. Findings using panel data from the German Socio-Economic Panel Study are largely consistent with these hypotheses for various measures of social origin and social destination. Overall, this study demonstrates how causal mediation analysis provides precise effect definitions that allow scholars to assess mechanisms when status transmission processes depend on educational attainment.

Kuhn, A., & Wolter, S. C. (2023). **The strength of gender norms and gender-stereotypical occupational aspirations among adolescents.** *Kyklos*, 76(1), 101-124. <https://doi.org/10.1111/kykl.12320>

We empirically test the hypothesis that adolescents' occupational aspirations are more gender-stereotypical if they live in a region where the societal norm towards gender equality is weaker. For our analysis, we combine rich survey data describing a sample of 1,434 Swiss adolescents who attended 8th grade in 2013 with municipal voting results dealing with gender equality and policy. We find that occupational aspirations predominantly follow gender stereotypes and that adolescents living in municipalities with a stronger norm towards gender equality are significantly less likely to aspire for a gender-stereotypical occupation, even after controlling for individual-level controls. At the same time, we also find that the association is surprisingly weak – in the sense that adolescents tend to aspire for gender-stereotypical occupations even in the most gender-progressive municipalities. Moreover, a more detailed analysis shows that the association mainly reflects the intergenerational transmission of occupations from parents to their children and/or regional differences in the prevailing occupational structure. We discuss the implications of these findings and several mechanisms that are consistent with the evidence from our analysis.

Ladrón de Guevara Rodríguez, M., Marcenaro-Gutierrez, O. D., & Lopez-Agudo, L. A. (2023). **On the Gender Gap of Soft-Skills: the Spanish Case.** *Child Indicators Research*, 16(1), 167-197. <https://doi.org/10.1007/s12187-022-09966-w>

In recent years, many studies have referred to the interdependence between cognitive (hard-skills) and students' academic performance. However, despite their relevance, soft-skills have not received the same treatment and have not been analysed as extensively, particularly from a gender perspective. Therefore, and bearing in mind that analysing from a gender perspective is essential to reduce occupational segregation and soft-skills can enhance young people's personal and academic development, throughout this paper we have analysed the gender gap in soft-skills with a sample of 15–16 years old students from the Spanish region of Andalusia. To do so, we have used a recent innovation of the Oaxaca-Blinder decomposition technique. Our results show not only that the gender gap in soft-skills is correlated with gender stereotypes, but also that grade retention or being an immigrant show a greater degree of association with boys' soft-skills than girls', while mothers' educational level is more correlated with the soft-skills of girls.

Law, W., & Liu, S. (2023). **Basic Need Satisfaction Intervention for Mainland Chinese International Students' Adjustment to College.** *Journal of Studies in International Education*, 27(1), 100-118. <https://doi.org/10.1177/10283153211052772>

With an increasing number of students pursuing their tertiary studies overseas, ways to improve their adaptation into a new environment become of the utmost importance. By applying self-determination theory, the current research investigated the extent that a basic psychological need intervention can increase need-satisfying experiences and promote the adjustment of Mainland Chinese international students to college. In total, 55 participants were randomly assigned to an intervention or control condition. They completed questionnaires on basic need satisfaction and college adjustment before the start of the study, right after the completion of the intervention, and after a 5-week follow-up. Participants who received the intervention had significantly higher need satisfaction

and adjustment to college than those in the control condition. The intervention effect was maintained after a 5-week delay. In addition, the results showed that the increases in psychological need satisfaction after the intervention predicted higher levels of students' adjustment to college. Theoretical implications for the universality of basic need satisfaction to students' well-being and practical implications for international education are discussed.

Le Guellec, G. (2023, janvier 13). **Education : la vraie carte des inégalités scolaires en France.** Consulté 14 janvier 2023, à l'adresse L'Obs website: <https://www.nouvelobs.com/societe/20230113.OBS68255/education-la-vraie-carte-des-inegalites-scolaires-en-france.html>

La récente divulgation des indices de position sociale dans les écoles et les collèges témoigne d'un système plus que jamais à double vitesse. Dans de nombreuses régions, la mixité scolaire est inexistante. L'enseignement privé, de plus en plus centré sur les CSP +, porte une grosse part de responsabilité. L'inaction des élus aussi.

Ledesma, M. C., Johnson Ojeda, V., Coon, S. R., & Parker, L. (2023). **Critical race studies in qualitative research: a review and future directions.** *International Journal of Qualitative Studies in Education*, 36(1), 1-8. <https://doi.org/10.1080/09518398.2022.2110961>

In 2021, former President Donald Trump issued a presidential memo halting and prohibiting "divisive" and "anti-American propaganda" in federal contracting--described as "any training on 'critical race theory,' 'white privilege,' or any other training and propaganda effort that teaches or suggests either (1) that the United States is an inherently racist or evil country or (2) that any race or ethnicity is inherently racist or evil". Unsurprisingly, the concerted attack against CRT grossly misunderstands what CRT is and often equates teaching about individual racism, privilege, unconscious bias, systemic racism, and U.S. history with the teaching of CRT. As of October 2021, 28 states have restricted education on racism, bias, and the teaching of CRT.

Lemistre, P. (2022). **Démocratisations ségrégatives et parcours éducatifs des bacs +5 : une étude pour trois générations de diplômés de bac +5.** *Lien social et Politiques*, (89), 83-106. <https://doi.org/10.7202/1094549ar>

Pendant la première décennie des années 2000, le nombre de diplômés de niveau master a augmenté considérablement en France. En se penchant sur l'accès à ce niveau de diplôme, le premier objectif de l'article était de mettre en évidence de possibles ségrégations liées à la diversification des parcours, notamment à une augmentation notable des trajectoires où figure un diplôme du premier cycle du supérieur technique, trajectoires où dominant les classes populaires et moyennes. Le second objectif était d'examiner la poursuite ou non sur le marché du travail de ces ségrégations ayant cours dans le système éducatif. À cette fin, trois enquêtes du Céreq de 2001, de 2007 et de 2013 pour des sortants du système éducatif de 1998, de 2004 et de 2010 ont été mobilisées, et 26 trajectoires de diplômés de niveau master ont été constituées. En fonction du parcours dans le supérieur et aussi dans le secondaire, les trajectoires s'avèrent fortement ségréguées selon l'origine sociale et le genre. Toutefois, les ségrégations liées à l'origine sociale dans le système éducatif ne se prolongent pas toujours sur le marché du travail, notamment à la faveur de plusieurs trajectoires où figure un diplôme du premier cycle du supérieur technique. Il s'agit néanmoins surtout de trajectoires masculines, et les ségrégations de genre demeurent élevées. Les résultats invitent à relier plus systématiquement les ségrégations dans le système éducatif à celles

vécues sur le marché du travail. Ils interrogent également la poursuite de cette « relative » amélioration en matière de promotion sociale, alors qu'actuellement le nombre d'inscriptions en master diminue en France.

Lessard, G., Demers, S., Fleuret, C., & Nadon, C. (2021). **Coéducation des membres de la société d'accueil et des enfants nouveaux arrivants à la reconnaissance réciproque.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9809>

Le désir de changement de la perception qu'ont les membres de la communauté scolaire et civile à l'égard des enfants nouveaux arrivants nous a conduites à réaliser une recherche-action participative. Celle-ci nous a notamment permis d'identifier les préconditions 1) d'une activité coéducative et communicationnelle spontanée des élèves au contact d'une diversité des lieux, d'acteurs, et des sphères d'activités; 2) d'interactions au sein de communautés communicationnelles variées lui permettant de tisser des relations de reconnaissance réciproque. La première condition semble reposer sur la reconnaissance de l'universel humain dans l'enfant immigrant. La deuxième condition se définit par la confiance et l'estime — de soi et de l'autre. Enfin, la troisième condition relève du « lâcher prise » de l'adulte et des horizons d'action ouverts aux enfants.

Lignon, F. (2022). **Habilitation à diriger des recherches: Tome 1: Genre, images, éducation + Tome 2: De l'image close à l'image infinie. Jeu vidéo et éducation** (Habilitation à diriger des recherches, Université Lyon 1 - Claude Bernard). Consulté à l'adresse <https://hal.archives-ouvertes.fr/tel-03904027>

Le travail présenté se compose de deux tomes. Le tome 1 (80 pages) est un mémoire de synthèse. Intitulé « Genre, images, éducation », il retrace l'entièreté de mon parcours intellectuel et professionnel. J'y expose les travaux que j'ai menés depuis le début de ma carrière, mon cheminement, mes résultats; j'y présente les thèses que je souhaite encadrer et les projets de recherche que je compte mettre en place. Il contient aussi mon curriculum vitae complet et une liste détaillée de mes publications. Le tome 2 (260 pages) est un ouvrage scientifique inédit composé de sept chapitres. Son titre, « De l'image close à l'image infinie : jeux vidéo et éducation ». En voici le résumé. Dans le premier chapitre, je retrace l'histoire de la déconstruction progressive mais toujours inachevée de l'hostilité des pédagogues à l'égard des images – entre petits arrangements et traités d'alliance – l'histoire d'une attraction répulsion sans cesse renouvelée dans ses enjeux et qui se réinvente à mesure qu'apparaissent de nouveaux médias et de nouvelles formes d'images. Dans le deuxième chapitre, j'entreprends d'interroger les usages et le potentiel pédagogique des jeux vidéo grand public. Après avoir identifié ses spécificités et défini sa place effective dans les pratiques juvéniles, je fais un état des lieux des recherches en éducation le concernant avant d'étudier sa prise en compte institutionnelle et d'analyser les modalités de son exploitation sur le terrain. Je présente enfin le corpus logiciel sur lequel j'entends travailler pour explorer les atouts éducatifs des personnages qu'ils mettent en scène. Dans le chapitre trois, j'interroge les univers fictionnels dans lesquels ces personnages évoluent. Je démontre qu'ils sont des récits, cela pour trois raisons au moins : parce qu'ils sont porteurs d'une idéologie et proposent un mode d'interprétation du monde ; parce qu'ils font appel à un narrateur, rôle qu'ils confient en grande partie au joueur ; parce qu'ils mettent en œuvre, quand bien même ils les malmènent un peu, des dispositifs narratifs courants qui se construisent autour de personnages. Dans mon quatrième chapitre, j'étudie, en m'appuyant sur des

éléments visuels et narratifs, les caractéristiques des personnages vidéoludiques. Je présente l'ensemble des termes employés par les joueurs pour les désigner. J'interroge leur rapport au réel, à l'action et au joueur ; je définis ceux que j'entends considérer comme des personnages narrateurs : les personnages joueurs. Je propose ensuite une classification raisonnée qui prend en compte leur double structure, soit la relation qui les travaille et qui est fondée sur la distance, variable, entre les deux pôles du couple. Dans les chapitres cinq et six, j'examine en quoi les personnages de jeux vidéo sont apparentés à ceux qui évoluent dans les autres formes de récits et comment ils s'évadent de ces schèmes et les renouvellent. J'avance une série d'arguments destinés à démontrer, dans un premier temps, que les personnages joueurs, si on les envisage au regard de ce qui est traditionnellement attendu des personnages de récit - soit une certaine originalité, une certaine cohérence, une certaine plénitude - ne sont pas tout à fait des personnages ; dans un deuxième temps que, compte tenu de leurs spécificités, ils sont au contraire des plus que personnages. Dans mon dernier chapitre, je porte mon attention sur la question du genre et des personnages de jeux vidéo. Je cherche à mettre en lumière d'une part ce que le genre fait à ces personnages et d'autre part ce que ces personnages font au genre, cela dans le but de mettre au jour des possibles nouveaux pour éduquer simultanément à l'image et à l'égalité entre les femmes et les hommes. Je présente deux études de cas qui donnent l'empan des thématiques que les personnages vidéoludiques permettent d'aborder et qui sollicitent, dans une logique de renforcement mutuel, un ensemble de compétences relevant de l'Éducation aux médias et à l'information (EMI), du domaine des arts et de la culture, de la formation de la personne et du citoyen. En conclusion de mon ouvrage, je reviens tout d'abord sur la structure très particulière, tout à la fois close et ouverte à tous les vents, des personnages vidéoludiques. Je reviens ensuite sur leur potentiel éducatif. Parce qu'ils offrent aux joueurs l'occasion de se projeter au cœur même de situations qu'ils ne vivent pas nécessairement dans la vraie vie, parce qu'ils leur permettent de les appréhender à la fois de l'intérieur et de l'extérieur, ils constituent un outil précieux pour les enseignants qui souhaitent aborder la formation de la personne et du citoyen de façon élargie, dans ses dimensions personnelles, interpersonnelles, interculturelles et citoyennes.

Lueg, K., Graf, A., & Boje, D. (2023). **A Danish case study of a sociomaterial construction of a new nomos and purpose of higher education.** *Higher Education*, 85(2), 455-472. <https://doi.org/10.1007/s10734-022-00844-6>

This article combines Bourdieusian practice with narrative sociomaterial theory to investigate what story of higher education and its purpose is being conveyed to students. Our case study revolves around a Danish university. We conduct a sociomaterial analysis of three university sites: an information day for prospective students, a video of a campus tour, and on-campus signage. We subject photographs of these data and the transcribed video to a sociomaterial analysis of how material objects and human subjects are socially positioned. We find that sociomateriality constructs two conflicting narratives about the purpose of higher education. High school graduates are courted with a narrative of an educational, person-centric, and knowledge-centric journey that will safely lead to favorable professional positions. Upon enrollment a changed, market-centered narrative envisions students as soon-to-be business assets who must self-optimize to forge a career. Both narratives remain at the stage of ante-narrative as they do not provide an ending: while the person-centric narrative is replaced upon enrollment, the business-centric narrative reduces university experiences to the "start" of the students' career. On a sociopolitical level, our case is indicative of the trend of higher

education adjusting its symbolic rules to business parameters and thus handing over relative autonomy to the economic field. Moreover, our study entails implications for theory in that it brings together Bourdieusian and Bojean (ante)narrative theory and conceptualizes dominant narratives as nomos. The paper further offers ideas on how to document and analyze data for researchers taking a sociomaterial approach.

Mbekeani, P. P. (2023). **Income-Based Gaps in College-Going Activities: High School Classes of 1992 and 2004.** *Sociology of Education*, 96(1), 62-79. <https://doi.org/10.1177/00380407221138051>

There has been widespread concern about widening disparities in parental investments that may be associated with widening gaps in educational attainment. Using data from the National Education Longitudinal Study of 1988 and the Education Longitudinal Study of 2002, this study examines parents' investments and engagement in the college-going process for two cohorts of high school students, focusing on adolescents from low- and high-income families. Between the high school classes of 1992 and 2004, income gaps widened in financial preparation for postsecondary education expenses and student college-admissions test-preparation. In contrast, the income gap in parents-child conversations about the college-going process narrowed, due to a larger increase among low-income parents. I examined potential explanations for growing gaps and found evidence supporting both rising income inequality and changing associations between income and college-going activities. Implications for educational attainment gaps are discussed.

Mcdossi, O. (2023). **Inequality reproduction, higher education, and the double major choice in college.** *Higher Education*, 85(1), 157-186. <https://doi.org/10.1007/s10734-022-00827-7>

Inequality scholarship has long highlighted the role of education, including higher education, in both mobility processes and the reproduction of disadvantage. This article, drawing on a unique sample of nearly 22,000 undergraduate students in Israel, builds on and extends this body of work by analyzing the extent to which double majoring in college, types of double major combinations, and their potential labor market returns are stratified by social class. Two competing theories are proposed for explaining variations by subgroup: social reproduction theory and rational choice theory. My analyses and findings in these regards are strikingly clear: there are significant social class background advantages in the choice to double major, and with especially unique combinations of lucrative and non-lucrative fields among the more advantaged students. While students from disadvantaged backgrounds were less likely to double major, they were more likely to choose double lucrative majors. These results and the accompanying discussion, beyond highlighting the role of double majoring as a higher ordered and seldom discussed mechanism of inequality, point to the ways in which students across the social class hierarchy negotiate not only college but also their perceptions of how employers will eventually assess educational credentials.

MENASHY, F., & ZAKHARIA, Z. (2022). **White Ignorance in Global Education.** *Harvard Educational Review*, 92(4), 461-485. <https://doi.org/10.17763/1943-5045-92.4.461>

In this qualitative research essay, Francine Menashy and Zeena Zakharia advance Charles Mills's concept of White ignorance for understanding racial power hierarchies in global education governance. They reveal how global education organizations "sanitize racial inequities and silence conversations on race" and how in global education racism

has been largely considered a US-based problem, which denies the fact that White supremacy is a global system. The authors argue that White ignorance has inhibited structural change in global education policies and practices. And while the Black Lives Matter movement has called for a global reckoning with entrenched racism and White supremacy, limited attention has been paid to racial inequities in global education circles.

Monin, N., & Valente, G. (2022). **La diversité socioculturelle vue par les chefs d'établissement**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Les discours des chefs d'établissement ont une tendance à être très généraux et peu ancrés dans les situations, mais révèlent une diversité affichée au nom de « l'ouverture ». L'« atmosphère de l'établissement » est une ressource normative construite par les chefs d'établissement qui vise à rendre possible le projet d'évangélisation, à traiter les tensions et à maintenir une sélection d'élèves contribuant à asseoir la place de l'établissement sur le marché scolaire.

Mons, N., & Butzbach, E. (2022). **Fighting social inequalities at schools and whole-child development approach** (p. 18). Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-03923000>

Based on PISA findings, across OECD countries, France appears to be one of the most affected countries by a very high level of social inequality in education. Since the first PISA in the early 2000s, this situation has even deteriorated. In addition, the individual or collective indicators of well-being at school also appear negative in France. These poor French results lead us to question in this article both the national and local policies that aim to combat social inequalities at school and their link with the overall care of child growth. We will first present the performance of the French system at the end of compulsory schooling, regarding the students' cognitive skills as well as their psychosocial attitudes and the quality of life at school. Then, in the second part of this article, we will examine the policy choices made by the Ministry of Education and local authorities regarding affirmative action. Finally, in the third part, through a historical analysis, which spans four decades (1981–2021), we will analyze how concerns about the child's overall development have been integrated (or not) into these policies.

Observatoire des inégalités. (2022, novembre 30). **La discrimination pour obtenir un entretien d'embauche persiste**. Consulté 3 janvier 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/La-discrimination-pour-obtenir-un-entretien-d-embauche-persiste>

18 % des candidats d'origine maghrébine obtiennent un entretien pour un poste de cadre administratif, contre 25 % de ceux au nom à consonance française, à CV équivalent. Pour un emploi d'aide-soignante, les chiffres sont respectivement de 37 % et 45 %. Les discriminations persistent, notamment dans la fonction publique.

Omoeva, C., & Hatch, R. (2022). **Teenaged, married, and out of school: Effects of early marriage and childbirth on school exit in Eastern Africa**. *PROSPECTS*, 52(3), 299-324. <https://doi.org/10.1007/s11125-020-09517-7>

This article investigates the relationship of early marriage to school participation and whether other factors, including individual or family characteristics and childbirth, moderate the relationship. It uses national household survey data for Eastern Africa,

pooled at the regional level. Overall, findings confirm that marriage and schooling appear largely incompatible across the Eastern Africa region at present. The results of the main analysis indicate that married girls are roughly 31 percentage points less likely to be attending school than their unmarried peers. The effect of marriage on school participation trumps other observed factors, including childbirth. Based on an extended analysis using the timing of marriage and two consecutive years of education data in Malawi and Kenya, the article concludes that marriage is a predictor of subsequent school exit.

Osborne, K. R., Walsdorf, A. A., Smith-Bynum, M. A., Redig, S., Brinkley, D., Owen, M. T., & Caughy, M. O. (2023). **Responding to racism at school: Ethnic-racial socialization and the academic engagement of Black and Latinx youth.** *Child Development*, 94(1), 219-236. <https://doi.org/10.1111/cdev.13853>

Guided by the Theory of Racial Socialization in Action (TRSA; Smith-Bynum in press), this study examined observed caregiver-provided ethnic-racial socialization in response to a school-based discriminatory dilemma. Forty-five Black and 36 Latinx caregivers (88% mothers) with low-income and their children (Mage = 11.09, SD = 0.29; 46.3% female) participated in Dallas, Texas from 2018 to 2019. Dyads responded to a hypothetical scenario in which a school counselor makes a discriminatory comment to the child. Results of a factor mixture analysis suggested that caregivers engaged in the dialogue using one of four approaches: Low-engaged, Legacy, Racial Literacy, or High-engaged. Profiles were found to differ significantly by the race/ethnicity and language of caregivers and were associated with youth's concurrent behavioral engagement ($R^2 = .04$).

Passaretta, G., Skopek, J., & van Huizen, T. (2022). **Is Social Inequality in School-Age Achievement Generated before or during Schooling? A European Perspective.** *European Sociological Review*, 38(6), 849-865. <https://doi.org/10.1093/esr/jcac005>

Social gaps in children's educational achievement emerge early in life and remain stable over schooling. Does social origin constantly shape achievement or is social inequality in school just an echo of inequality settled before schooling? We extend the previous research by studying the origins of social gaps in language achievement among primary-school students in Germany, the Netherlands, and the United Kingdom. Based on dynamic accounts of skill development, we expected social origin to shape school-age achievement not only directly but also indirectly via before-school achievement. Using longitudinal data (Cohort Study on Educational Careers, Millennium Cohort Study, and National Educational Panel Study) and applying an instrumental variable approach, we estimated the extent to which achievement gaps by parental education in school were generated before and during schooling. About 50–80 per cent of language gaps observed at end of primary school were explained by gaps settled before formal schooling in all three countries. Conversely, at most 20–50 per cent of school-age gaps were generated during schooling. These findings suggest that the roots of social inequality in school-age achievement must be sought primarily in processes transpiring before school life starts.

Perillo, G., & Mastandrea, S. (2022). **Explicit and Implicit Biases in Students' Skin Colours Aesthetic Preferences.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 179-196. <https://doi.org/10.7358/ecps-2022-026-pema>

Several tools have been employed to detect the emergence and development of racial stereotypes and prejudices among little children and adolescents. In our study, we confront some of these tools, and present the results of the Skin Colours Test. In its specificity, the Skin Colours Test proposes a change in the object of investigation (appreciation of the homogeneity or heterogeneity of colours) and aims to detect explicit and implicit stereotypes and prejudices of boys and girls regarding aesthetic choices (even neutral choices) concerning skin colours. Sample: one group of 129 (64 F) students (M = 12.31), almost all of Italian descent, and another group of 129 (62 F) students (M = 12.36), less than 30% of different descents. Method: three pictures, each made up of 16 skin colours, were shown and students were asked to vote on their aesthetic preference between homogeneity or heterogeneity of skin colours and to give reasons for these choices. Main results: the motivations for some choices that preferred skin colour heterogeneity (neutral choice) over homogeneity, brought out stereotypes and biases. In addition, we consider the contextual specificities that the Skin Colours Test detects as crucial in order to detect specific educational needs and structure targeted educational interventions.

Planson, S. (2023). **Race, Cultural Capital, and School Achievement in Race-Blind France.** *Sociology of Education*, 96(1), 19-42. <https://doi.org/10.1177/00380407221139220>

Scholarship examining the role of cultural capital in school outcomes in relation to race and ethnicity in the French context is scarce. This article seeks to test how various potential forms of cultural capital, beyond the most traditional ones, are associated with school grades relationally with French students' backgrounds. Using Ministry of Education data to perform regression analyses on old and new forms of cultural capital, I find some evidence of differences in their association with grades. Reading, internet, documentaries, sport, and music practice are all associated with higher school grades, but less so for Haiti and overseas- origin children for four practices out of five. This study contributes to research on ethnic/racial inequalities in the French school system and to broader conversations around the contemporary redefinition of cultural capital by showing that racial inequalities can be reproduced in schools through a wide array of cultural practices.

Pollmann-Schult, M. (2023). **Downward educational mobility and the life satisfaction of adolescents and parents.** *Family Relations*, 72(1), 234-252. <https://doi.org/10.1111/fare.12666>

Objective This study examines whether parental and adolescent life satisfaction is lower when adolescents are on a lower educational trajectory than their parents, and whether this association is mediated by the quality of the parent–adolescent relationship. **Background** Existing literature shows that families seek to ensure status maintenance and to avoid downward educational mobility in their children. Little is known, however, about whether downward educational mobility has negative consequences for adolescents' and their parents' well-being. **Method** Using data on 3781 16-year-old adolescents and their parents from the German Socio-Economic Panel (SOEP), this study examined associations between downward educational mobility, parent–adolescent relationship quality, and the life satisfaction of adolescents and their parents. **Results** In families with two college-educated parents, risks of downward educational mobility were associated with increased parent–child conflicts and quarrels over school issues as well as with lower life satisfaction in parents and adolescents. **Conclusion** Adolescents and parents report reduced levels of life satisfaction when adolescents are on a lower educational

trajectory than their parents, probably because the risk of declining status across generations negatively affects the psychological well-being of parents and adolescents. Implications Providers of family services should consider that the psychological effects of low educational achievement in adolescents vary depending on parental levels of education.

Prix, I., & Kilpi-Jakonen, E. (2022). **Not in a Class of One's Own: Social Origin Differentials in Applying to Gender-(A)Typical Fields of Study across the Educational Hierarchy.** *European Sociological Review*, 38(6), 920-941. <https://doi.org/10.1093/esr/jcac007>

How and why does social origin matter for gender-segregated field of study choices? Analyses of gender-(a)typical educational interests have framed social origin differentials primarily through the lens of socialization, resting on the idea that children from socioeconomically advantaged families develop less gender-stereotypical interests via more egalitarian notions of gender roles. The social stratification literature, on the other hand, has discussed social gradients in field of study choice mainly from a perspective of social mobility and life chance risks, while remaining fairly detached from questions of gender segregation. Our aim in this article is to shed new light on how social inequality may be of consequence for gender-(a)typical interests in fields of study. Comparing register-based application patterns of a complete Finnish birth cohort (1989–1991) across three levels in the educational hierarchy, our results show that the same social origin may either lower or increase the probability of applying to gender-(a)typical fields, depending both on the educational level targeted and applicants' gender. This context-dependency calls into question a strongly culturally framed interpretation of social origin gradients in gender-(a)typical interests. We conclude that social mobility prospects may align in a more nuanced and pragmatic way with gendered interests than previously suggested.

Racana, D. (2023). **Inégalités filles-garçons à l'école maternelle : discours, représentations et interactions en classe des professeur.es des écoles.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140322167&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_09_01_au_14_01_35326&utm_medium=email&utm_content=lienTitre

Alors que le président de la République Emmanuel Macron a déclaré l'égalité entre les femmes et les hommes grande cause nationale du quinquennat le 25 novembre 2017, cet ouvrage s'intéresse à l'égalité filles-garçons à l'école, fondation nécessaire pour se saisir de l'enjeu qu'est l'égalité femmes-hommes. Tout en se référant aux recherches établies, l'auteur dégage dans cet ouvrage plusieurs approches novatrices. En s'intéressant spécifiquement à l'école maternelle, aux liens entre les interactions en classe et les positionnements des professeurs face à la question des inégalités entre les filles et les garçons ou encore au contexte global de l'école, cet ouvrage est original au regard de la littérature existante.

Raffin, O. (2023, janvier 12). **Sur Parcoursup, la lettre de motivation révélatrice d'inégalités sociales.** *Le Monde.fr.* Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/01/12/sur-parcoursup-la-lettre-de-motivation-revelatrice-d-inegalites-sociales_6157528_4401467.html

Appui des parents, connaissance de l'enseignement supérieur ou activités périscolaires plus valorisées : le milieu d'origine de certains lycéens les prépare mieux à cet exercice exigeant.

Rolon-Dow, R. (2022). **At the Root of Their Stories: Black and Latinx Students' Experiences with Academic Microaggressions.** *Harvard Educational Review*, 92(4), 508-532. <https://doi.org/10.17763/1943-5045-92.4.508>

In this narrative study, Rosalie Rolón-Dow explores the nature of academic microaggressions that racially minoritized undergraduate students experience at predominantly white institutions. She illustrates microaggression incidents related to (in) visibility, intellect or academic contributions, and curriculum relevant to students' racial identities, communities, or histories. Using a critical race theory microaggression framework, she analyzes academic microaggressions in the broader context of institutional racism and white supremacy to show how white supremacy tools like othering, monoculturalism, nativism, white ascendancy, normativity, and ignorance are deployed. Rolón-Dow calls for colleges and universities to deepen their understanding of the effects of microaggressions on students' academic lives and contends that institutions seeking to become more racially inclusive must address the ways that ideologies inherent in white supremacy continue to be expressed through racial microaggressions.

Romanowski, M. H. (2022). **Using social capital to develop South African principals and schools.** *PROSPECTS*, 52(3), 405-420. <https://doi.org/10.1007/s11125-022-09602-z>

One feature of deprived communities is a lack of social capital. Yet, research reports that social capital contributes to poverty reduction and positively impacts schools and student educational outcomes. In South Africa, there is a deficit in social capital in under-resourced and underperforming schools that limits students' educational opportunities and achievement. Partners for Possibility (PfP) responds to the lack of social capital in South African schools by partnering school principals and business leaders to develop support structures such as collaboration, networking, and professional learning communities. Findings from a site visit, conversational interviews, and examining participants' portfolios indicate that PfP provides opportunities for developing three types of social capital: structural, cognitive, and relational. These produce options that would otherwise be unavailable to these students. The discussion raises issues about social capital as a resource for development and offers suggestions for further research.

Rossignol-Brunet, M., Frouillou, L., Couto, M.-P., & Bugeja-Bloch, F. (2022). **Ce que masquent les « nouveaux publics étudiants » : les enjeux de la troisième massification de l'enseignement supérieur français.** *Lien social et Politiques*, (89), 57-82. <https://doi.org/10.7202/1094548ar>

Cet article revient sur l'expression « nouveaux publics étudiants », popularisée dans le contexte français à la suite de la seconde massification scolaire (1985-1995) pour caractériser l'apparition d'une population étudiante moins dotée à la fois socialement et scolairement. Or, cette expression est utilisée depuis plusieurs décennies maintenant pour évoquer ces publics inscrits à l'université française, sans pour autant être remise en question. À travers une recherche articulant les recensions de cette notion dans la presse, les discours institutionnels, la littérature grise et les travaux scientifiques, avec des analyses sur plusieurs bases de données (enquête Conditions de vie de l'OVE, bases Admission Post-Bac 2016 et Parcoursup 2019), nous montrons tout d'abord que

l'expression est fréquemment utilisée, notamment en période de réformes, pour désigner les étudiant·es non titulaires d'un baccalauréat général. Dans un second temps, le recours aux données permet de mettre en évidence une augmentation importante des effectifs étudiants depuis le début des années 2010, conséquence de l'accroissement du nombre de bachelier·es professionnel·les conjugué au boom démographique du début des années 2000 : il paraît alors pertinent de parler de troisième massification scolaire. Ces étudiant·es s'inscrivent par ailleurs davantage dans les licences de sciences, par rapport à celles de lettres et sciences humaines. L'analyse des caractéristiques sociales et scolaires des publics permet de montrer que cette augmentation des néo-entrant·es dans l'enseignement supérieur ne s'accompagne pas d'une plus grande diversité sociale. En revanche, la comparaison de la répartition des publics étudiants au sein des universités franciliennes en 2016 et en 2019 met en évidence une segmentation scolaire accrue entre les établissements de premier cycle, laquelle creuse les inégalités déjà présentes dans l'enseignement supérieur.

Scheeren, L. (2022). **The Differential Impact of Educational Tracking on SES Gaps in Educational Achievement for Boys and Girls.** *European Sociological Review*, 38(6), 942-958. <https://doi.org/10.1093/esr/jcac012>

Prior research has shown that later tracking is related to smaller inequalities by social origin. One of the underlying mechanisms indicates that allowing more schooling time in comprehensive classes is beneficial for, especially, low-SES students. In this study, we question whether this is the case for boys and girls and test whether later tracking diminishes social inequality in educational performance among boys and girls. Microdata on reading and mathematics competence during primary and secondary school, gathered from PIRLS, TIMSS, and PISA, are combined with contextual-level data on the tracking age. We employ differences-in-differences models to test whether the impact of tracking on SES gaps in test scores differs between boys and girls. We find that later tracking reduces inequalities by social origin in test scores for girls. Staying longer in untracked classes does not, however, affect SES-based inequalities for boys. This suggests that the general finding that later tracking reduces inequalities by social background is driven by girls.

Simpson & Bista. (2023). **Examining Minority Students' Involvements and Experiences in Cultural Clubs and Organizations at Community Colleges.** *Community College Journal of Research and Practice*, 47(2), 79-89. <https://doi.org/10.1080/10668926.2021.1934753>

In this cross-sectional survey study, we examined the experiences of minority students' involvement and their experiences in cultural clubs and organizations at community colleges. From two community colleges, 204 participants were invited to complete an online survey "Experience with diversity index". The findings indicated a significant positive correlation between minority student involvement in cultural clubs and organizations, and their experience with cultural diversity. In other words, students who were involved in clubs and organizations reported that they were able to become acquainted with students from a different country, race, or ethnic background. Through their involvement, they were able to have discussions regarding religion, lifestyles, customs, and traditions. The findings also revealed that demographic information such as age, gender, and generational status did not contribute to minority students' interactions with peers and faculty members at community colleges. Approximately 82% of participants reported being often or very often involved in culturally based clubs and organizations, whereas 18% reported little to occasional involvement.

Solorzano, D. G. (2023). **My journey to this place called the RAC: Reflections on a movement in critical race thought and critical race hope in higher education.** *International Journal of Qualitative Studies in Education*, 36(1), 87-98. <https://doi.org/10.1080/09518398.2022.2042613>

This chapter recounts the story of how I came to design a Research Apprenticeship Course at UCLA—what we call the RAC. I lay out the origin story of the RAC dating back to early collaborations with Arturo Madrid of the Tomas Rivera Policy Research Center and the Ford Foundation Family of Fellows in the mid to late 1980s. These collaborations helped me establish the blueprint for the RAC as an academic counterspace—a space centered on identifying, analyzing, and challenging race and racism in education. We did this by extending Critical Race Theory (CRT) in the Law to the fields of Education, Race and Ethnic Studies, Women of Color Feminist Theories, and Freirean Critical Theory. My journey weaves in the stories of former students and their relationship to the RAC and how the RAC impacted their research, teaching, and service.

Stokes, S. (2023). **A sense of belonging within the imaginative constraints of racial realism: a critical race analysis of Latinx students' racialized experiences during the Trump presidency.** *International Journal of Qualitative Studies in Education*, 36(1), 26-41. <https://doi.org/10.1080/09518398.2021.1956632>

The continued significance of Derrick Bell's theory of racial realism is exemplified by the exclusionary sociopolitical and institutional climate that Latinx students experienced throughout the Trump presidency. I utilize various tenets from CRT and LatCrit as analytical and methodological tools for conducting a qualitative study at four colleges and universities in Southern California that explores how the Trump presidency influenced Latinx students' "sense of belonging" on college campuses and within the broader U.S. The findings reveal how the Trump presidency influenced the lives of Latinx students in interpersonal and superstructural ways. However, I problematize the concept of "sense of belonging" within the context of racial realism by arguing that it is counterproductive to cultivate a sense of belonging within an endemically racist society and/or higher education institution. I provide pragmatic and theoretical implications for how higher education professionals can utilize racial realism as an intervention for research and praxis.

Sublett & Orenstein. (2023). **An Eye toward Equity: Redesigning Course Scheduling within Guided Pathways Reform Efforts.** *Community College Journal of Research and Practice*, 47(2), 139-156. <https://doi.org/10.1080/10668926.2021.1982795>

While community colleges excel at expanding postsecondary enrollments, these institutions often struggle to help students succeed. A chorus of school leaders and policymakers increasingly agree that broad-based, comprehensive organizational change is needed to drastically improve community college student success and equity. The Guided Pathways reform model has been increasingly adopted in recent years by institutions looking to usher in such change. This paper explores an important but overlooked aspect of guided pathways reforms: course scheduling practices and how such practices can be redesigned to improve the experiences and outcomes of racially minoritized student groups.

Trottier, N. E. (2021). **A Review of Teaching Gender and Sexuality at School: Letters to Teachers by Tara Goldstein.** *McGill Journal of Education / Revue Des Sciences de*

l'éducation de McGill, 56(2/3). Consulté à l'adresse
<https://mje.mcgill.ca/article/view/9941>

van der Kleij, S. W., Burgess, A. P., Ricketts, J., & Shapiro, L. R. (2023). **Tracking vocabulary and reading growth in children from lower and higher socioeconomic backgrounds during the transition from primary to secondary education.** *Child Development*, 94(1), e57-e66. <https://doi.org/10.1111/cdev.13862>

We examined the relation between socioeconomic status (SES), vocabulary, and reading in middle childhood, during the transition from primary (elementary) to secondary (high) school. Children (N = 279, 163 girls) completed assessments of everyday and curriculum-related vocabulary, (non)word reading, and reading comprehension at five timepoints from age 10 to 13. Piecewise linear mixed-effects models showed significant growth in everyday vocabulary and word reading between every time point. Curriculum vocabulary and reading comprehension showed significant growth during the school year, but not during the summer holidays. There were significant effects of SES on all measures except word reading; yet, SES differences did not widen over time. Our findings motivate targeted reading and vocabulary support for secondary school students from lower SES backgrounds.

Vázquez-Cano, E., Ramírez-Hurtado, J. M., Díez-Arcón, P., & Pascual-Moscoso, C. (2023). **Academic and Social Behaviour Profile of the Primary School Students who Possess and Play Video Games.** *Child Indicators Research*, 16(1), 227-245. <https://doi.org/10.1007/s12187-022-09975-9>

The aim of this research was to analyze the typologies of primary education students with regard to possession and use of video games, and the possible psycho-emotional and educational implications. To identify the different typologies, a latent class model using Latent Gold v4.5 software was applied in order to model relations between the variables observed, assuming that the structure of underlying relations was explained by a latent categorical variable (not observed). The results revealed two clearly differentiated clusters: one formed of boys who get better marks in Mathematics, usually play video games with gaming consoles for the TV screen, usually play video games online with friends, play video games for more than two hours at weekends, feel very happy when playing video games, and whose first choice of free-time activity is to play video games; the other consisted of girls who get better marks in Spanish Language and Literature, usually play video games on a tablet, usually with a family member, play video games for more than two hours at weekends, feel very happy playing video games, though to a slightly lesser extent than boys, and whose first choice of free-time activity is not usually to play video games.

Weiss, P.-O., & Blassel, R. (2023). **Discrimination in higher education and research in France. Observing, measuring, understanding.** *Giornale Italiano Di Educazione Alla Salute, Sport e Didattica Inclusiva*, 6(4). <https://doi.org/10.32043/gsd.v6i4.673>

This article explores the institutional and political issues related to conducting research on discrimination in French higher education, and more specifically on racism. French sociological and socio-anthropological research on education has used the prism of social class, largely relegating analyses on universities' users (staff and students) in ethno-racial terms. This contribution highlights the role of field research in understanding discrimination in higher education. It shows how analyzing both structural and micro-social levels of discrimination can help overcome the sterile opposition between

qualitative and quantitative methods. To support this argument, the article presents preliminary results from the ACADISCR survey.

Whelan, M., Wright-Brough, F., Hancox, D., & Browning, Y. (2023). **The Generous Boys and the Nice to Meet You Band: students from migrant and refugee backgrounds as leaders in reshaping university values through creative arts-based programmes.** *International Journal of Inclusive Education*, 27(1), 1-17. <https://doi.org/10.1080/13603116.2020.1813820>

As Australian institutions shift towards widening participation in higher education, recent research has strengthened the notion that institutions must challenge their own values to find ways of recognising and sharing the values of more diverse cohorts. This pilot study acknowledges the call for universities to move 'away from the notion that it is the students who need to "adapt" to university' and implements these recommendations through the design and testing of a creative programme intended to assist a specific cohort of students who had recently arrived in Australia as migrants or refugees with post-school transition. Using a combination of qualitative research methods including arts-based consultation workshops, semi-structured interviews, and participatory creative practice to collect data, the research aims to position the voices and aspirations of the students at the centre of the data collected. The 'Room 17 Goes Large' project not only aimed to improve the students' confidence in post-school transition, it also sought to ascertain what kinds of support the cohort valued most, thus providing insights that may assist institutions in better adapting to such cohorts in the future. This research and subsequent article propose a model of practice and initial proof of concept.

Wisdom, S., Leavitt, L., & Bice, C. (Éd.). (2019). **Handbook of research on social inequality and education.** Consulté à l'adresse <https://igi-global.us1.list-manage.com/track/click?u=b904ea6e3930233a2979c71df&id=d54a9a8dd6&e=ad9cc149aa>

Yosso, T. J., & García, D. G. (2023). **Carving out a legal narrative from Galarza to Soria: Accounting for the complexities of history, race, and place in educational research.** *International Journal of Qualitative Studies in Education*, 36(1), 9-25. <https://doi.org/10.1080/09518398.2021.1930267>

In this article, the authors reflect on the methodological tools they used to recover hidden perspectives within two desegregation cases, Karla Galarza v. The Board of Education of Washington D.C., 1947 and Debbie and Doreen Soria, et al. v. Oxnard School Board of Trustees, 1974. Placing these two narratives in conversation and excavating the stories behind their creation, they add depth and dimension to our understanding of the long struggle for educational equality. They renew calls for educational researchers to consider the utility of a critical historical lens to more fully account for the complexities of race across time and place.

Climat de l'école

Afolabi, K. T., Konold, T. R., & Maeng, J. (2023). **Construct and Structural Equivalence of the English and Spanish versions of the Authoritative School Climate Survey.** *Journal of Psychoeducational Assessment*, 41(1), 49-62. <https://doi.org/10.1177/07342829221125087>
This study evaluated the construct and structural equivalence of the English and Spanish versions of the authoritative school climate survey (ASCS). Measurement invariance was

evaluated through increasingly restrictive tests on a sample of N = 6976 high school students, with focus on the three core ASCS scales: Students' Willingness to Seek Help, Teacher Respect for Students, and Disciplinary Structure. Results provided support for the configural, metric, and scalar invariance of these scales across versions. Because school climate is often measured through reports of student perceptions that are aggregated to the school level, these results provide an additional resource for schools looking to increase the diversity of their students' voice through more equitable tools.

Asanjarani, F., Kumar, A., & Kalani, S. (2023). **Student Subjective Wellbeing amidst the Covid-19 Pandemic in Iran: Role of Loneliness, Resilience and Parental Involvement.** *Child Indicators Research*, 16(1), 53-67. <https://doi.org/10.1007/s12187-022-09963-z>

The COVID-19 pandemic and lockdowns potentially severely impact adolescents' mental well-being. This research aims to study students' subjective well-being during the covid-19 pandemic in Iran and investigate the role of loneliness, resilience, and parental involvement. For this study, 629 students (female = 345) were recruited by purposive sampling. Students were assessed on the Student's Subjective Well-Being, Loneliness Scale, Resilience Scale, and Parental Involvement. The results confirm our hypothesis that the relationship between parental involvement and students' subjective well-being is mediated by loneliness. Furthermore, the results indicated a partial mediation of resilience in the relationship between parental involvement and students' subjective well-being. This study theoretically contributes to a better understanding of the factors determining the impact of traumatic events such as a pandemic on adolescents' mental health. The implications of this study indicate interventions that can be carried out to minimize the negative psychological consequences of the pandemic.

Audet, G., Miconi, D., Rousseau-Rizzi, A., & Rousseau, C. (2021). **Prévention de la radicalisation violente : impact de la pièce de théâtre « qui a tué freebird? » sur les perceptions et les attitudes des élèves et du personnel scolaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9747>

Cet article rend compte de l'évaluation de l'impact de la pièce *Qui a tué Freebird?*, du Théâtre Parminou sur des élèves, d'une part, et sur des acteurs scolaires, d'autre part. Partant d'une méthodologie mixte, cet article révèle des différences régionales significatives au niveau des perceptions des jeunes et montre que la pièce a fait évoluer certaines attitudes. Les résultats suggèrent que la pièce a partiellement atteint ses objectifs en sensibilisant les jeunes et les acteurs scolaires à certains des risques associés aux mouvances extrémistes. Ils illustrent aussi qu'une complexification de la figure de l'étranger est possible au travers d'activités qui déconstruisent les stéréotypes et que les stratégies de prévention doivent viser les représentations régionales spécifiques.

Berkowitz, R., & Winstok, Z. (2022). **The Association between Teacher–Student and Peer Relationships and the Escalation of Peer School Victimization.** *Child Indicators Research*, 15(6), 2243-2265. <https://doi.org/10.1007/s12187-022-09961-1>

Peer school victimization via minor and less severe forms of violence may predict victimization via more severe and major forms of violence. Nonetheless, very rarely are the escalating patterns of violence addressed theoretically or empirically tested. In the school context, the quality of peer and teacher–student relationships are critical determinants of peer victimization, although inconclusive mechanisms have been suggested to establish associations among students' interpersonal relationships and peer

victimization. To address prior inconsistencies and better conceptualize theoretical knowledge of these associations, this study developed and tested a path model of peer and teacher–student relationships and peer victimization via relational, verbal, and physical victimization. Secondary data analysis of a nationally representative sample of fifth- and eighth-grade students in Israel ($N = 75,852$) revealed an escalation pattern across types of victimization, in which relational victimization was associated with victimization via verbal and physical violence. Although both types of relationships significantly influenced victimization, peer relationships had the strongest effect, beyond the influence of teacher–student relationships. The identified empirical links among interpersonal relationships and peer victimization can support theoretical and operational frameworks essential to preventing school victimization and protecting students from negative educational, social, and emotional outcomes. Finally, we suggest important directions for future research.

Boraita, R. J., Dalmau Torres, J. M., Ibort, E. G., & Alsina, D. A. (2023). **Analysis of the Lifestyle and Psychological Well-being of Adolescents: Age-related Differences.** *Child Indicators Research*, 16(1), 109-134. <https://doi.org/10.1007/s12187-022-09977-7>

Adolescence is a decisive stage in human development during which intense physical, psychological, emotional and social changes are experienced. The aim of the present study was to analyse the lifestyle differences related with the health of adolescents enrolled in first year (13.01 ± 0.62 years old) and fourth year of secondary education (16.02 ± 0.63 years old) from a region in the North of Spain.

Borualogo, I. S., & Casas, F. (2023). **Bullying Victimization and Children's Subjective Well-being: A Comparative Study in Seven Asian Countries.** *Child Indicators Research*, 16(1), 1-27. <https://doi.org/10.1007/s12187-022-09969-7>

The aims of this study are twofold. The first goal is to investigate the relationship between children's experiences of being bullied (physically, verbally, and emotionally) and their subjective well-being (SWB) in seven low-industrialised Asian countries. The second aim is to ascertain how the relation between bullying victimisation and SWB differs across these countries. This study used data from the third wave of the Children's Worlds survey across two age groups (10- and 12-year-olds) within seven Asian countries (Bangladesh, India, Indonesia, Malaysia, Nepal, Sri Lanka, and Vietnam). The sample consists of 11,483 children, based on representative sampling in each country (49.4% boys and 50.6% girls; Mean age = 11.21). Data were analysed using structural equation modelling (SEM) and multigroup SEM in order to check for metric and scalar invariance among countries. The results show an excellent fit for the models using the pooled sample for 10- and 12-year-olds. The multigroup models also displayed an excellent fit and found a significant negative contribution of bullying victimisation to SWB of children in all seven countries, depending on the type of bullying incidents (except for being left out by other children in the 10-year-old group in Nepal, which had a significant positive contribution). Being left out by other children made the strongest contribution to SWB of children in the Asian countries studied, except for India (both age groups), Nepal (10-year-old group), and Sri Lanka (12-year-old group). Being called unkind names was the most frequent bullying incident, more frequently among boys and 12-year-olds than among girls and 10-year-olds. Even though bullying victimisation negatively contributed to SWB, relatively high scores were observed for SWB in six countries according to Cummins' theory of homeostasis (except Vietnam that displayed SWB mean scores below the expected set-point ranging from 60 to 90). The results were explained using Cummins' SWB homeostasis

theory, suggesting that children's buffers were efficiently activated to adapt to the adverse situation of being physically, verbally, or emotionally bullied, in order to protect their SWB.

Burak, D. (2023). **The Effect of Risk and Protective Factors on Primary School Students' COVID-19 Anxiety: Back to School After the Pandemic.** *Child Indicators Research*, 16(1), 29-51. <https://doi.org/10.1007/s12187-022-09971-z>

This study aimed to analyze the risk and protective factors affecting the COVID-19 anxiety of primary school students after the reopening. It was investigated how primary school students' parents' vaccination, and COVID-19 cases seen at school, knowledge and awareness directly or indirectly explained their individual and social COVID-19 anxiety. The data were obtained from 227 primary school students living in different regions of Turkey. Pandemic Awareness Scale, Pandemic Anxiety Scale, Pandemic Information Test and Information Form were used to obtain the data. The data were analyzed by path analysis. According to the results, the case seen at school, knowledge and awareness of COVID-19 directly and significantly predicted primary school students' individual and social COVID-19 anxiety. Vaccination of parents, on the other hand, directly significantly predicted social COVID-19 anxiety of primary school students, but did not significantly predict individual COVID-19 anxiety. In addition, in this effect, awareness of COVID-19 mediates the knowledge of COVID-19, and cases seen at school mediate the vaccination of parents. The obtained model showed a good fit. According to the results, primary school students' knowledge and awareness about COVID-19 and parents' vaccination reduced their anxieties, and COVID-19 cases seen at school increased their anxiety.

Carroll, A., Bower, J. M., Chen, H., Watterston, J., & Ferguson, A. (2022). **Schoolwide Approaches for Promoting Social and Emotional Well-Being in Australian School Contexts: Focus Group Interviews with System and School Stakeholders.** *American Journal of Education*, 129(1), 109-138. <https://doi.org/10.1086/721798>

Purpose: The present research sought the views of 157 stakeholders (students, parents, teachers, and school executive members) in three Australian urban government high schools and departmental and management staff of the Department of Education to determine the current status of social and emotional well-being (SEW) in an Australian context. Research Methods: Using semistructured interviews, participants' perspectives were explored and compared in relation to their vision of SEW, implementation of strategies, evidence-based practice, professional development, and policies used to promote SEW. Findings: Findings suggest that all stakeholder groups believe SEW to be an essential component of the everyday lived experience of schools. The importance of positive culture, explicit skills, embedded practices, and proactive support for successful student and teacher outcomes was highlighted in all stakeholder group interviews. A coordinated approach for a safe environment with clear expectations, sound support, and explicit skills is essential. Implications: Implications for social emotional learning delivery are proposed, including need for broad changes at a macro level and quality school leadership to establish school climate and best practice for teacher and student well-being.

Falkenberg, T., Ukasoanya, G., & Krepski, H. (2021). **Students' Understanding of Student Well-Being: A Case Study.** *McGill Journal of Education / Revue Des Sciences de*

l'éducation de McGill, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9901>

What does it mean for students to flourish (to be well) in school, what school ecology would this require, and what capabilities to live a flourishing life should schools help students develop? In this paper, we report on a study that inquired into these three questions – from the perspective of the students themselves, which is a perspective rarely inquired into. Data were collected from students at a large high school in Canada, using a survey (N=50) and focus group interviews (N=24). The findings provide diverse and rich student perspectives that in some respect complement adult perspectives on student well-being.

Gierczyk, M., Charzyńska, E., Dobosz, D., Hetmańczyk, H., & Jarosz, E. (2022). **Subjective Well-Being of Primary and Secondary School Students During the COVID-19 Pandemic: A Latent Profile Analysis.** *Child Indicators Research*, 15(6), 2115-2140. <https://doi.org/10.1007/s12187-022-09952-2>

This study employs a person-oriented approach to examine the heterogeneity of samples of primary school students (N = 2,333; 56.5% girls) and secondary school students (N = 2,329; 62.9% girls) in terms of levels of subjective well-being (SWB) in five domains: family, friends, school experience, body, and the local area. The study was conducted in Poland during the second wave of the COVID-19 pandemic. The latent profile analysis revealed five profiles among primary school students and six profiles among secondary school students. The profiles identified among primary school students had their counterparts among secondary school students and included « highly satisfied, » « moderately satisfied, » « highly dissatisfied, » « satisfied with their family life and local area and dissatisfied with their friends, » and « satisfied with their family life and friends and dissatisfied with their local area » profiles. In both samples, the profile with high levels of satisfaction in all domains was the most numerous. Moreover, in secondary school students, we identified the sixth profile, which was highly satisfied with their friends and dissatisfied in other domains. We also noted that gender, age, type of school and positive relationships with others predicted the latent profile membership. The results of this study indicate the need to utilize the person-oriented approach to gain insight into various patterns of children's SWB. Moreover, the study provides some practical recommendations for preparing tailored interventions aimed at improving children's SWB. SUPPLEMENTARY INFORMATION: The online version contains supplementary material available at [10.1007/s12187-022-09952-2](https://doi.org/10.1007/s12187-022-09952-2).

Grace, B. S., Gregory, T., Collier, L., & Brinkman, S. (2022). **Clustering of Wellbeing, Engagement and Academic Outcomes in Australian Primary Schools.** *Child Indicators Research*, 15(6), 2171-2195. <https://doi.org/10.1007/s12187-022-09974-w>

The mental health and wellbeing of young people has important consequences for students and society. Schools are a logical environment for management and early intervention of wellbeing, mental health and engagement with school. Interventions aimed at improving mental health and wellbeing in education systems requires knowledge of how wellbeing is clustered at a school level. Cluster-randomised trials, and regression analyses of such data also require knowledge of clustering. While school-level clustering in academic achievement has been well documented, less is known about school-level clustering of outcomes such as student wellbeing, school climate and school engagement, especially for students younger than 13 years.

Inman, R. A., Costa, P. J. C., & Moreira, P. A. S. (2023). **Psychometric Properties of the Portuguese Adolescent Students' Basic Psychological Needs at School Scale (ASBPNSS) and Evidence of Differential Associations With Indicators of Subjective Wellbeing.** *Journal of Psychoeducational Assessment*, 41(1), 100-119.
<https://doi.org/10.1177/07342829221125843>

The study aimed to test the psychometric properties of a Portuguese adaptation of the Adolescent Students' Basic Psychological Needs at School Scale (ASBPNSS). For this, we used data from a sample of eighth graders (N = 1648; Mage = 14.1 years; 46.9% girls) from Portugal. Cronbach alpha and omega coefficients showed the ASBPNSS subscales—autonomy, relatedness, and competence—were reliable. Confirmatory factor analysis (CFA) showed the hypothesized three-factor model fit the data well. Multi-group CFAs showed the ASBPNSS had scalar invariance across gender and students from different socioeconomic backgrounds. Finally, need satisfaction in school was positively correlated with positive affect and life satisfaction and negatively correlated with negative affect. These findings support the theoretical assumptions of Basic Psychological Needs Theory (BPNT), and particularly the assumption that basic needs are universally applicable. We conclude the ASBPNSS is a reliable and valid measure of basic need satisfaction at school in Portuguese adolescents.

Ngov, C., Miconi, D., Papazian-Zohrabian, G., & Rousseau, C. (2021). **Back to school during the COVID-19 pandemic: Mitigating risks while promoting individual and community well-being among children and adolescents at school re-entry.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9975>

The COVID-19 pandemic has called for unplanned school closures, leaving millions of children and adolescent confined for a prolonged period of time. Although many guidelines exist for the mitigation of viral transmission upon school re-entry, school-based interventions that can help alleviate the many other potentially long-lasting consequences of the current crisis on students have yet to be documented. Acknowledging mental health difficulties, educational and socioeconomic disparities, and intercommunity tensions is an essential part of supporting students, caregivers, and educators with the transition back to school. Open communication, psychological first aid interventions, capacity-building, and a response-to-intervention approach are key to mitigating the effects of the pandemic, as they are backed by evidence and implementable even in low-resource classrooms.

Rolon-Dow, R. (2022). **At the Root of Their Stories: Black and Latinx Students' Experiences with Academic Microaggressions.** *Harvard Educational Review*, 92(4), 508-532.
<https://doi.org/10.17763/1943-5045-92.4.508>

In this narrative study, Rosalie Rolón-Dow explores the nature of academic microaggressions that racially minoritized undergraduate students experience at predominantly white institutions. She illustrates microaggression incidents related to (in) visibility, intellect or academic contributions, and curriculum relevant to students' racial identities, communities, or histories. Using a critical race theory microaggression framework, she analyzes academic microaggressions in the broader context of institutional racism and white supremacy to show how white supremacy tools like othering, monoculturalism, nativism, white ascendancy, normativity, and ignorance are deployed. Rolón-Dow calls for colleges and universities to deepen their understanding of

the effects of microaggressions on students' academic lives and contends that institutions seeking to become more racially inclusive must address the ways that ideologies inherent in white supremacy continue to be expressed through racial microaggressions.

Évaluation des dispositifs d'éducation-formation

Agbevivi, S. L. G., & Adogpa, J. N. (2022). **Pre-Reading Activities and Their Effects On English Reading Comprehension of ESL Basic School Pupils.** *British Journal of Education*, 10(16), 51-66. <https://doi.org/10.37745/bje.2013/vol10n165166>

The study sought to ascertain the effect of pre-reading activities on the English reading comprehension of upper primary pupils in Ho-West Basic Schools of the Volta Region of Ghana. The study adopted the concurrent mixed method design which aimed at gathering both quantitative and qualitative data simultaneously. The sample size of the study consisted 18 upper primary teachers and 99 upper primary pupils. The sample was drawn using census, simple random and purposive sampling techniques. A structured questionnaire and semi-structured interview guide were used to collect quantitative and qualitative data respectively. Questionnaire data were analysed using frequencies, percentages, means, and standard deviation while the interview data were thematically discussed. The findings showed that pre-reading activities motivate and sustain pupils' interest in the actual reading activity. They also activate the building of related information in such a way that new information is easily assimilated into learners' existing fields of knowledge. Though pre-reading activities play a critical role in the reading comprehension classroom, the study revealed that a significant number of teachers do not use them. The few who do, neither use a variety of them nor use them regularly. The study recommends that curriculum developers and implementors should incorporate appropriate and regular pre-reading activities for assigned texts in the reading comprehension classroom.

Auclair, É., & Sirois, G. (2022). **La mise en œuvre de programmes d'éducation positive : le paradoxe australien.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.a268>

Ben Hamouda, L. (2023, janvier 9). **PPPE, bilan de la première année.** Consulté 9 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/01/09/pppe-bilan-de-la-premiere-annee/>

Dans un rapport publié le 4 janvier, l'Inspection Générale dresse le bilan de la première année des PPPE – Parcours préparatoires au professorat des écoles – censées être l'une des solutions à la crise du recrutement des Professeurs des écoles. Recrutés après le bac, de jeunes étudiants et étudiantes, qui se projettent dans le professorat...

Bhopal, K. (2023). **'We can talk the talk, but we're not allowed to walk the walk': the role of equality and diversity staff in higher education institutions in England.** *Higher Education*, 85(2), 325-339. <https://doi.org/10.1007/s10734-022-00835-7>

This article draws on interviews with 41 equality and diversity staff in higher education institutions in England who were not members of the Race Equality Charter (REC). It uses the concept of Whiteness and White privilege to argue that within the framework of White normative practices, the role of equality and diversity staff are used as a smokescreen to perpetuate a system of White privilege. Higher education institutions who are not

members of the REC do not invest in such initiatives to protect their own White interests. Rather, they give the appearance of addressing equalities under the guise of the Equality Act (2010). The article argues that in order for racial inequalities to be addressed, policy making such as the REC must be mandatory. Furthermore, higher education institutions must consider how they empower equality and diversity staff in order that they have the time, resources and commitment from senior managers to instigate real organisational change.

Binici, S., & Cuhadar, I. (2022). **Validating Performance Standards via Latent Class Analysis.** *Journal of Educational Measurement*, 59(4), 502-516. <https://doi.org/10.1111/jedm.12325>

Validity of performance standards is a key element for the defensibility of standard setting results, and validating performance standards requires collecting multiple pieces of evidence at every step during the standard setting process. This study employs a statistical procedure, latent class analysis, to set performance standards and compares latent class analysis results with previously established performance standards via the modified-Angoff method for cross-validation. The context of the study is an operational large-scale science assessment administered in one of the southern states in the United States. Results show that the number of classes that emerged in the latent class analysis concurs with the number of existing performance levels. In addition, there is a substantial level of agreement between latent class analysis results and modified-Angoff method in terms of classifying students into the same performance levels. Overall, the findings establish evidence for the validity of the performance standards identified via the modified-Angoff method. Practical implications of the study findings are discussed.

Briggs, D. C. (2022). **NCME Presidential Address 2022: Turning the Page to the Next Chapter of Educational Measurement.** *Journal of Educational Measurement*, 59(4), 398-417. <https://doi.org/10.1111/jedm.12350>

Charil, V., & Crosse, M. (2022). **Accompagnement d'équipes d'enseignants universitaires à la mise en oeuvre d'une approche programme : quelles articulations entre des transformations individuelles et un cheminement collectif ?** *Les annales de QPES*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03885640>

Dans le cadre d'un projet Appel à Manifestation d'Intérêts 2017-2019 soutenu par le Ministère de l'Enseignement supérieur, La Rochelle Université a mis en place un dispositif pour accompagner des équipes d'enseignants dans la mise en oeuvre d'une approche-programme. À partir d'un bilan à mi-parcours avec les enseignants impliqués dans ce dispositif, où ils ont notamment exprimé leur étonnement face à leur propre changement de représentations, voire de pratiques, nous avons formulé un certain nombre de questions. Nous interrogeons ainsi dans cet article l'articulation entre l'évolution des pratiques qui s'opère à un niveau individuel et l'évolution des pratiques qui s'opère à un niveau collectif, à partir de l'analyse de ce bilan. Nous proposons ensuite d'en extraire des principes directeurs, que nous pourrions transférer dans le cadre d'accompagnements ultérieurs.

Chen, Y., Zhang, J., Yang, Y., & Lee, Y.-S. (2022). **Latent Space Model for Process Data.** *Journal of Educational Measurement*, 59(4), 517-535. <https://doi.org/10.1111/jedm.12337>
The development of human-computer interactive items in educational assessments provides opportunities to extract useful process information for problem-solving.

However, the complex, intensive, and noisy nature of process data makes it challenging to model with the traditional psychometric methods. Social network methods have been applied to visualize and analyze process data. Nonetheless, research about statistical modeling of process information using social network methods is still limited. This article explored the application of the latent space model (LSM) for analyzing process data in educational assessment. The adjacent matrix of transitions between actions was created based on the weighted and directed network of action sequences and related auxiliary information. Then, the adjacent matrix was modeled with LSM to identify the lower-dimensional latent positions of actions. Three applications based on the results from LSM were introduced: action clustering, error analysis, and performance measurement. The simulation study showed that LSM can cluster actions from the same problem-solving strategy and measure students' performance by comparing their action sequences with the optimal strategy. Finally, we analyzed the empirical data from PISA 2012 as a real case scenario to illustrate how to use LSM.

Davies, S., Aurini, J., & Hillier, C. (2022). **Reproducing or Reducing Inequality? The Case of Summer Learning Programs.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(4), 1055-1083. <https://doi.org/10.53967/cje-rce.5311>

Can summer programs, as remedial supplements to regular schooling, extend learning opportunities and other benefits to disadvantaged students? To frame this question, we compare logics from "social reproduction" and "partial compensation" perspectives, and then apply them to a large mixed method study of four kinds of summer programs in Ontario. Drawing on quantitative data on over 10,000 students and qualitative data from interviews with over 200 teachers and parents, we examined patterns of student recruitment and participation, social valuations, and academic outcomes. We found that all summer programs successfully recruited disadvantaged students without stigmatizing them, and raised their average achievement without widening pre-existing gaps. We interpret these findings as being consistent with the "partial compensation" perspective, and discuss related policy implications that include COVID-19 learning recovery strategies.

Faure, K. M., Assude, T., Gobert, J., & Winder, C. G.-biel. (2022). **Who can help a student to do their homework?** *Education and Society*, 40(1), 65. Consulté à l'adresse <https://hal-amu.archives-ouvertes.fr/hal-03858307>

This article examines a homework assistance scheme implemented in French secondary schools since 2017, and more specifically the characteristics of the staff members who supervise these sessions. The present study highlights considerable diversity both in the practices observed, but also in the types of knowledge and beliefs held by the homework assistants. In particular, it seems that the supervising staff rarely has all the a priori knowledge necessary for teaching. This leads us to wonder about the qualities required to be able to support a student in their individual work, and to consider whether or not it is essential to be a teacher in the subject in question to be able to help with completing homework.

Filiod, J. P., & Morand-Dumarski, D. (2022). **La place des élèves dans une recherche collaborative centrée sur l'éducation musicale.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Cet article rend compte de la place des enfants-élèves dans une recherche collaborative. Réalisée en école élémentaire à Villeurbanne (Rhône), elle est centrée sur un projet d'éducation musicale axé sur la manipulation sonore et l'écoute. La place des enfants-élèves, d'abord envisagée sous l'angle de la coopération, a connu un premier déplacement vers un dispositif d'enfants-passeurs, qui consiste en la transmission de pratiques par des élèves à d'autres élèves. Cette recherche, entrée dans sa cinquième année, expérimente, depuis le printemps 2022, un autre dispositif, dit des enfants-chercheurs, qui permet d'interroger la place que prennent les enfants-élèves dans les recherches collaboratives.

Fondation Jean-Jaurès. (s. d.). **La mixité sociale dans les collèges pour favoriser la réussite de tous les élèves : le plan réussi de la Haute-Garonne**. Consulté 9 janvier 2023, à l'adresse Fondation Jean-Jaurès website: <https://www.jean-jaures.org/publication/la-mixite-sociale-dans-les-colleges-pour-favoriser-la-reussite-de-tous-les-eleves-le-plan-reussi-de-la-haute-garonne/>

En Haute-Garonne, un plan de lutte contre les inégalités scolaires s'est mis en place dans les collèges avec une large concertation citoyenne.

Ho, A. (2022). **Specifying the Three Ws in Educational Measurement: Who Uses Which Scores for What Purpose?** *Journal of Educational Measurement*, 59(4), 418-422. <https://doi.org/10.1111/jedm.12355>

I argue that understanding and improving educational measurement requires specificity about actors, scores, and purpose: Who uses which scores for what purpose? I show how this specificity complements Briggs' frameworks for educational measurement that he presented in his 2022 address as president of the National Council on Measurement in Education.

Joo, S.-H., & Lee, P. (2022). **Detecting Differential Item Functioning Using Posterior Predictive Model Checking: A Comparison of Discrepancy Statistics**. *Journal of Educational Measurement*, 59(4), 442-469. <https://doi.org/10.1111/jedm.12316>

This study proposes a new Bayesian differential item functioning (DIF) detection method using posterior predictive model checking (PPMC). Item fit measures including infit, outfit, observed score distribution (OSD), and Q1 were considered as discrepancy statistics for the PPMC DIF methods. The performance of the PPMC DIF method was evaluated via a Monte Carlo simulation manipulating sample size, DIF size, DIF type, DIF percentage, and subpopulation trait distribution. Parametric DIF methods, such as Lord's chi-square and Raju's area approaches, were also included in the simulation design in order to compare the performance of the proposed PPMC DIF methods to those previously existing. Based on Type I error and power analysis, we found that PPMC DIF methods showed better-controlled Type I error rates than the existing methods and comparable power to detect uniform DIF. The implications and recommendations for applied researchers are discussed.

Munyaradzi, Arko-Achemfuor, & Quan-Baffour. (2023). **An Exploration of Comprehensive Student Support Systems in Technical Vocational Education and Training Colleges for Students with Disability**. *Community College Journal of Research and Practice*, 47(2), 106-122. <https://doi.org/10.1080/10668926.2021.1952914>

There has been an increase in enrollments for students with disabilities in the post-school education sector in South Africa of late. This category of students encounters numerous

challenges during their time of study at institutions of learning. It is imperative therefore for tertiary institutions to establish a learning environment that addresses challenges faced by students with disabilities. The public Technical, Vocational Education and Training (TVET) sector in South Africa offers student support services to the enrolled students including this cohort. The paper utilized the qualitative approach and the interpretivist paradigm to derive profound understanding of student support systems in TVET colleges for students with disability. This paper is a case study which focuses on student support systems for students with disabilities. The barriers to the effective utilization of student support services and strategies of mitigating challenges experienced by students with disabilities are explored in this paper. The case study involved student support staff (10) and students (36) from two public TVET colleges in the KwaZulu-Natal province of South Africa on student support systems for students with disabilities. It emerged from the study that students with disability experience challenges that interfere with their academic journey and noted further that the existing student support systems in the TVET sector does not adequately address the varying needs of students with disability.

Rufin, D., & Payet, J.-P. (2022). **Un atelier d'écriture à l'Université**. *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13385>

Cet article relate l'expérience d'un atelier d'écriture menée à l'université depuis trois ans dans le cadre d'une réflexion sur les modalités d'enseignement de la sociologie dans la formation des enseignants. À l'aide d'un matériau de type ethnographique (carnets de bord, observations, entretiens, textes produits par les participants), la présence corporelle est envisagée à la fois comme un indice de la transformation visée chez les participants et un levier de celle-ci. Dans la première partie, nous repérons les habitudes tenaces qui font obstacle à la constitution d'un rôle d'étudiant acteur. L'écart souhaité par rapport à un enseignement conventionnel met en avant ses normes et les modalités de leur relâchement. Dans la deuxième partie, nous identifions les principaux leviers qui permettent de générer l'atmosphère particulière d'un atelier d'écriture, rendant possible un engagement authentique et sensible des participants. La présence apparaît à la fois « tournée vers l'autre » et « tournée vers soi ». Cela nous conduit in fine à interroger ce dispositif à l'aune des effets produits en termes d'apprentissage.

van Laar, S., & Braeken, J. (2022). **Random Responders in the TIMSS 2015 Student Questionnaire: A Threat to Validity?** *Journal of Educational Measurement*, 59(4), 470-501. <https://doi.org/10.1111/jedm.12317>

The low-stakes character of international large-scale educational assessments implies that a participating student might at times provide unrelated answers as if s/he was not even reading the items and choosing a response option randomly throughout. Depending on the severity of this invalid response behavior, interpretations of the assessment results are at risk of being invalidated. Not much is known about the prevalence nor impact of such random responders in the context of international large-scale educational assessments. Following a mixture item response theory (IRT) approach, an initial investigation of both issues is conducted for the Confidence in and Value of Mathematics/Science (VoM/VoS) scales in the Trends in International Mathematics and Science Study (TIMSS) 2015 student questionnaire. We end with a call to facilitate further mapping of invalid response behavior in this context by the inclusion of instructed response items and survey completion speed indicators in the assessments and a habit of sensitivity checks in all secondary data studies.

Vigouroux, P. (2022). **Retour d'expérience sur l'outil d'éducation L'Arbre à défis dans une classe de CM1**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Le propos de cet article est de rendre compte de l'utilisation d'un outil d'éducation à la laïcité et d'enseignement des faits religieux à l'école élémentaire dans une classe de CM1 de l'Est parisien. Il sera question d'interdisciplinarité, mais aussi de la nécessité d'une formation renforcée des enseignants à la fois sur des contenus théoriques liés à l'histoire de la laïcité en France, mais aussi sur des modalités d'organisation de la classe favorisant l'expression orale des élèves. C'est en rendant les enseignants(es) solides dans leurs savoirs qu'ils sauront conduire de manière sereine cet enseignement complexe. Considérant la diversité et la multiplicité des tâches qui incombent aux enseignants, il convient de concevoir des plans de formation touchant le plus grand nombre, en les dotant d'outils et de références nécessaires à l'éducation à la laïcité.

Wang, S., Zhang, M., Lee, W.-C., Huang, F., Li, Z., Li, Y., & Yu, S. (2022). **Two IRT Characteristic Curve Linking Methods Weighted by Information**. *Journal of Educational Measurement*, 59(4), 423-441. <https://doi.org/10.1111/jedm.12315>

Traditional IRT characteristic curve linking methods ignore parameter estimation errors, which may undermine the accuracy of estimated linking constants. Two new linking methods are proposed that take into account parameter estimation errors. The item-(IWCC) and test-information-weighted characteristic curve (TWCC) methods employ weighting components in the loss function from traditional methods by their corresponding item and test information, respectively. Monte Carlo simulation was conducted to evaluate the performances of the new linking methods and compare them with traditional ones. Ability difference between linking groups, sample size, and test length were manipulated under the common-item nonequivalent groups design. Results showed that the two information-weighted characteristic curve methods outperformed traditional methods, in general. TWCC was found to be more accurate and stable than IWCC. A pseudo-form pseudo-group analysis was also performed, and similar results were observed. Finally, guidelines for practice and future directions are discussed.

Zumbuehl, M., Hof, S., & Wolter, S. (2022a). **Private Tutoring and Academic Achievement in a Selective Education System** (IZA Discussion Paper N° 15652). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15652.htm>

Decisions about admission to selective schools usually rely on performance measures. To reach a required achievement threshold students may make use of additional resources, such as private tutoring. We investigate how the use of private tutoring relates to the transition probability to an academically demanding post compulsory school and the probability to successfully pass through this school, controlling for the students competencies after tutoring, but before the transition. Using PISA and linked register data from Switzerland, we find that students who had private tutoring before the transition are more likely to fail in the selective school than students who had the same level of competencies without tutoring.

Zumbuehl, M., Hof, S., & Wolter, S. (2022b). **Private Tutoring and Academic Achievement in a Selective Education System** (CESifo Working Paper Series N° 10044). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10044.htm>
Decisions about admission to selective schools usually rely on performance measures. To reach a required achievement threshold students may make use of additional resources, such as private tutoring. We investigate how the use of private tutoring relates to the transition probability to an academically demanding post compulsory school and the probability to successfully pass through this school, controlling for the students' competencies after tutoring, but before the transition. Using PISA and linked register data from Switzerland, we find that students who had private tutoring before the transition are more likely to fail in the selective school than students who had the same level of competencies without tutoring.

Formation continue

Black, S. (2022). **Lifelong learning as cruel optimism: Considering the discourses of lifelong learning and techno-solutionism in South African education.** *International Review of Education*, 68(5), 673-689. <https://doi.org/10.1007/s11159-021-09924-8>

This article seeks to examine how two discourses – of lifelong learning and techno-solutionism – tangle with each other in South African education policy imaginaries, particularly the latter discourse as a response to an (arguably manufactured) frame of “crisis”. The author suggests that the discourse of lifelong learning constructs a relation of what Lauren Berlant terms “cruel optimism” for the marginalised majority of South Africans, sustaining a fantasy of liberatory education despite empirical evidence to the contrary. First, the prevalence of this discourse in key policy texts (predominantly education policy white papers) is examined, along with how both instrumentalist and humanist framings of lifelong learning promote and sustain this relation in spite of the ordinariness of the “attrition of the subject” (in Berlant’s terms) as a defining experience of everyday life. Next, the ubiquitous frame of crisis in education analysis in South Africa is considered, along with techno-solutionism (a term coined by Evgeny Morozov in 2013) as a popular response amongst the dominant middle-class minority. The article suggests that cruel optimism is sustained for this middle-class group through techno-solutionist education utopias, as what Berlant terms a “redefinitional strategy” for manufacturing ahistorical moments of agency in the face of persistent structural issues centuries in the making. The lens of cruel optimism is thus offered as a mechanism for denaturalising the political work of both discourses, a necessary (albeit insufficient) move towards better grasping the nature of South African education concerns, as well as theories of change that might offer genuinely emancipatory learning for all.

Cambrone, S. (2023). **Apprendre à l'âge adulte en X étapes: Mode d'emploi pour déployer tout votre potentiel et exceller dans vos projets.** Consulté à l'adresse [https://www.editions-](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140310416&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_02_01_au_07_01_35239&utm_medium=email&utm_content=lienTitre)

[harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140310416&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_02_01_au_07_01_35239&utm_medium=email&utm_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140310416&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_02_01_au_07_01_35239&utm_medium=email&utm_content=lienTitre)
Apprendre efficacement et intelligemment à l'âge adulte, cela s'apprend ! Oui, mais comment ? En s'appuyant sur les principes de base de l'andragogie, de la recherche actualisée en neurosciences et en pédagogie différenciée, cet ouvrage apporte

quelques éléments de réponse, et ce, à travers dix étapes parsemées d'astuces et d'exemples concrets enrichis de clés de réflexion et conseils pour (1) effectuer un test de positionnement personnalisé ; (2) faire le point sur ce qui motive à apprendre ; (3) comprendre son cerveau pour apprendre efficacement ; (4) varier ses stratégies de mémorisation de l'information ; (5) disposer de stratégies d'organisation de l'information ; (6) développer différentes formes d'intelligence ; (7) développer son intelligence émotionnelle et collective ; (8) découvrir les principaux facteurs d'un apprentissage réussi d'après les neurosciences ; (9) diversifier ses stratégies pour un apprentissage optimal et durable ; et, enfin, (10) passer du désir d'apprendre au plaisir d'apprendre. En somme, nous apprenons tous différemment. Le nombre d'étapes peut varier d'une personne à l'autre. Bien se connaître et prendre conscience de sa (ses) façon(s) d'apprendre sont alors des prérequis essentiels pour cheminer, de manière autonome et organisée, vers la réussite de tout apprentissage durable et effectif sans perte de temps. Un ouvrage didactique principalement à visée informative et instructive pour accompagner celles et ceux qui veulent se donner les moyens de réussir.

Camus, P. (2022). **Le recours des élus locaux à la formation à l'aune des déterminants institutionnels et biographiques.** *Formation emploi. Revue française de sciences sociales*, (160), 85-101. <https://doi.org/10.4000/formationemploi.11024>

La formation des élus locaux est un droit paradoxal. Son importance démocratique pour faciliter l'exercice des mandats fait aujourd'hui consensus. Pourtant, son usage reste très minoritaire chez les élus en fonction. Pour comprendre ce désajustement entre rhétorique et pratique, il convient de dépasser le tropisme du « libre choix » des élus à se former et de mettre en avant les déterminants institutionnels et de parcours sociaux dans l'accès au droit. Cet article montre que l'accès des élus locaux à la formation dépend moins des intérêts individuels que de l'existence de variables institutionnelles et biographiques.

Ignatovich, E., & Walker, J. (2022). **The Faure report and the Western and Soviet concepts of lifelong education.** *International Review of Education*, 68(5), 747-771. <https://doi.org/10.1007/s11159-022-09975-5>

When the Faure report was published in 1972, the Soviet Union already had a robust and holistic cradle-to-grave, lifewide, lifelong education (LLE) system in place. Parts of this system and some of its ideology were reflected in the Faure report, thanks in large part to the contribution of one of the commissioners and authors, Arthur Petrovsky, professor of psychology and member of the Academy of Pedagogical Sciences (USSR). However, despite claiming to be a guideline for all UNESCO Member States, presenting both socialist and capitalist educational practices, the LLE model constructed in the Faure report is largely grounded in the Western intellectual tradition and mostly reflects the capitalist world's challenges and conflicts, neglecting much of the USSR's system at that time. This article, submitted for inclusion in a special issue marking the 50th anniversary of the Faure report, helps fill the gap of academic knowledge concerning the USSR's role in the development of LLE and examines the bidirectional relationship between the Soviet Union and the Faure report.

Kalenda, J. (2022). **The handbook of adult and continuing education.** *International Review of Education*, 68(5), 799-801. <https://doi.org/10.1007/s11159-022-09978-2>

Lee, M. (2022). **Revisiting the Faure report: Contemporary legacy and challenged legitimacy.** *International Review of Education*, 68(5), 691-707. <https://doi.org/10.1007/s11159-022-09979-1>

Since its publication in 1972, the Faure report has been regarded as a foundational text on the subject of lifelong learning, offering a plethora of ideas and repertoires. This article contemplates why and how the notions of self-fulfilment and self-learning are interrelated and profoundly important in understanding contemporary lifelong learning discourses, and how both have been appropriated by subsequent policy texts embedded in neoliberal thinking. The author argues that pursuing lifelong learning for self-fulfilment becomes voluntary self-exploitation as the individual's desire to learn unwittingly becomes driven by the instinct to survive and thrive in neoliberal socio-political environments. He also demonstrates that the ideas and repertoires provided in the Faure report function as a fertile ground for lifelong learning discourses, even though the abundant mix of ideas and propositions make it difficult to view the report as an ideologically coherent and conceptually tight-knit blueprint for the future of education. Nonetheless, the author argues that the legacy of the Faure report is still valid beyond its historical specificity. He points out that when read within the context of the unprecedented worldwide experience of COVID-19, the Faure report's proposition and reservations regarding mass media and cybernetics can shed light on the potential for contemporary technologies to strengthen emancipatory experiences of lifelong learning. Reflecting on this, he suggests that it is necessary to think collectively about how we can appreciate and harness technological innovation as an emancipatory tool to liberate ourselves from ignorance and prejudice through borderless and limitless connections to others, and to learn how to live with them.

Locatelli, R. (2022). **Faure's new social contract fifty years later: Promises and evolutions.** *International Review of Education*, 68(5), 731-746. <https://doi.org/10.1007/s11159-022-09974-6>

The International Commission on the Development of Education set up by UNESCO in 1971 was chaired by Edgar Faure. The conceptualisation of a new social contract in his work between the 1960s and 1970s had a strong influence on the final report prepared by this commission. Published in 1972, *Learning to be: The world of education today and tomorrow* is commonly known as the Faure report. Although not explicitly mentioned in the report, the idea of a new social contract provided a political framework for re-establishing the particular relationship between education and society, based on a strong belief in an educational democracy which considered citizens as real agents of change. Fifty years after the publication of the Faure report, another report commissioned by UNESCO, on the *Futures of Education*, has taken up the idea of the social contract, conceiving it as a means to transform education to harness greater cooperation towards more sustainable futures. However, while the understanding of the social contract elaborated by Faure translated into a clear vision of the emancipatory function of education for the fulfilment of individuals within democratic societies, the political discussion on the relationship among the institutions that should govern the new social contract for education presented in the *Futures of Education* report appears less explicit. This article discusses the extent to which the principles underpinning the new social contract for education, especially the notion of education as a common good, provide the political framing of a new social contract for education. It examines the relevance of the political discussion of the relationship between education and society

elaborated in the Faure report fifty years ago with regard to the formulation of a new social contract for education.

Mochizuki, Y., Vickers, E., & Bryan, A. (2022). **Huxleyan utopia or Huxleyan dystopia? “Scientific humanism”, Faure’s legacy and the ascendancy of neoliberalism in education.** *International Review of Education*, 68(5), 709-730. <https://doi.org/10.1007/s11159-022-09982-6>

In addition to the longstanding threat posed by narrow economism, faith in the possibility of peace and progress through democratic politics – central to the humanistic vision of the 1972 Faure report – today faces additional challenges. These challenges include the ascendancy of neurocentrism in the global policyscape. Whereas the effects of neoliberalism on education have been extensively critiqued, the implications of a newer, related ideological framework known as neoliberalism remain under-theorised. Neoliberalism combines neoliberal ideas concerning the role of markets in addressing social problems with beliefs about human nature ostensibly grounded in the behavioural, psychological and neurological sciences. This article critically examines a recent initiative of one of UNESCO’s Category 1 Institutes – the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) – that seeks to mainstream neuroscience and digital technology within global educational policy. Comparing the visions of the 1972 Faure, the 1996 Delors and the 2021 Futures of Education reports with MGIEP’s International Science and Evidence Based Education Assessment (ISEEA), the authors analyse continuity and change in UNESCO’s attempts to articulate a vision of “scientific humanism” which advocates the use of science for the betterment of humanity. They argue that ISEEA’s overall recommendations – as represented in its Summary for Decision Makers (SDM) – reinforce a reductive, depoliticised vision of education which threatens to exacerbate educational inequality while enhancing the profits and power of Big Tech. These recommendations exemplify a neoliberal turn in global education policy discourse, marking a stark departure from the central focus on ethics and democratic politics characteristic of UNESCO’s landmark education reports. Reanimating, in cruder form, visions of a scientifically-organised utopia of the kind that attracted UNESCO’s inaugural Director-General, Julian Huxley, ISEEA’s recommendations actually point towards the sort of dystopian “brave new world” of which his brother, Aldous Huxley, warned.

Smythe, S. (2022). **The Faure report, Sylvia Wynter and the undoing of the Man of lifelong learning.** *International Review of Education*, 68(5), 773-789. <https://doi.org/10.1007/s11159-022-09980-8>

It is rare in contemporary times to encounter international education policy reports that inspire hope and excitement for the future, such as we are offered in the 1972 report of the International Commission on the Development of Education set up by UNESCO in 1971 and chaired by Edgar Faure. Learning to be: The world of education today and tomorrow, also known as the Faure report, is both philosophical and “of a practical nature”, aiming “to lead to action”. Faure and his collaborators offered governments, scholars and educational actors evocative concepts for a society-to-come, such as lifelong education (and later, lifelong learning), the learning society, international solidarity and personalised learning. Animating the report and its imaginary of lifelong learning is “the ideal of the complete man”, a modernist project to realise Man’s destiny at the centre of the universe. The Faure report and the ideal of lifelong learning continue to inspire education policy today. But in the context of climate crisis and deeper global

inequality, what kind of enabling future is possible under the guidance of the exclusionary story of Man-as-human? To what extent can the Faure report continue to inspire? This article brings the Faure report's utopia of Man into conversation with Black feminist theorist Sylvia Wynter, exploring the idea central to Wynter's work that if learning is the way out of perpetual crises, of socio-biological collapse, a force for equity, democracy and justice that the authors of the Faure report envisioned it to be, then it must be decoupled from the overrepresented, biocentric, 'referent-we' of Man-as-human. Wynter proposes a different future for humanness. The article concludes by speculating what this future might suggest for the material grounding of scholarly practices in adult education and beyond.

Triby, E. (2022). **La VAE et ses espaces : explorations sémantiques**. *Journées d'études "La VAE et ses espaces"*. Présenté à Strasbourg, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03924818>

Marché du travail

Bedel-Mattmuller, M., El Kadiri, F., & Felder Zentz, L. (2022). **Une analyse territoriale de l'impact de la crise sanitaire de 2020 sur la masse salariale du secteur privé : effets structurels et effets locaux**. *Economie et Statistique / Economics and Statistics*, (536-37), 95-114. <https://doi.org/10.24187/ecostat.2022.536.2082>

Buchmann, M., Buchs, H., Busch, F., Clematide, S., Gnehm, A.-S., & Müller, J. (2022). **Swiss Job Market Monitor: A Rich Source of Demand-Side Micro Data of the Labour Market**. *European Sociological Review*, 38(6), 1001-1014. <https://doi.org/10.1093/esr/jcac002>

The Swiss Job Market Monitor (SJMM) is a data collection of job ads for a national labour market from 1950 onwards. It is a prime example for demonstrating how to turn digital data into a high-quality social science data set. It is also exemplary for combining digital data with historically grown job ads data to provide a comparable time series covering the past 70 years. Paying close attention to sampling procedures, coverage, and key variables, the Data Brief shows how the SJMM profits from opportunities offered by computational social science and computational linguistics to navigate a wholly new set of challenges involved in creating such a data set. It closes with a discussion of new research opportunities this data set is opening for investigating the labour market as a core institution of modern society.

Delanoë, A., & Moncel, N. (2022). **Normes environnementales : quels effets sur le travail et les formations ?** *Céreq Bref*, (432), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2022-12/Bref_432_web.pdf

Filippis, R. E. de. (s. d.). **Réforme des retraites : quelles conséquences sur les inégalités hommes-femmes ?** Consulté 9 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/reforme-des-retraites-quelles-consequences-sur-les-inegalites-hommes-femmes-197181>

Le recul de l'âge légal de départ souhaité par l'exécutif ne résout pas les différences de salaire de référence et de durée validée à l'origine des écarts de retraite entre les hommes et les femmes.

Filliettaz, L., Garcia, S., & Zogmal, M. (2022). **L'expérience des rythmes du travail dans les interactions d'arrivées et de départs en crèche.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.745>

Hocquelet, M., & Mahlaoui, S. (2022). **Transition écologique du commerce alimentaire.** *Céreq Bref*, (431), 1-4. Consulté à l'adresse <https://www.cereq.fr/transition-ecologique-du-commerce-alimentaire>

La transition écologique est un révélateur des tensions et mutations propres à chaque secteur d'activité. Le cas du commerce de détail alimentaire, au carrefour d'enjeux écologiques majeurs liés à la santé humaine, aux modèles agricoles ou encore aux flux logistiques, est à ce titre représentatif. De la grande distribution aux circuits courts, par quelles voies s'opèrent les dynamiques d'écologisation? Comment affectent-elles les métiers et les activités? S'inscrivant dans une série de publications sur la transition écologique, ce Céreq Bref observe les transformations d'un secteur marqué par la diversification des circuits de distribution.

Lasch, F., Valette, J., & Messeghem, K. (s. d.). **La culture entrepreneuriale est-elle vraiment plus développée ailleurs qu'en France?** Consulté 3 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/la-culture-entrepreneuriale-est-elle-vraiment-plus-developpee-ailleurs-quen-france-195770>

Un rapport situe la France parmi les pays où le contexte apparaît le plus propice à la création d'entreprise. Cependant, une grande partie des entrepreneurs se lancent avant tout par nécessité.

Lemistre, P. (2022). **Démocratisations ségrégatives et parcours éducatifs des bacs +5 : une étude pour trois générations de diplômés de bac +5.** *Lien social et Politiques*, (89), 83-106. <https://doi.org/10.7202/1094549ar>

Pendant la première décennie des années 2000, le nombre de diplômés de niveau master a augmenté considérablement en France. En se penchant sur l'accès à ce niveau de diplôme, le premier objectif de l'article était de mettre en évidence de possibles ségrégations liées à la diversification des parcours, notamment à une augmentation notable des trajectoires où figure un diplôme du premier cycle du supérieur technique, trajectoires où dominent les classes populaires et moyennes. Le second objectif était d'examiner la poursuite ou non sur le marché du travail de ces ségrégations ayant cours dans le système éducatif. À cette fin, trois enquêtes du Céreq de 2001, de 2007 et de 2013 pour des sortants du système éducatif de 1998, de 2004 et de 2010 ont été mobilisées, et 26 trajectoires de diplômés de niveau master ont été constituées. En fonction du parcours dans le supérieur et aussi dans le secondaire, les trajectoires s'avèrent fortement ségréguées selon l'origine sociale et le genre. Toutefois, les ségrégations liées à l'origine sociale dans le système éducatif ne se prolongent pas toujours sur le marché du travail, notamment à la faveur de plusieurs trajectoires où figure un diplôme du premier cycle du supérieur technique. Il s'agit néanmoins surtout de trajectoires masculines, et les ségrégations de genre demeurent élevées. Les résultats invitent à relier plus systématiquement les ségrégations dans le système éducatif à celles vécues sur le marché du travail. Ils interrogent également la poursuite de cette « relative » amélioration en matière de promotion sociale, alors qu'actuellement le nombre d'inscriptions en master diminue en France.

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>

Pazona, M. (2022). **Peer interactions and performance in a high-skilled labour market.** *The Scandinavian Journal of Economics*, 124(4), 1087-1116. <https://doi.org/10.1111/sjoe.12476>

It is not clear whether interactions among superstar employees lead to an increase in productivity. Such interactions are relatively rare, and measuring productivity is challenging. In this paper, it is suggested that these difficulties can be overcome by analysing changes in the performance of elite National Basketball Association (NBA) players who participate in the Olympic Games. By using advanced individual performance measures, the study finds that these athletes experience an increase in performance of 7.1 percent in the season after the Games, compared with similar non-Olympic athletes. The sharp discontinuity in peer quality experienced by the players is the most likely explanation for this increase.

Perraud, C. (2022). **Travail, handicap et coopération en ESAT: Vers un dispositif émancipateur.** Rennes: Presses universitaires de Rennes. <https://www.pur-editions.fr/product/8707/travail-handicap-et-cooperation-en-esat>

Dans le cadre de la théorie de l'action conjointe en didactique (TACD), cet ouvrage est consacré à une ingénierie coopérative dans un Établissement et service d'aide par le travail (ESAT) du secteur médico-social. Si des professionnels et une chercheuse ont mené l'enquête, la participation progressive des travailleurs (des personnes en situation de handicap) à l'enquête collective a permis d'appréhender concrètement ce que pouvait être que travailler ensemble dans une perspective inclusive. En réfléchissant à rendre accessibles des situations, l'implication de toutes et de tous contribue à ce que chacun devienne connaisseur des problèmes de la pratique et de ses enjeux. Progressivement, le collectif s'institue en une ingénierie coopérative avec un style de pensée qui lui est propre. Ce faisant, dans la dynamique itérative de l'enquête, la perception et la conceptualisation de chacun et chacune s'en trouvent transformées

Peyrin, A., Signoretto, C., & Joubert, L. (2022). **Travailler durablement pour l'État sans jamais devenir fonctionnaire ?** *Formation emploi. Revue française de sciences sociales*, (160), 59-84. <https://doi.org/10.4000/formationemploi.11083>

Comment les transformations législatives et conjoncturelles du système d'emploi public survenues entre 1991 et 2012 ont-elles affecté les parcours d'insertion des jeunes dans la fonction publique d'État ? Pour le savoir, nous décrivons précisément la dynamique des parcours d'entrée dans ce secteur et comparons leur distribution au fil des cohortes. En vingt-et-un an, les perspectives d'accès direct aux emplois titulaires de l'État diminuent considérablement, au bénéfice de parcours de maintien dans l'emploi contractuel, étayant l'hypothèse de la mise en place d'un pseudo marché interne caractérisé par un emploi durable au sein de l'État, sans les garanties associées au statut de fonctionnaire. Les départs vers le privé diminuent parallèlement, et nous identifions enfin une filière, très réduite, mais constante, de mobilité entre versants de la fonction publique.

Toscanelli, C. (2022). **Corrélat de l'ennui au travail et des changements technologiques au travail.** *L'orientation scolaire et professionnelle*, (51/4), 813. Consulté à l'adresse <http://journals.openedition.org/osp/16916>

Thèse de doctorat soutenue le 20 septembre 2022 À la Faculté des Sciences Sociales et Politiques de l'Université de Lausanne en cotutelle avec la Faculté de Psychologie et des Sciences de l'Éducation de l'Université KU Leuven Direction de thèse : Professeur Koorosh MASSOUDI, Université de Lausanne Professeur Hans DE WITTE, KU Leuven Composition du jury de soutenance de thèse Professeur David GIAUQUE, Université de Lausanne Professeur émérite Wilmar SCHAUFELI, KU Leuven Professeure Lotta HA...

Un «index senior» peut-il inciter les entreprises à garder les plus âgés en emploi ? (2023, janvier 9). Consulté 9 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/un-index-senior-inciter-entreprises-a-garder-plus-age/00105734>

[10 questions sur la réforme des retraites] Le gouvernement veut demander aux entreprises de publier un index professionnel de l'emploi des seniors. Est-ce vraiment utile ?

Younes, J. (2023, janvier 6). **Les seniors qui partent plus tard à la retraite prennent-ils les emplois des jeunes ?** Consulté 9 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/seniors-partent-plus-tard-a-retraite-prennent-emplois/00105707>

[10 questions sur la réforme des retraites] Si l'âge légal de départ à la retraite est reculé, le recrutement ou le maintien en emploi des plus vieux ne risque-t-il pas d'augmenter le chômage des jeunes ? Attention aux fausses évidences...

Métiers de l'éducation

Alemdag, E. (2023). **Development of Two Scales Measuring Task Value of Peer Feedback Provision and Reception for Pre-Service Teachers.** *Journal of Psychoeducational Assessment*, 41(1), 63-87. <https://doi.org/10.1177/07342829221125020>

This research aimed to develop two scales measuring pre-service teachers' task value towards peer feedback provision and peer feedback reception (PFR) based on expectancy-value theory. Two studies were conducted to investigate the psychometric properties of the scales with the sample of undergraduate students in teacher education programs. In the first study, exploratory factor analysis for both scales revealed 13 items collected under utility, intrinsic, and attainment value factors. A general task value factor was also identified in the scale regarding PFR. In the second study, different models of the scales were evaluated with confirmatory factor analysis, and the second-order models were favored. Moreover, reliability and additional analyses supported using a general task value factor that was highly correlated with students' willingness to participate in peer feedback activities. Overall, this study provides two scales, recommends research for further validation, and discusses the internal structure of the task value construct.

Alix, S.-A., & Kahn, P. (2023). **Circulations transnationales en matière d'éducation (XIXe-XXe siècles): note de synthèse des travaux d'un champ de recherche en expansion.** *Recherches en éducation*, (50). <https://doi.org/10.4000/ree.11516>

Depuis le dernier quart du XXe siècle, de nombreux chercheurs et historiens se sont efforcés d'historiciser l'émergence, la constitution et le déploiement d'un espace de circulations – des acteurs, objets, savoirs, réseaux, etc. – entre les différentes régions du monde. Ces recherches ont contribué à l'émergence de ce qu'il est désormais d'usage d'appeler le transnational turn en sciences humaines et sociales. Dans le champ de l'histoire de l'éducation, cette perspective transnationale a connu un essor important en France ces dernières années. Sans prétendre à l'exhaustivité, cette note de synthèse entend mettre en lumière l'intérêt et les enjeux de ces recherches qui insistent sur l'importance des circulations transnationales pour comprendre les réalités éducatives aux XIXe et XXe siècles, en particulier dans l'espace transatlantique.

Angelini, C., Margottini, M., & Savoia, T. (2022). **Il percorso di formazione iniziale dell'insegnante di sostegno: un'indagine esplorativa sui candidati al corso di specializzazione presso l'Università Roma Tre.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 97-117. <https://doi.org/10.7358/ecps-2022-026-ange>

This contribution offers an overview of the regulatory path that led to the establishment of the special needs teacher, and on the development, over time, of the training process. The training of the special needs teacher, once entrusted to schools or centres identified by the Ministry of Education, in the Nineties was definitively assigned to universities. This study illustrates the main characteristics of the candidates who applied for the specialization course for middle and secondary school at the University of Roma Tre in the academic year 2021/2022; and the results they achieved in pre-selective, written and oral tests. The educational, professional and identity information collected so far on would-be special needs teachers in secondary school shows a heterogeneous group in terms of age, education, previous experiences. This exploratory research represents the first phase of a broader longitudinal study, which will aim to highlight the characteristics of would-be special needs teachers in historical series, from the launch of the specialization course to today.

Arcidiacono, F., Bova, A., Ben-Uri, I., & Melfi, G. (2022). **The role of private and institutional support to favor work-family integration in pre-service and in-service teachers: Self-related vs. context-related arguments.** *Swiss Journal of Educational Research*, 44(3), 297-311. <https://doi.org/10.24452/sjer.44.3.1>

Research related to the integration of the demands of work and family highlights the difficulties teachers experience in handling their careers and private lives. The goal of this study is to examine the arguments they use to explain what might make work-family integration easier for them. A questionnaire has been administered to 728 teachers in Israel and Switzerland, two countries dealing with teachers' work-family relations. Through a qualitative analysis of the types of arguments advanced by teachers, the reconstruction of their reasoning (for the topical and endoxical components) has been performed. Results reveal that the support of family and institution are advanced as critical aspects in both countries. Implications in shaping teachers' attitudes towards work-family integration are discussed.

Avenali, A., Daraio, C., & Wolszczak-Derlacz, J. (2023). **Determinants of the incidence of non-academic staff in European and US HEIs.** *Higher Education*, 85(1), 55-83. <https://doi.org/10.1007/s10734-022-00819-7>

In this article, we contribute to the scant literature covering quantitative studies on the determinants of the non-academic staff incidence in higher education institutions by analysing how the proportion of non-academic staff is related to key features such as size, prestige, year of foundation and financial structure of universities. We apply nonlinear regression analysis to compare HEIs across Europe and the USA, taking into account time and cross-country heterogeneity of the two balanced panel datasets concerning European and American universities over a period of 6 years (2011–2016 for Europe and 2012–2017 for the USA). Evidence suggests that in both Europe and the USA, public and larger (if sufficiently large) as well as more research-oriented units are characterised by a higher proportion of non-academic staff. In Europe, we observe an inverted U-shaped effect of the share of non-personnel expenditure and the foundation year on the proportion of non-academic staff, while the proportion of non-academic staff decreases with the share of core and third-party funding. For the USA, we obtain similar findings except that the share of core funding and third-party funding is characterised by a U-shaped effect, and the impact of the share of non-personnel expenditure has no empirical effect on the proportion of non-academic staff. Additionally, we discover that some factors that contribute to the proportion of non-academic staff may constitute indicators of performance, suggesting the need for further research to extend our knowledge on the complex issue of the role played by non-academic staff in university performance.

Batlle, D., & Stoica, G. (2022). **Être inspectrice de l'Éducation nationale en contexte plurilingue.** *Carrefours de l'éducation*, 54(2), 115-126.
<https://doi.org/10.3917/cdle.054.0115>

Baudrit, A. (2022). **Former des mentors : une affaire de combinaison entre des modalités formelles et informelles ?** *Carrefours de l'éducation*, 54(2), 247-270.
<https://doi.org/10.3917/cdle.054.0247>

Les mentors ont souvent cette caractéristique d'être recrutés sur la base de qualités personnelles comme l'attention portée aux autres. Mais afin qu'ils soient plus efficaces auprès des personnes aidées, des sessions de formation leur sont proposées. Le risque est alors de les voir plus ou moins perdre ces qualités, notamment lorsqu'ils ont pour mission de faire appliquer les programmes ou méthodes préconisées par les institutions qui les recrutent. Dans le but d'examiner ce point à caractère problématique, deux études menées aux États-Unis et une en Irlande sont analysées dans cet article. Elles ont trait à l'action d'enseignants expérimentés (les mentors) auprès d'enseignants débutants (les mentorés). Les premiers ont pour mission de faciliter l'entrée dans le métier des seconds. L'examen du jeu entre les aspects formels et informels de la formation des mentors fournit effectivement quelques enseignements sur la question étudiée. Cela dit, l'expérience anglo-saxonne en la matière est de nature à interroger (plus qu'à influencer) le regard qui peut être porté, ailleurs, sur les formations mentoriales mises en œuvre.

Ben Hamouda, L. (2023, janvier 4). **Profs français : travailler plus pour gagner moins.** Consulté 4 janvier 2023, à l'adresse Le Café pédagogique website:
<https://www.cafepedagogique.net/2023/01/04/profs-francais-travailler-plus-pour-gagner-moins/>

Les enseignants et enseignantes français, autrement dits les profs, sont moins bien lotis que leurs homologues de l'Union Européenne.

Borlaug, S. B., Tellmann, S. M., & Vabø, A. (2023). **Nested identities and identification in higher education institutions—the role of organizational and academic identities.** *Higher Education*, 85(2), 359-377. <https://doi.org/10.1007/s10734-022-00837-5>

Academic staff hold multiple identities by relating to the organization and to their profession. Merging higher education institutions involves organizational changes which may impact identities of academic staff. This paper studies potential impacts on staff perceptions of their organizational and academic identities through a 2-year in-depth study of a merger between a large university and three university colleges in Norway. We find that academics have multiple nested identities and engage in identification at different levels. While they may identify with the new organization, they may simultaneously experience tensions and pressures on their academic identity, or they may have strong academic identity and low identification with the new organization. Moreover, space to develop local accommodations in the new organization and access to symbolic resources plays significant roles in the identification processes.

Bouchamma, Y., & Lambert, M. (2023). **Compétences acquises en formation et en pratique lors d'un changement non planifié. Les gestionnaires d'établissement d'enseignement en parlent.** Consulté à l'adresse <https://www.pulaval.com/livres/competences-acquises-en-formation-et-en-pratique-lors-d-un-changement-non-planifie-les-gestionnaires-d-etablissement-d-enseignement-en-parlent>

Suite au changement non planifié par l'intrusion d'un coronavirus en mars 2020 dans l'ensemble du milieu scolaire, un regard rétrospectif nous permet de voir comment les gestionnaires ont agi dans le feu de l'action.

Boutrais, M. (2022). **La présence professionnelle des conseillers principaux d'éducation (CPE) pendant le confinement.** *Éthique en éducation et en formation : les Dossiers du GREE*, (13), 82-100. <https://doi.org/10.7202/1094525ar>

Spécificité française dans l'enseignement secondaire, les conseillères et conseillers principaux d'éducation (CPE), personnels non enseignants, exercent leurs missions de facilitateurs et de médiateurs entre les acteurs de la communauté pédagogique, par leur présence dans les établissements. Interlocuteurs incontournables des parents d'élèves, ils assurent le maintien d'un climat scolaire propice à l'enseignement-apprentissage. La fermeture soudaine des établissements scolaires français en mars 2020 et le confinement sont venus bousculer la manière dont les CPE exercent une présence professionnelle auprès des élèves et des parents. Cette situation examine l'éthique professionnelle des CPE, les contraint à trouver de nouvelles modalités d'action pour « garder le lien » et assurer leur présence auprès des élèves. À partir d'une recherche empirique qualitative, menée à l'aide d'entretiens semi-directifs auprès de CPE, nous montrerons comment leur présence professionnelle, sous-tendue par une éthique, a été maintenue pendant cette période de confinement.

Broisin, N., Camus-Joyet, P., Cordier, C., Gimenez, I., Jaquier, C., Neuville, E., ... Roudergues, L. (2022). **Être doctorant e dans un laboratoire de recherche en histoire et en histoire de l'art : entre appartenance commune et intégrations différenciées à l'institution.** *Lien social et Politiques*, (89), 218-241. <https://doi.org/10.7202/1094561ar>

À partir d'enquêtes par questionnaires puis par entretiens, cet article analyse l'intégration des doctorant-es au sein d'un laboratoire français de recherche en histoire et en histoire de l'art modernes et contemporaines (« Lab »), au service d'une réflexion

plus globale sur la production des inégalités dans les domaines de l'enseignement supérieur et de la recherche. L'enquête fait le constat de l'absence de constitution d'un collectif de doctorant·es, tant entre elles et eux qu'au sein du laboratoire. Plusieurs raisons sont avancées pour expliquer cette absence. En premier lieu, la communauté des doctorant·es n'existe qu'en théorie : elles et ils ont des parcours avec de fortes différences, qu'il s'agisse de leur situation financière, de leur localisation géographique ou de leur parcours de vie. Cette situation est complexifiée par le statut hybride des doctorant·es, qui les maintient dans une professionnalisation inachevée. Et si une image de doctorant·e imaginaire semble être partagée, les vécus révélés par l'enquête plaident pour des différences profondes dans l'appréhension de cette période particulière de la vie d'un·e chercheur·euse. Dans cette diversité, le laboratoire pourrait apparaître comme un acteur unifiant. Or, impensé par la quasi-totalité des doctorant·es à l'entrée de thèse, il est l'objet d'un intérêt lointain par la suite, sans devenir une réelle structure d'appui pour la majorité d'entre elles et eux.

Burban, F., Cottier, P., Person, J., & Roche, M. (2022). **Usages et pilotage du numérique par les chefs d'établissement de collège.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8468>

La recherche présentée dans cet article s'inscrit dans une évaluation menée par la DEPP (Direction de l'évaluation, de la prospective et de la performance), intitulée ELAINE (Évaluation longitudinale des activités liées au numérique éducatif) et qui vise à évaluer le plan numérique lancé en 2015 en France dont l'objectif était de pourvoir les écoles et collèges en équipements numériques mobiles. L'objet de la recherche présentée concerne le pilotage de l'établissement en matière de « numérique » par les chefs d'établissement de collèges et interroge la place prise par les outils numériques dans leurs modes de communication. Les responsables d'établissement ont vu leurs missions se transformer depuis les années 1990 avec l'octroi d'un statut de personnel de direction auquel correspondent des responsabilités fortes en termes de gouvernance et de pilotage de l'établissement (Dutercq, 2016). Ces responsables se positionnent alors comme des acteurs-relais (Akrich, Callon et Latour, 1988) essentiels dans la mise en œuvre du programme des politiques publiques en faveur du numérique (Burban, 2016). Quelles sont les actions mises en œuvre pour favoriser les usages numériques dans l'établissement ? Afin de répondre à cette interrogation, un questionnaire a été adressé par mail aux chefs d'établissement ou à leurs adjoints ; 160 ont répondu.

Calvani, A. (2022). **La ricerca didattica può diventare rilevante per la pratica? Se sì, in che modo?** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 143-162. <https://doi.org/10.7358/ecps-2022-026-calv>

To improve school learning through effective and sustainable approaches has always been the main aspiration of educational research. However, history shows how this goal remained mostly unattainable. This work first recalls the models of educational research that in recent decades have prevailed in order to improve teaching practices (Action Research and Design-Research) showing the criticalities of these orientations in relation to the objective indicated above. Are other ways possible? A different road is envisaged that makes use of a more systematic use of the resources offered by evidence-based orientation, either in terms of didactic frameworks, programs or theoretical frameworks that have already proven effective (Evidence-Based Improvement Design – EBID). This requires a uniform and explicitly defined experimental

program to be applied on a large scale, but also makes use of contributions that come from practical wisdom in the phases of the preparation and contextualization and of the improvement after experimentation. Two cases applied in Italy inspired by this orientation and their results are recalled.

Cavignaux-Bros, D. (2021). **L'ingénierie pédagogique et le numérique : l'introduction du numérique dans l'ingénierie pédagogique selon l'approche par les capacités** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://theses.hal.science/tel-03917135>

Dans quels environnements les chargés d'ingénierie pédagogique exercent-ils aujourd'hui et comment cette activité a-t-elle évolué ? En quoi la diffusion du numérique dans la formation professionnelle continue nécessite-t-elle la mise en œuvre de capacités spécifiques dans la conception de formation ? L'objectif de la thèse est de repérer, dans différents contextes et situations, la manière dont des personnes en charge d'ingénierie pédagogique sont mises en capacité d'utiliser le numérique en formation continue des adultes. La revue de question sur la professionnalisation digitale de la formation et de ses acteurs montre que les recherches portent principalement sur le développement professionnel dans l'enseignement supérieur en lien avec les TICE. La revue de la littérature scientifique sur l'ingénierie pédagogique situe cette dernière comme une activité distribuée qui s'est complexifiée avec le développement du numérique en formation. Pour étudier la digitalisation de l'ingénierie pédagogique, nous adoptons une démarche inductive à partir de deux corpus : 212 offres de stages en ingénierie pédagogique et des parcours professionnels de chargé-e-s d'ingénierie pédagogique (entretiens auprès de 21 professionnel-le-s et spécialistes). Le premier corpus nous permet de mettre au jour les activités formelles et les profils attendus par les entreprises en ingénierie pédagogique, ainsi que la part croissante du numérique dans ces activités, le second corpus de montrer comment les professionnels sont effectivement mis en capacité d'introduire le numérique dans leur ingénierie, en termes de ressources, d'opportunité et de choix. Sur le plan méthodologique, nous mobilisons le cadre de l'approche par les capacités, issu initialement des travaux de Sen (1999b).

« Ce n'est pas parce qu'on est un bon chercheur qu'on est un bon enseignant ». (2022, décembre 22). *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/12/22/ce-n-est-pas-parce-qu-on-est-un-bon-chercheur-qu-on-est-un-bon-enseignant-les-grandes-ecoles-revoient-leur-pedagogie_6155366_4401467.html

Les grandes écoles sont obligées de revoir leur pédagogie, demandant à leurs professeurs d'innover et de se former à de nouvelles méthodes.

Cidlinska, K., Nyklova, B., Machovcova, K., Mudrak, J., & Zabrodska, K. (2023). **"Why I don't want to be an academic anymore?" When academic identity contributes to academic career attrition**. *Higher Education*, 85(1), 141-156. <https://doi.org/10.1007/s10734-022-00826-8>

The study focuses on academic career attrition in the context of neoliberal academia and science policies emphasizing the need for excellence and social responsibility in academic production. The goal is to understand the relation between the development of academic identity and attrition among those who have left the academic path up to five years after PhD completion, with acknowledgement of the effect that academic identity has on academic career ambitions. Based on 28 narrative interviews with former

academics from various research fields, we identified four trajectories of academic identity development (one of stable academic identity and three of lost academic identity), four narratives of attrition (disillusionment, a search for new purpose, refusal to sacrifice personal life and academic inadequacy) that explain these trajectories, and three ideals of "proper academic" (humanist, leader, absolute academic) that are reflected in these narratives. We conclude that the academic environment creates an academic identity paradox in which not only the loss of or obstacles to developing an academic identity but also its strength and stability can weaken academic career ambitions and contribute to attrition because of the need to perform only excellent academic work. The paradox seems to relate to the high-performance culture of neoliberal academia and to the specific gender aspects of the STEM field because it appeared to function differently in regard to discipline and gender. We show that neoliberal academia, despite the ideals of current science policies, loses academics caring for these ideals in STEM fields, especially women.

Colognesi, S., & Lucchini, S. (2021). **Letra : A Teacher Training Program Based on the Adoption of Different Roles.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9915>

The aim of this text is to present a teacher training program that seeks to support changes by the trained teachers in their own practice. This change in practice is made possible by the fact that teachers assume four successive roles in the training program: Learner, Engineer, Teacher/Observer, Reflective Analyst (LETRA). LETRA has been tested several times with the same results. The design of the program is presented in the text, step by step. The views of participants are also highlighted.

Delbrayelle, A. (2022). **La formation des enseignants au cœur des discussions.** *Carrefours de l'éducation*, 54(2), 7-9. <https://doi.org/10.3917/cdle.054.0007>

Domenici, G., Biasi, V., Wolf, F., & Vincenzo, C. D. (2022). **Valutare il cambiamento di competenze e atteggiamento professionale a seguito del corso di formazione iniziale per insegnanti di sostegno.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 233-248. <https://doi.org/10.7358/ecps-2022-026-dome>

Attitudes and expectations are key factors to consider in teacher training in general and specialist support teachers in particular. The research conducted at the Unicamillus University of Rome, of which some of the procedural results achieved are presented here, highlights the importance of the role that the levels of perceived self-efficacy play in promoting the learning of trainee teachers. This contribution illustrates, in particular, the procedure and the results of a survey conducted on the participants of a specialization course for support with the aim of detecting the attitudes and expectations of teachers before and after the training experience. In this regard, at the beginning and at the end of the course, teachers were given online questionnaires prepared ad hoc for the collection of socio-demographic information and their opinions on the training course; on both occasions, the teachers responded to the Teacher Self-Effectiveness Scale to assess the impact of the training received. The contribution that specific teaching and organizational methods – such as lessons, workshops, internships – have made in ensuring the qualification of the training course was also analyzed. The results showed a significant increase in the perception of self-efficacy at the end of the training, in particular in self-efficacy in involving students, in self-efficacy in teaching

strategies and in self-efficacy in classroom management. Furthermore, the teachers were satisfied with the training received and considered the activities proposed during the course to be useful. Investigations of this type can contribute to a better characterization of training courses for support.

Dose, E., Desrumaux, P., & Bernaud, J.-L. (2022). **A Model of the Well-Being among French School Counselors: effects of personal and psychosocial variables.** *International Journal for Educational and Vocational Guidance*. <https://doi.org/10.1007/s10775-022-09522-6>

In line with self-determination theory and psychological well-being theory, we examine the effects of career-counseling self-efficacy (CCSE), self-esteem, and leader-member exchange (LMX) on well-being via the satisfaction of the three psychological needs (PNs). Using a cross-sectional design, we submitted an online questionnaire to 235 school counselors' psychologists working in French public counseling centers. The results showed that satisfaction of the PN for autonomy mediated the links between CCSE, self-esteem, and LMX as explanatory variables and well-being as a resultant. Satisfaction of the PNs for autonomy mediated the links between LMX, CCSE, and self-esteem as inducers, and well-being as a criterion.

Duchesne, C., Déri, C., Callonnet, L. L., & Gagnon, N. (2022). **La transition identitaire de doctorant à professeur d'université : entre continuités et ruptures.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(4), 962-986. <https://doi.org/10.53967/cje-rce.5199>

This article examines the process of identity transition as experienced by new professors in tenure-track positions at four universities in eastern Canada. In this qualitative research, individual, semi-structured interviews were conducted with 24 participants. This article explores the tensions negotiated during the transitional process, particularly those associated with the construction of the new identity as a teacher. Finally, the discussion addresses the issues of continuity, rupture, and identity transition strategies.

Espinoza, O., González, L. E., & McGinn, N. (2022). **Second opportunity centers in Chile: Are their teachers effective?** *PROSPECTS*, 52(3), 267-284. <https://doi.org/10.1007/s11125-019-09457-x>

The objective of this exploratory study is to determine whether teachers in the national system of Second Opportunity Centers of Chile have characteristics similar to those of effective teachers in similar schools in other countries. A nationally representative sample of teachers in 40 centers completed a self-administered questionnaire describing their background, training, teaching, and assessment strategies. Answers were compared with reports of effective schools for dropouts in other countries. Second Opportunity teachers in Chile appear to have characteristics and use practices much like those reported for teachers in effective schools elsewhere. More definitive statements await direct observation of teaching practices and information about students. The success of alternative schooling for dropouts varies directly with its differentiation to match the student population it serves. To improve effectiveness, future research must generate close-up, fine-grained data describing individual characteristics, teaching practices, and specific student reactions and outcomes.

Filippi, P.-A., & Saujat, F. (2022). **Affects et dimensions collectives dans l'activité d'ajustement lors d'épisodes d'improvisation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.22052>

Depuis la fin des IUFM, se sont succédé la masterisation (2010), les ESPE (2014) et les INSPE (2019). Ces réformes de la formation initiale des enseignants ont grandement transformé le travail des professionnels au sein de ces structures. En deçà des changements structurels, cet article s'intéresse au travail des formateurs à partir du grain fin de leur activité au sein de dispositifs prescrits par les réformes. Plus précisément, c'est à partir d'un épisode improvisé où une formatrice expérimentée, affectée par un échange entre pairs débutants, a tenté d'interrompre une situation de formation que nous mettons en évidence des conflits dans son activité d'ajustement provoqués par l'introduction non accompagnée de nouveaux dispositifs. Nous montrerons également comment un dispositif d'intervention-recherche a permis à un collectif de formateurs de revenir sur cette situation, d'en faire l'analyse et de s'engager dans un développement potentiel de leur activité d'ajustement d'en tirer des pistes potentielles de transformation de leur activité.

Gagné, A., Collard-Fortin, U., Cody, N., & Coulombe, S. (2022). **Organiser l'accompagnement autour de la relève en enseignement**. *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.a267>

Gelber, S. (2022). **"We Are Gonna Miss Too Many of Them": Rurality, Race, and the History of Grow Your Own Teacher Programs**. *American Journal of Education*, 129(1), 29-51. <https://doi.org/10.1086/721860>

This article employs historical methodology to explore the evolution of Grow Your Own (GYO) teacher programs. These initiatives, which continue to rank among the most popular methods of teacher recruitment, originated as "future teacher" clubs designed to attract students into the profession during a severe staffing shortage that occurred during the 1940s and 1950s. In that era, recruiters attempted to hook students with appeals to the joy of working with children and a conservative version of public service. During the 1970s, recruiters shifted their language to reflect the emergence of a more progressive iteration of youth culture. However, when viewed over the long term, the newer invocations of teacher activism seem like a reformulation of traditional appeals to patriotism. In particular, supporters of GYO programs continued to hope that rural students and students of color would be especially receptive to a nonmaterial emphasis on civic duty. Despite these earnest efforts, future teacher clubs had a relatively modest impact on recruitment. This history provides a cautionary reminder of a widespread tendency to attribute teacher behavior to personal qualities rather than structural forces.

González, C. C., Rodríguez, C. L., & Segovia, J. D. (2023). **Learning from the flight of the geese: The life stories of two female principals who lead in vulnerable contexts**. *Management in Education*, 37(1), 25-36. <https://doi.org/10.1177/0892020621994315>

This study describes the life story of two female principals who carry out their work in particularly challenging schools in the Spanish educational context. This work is part of two larger international (ISSPP) and national research projects that aim to study the professional identity of school leaders. In this case, our objective was to analyse the construction of a leadership identity when faced with the challenges of working in a difficult school context, and to identify the main strategies adopted to achieve educational improvement in such adverse situations. The findings reveal that leading with others – and not over others – was key to achieving change. Our participating principals developed a style of leadership that is distributed and oriented towards values of social justice in an attempt to eradicate inequality and discrimination in their schools. Being a

woman was also a determining factor in this professional performance. Learning from 'the flight of the geese' was the essence of these professional stories, facing challenges with professional values of empathy, active listening, companionship, and commitment. Finally, we discuss the implications of this work for future research and professional practice.

Goodson, I. (2022). **Brief Encounters: Educational Studies and the Public Intellectual**. *British Journal of Educational Studies*, 70(5), 539-555.
<https://doi.org/10.1080/00071005.2022.2131732>

This paper will investigate patterns of historical periodisation with regard to public intellectual work. It will begin with a focus on educational studies and with a specific case study of the Centre for Applied Research in Education (CARE) at the University of East Anglia. The case study will highlight the roles of leading public intellectuals such as Lawrence Stenhouse and explore the genre of applied research. The notion of applied research in education explicitly sought to connect the project of public education and social justice with research which was applied to these projects. In this way, in an idealised form, the public intellectual and applied researcher would offer aid and sustenance, which would enhance and energise the overall project of public education for all. By exploring a case study of an institution and the associated research genre I hope to elucidate the relationship between educational studies and the public intellectual and also to examine the changing prospects for such work over different historical periods. Part of the task is to delineate the changing 'windows of opportunity' for public intellectual work. And as we shall see, Brief Encounters are a reasonable characterisation of such patterns of possibility. Using the case study as an entry point the paper goes on to discuss broader questions about public intellectuals' prospects. These questions are embedded in the discussion of some of the work of Sandel on market societies, and Applebaum on changing patterns of democratic engagement. The paper concludes with a commentary on contemporary and future prospects for public intellectual engagement.

Grave, B. (2022). **Devenir « personne-ressource » : gestes professionnels emblématiques d'une posture d'ajustement d'enseignants spécialisés**. *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21597>

Les enseignants spécialisés, avec la réforme du CAPPEI (2017), exercent une fonction de personne-ressource. Cette activité s'avère complexe et engage ces professionnels à s'ajuster de façon permanente en situation et à construire une posture et des gestes professionnels d'ajustement (Bucheton et Soulé, 2009 ; Saillot, 2015, 2018, 2020) prenant en compte différents registres de préoccupations, et pouvant être modélisés par un « losange systémique » articulant quatre pôles : PENSER – DIRE – FAIRE – OBSERVER/ÉCOUTER. Nous proposons d'appréhender la complexité de cette activité en inscrivant ce modèle dans plusieurs moments (Lefebvre, 1973) eux-mêmes rapportant à divers niveaux temporels de l'activité (Roquet, 2012). Ces derniers aident à définir différentes échelles de cette posture d'ajustement. Analysés à partir de narrations de pratique enseignante, ces moments, permettent également d'accéder à la dimension stratégique de la posture d'ajustement, en déclinant notamment le pôle PENSER du losange systémique en MOBILISER–CONCEVOIR–PROJETER.

Heffernan, T. (2023). **Abusive comments in student evaluations of courses and teaching: the attacks women and marginalised academics endure.** *Higher Education*, 85(1), 225-239. <https://doi.org/10.1007/s10734-022-00831-x>

This paper examines the volume and type of anonymous comments academics receive in student evaluations of courses and teaching (SETs) at the 16,000 higher education institutions that collect this data at the end of each teaching period. Existing research has increasingly pointed to the negative issues of student surveys, but very little research has focused on the volume, type, and impact of anonymous student comments on academics. This paper analyses the survey results of 674 academics to inform higher education leaders and the sector more widely of the amount and type of abusive comments academics are receiving. The work also demonstrates that the highest volume, most derogatory, and most threatening abuse is directed towards women academics and those academics from marginalised groups. The paper finds that previous estimates of the rate and severity of abusive comments that academics receive, and the impact to academics' wellbeing, mental health, and career progression, have underestimated what is taking place. The paper argues that many universities are failing to protect their staff from this abuse, and the prejudice nature of SET results, which will continue to have a negative impact on the career progression of marginalised academics - a major flaw in a sector that prides itself on diversity and inclusion.

Hunault, O., & Leloup, M.-H. (2022). **La première année de fonctionnement des parcours préparatoires au professorat des écoles (PPPE)** (Rapport à monsieur le ministre de l'Éducation nationale et de la Jeunesse et à Madame la ministre de l'Enseignement supérieur et de la Recherche N° 2022-121; p. 53). Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: <https://www.education.gouv.fr/media/120073/download>

Ibrahim, A. (2022). **What hurts or helps teacher collaboration? Evidence from UAE schools.** *PROSPECTS*, 52(3), 249-266. <https://doi.org/10.1007/s11125-019-09459-9>

Despite the positive impact of collaborative school cultures on teachers' professional growth and student achievement, it is difficult to create such a culture. This study explores the types of school cultures in one school district in the United Arab Emirates (UAE) to identify factors that could foster or inhibit true teacher collaboration. Data consist of quantitative survey responses from 361 teachers in 24 schools, and the results of follow-up qualitative interviews with 14 teachers representing 4 schools. Results show that the most common types of school cultures were contrived collegiality and comfortable collaboration, and that true collaboration was the least common. There is also evidence that when teachers' work is governed by mandated learning outcomes, students' assessment requirements, and external accountability demands, teachers lack the time, autonomy, or willingness to create a truly collaborative work culture. The study concludes that teacher autonomy and internal accountability are key elements for creating truly collaborative cultures in UAE schools.

Khadri, H. O. (2022). **Becoming future-proof STEM teachers for enhancing sustainable development: A proposed general framework for capacity-building programs in future studies.** *PROSPECTS*, 52(3), 421-435. <https://doi.org/10.1007/s11125-021-09588-0>

Post-normal times and post-normal science are characterized by contradictions, unknown unknowns and uncertainties, and complexity. These global grand challenges

require a revolutionary shift in thinking and mindset on the part of teachers and students. Therefore, there is an urgent need to identify new roles for STEM education that will prepare students for this post-normal world and the sustainability mindset it requires. STEM education supports sustainable development by building the capacities of future generations. The integration of Future Studies (FS) into STEM education practices is therefore critical to support efforts at sustainability and to ensure that students are competent 21st century problem-solvers. Building STEM students' competencies in this area depends on their teachers having the appropriate knowledge and skills to integrate FS within their subjects. Therefore, Futures Studies should be included in STEM education teachers' capacity-building programs. Based on a sample of 52 Egyptian university academics, this study revealed the basic knowledge and skills that should be included in a Future-Proof STEM teachers capacity-building program.

Laneyrie, E., & Bouchetal, T. (2022). **Faire (faire) la cuisine : parcours, transitions de carrière et identité professionnelle des enseignants de restauration.** *L'orientation scolaire et professionnelle*, (51/4), 765. <https://doi.org/10.4000/osp.16848>

L'objectif de cette étude est d'enrichir les connaissances scientifiques sur les enseignants de cuisine, leurs parcours et leurs activités auprès des élèves. Nous nous focalisons particulièrement sur les phases de transition entre les métiers (cuisinier/enseignant) et leurs environnements de travail. En somme comment et avec quelles ressources se construit l'identité professionnelle de l'enseignant de cuisine ayant eu une première vie professionnelle en tant que cuisinier ? Afin d'y répondre, des entretiens, des observations et un questionnaire ont été déployés. Deux types d'analyse ont été réalisés (thématique et descriptive) nous permettant d'identifier les motivations ayant poussé à ce changement de carrière ainsi que le vécu associé. Les enseignants demeurent très attachés à la profession de cuisinier avec laquelle ils restent majoritairement en contact. Ils en font mention comme d'une ressource dans leur activité auprès des élèves. Pour autant, leurs profils et leurs rapports à leur « second métier » d'enseignant sont méconnus. Cet article, en se focalisant sur les parcours professionnels des enseignants de cuisine, contribue à mettre en exergue cette profession et, indirectement, propose de nouvelles perspectives de formation au sein d'un secteur paradoxalement en tension.

Lee, C. (2023). **How do male and female Headteachers evaluate their authenticity as school leaders?** *Management in Education*, 37(1), 46-55. <https://doi.org/10.1177/0892020621999675>

This article utilises the model of authentic leadership by Bill George et al. to explore the extent to which gender influences teacher leader authenticity in the school workplace. Four male and four female Secondary Heads of School were asked to complete George et al.'s authentic leadership self-assessment tool and provide a written commentary reflecting on and contextualising their performance in five key areas identified by George et al.: Purpose – Passion; Values – Behaviour; Heart – Compassion; Relationships – Connectedness and Self-discipline – Consistency. The responses of the four male teacher leaders were compared with those of the four female teacher leaders and the results show that the male teacher leaders rated themselves more positively than female counterparts in all areas except Relationships – Connectedness. In all five categories the written reflections suggest that male and female leaders have gendered approaches to the notion of authenticity and conceive of school leadership in markedly different ways.

Lupien, C. (2022). **Comment les enseignantes et enseignants issus de l'immigration comparent-ils la conception de l'enseignement en faculté d'éducation manitobaine et en stage en milieu francophone minoritaire lors de leur formation initiale par rapport à celle qu'ils ont pu connaître dans leur pays d'origine?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(4), 867-892. <https://doi.org/10.53967/cje-rce.5151>

This qualitative research study is based on a series of 10 semi-structured interviews with graduates of the Faculty of Education at the Université de Saint-Boniface, Manitoba, Canada, who were internationally educated during their pre-university or university studies. This study focuses on these graduates' perceptions in relation to several themes, including their conception of teaching. Since the scholastic landscape is in full evolution due in part to migratory flows, the professional integration of future internationally educated immigrant teachers can present several challenges. This study gives voice to immigrant teachers in order to better understand the cultural discontinuities related to their conception of teaching. Avenues for reflection and action aimed at better equipping students educated outside of Canada and education faculties with regards to their knowledge of the conception of teaching in Canada will also be discussed.

Maleyrot, É. (2022). **Les tuteurs de stage dans les métiers adressés à autrui - Entre don de soi, transmission du métier et évaluation des stagiaires.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140306129&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_19_12_au_24_12_35218&utm_medium=email&utm_content=lienTitre

Marlier, F. (2023, janvier 4). **Enseignants-hiérarchie, une relation à couteaux tirés.** Consulté 9 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/enseignants-hierarchie-une-relation-a-couteaux-tires/00105709>

Entre une organisation pyramidale et des collectifs de travail réduits à peau de chagrin, le mal-être des enseignants est profond, selon une enquête menée pour l'Autonome de solidarité laïque (ASL).

McCulloch, G., & Peterson, A. (2022). **Public Intellectuals and Education in a Changing Society.** *British Journal of Educational Studies*, 70(5), 533-537. <https://doi.org/10.1080/00071005.2022.2154422>

Mercier, C. (2022). **La formation des enseignants aux faits religieux et à la laïcité depuis le rapport Debray.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Cet article examine la place des faits religieux dans la formation des enseignants depuis le rapport Debray (février 2002). Après une phase de mobilisation au cours des années 2000, marquées par le déploiement de modules de formation à la laïcité et aux faits religieux, ce thème a eu tendance à perdre de son importance au cours des années 2010, en raison notamment de la réforme de la mastérisation, d'un recentrage sur les savoirs fondamentaux (français, mathématiques) et de l'émergence de nouvelles priorités éducatives (égalité garçons-filles, inclusion...). Les attentats de la seconde moitié des années 2010, commis au nom de l'islam, ont provoqué un retour en force de formations sur la laïcité, désormais associée aux valeurs de la République plus qu'aux faits religieux. Les évolutions du début des années 2020, notamment le rapport des jeunes

aux croyances et à la laïcité et le développement de la « post-vérité », semblent cependant rendre nécessaires des dispositifs permettant aux enseignants de mieux appréhender les convictions, et leur articulation avec la démarche scientifique.

Meuric, L., & Richer, P. (2022). **Les départs en retraite des enseignants titulaires du second degré en EPSCP augmenteraient de 28 % entre 2021 et 2029.** *Note d'information du SIES*, (22.12). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/departs-retraite-enseignants-titulaires-second-degre-en-epsco-augmentation>

Les enseignants titulaires du second degré représentent 19 % des effectifs d'enseignants titulaires relevant des établissements publics à caractère scientifique, culturel et professionnel (EPSCP, hors CPGE) et 32 % du nombre d'heures d'enseignement obligatoires. Le nombre de leurs départs en retraite a très légèrement diminué de 2017 à 2020 (- 3 %), pour bondir de 20 % en 2021 ; il devrait encore augmenter de 28 % sur la période 2022-2029.

Monney, N., & Docteur Veve, A. (2022). **L'accompagnement des enseignants pour développer la compétence à évaluer chez les stagiaires : quelles formes, quelles logiques ?** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.728>

Moreau, G. (2022). « **Bref, j'aurai passé ma vie de chercheur à travailler sur ce que j'aurais dû être** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Diversité : Qu'est-ce qui vous a amené à « entrer » dans la recherche, à devenir sociologue de l'éducation ? Gilles Moreau : Devenir sociologue de l'éducation suppose trois choses : faire des études supérieures, se convertir à la sociologie et se spécialiser en éducation. Originaire d'un milieu populaire et rural, j'avais une probabilité très faible de faire des études supérieures, mais une configuration de socialisation singulière et la réforme Berthoin de 1959 qui entrouvraient les portes d...

OCDE. (2022a). **Cross-sector and interprofessional collaborations A powerful tool for the teaching profession?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3734> [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3734>

OECD education systems place a premium on high-quality teaching and look to strengthen the attractiveness of the teaching profession in the mid- to long-term. This paper considers if, when and under what circumstances new or ameliorated inter-professional and cross-sectoral collaborations may strengthen the teaching profession. It also introduces “personas” as a tool to illuminate how various stakeholders may respond to a given policy. This tool can inform smarter policy design and implementation choices. Based on the literature within and outside the education sector and concrete, cutting-edge examples, the paper identifies common facilitating features and proposes a set of guiding principles that can aid policy makers and practitioners in decisions related to the introduction or development of cross-sector or inter-professional collaborations. The paper concludes that cross-sector and inter-professional collaborations, under certain circumstances, can strengthen the teaching profession, by supporting, attracting and retaining a diverse teacher workforce and improving student outcomes.

OCDE. (2022b). **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.

Olumoyo, A. E., Adegun, O. A., & Animasahun, M. A. (2022). **Security Matters and Academic Staff Service Delivery in Southwest, Nigerian Universities.** *British Journal of Education*, 10(16), 41-50. <https://doi.org/10.37745/bje.2013/vol10n164150>

The study examined the relationship between security matters and academic staff service delivery in Southwest Nigeria universities. It determined the levels of academic staff service delivery and the level of security in Southwest Nigeria universities. The study adopted the descriptive survey research and correlational research designs. The population of the study comprised of all the 8724 academic staff in all the 18 Southwest Nigeria universities. The sample for this study was 880 respondents; comprising 800 academic staff and 80 heads of departments from 8 universities in four states in Southwest Nigeria. Multistage sampling procedure which involved simple random sampling stratified and proportional stratified ransom sampling was used to select sample for the study. Two sets of instruments tagged. Security matters questionnaire (SMQ) and academic staff service delivery questionnaire [ASSDQ] were used for the study. The two sets of instruments were validated by face, content and construct validity by experts in the department of Educational Management and Test, Measurement and Evaluation and the reliability was ensured using Test-re Test method of reliability with SMQ and ASSDQ yielding reliability coefficients of 0.89 and 0.86 respectively. The data were analyzed using descriptive and inferential statistics. The descriptive statistics of frequency counts percentage mean and standard deviation were used to answer the general questions while the inferential statistics involving Pearson product moment correlation and multiple regression analysis were used to test the hypotheses, all the hypotheses were tested at 0.05 level of significance. The levels of security and academic staff service delivery in Southwest Nigeria University were moderate. The study showed that there was significant relationship between security matters and academic staff service delivery in Southwest; Nigeria universities. It was revealed that terrorism and cultism significantly affected academic staff service delivery. It was recommended that the government and their agencies, the university management should maintain the security of the school by funding the security unit with modern technological gadgets. So as to strengthen the security situations of Southwest Nigeria Universities. There should be policy and regulations against cultism and terrorism in universities which must also be adequately enforced to maintain a safe and secured school environment.

O'Sullivan, M. (2022). **Teacher absenteeism, improving learning, and financial incentives for teachers.** *PROSPECTS*, 52(3), 343-363. <https://doi.org/10.1007/s11125-022-09623-8>

We know that learning is in crisis. We know that teachers are key to addressing the crisis. Yet, the significant investments in supporting teachers to improve learning have not enabled improved learning outcomes. This article examines a key reason for this: teacher absenteeism. Poor teacher motivation is highlighted as an explanation for teacher

absenteeism, with poor remuneration emerging as teachers' main reason for not attending school and/or class. This article explores the use of financial incentives, which have been sidelined within the education aid architecture, to improve teacher motivation, address teacher absenteeism, and improve learning. It distils the successes and lessons learned from the research literature, which can be used to devise a framework to guide financial-incentive-focused strategies. The framework is currently informing a research-based intervention in schools in Uganda that is using a cost-effective mobile-phone-based and teacher-motivation-focused strategy and tools to improve learning.

Pelletier, M.-A. (2022). **Étude exploratoire sur les compétences sociales et émotionnelles des enseignantes à l'éducation préscolaire : quels défis pour la formation initiale ?** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.693>

Peters, M. A. (2022). **Public Intellectuals, Viral Modernity and the Problem of Truth.** *British Journal of Educational Studies*, 70(5), 557-573. <https://doi.org/10.1080/00071005.2022.2141859>

Public intellectuals today must be understood in relation to the concept of 'viral modernity', characterised by viral and open media and technologies of post-truth that reveal the dramatic transformations of the 'public', its forms and its future possibilities. The history, status and role of the public intellectual are constituted by both the network of law in liberal society and above all the primacy of the concept of freedom of expression. The task of public intellectuals was to define, analyse and protect these rights by speaking truth to power. Both Wittgenstein and Foucault as exemplary intellectuals distinguished themselves by problematising truth and showing that truth-telling is an aspect of self-transformation and the intellectual form of life.

Phuong, T. T., & Duong, B.-H. (2022). **Toward a competency-based professional development framework for faculty members: insiders' perspectives.** *Tertiary Education and Management*, 28(4), 283-300. <https://doi.org/10.1007/s11233-022-09103-w>

This qualitative research aims to identify faculty-wide competencies for the purpose of faculty development in the Vietnamese higher education context. Combining with the critical incident method, this study conducted in-depth interviews with senior faculty members and educational leaders at Vietnam's public higher education institutions to identify key areas for Vietnamese academics to improve their professional competence. In light of the competency-based approach, the study classifies competencies for faculty development into five domains: specialty-related, teaching, research, personal development, and communication domains. Drawing on the study's findings and domestic and international sources of references, we propose a general competency-based professional development framework that aims to guide faculty development initiatives at multiple levels. While focusing on Vietnam, this research contributes to broadening our knowledge of educational quality improvement and faculty development efforts in the changing context of higher education globally.

Plust, U., Joseph, S., & Murphy, D. (2022). **'Sucking Results Out of Children' Reflective Lifeworld Case Study of a Primary School Teacher Striving for Authenticity.** *British Journal of Educational Studies*, 70(6), 719-736. <https://doi.org/10.1080/00071005.2021.2006600>

This qualitative study presents an analysis of the experiences of a teacher who had recently left working in an England state funded primary school. Using reflective lifeworld

methodology, this study explored the teacher's struggle to be authentic in the context of state funded education. Three prominent themes were identified as: 1) enhancement of every learner; 2) systemic oppression; and 3) tensions in being a teacher. The study concludes that being authentic as a teacher was experienced as being incompatible with the current educational system.

Rahm, J., Turpin-Samson, A., & Berberovic, A. (2021). **À la rencontre de l'Autre : L'apport pédagogique d'un jumelage interculturel ponctuel dans un programme communautaire pendant la formation initiale des enseignants.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9928>

Cet article présente les apports d'un modèle de jumelage interculturel ponctuel dans un programme communautaire, offert à des étudiants de première année d'un programme de formation de maître du secondaire. Une analyse de contenu des travaux réflexifs d'étudiants a permis de dégager quatre thèmes clés : la relation éducative, l'immigration, l'identité professionnelle ainsi que le milieu communautaire. Les résultats soutiennent que cette expérience de jumelage interculturel ponctuel a permis aux étudiants universitaires de se questionner par rapport à leur posture envers les adolescents issus de l'immigration, de favoriser le développement de leur identité professionnelle, et de se familiariser avec le rôle complémentaire des organismes communautaires au milieu scolaire

Rawal, D. M. (2023). **Work life balance among female school teachers [k-12] delivering online curriculum in Noida [India] during COVID: Empirical study.** *Management in Education*, 37(1), 37-45. <https://doi.org/10.1177/0892020621994303>

Job satisfaction is a vital factor regarding turnover rates, especially among women. Work life balance today, especially in times of COVID where home and work place have transgressed boundaries is an imperative precursor for the well-being of an individual. A satisfying job well-integrated into life, balances the overall mental and emotional quotient of working women particularly in the current pandemic in which the workplace is posing a new and unlike set of challenges and problems for women. Research suggests that work place problems faced by the Indian women are mostly long working hours, less recognition of work, lack of motivation and stress related issues, but the new normal of working remotely from home now is altogether an unexpected work scenario. With respect to emerging nations, problems of work life balance among women in the education sector are not well researched. Increased women employment has led to a swelling attention from academia and industry on WLB. With greater access to better educational opportunities, increasing number of women are entering the workforce, and shifting from being home-makers to the organized work force, thereby necessitating an urgent need to examine this phenomenon. Carrying on with online classes remotely has become the order of the day, and it is becoming stressful when both school and personal life operate from the same space. The main idea here is to understand challenges during COVID which are being faced by school teachers in Noida delivering content to students from home and their surviving strategies.

Rougerie, C., & Fugier, P. (2022). **La compétence invisible : une évolution du métier de travailleur social dans le primaire.** *Empan*, 128(4), 136-143. <https://doi.org/10.3917/empa.128.0136>

La violence conjugale compte actuellement une littérature scientifique prolifique, un édifice juridique vaste et des politiques publiques volontaristes. Ces éléments ont accompagné la construction d'un cadre d'action pour les professionnels et favorisé la conscientisation de la population. Après la publication du numéro 73 de la revue *Empan* consacré à cette thématique, de nouvelles recherches, des enquêtes nationales et internationales et la promulgation de lois ont continué à faire avancer la connaissance et le traitement de ce phénomène. Ce dossier fera part de cette trajectoire déjà parcourue et mettra en lumière les références théoriques et pratiques actuelles, les évolutions en termes de prise en charge et les enjeux aujourd'hui, y compris en contexte de crise sanitaire liée au Covid-19. Adoptant une perspective pluridisciplinaire, ce dossier rassemblera des apports du monde académique, mais aussi juridique, du travail social et de la clinique.

Saks, K., Hunt, P., Leijen, Ä., & Lepp, L. (2022). **To Stay or Not to Stay: An Empirical Model for Predicting Teacher Persistence**. *British Journal of Educational Studies*, 70(6), 693-717. <https://doi.org/10.1080/00071005.2021.2004995>

Teacher persistence has been a growing issue in recent decades. This raises the problem of the sustainability of the teaching workforce, the professionalism of working teachers and preserving the quality of education. In this study we aim to create and test an empirical model that makes it possible to predict teachers' plans to remain in or leave the profession. Proceeding from earlier research, this study focuses on investigating the role of motivations, job demands, and school climate as potential factors of teacher retention. A sample of 373 teachers responded to an electronic questionnaire compiled using questions from FIT-Choice, Norwegian Teacher Self-Efficacy Scale, and the Delaware School Climate Survey. Structural equation modelling was applied to find the model that predicts teachers' plans to remain in or leave the profession. The findings revealed two main factors – the combination of perceived teaching ability and intrinsic motivation, and job security – that have a positive impact on plans to continue teaching. Perceived teaching ability and intrinsic motivation, in turn, is affected by relations with students and maintaining discipline in class. Emotional exhaustion and workload impacting the latter, predict the risk of attrition. Contrary to earlier research, age and years of teaching experience appeared to be unrelated to plans to continue teaching.

Sánchez-Moreno, M., López-Yáñez, J., & Toussaint-Banville, M. (2023). **Professional identity formation of female school principals: Gender and emotionality connections**. *Management in Education*, 37(1), 13-24. <https://doi.org/10.1177/08920206211016454>

This article presents a comparative analysis of the professional identity formation of three female principals of schools serving disadvantaged population in Spain. The focus on identity formation is complemented with parallel attention on gender and leader's emotionality issues. The study embraces a qualitative-interpretive stance with a narrative methodological focus. The cases are framed within a broader study in which 73 male and female school principals participated in a training programme based on feedback and group coaching. Results confirm the multiple and multi-layered nature of professional identity declared in the theoretical framework. However, a diversity of patterns could be distinguished, from the managerial to the communitarian activist, with hybrid identity somewhere in the middle of such polarity. The way gendered emotions impacted the biographies of the cases was also analysed. Implications to the design and development of training programmes with a focus on leadership professional identity are suggested.

Scott-Brown, S. (2022). **Rethinking the Socialist Intellectual in the British First New Left.** *British Journal of Educational Studies*, 70(5), 591-608. <https://doi.org/10.1080/00071005.2022.2131733>

The first British New Left formed in response to a crisis in international and British socialism. Although never a formal movement, its associated members set themselves the tasks of, first, confronting the rapid change transforming social life at both global and national scales, and second, articulating a new political culture able to accommodate the good and resist the bad of it. As part of this process, a series of intense debates took place on the role of the socialist intellectual in stimulating such a culture. In this article, I consider three of the NL's main protagonists, EP Thompson, Stuart Hall, and Raphael Samuel, and the different positions they took on this issue. I argue here that while all made important contributions to the argument, Samuel's practice as an intellectual, currently the least well known of the three, is worth closer attention for its relevance to contemporary educational debates.

Serreau, Y. (2022). **Usage des sentiments pour la conduite d'action : exemple d'entretiens d'accompagnement d'apprentis-ingénieurs.** *L'orientation scolaire et professionnelle*, (51/4), 729. <https://doi.org/10.4000/osp.16822>

Le développement dans l'enseignement supérieur de l'individualisation des parcours a engendré un besoin d'accompagnement, entraînant à son tour un besoin de formation à cette fonction. Mais former à quels concepts ? Et notamment dans un entretien d'accompagnement, comment accéder sans perte de temps aux sujets ayant un enjeu ? Notre étude s'intéresse aux sentiments verbalisés par des apprentis-ingénieurs lors d'entretiens d'accompagnement avec des formateurs. Elle met en évidence que ces sentiments constituent un moyen d'accès aux degrés perçus d'adaptation, buts ou attentes, représentations, paramètres de situation, compromis cognitifs et traitements possibles envisagés par les accompagnés. Par l'attention aux verbalisations de sentiment, les accompagnateurs disposent d'un moyen méthodologique pour aider les accompagnés à identifier ces principales composantes de la maîtrise des situations dynamiques. Et delà, pour engager des actions en ayant élucidé des points clés de leur adaptation à leur environnement.

Shreffler, M. B., Murfree, J. R., Huecker, M. R., & Shreffler, J. R. (2023). **The impostor phenomenon and work-family conflict: An assessment of higher education.** *Management in Education*, 37(1), 5-12. <https://doi.org/10.1177/0892020620959745>

Top faculty are often at risk for experiencing the impostor phenomenon (IP) in the competitive landscape of higher education. Similarly, work-family conflict (WFC) impacts many individuals who work in higher education. The present study aimed to examine the relationship between the IP and WFC in higher education using a sample of university faculty in North America (N = 197). Data were analysed based on faculty ranking, years of service to the profession and reported gender identity. Findings indicated a significantly higher presence of impostor experiences among tenure-track faculty, varying levels of impostor experiences based on years of service to the profession and no gender differences in IP levels. Finally, findings showed a significant positive correlation between the IP and WFC. Given the prevalence of the IP and WFC in higher education, we conclude with recommendations for administrators to implement programming to recognize and address the presence and consequences of the IP and WFC in higher education.

Sivia, A., & Britton, V. (2021). **Teachers' Professional Learning in the Context of Implementing Project Based Learning in a Secondary School.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9817>

Teachers' professional learning (TPL) involves a stance of inquiry, with particular habits of mind and ways of being as educators. To explore this premise, our study focused on the experiences of two teachers implementing a curricular innovation, project-based learning, in their classes. We used a phenomenological approach to capture the essence of TPL through the voices and narratives of teachers engaged in this process. Data from interviews and observations was analysed, leading to the development of concepts associated with TPL: collaboration, learning from professional development workshops, a learning mindset, shifts in practice, and liberation. These concepts helped to clarify inquiry as a stance in teacher learning. Our research has implications for teachers' professional development and for teacher education.

Sönmez, D., & Öztürk, N. (2022). **Preparing to teach in informal settings: preservice science teachers' experiences in a natural history museum.** *International Journal of Science Education*, 44(18), 2724-2744. <https://doi.org/10.1080/09500693.2022.2149285>

Informal science learning is valuable in the development of students' cognitive and affective skills which also influences the development of an interest in science. Successful utilisation of informal learning settings into teaching and learning requires highly qualified teachers. This study explored how engagement in a semester-long course influenced preservice science teachers' (PSTs) views and professional development on the use of natural history museums in science education. In this study, researchers collaborated with a natural history museum to design a 14-week-long undergraduate course. Findings revealed that intense immersion to the natural history museum as a part of the undergraduate course helped PSTs to develop a solid understanding of the value of informal settings. At the end of the course, PSTs were able to identify museums as valuable informal learning environments rather than supplemental to classroom learning. In addition, they became more supportive in addressing students' different learning preferences. Accordingly, PSTs defined their teacher role as participants of the student learning process rather than being responsible for organising the visit and managing student behaviour. Most importantly at the end of the course, they were able to make the connection between science curricula and the museum.

Taylor, E. S. (2022). **Employee Evaluation and Skill Investments: Evidence from Public School Teachers** (NBER Working Paper N° 30687). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30687.htm>

When an employee expects repeated evaluation and performance incentives over time, the potential future rewards create an incentive to invest in building relevant skills. Because new skills benefit job performance, the effects of an evaluation program can persist after the rewards end or even anticipate the start of rewards. I test for persistence and anticipation effects, along with more conventional predictions, using a quasi-experiment in Tennessee schools. Performance improves with new evaluation measures, but gains are larger when the teacher expects future rewards linked to future scores. Performance rises further when incentives start and remains higher even after incentives end.

Thilly, S., & Duceux, Y. (2022). **Les dynamiques identitaires des formateurs en IFSI face à l'universitarisation.** *Carrefours de l'éducation*, 54(2), 197-212. <https://doi.org/10.3917/cdle.054.0197>

Dans un contexte d'universitarisation des formations paramédicales, nous questionnons les liens entre le changement structurel induit et les identités professionnelles déclarées des formateurs en IFSI, qui ont tous exercé la profession infirmière. Quinze entretiens semi-directifs ont été menés pour percevoir l'impact de leur identité héritée infirmière sur leur dynamique identitaire dans le cadre de ce processus d'universitarisation. Nous relevons que les formateurs en IFSI revendiquant une identité héritée infirmière forte se sentent davantage menacés par le processus d'universitarisation, ce qui se traduit par une dynamique de transformation identitaire avec un projet de soi pour soi souvent orienté vers le management de proximité. Quand l'identité héritée infirmière est peu persistante dans l'identité investie dans le présent, nous observons une dynamique de continuité identitaire avec le plus souvent un projet d'entretien de soi dans la fonction de formateur.

WatreLOT, P. (2023, janvier 13). **Enseignants : travailler plus pour gagner moins.** Consulté 16 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/enseignants-travailler-plus-gagner/00105749>

Wayuone Wadrawane, E. (2022). **Transposer quelques savoirs kanaks-océaniens. « double légitimité » et « coprésence ».** *Carrefours de l'éducation*, 54(2), 71-97. <https://doi.org/10.3917/cdle.054.0071>

« Développer l'identité de l'École calédonienne » et enseigner les EFCK (Éléments fondamentaux de la culture kanake) sont les grandes nouveautés du PENC (Projet éducatif de la Nouvelle-Calédonie) adopté en 2016 par le Congrès de la Nouvelle-Calédonie. La reconnaissance, l'inclusion et l'inscription officielle des EFCK dans le PENC affirment une fois de plus les paradigmes de la « double légitimité » et de la « coprésence » exprimés par les différents accords politiques depuis la table-ronde de Nainville-les-Roches en 1983 et Matignon-Oudinot-en 1988 puis Nouméa en 1998. La transposition didactique comme procédure stricte et structurante au sens « métacognitif, psychodidactique et pédagogique » permettra d'axiomatiser ces savoirs savants coutumiers dits EFCK pour en faire de réels objets de formation pour les enseignants et d'enseignement pour les élèves en Nouvelle-Calédonie.

Williams, M. P. (2022). **Becoming an International Public Intellectual: Maria Montessori Before the Montessori Method, 1882 -1912.** *British Journal of Educational Studies*, 70(5), 575-590. <https://doi.org/10.1080/00071005.2022.2108757>

Zhang, L., & Horta, H. (2023). **Research agendas and job dissatisfaction among Hong Kong academics.** *Higher Education*, 85(1), 103-122. <https://doi.org/10.1007/s10734-022-00824-w>

This study's principal objective was to explore the statistically predictive power of academics' research agendas for their job dissatisfaction beyond demographics. Five hundred and forty-seven academics from the eight publicly funded universities in Hong Kong responded to the Multi-Dimensional Research Agenda Inventory-12 (MDRAI-12) and the Job Dissatisfaction Scale (JDS). Three key findings were obtained. First, good psychometrics for the MDRAI-12 and the JDS were obtained. Second, research agendas varied by age, gender, academic rank, and academic discipline, while job

dissatisfaction varied by age, academic rank, and institutional ranking. Third and most importantly, when age, gender, academic rank, academic discipline, and institutional ranking were statistically controlled, trailblazing research agendas generally negatively contributed to job dissatisfaction, whereas a cohesive (conservative) research agenda positively predicted job dissatisfaction, as hypothesized. Implications of the findings are discussed for academics and university senior managers.

Numérique et éducation

Agrusti, F., & Bonavolontà, G. (2022). **Educational Robotics for Special Needs Students: Teachers' Perspectives on Pre-service Training.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 199-217. <https://doi.org/10.7358/ecps-2022-026-agbo>

Since the introduction of LOGO by Seymour Papert in 1980 and the constructivist theories, after the teaching machines of Skinner, technology, robots and robotics activities have been viewed as effective educational tools. Multiple studies have demonstrated that robotics is a valuable device for special education students too. The present study is part of a particularly novel and challenging trend of research that intends to fill a knowledge gap regarding the perspectives and concerns of learning support teachers on educational robotics. Particularly by questioning teachers who have not received training in the use of educational robotics. In this exploratory study, 125 Italian pre-service learning support teachers were surveyed at the end or during their course specialization to determine their awareness and comprehension of educational robotics usage with students with special needs. The survey reveals that support teachers are not adequately trained to use educational robotics and that they are generally unfamiliar with it and they rarely employ it.

Boumazguida, K., Temperman, G., Derobertmeasure, A., & De Lièvre, B. (2022). **Quels usages des outils de communication dans un MOOC selon les profils des participants?** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4278>

Les MOOC intègrent généralement différentes ressources susceptibles de favoriser l'apprentissage. C'est notamment le cas des outils communicationnels permettant de supporter les échanges entre les apprenants. Dans cette contribution, nous comparons la manière dont les apprenants issus de deux groupes contrastés en termes de modalités d'inscription (spontanés vs enrôlés) dans le MOOC utilisent deux types d'outils communicationnels différents (Forum vs groupe Facebook). Nos résultats révèlent que le forum a été davantage utilisé par les apprenants spontanés que par les enrôlés. Ces derniers ont plutôt privilégié un média social, Facebook. La majorité des messages publiés sur le forum par les participants des deux groupes se rapportent à la coordination du MOOC, aux demandes d'aide ou de clarification, au partage d'informations personnelles sans rapport avec le cours. Les participants publient plus massivement sur le groupe Facebook des messages se rapportant à sa coordination, à caractère phatique [remerciements, humour, salutation] et des demandes d'aide. Comparativement au forum, les types de messages publiés prioritairement sur le groupe Facebook par les sujets diffèrent selon leur groupe d'appartenance. Quel que soit l'outil communicationnel utilisé, nous mettons en évidence que le nombre de messages publiés par les apprenants des deux groupes s'est étiolé au fur et à mesure que le MOOC se poursuivait. Finalement, la comparaison des déclarations des participants quant à leur usage effectif des outils

communicationnels montre malgré quelques disparités une adéquation globale entre pratiques déclarées et utilisation réelle.

Bozzo, G., Lopez, V., Couso, D., & Monti, F. (2022). **Combining real and virtual activities about electrostatic interactions in primary school.** *International Journal of Science Education*, 44(18), 2704-2723. <https://doi.org/10.1080/09500693.2022.2149284>

The role of virtual simulations in the evolution of primary school students' mental models about electrostatics is investigated by analysing the answers of two groups of 9–10 years old pupils inside instructional sequences that combine two hands-on activities using balloons and jackets with the same activities using PhET simulations: one group followed a sequence where the real experiments were conducted before the virtual simulations, the other group followed a sequence where the virtual simulations were proposed before the real experiments. Students' answers were categorized into a descriptive dimension (accordance with the phenomena) and into an explanatory dimension (level of adequacy with the microscopic model based on elementary charges). Our results show that, although virtual simulations improve the level of adequacy of students' answers to the target model, this improvement is not transferred to new phenomena, so that the capability of relating the developed model to the real world is the same in both sequences. Moreover, about 40% of pupils remained at their starting non-explanatory level in both teaching sequences. We conclude that simulations per se do not help students in evaluating and refining their models, indicating the need for teachers' support in modelling-based instruction involving not visible physical entities.

Burban, F., Cottier, P., Person, J., & Roche, M. (2022). **Usages et pilotage du numérique par les chefs d'établissement de collège.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8468>

La recherche présentée dans cet article s'inscrit dans une évaluation menée par la DEPP (Direction de l'évaluation, de la prospective et de la performance), intitulée ELAINE (Évaluation longitudinale des activités liées au numérique éducatif) et qui vise à évaluer le plan numérique lancé en 2015 en France dont l'objectif était de pourvoir les écoles et collèges en équipements numériques mobiles. L'objet de la recherche présentée concerne le pilotage de l'établissement en matière de « numérique » par les chefs d'établissement de collèges et interroge la place prise par les outils numériques dans leurs modes de communication. Les responsables d'établissement ont vu leurs missions se transformer depuis les années 1990 avec l'octroi d'un statut de personnel de direction auquel correspondent des responsabilités fortes en termes de gouvernance et de pilotage de l'établissement (Duterq, 2016). Ces responsables se positionnent alors comme des acteurs-relais (Akrich, Callon et Latour, 1988) essentiels dans la mise en œuvre du programme des politiques publiques en faveur du numérique (Burban, 2016). Quelles sont les actions mises en œuvre pour favoriser les usages numériques dans l'établissement ? Afin de répondre à cette interrogation, un questionnaire a été adressé par mail aux chefs d'établissement ou à leurs adjoints ; 160 ont répondu.

Cavignaux-Bros, D. (2021). **L'ingénierie pédagogique et le numérique : l'introduction du numérique dans l'ingénierie pédagogique selon l'approche par les capacités** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://theses.hal.science/tel-03917135>

Dans quels environnements les chargés d'ingénierie pédagogique exercent-ils aujourd'hui et comment cette activité a-t-elle évolué ? En quoi la diffusion du numérique dans la formation professionnelle continue nécessite-t-elle la mise en œuvre de capacités spécifiques dans la conception de formation ? L'objectif de la thèse est de repérer, dans différents contextes et situations, la manière dont des personnes en charge d'ingénierie pédagogique sont mises en capacité d'utiliser le numérique en formation continue des adultes. La revue de question sur la professionnalisation digitale de la formation et de ses acteurs montre que les recherches portent principalement sur le développement professionnel dans l'enseignement supérieur en lien avec les TICE. La revue de la littérature scientifique sur l'ingénierie pédagogique situe cette dernière comme une activité distribuée qui s'est complexifiée avec le développement du numérique en formation. Pour étudier la digitalisation de l'ingénierie pédagogique, nous adoptons une démarche inductive à partir de deux corpus : 212 offres de stages en ingénierie pédagogique et des parcours professionnels de chargé-e-s d'ingénierie pédagogique (entretiens auprès de 21 professionnel-le-s et spécialistes). Le premier corpus nous permet de mettre au jour les activités formelles et les profils attendus par les entreprises en ingénierie pédagogique, ainsi que la part croissante du numérique dans ces activités, le second corpus de montrer comment les professionnels sont effectivement mis en capacité d'introduire le numérique dans leur ingénierie, en termes de ressources, d'opportunité et de choix. Sur le plan méthodologique, nous mobilisons le cadre de l'approche par les capacités, issu initialement des travaux de Sen (1999b).

Charlier, B. (2022). **Stratégies numériques des institutions d'enseignement supérieur. Distances et médiations des savoirs. Distance and Mediation of Knowledge**, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8454>

Le débat animé par (Peraya et Fiévez, 2022) au fil de cette année était fondamental et d'actualité. Il s'agissait non seulement d'analyser les plans stratégiques numériques des universités et hautes écoles, leur éventuelle évolution suite à la pandémie et la place qu'y prend la formation à distance, mais aussi d'observer les éventuelles transformations des pratiques – post-pandémie – en ce qui concerne la médiatisation et la médiation des savoirs ainsi que l'évolution des représentations conc...

Fadda, D., Salis, C., & Vivanet, G. (2022). **About the Efficacy of Virtual and Remote Laboratories in STEM Education in Secondary School: A Second-Order Systematic Review. Journal of Educational, Cultural and Psychological Studies (ECPS Journal)**, (26), 51-72. <https://doi.org/10.7358/ecps-2022-026-fadd>

Online laboratories brought new opportunities for instruction. In this work, a secondorder systematic review about the efficacy of virtual and remote labs on learning in high school STEM education is presented. Nine systematic review and a meta-analysis were included. A descriptive summary (qualitative and quantitative) of their findings is provided. On average, online laboratories support learning to an extent comparable to that observed in real labs; their effect is even more positive when they are integrated into more traditional teaching practice (e.g., as pre-lab practice sessions before the hands-on experiments) and when they are supported by adequate teacher feedback. Content knowledge is the learning outcome most often assessed; while practical and inquiry skills related to scientific reasoning are investigated less frequently. The results are promising for instructional design and for the future research, despite the data variability and some methodological limitations of individual studies (lack of relevant quantitative data, such as effect sizes and moderator analysis). Further experimental research is required to

estimate the effect of online labs on different learning outcomes and to better understand the moderating role of some variables related to interventions and students.

Fennelly-Atkinson, R., LaPrairie, K. N., & Song, D. (2022). **Identifying accessibility factors affecting learner inclusion in online university programs.** *Distance Education*, 43(4), 556-573. <https://doi.org/10.1080/01587919.2022.2141607>

As postsecondary online programs increase, the accessibility of online course content becomes a serious issue in higher education. There is currently little information about how postsecondary institutions address online course accessibility. This exploratory mixed-methods study examined the degree to which university online course checklists represent accessibility criteria and which criteria were most and least represented in university checklists. Further, this study also examined the relationship between several university factors. This review of university online course checklists against the Web Content Accessibility Guidelines criteria revealed some areas that may warrant closer inspection for researchers and universities. Results indicated that online program enrollment was linked with how the university handled accessibility compliance and how they trained faculty regarding online course accessibility. These findings have implications for how learner inclusion in online programs can be impacted at the university level.

Graham, K., Rios, A., & Viruru, R. (2023). **Constructing radical community: an ecological model for shifting from an EdD to a We-dD in online doctoral programs.** *Higher Education*, 85(2), 301-323. <https://doi.org/10.1007/s10734-022-00834-8>

Online learning is often associated with the alone together paradox that suggests that online students are constantly connected to one another yet feel more alone due to a lack of real social connection. While research has approached this issue from an environmental perspective, some scholars have recently suggested that aspects of online students' complex ecologies, beyond the online program, may also influence the degree students engage socially. This phenomenological study explores the experiences of 10 students enrolled in an online doctoral program in education. In-depth interviews were conducted to discuss how various ecological systems affect students' ability to socially connect in the online program, revealing students reporting feeling apart, but together, rather than alone together. This study encourages online doctoral programs and researchers to take an ecological approach, as opposed to an environmental one, in order to construct a more thorough understanding of the online doctoral student experience.

Hombourger-Barès, S., Pelletier, P., Simard, C., & Moulet, L. (2022). **L'innovation d'un MOOC en sciences de gestion : vers une approche systémique basée sur la co-création de valeur entre acteurs.** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4248>

En proposant une étude de cas approfondie relatant le développement d'un MOOC innovant, cet article apporte un nouvel éclairage à la compréhension des processus d'innovation de la formation à distance en enseignement supérieur. Il soutient que les modèles proposés jusqu'à l'heure actuelle reposent sur une conception traditionnelle de l'innovation. Même si le rôle des acteurs est reconnu dans ces modèles, ceux-ci ne rendent pas suffisamment compte du caractère collectif de l'innovation. En utilisant une approche systémique de l'innovation, cette étude de cas présente les logiques institutionnelles et les rationalités organisationnelles ayant contribué à façonner le

processus d'innovation. Elle montre également le rôle clé de la co-crédation de valeur entre acteurs dans différentes activités opérationnelles. Enfin, elle soutient l'importance des dispositifs d'accompagnement, d'auto-détermination et d'action collective.

Kezadri, D. B.-B. E. (2022). **Mutual aid in e-learning: The role played by the feeling of belonging to a group and by the self-determination of motivation. The case of adult students engaged in collective distance work.** (Phdthesis, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-03935782>

Cette recherche doctorale contribue aux travaux sur les comportements d'entraide des apprenants adultes en contexte de e-learning, en particulier lors de travaux collectifs. Elle étudie ces comportements d'un point de vue motivationnel, au regard de deux dimensions: d'une part, leur sentiment d'appartenance à un groupe et d'autre part, le degré d'autodétermination de leur motivation à l'égard de la formation. La visée de la présente recherche est à la fois descriptive et compréhensive, tout en s'inscrivant dans une logique hypothético-déductive. En adoptant une méthodologie mixte à dominante qualitative, l'étude empirique se déploie en deux phases: la première phase vise à identifier les liens entre d'une part, le sentiment d'appartenance à un groupe et l'entraide et d'autre part, l'entraide et la motivation autodéterminée des étudiants. La seconde phase a pour objectif de comprendre la nature de ces liens, tout en décrivant le sentiment d'appartenance des étudiants à un groupe, leurs comportements d'entraide et leur motivation à l'égard de la formation. Les étudiants sollicités pour cette étude sont inscrits à deux promotions différentes d'un Master intégralement en e-learning, l'une en début de formation et l'autre en fin de formation. Les résultats de l'enquête par questionnaire auprès de 114 étudiants mettent en exergue une perception élevée du sentiment d'appartenance surtout pour les étudiants en fin de formation. Ils révèlent aussi une tendance élevée pour l'entraide ainsi qu'une motivation autodéterminée à l'égard de la formation valable pour les deux promotions d'étude. Les résultats de l'analyse lexicométrique du corpus de données issues des 19 entretiens montrent que les étudiants ressentent un sentiment d'appartenance à leur groupe de travail plutôt qu'à leur groupe de formation. L'étude qualitative à l'aide des catégories conceptualisantes fait ressortir que les situations vécues par les étudiants dans leurs groupes de travail peuvent affecter leur sentiment d'appartenance à leur groupe ainsi que leur motivation à l'égard de la formation. Tant que le travail collectif se déroule dans la bienveillance et l'empathie et tant que la cohésion dans le groupe est forte, les étudiants ressentent un sentiment d'appartenance plus important à leur groupe de travail, s'entraident et voient leur motivation autonome augmenter.

Laisney, P., Campillo, V., Cheneval-Armand, H., & Impedovo, M. A. (2022). **Pour une représentation partagée entre recherche et terrain autour du concept d'hybridation des enseignements.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8566>

Le but de ce retour d'expérience est de proposer la coconstruction d'une représentation partagée du concept d'hybridation des enseignements à partir d'ateliers collaboratifs (workshop) associant chercheurs et enseignants du second degré. Il s'agit d'une étape préalable à la conduite d'une recherche participative réalisée dans le cadre d'un groupe thématique numérique qui questionne les pratiques enseignantes de l'hybridation. Au cours de ces ateliers, les représentations des enseignants à propos du concept d'hybridation ont pu être recueillies. Leur analyse a permis de mettre en évidence quatre dimensions comme autant d'axes de réflexion constitutifs du concept

d'hybridation. Ce travail a donné lieu à l'élaboration d'un « modèle issu du terrain », que nous confrontons à un modèle issu de la recherche.

Llamazares de Prado, J. E., & Arias Gago, A. R. (2023). **Technology and Education as Elements in Museum Cultural Inclusion**. *Education and Urban Society*, 55(2), 238-258. <https://doi.org/10.1177/00131245211004576>

In the international arena, the use of technology as a tool for accessing information but also for creating content and sharing that generated content is beginning to gain importance. The main objective of this article is to provide knowledge of the new tools used in the international context in cultural access and to facilitate understanding, use and appropriate improvements with respect to cultural access for persons with disabilities. The methodology used, we have carried out a systematic review with a selection of 410 examined articles finally selected 34 articles covering from 2000 to 2020. Ten databases have been used in the exhaustive search and selection: 1Findr, Semantic Scholar, Scopus, Google Scholar, Microsoft Academy Search, Wos, IEEE Xplorer, Miar, Mendeley, Science Direct. The results obtained in the selected studies are characterized by their international scope, in the case of digital creation applications, virtual environments, and RA. Among the conclusions obtained, it is evident the need for collaboration between museums and institutions, to achieve significant progress in awareness, education, and access for all. Promote the development of accessibility plans, the exchange of information on actions at the international level, along with the means necessary to achieve better access to cultural spaces.

Lomellini, A., Lowenthal, P. R., Snelson, C., & Trespalacios, J. H. (2022). **Higher education leaders' perspectives of accessible and inclusive online learning**. *Distance Education*, 43(4), 574-595. <https://doi.org/10.1080/01587919.2022.2141608>

Online learning can potentially meet increasingly diverse students' needs in higher education, including disabled students. However, institutions have historically struggled in providing accessible and inclusive online learning. Higher education online learning leaders, those who manage instructional designers, are in a unique position to help institutions strategize and create accessible and inclusive online courses. In this qualitative study, we interviewed nine higher education online learning leaders to understand leaders' perceptions about how institutions provide accessible and inclusive online learning. Results demonstrated that despite varying conceptualizations of accessibility and inclusivity, online learning leaders perceive an insufficient but growing emphasis in higher education. Overall, participants described instructional designers as the most knowledgeable and skilled in this area. Participants described a lack of agency for instructional design teams and a need to advocate for buy-in from senior leadership. They also described strategies (e.g., faculty development, quality standards, and accessibility checkers) to support faculty.

Meyer, E., Saint-Supery, I., Sauzéon, H., & Mazon, C. (2022). **L'inclusion scolaire des élèves avec TSA : Prospection et analyse documentaire pour co-concevoir et valider des outils numériques favorables à l'inclusion scolaire en milieu ordinaire des élèves avec TSA**. *Fondation Internationale de la Recherche Appliquée sur le Handicap*, (39), 55. Consulté à l'adresse <https://hal.inria.fr/hal-03900700>

Miseur, L. (2022). **Catalyseur et révélateur de besoins techno-pédagogiques, impacts de la crise sur l'accompagnement des enseignants, des étudiants et le développement d'un**

écosystème numérique institutionnel. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8620>

Cette contribution alimente le débat initié par Peraya et Fiévez (2022) autour des stratégies numériques des institutions d'enseignement supérieur. Elle prend pour terrain d'étude une institution d'enseignement supérieur en Belgique francophone (Fédération Wallonie-Bruxelles), la Haute École Léonard de Vinci. Cette dernière propose actuellement plus de 40 formations initiales professionnalisantes dans les secteurs de la santé, des sciences humaines et sociales ainsi que des sciences et techni...

Mitra, S. (2022). **The internet as a subject in schools.** *PROSPECTS*, 52(3), 243-247. <https://doi.org/10.1007/s11125-022-09620-x>

Education that does not include an understanding of the Internet and how to live with it, is deficient. This article describes how the Internet can be learned in schools, what the curriculum for such learning should be at various stages of schooling, what pedagogical methods should be used to achieve the learning objectives and what methods should be used to assess the learning outcomes. It is based on decades of experiments and observations by the author and others.

Nocera-Picand, C., & Wong, O. (2022). **Stratégie numérique et projet AIR (Augmenter les interactions à Rennes, AMI DemoES) : genèse et réflexions.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8629>

Introduction Malgré une actualité assurément dense, nous nous sommes réjouis de la possibilité de contribuer aux échanges sur « les stratégies numériques de quelques institutions d'enseignement supérieur au prisme de la distance » (Peraya et Fiévez, 2022), et de prendre du recul sur les chantiers entrepris depuis plus de deux ans. Durant cette période, l'université de Rennes 1 (UR1) a conjointement élaboré son schéma directeur du numérique (SDN) et participé à l'Appel à manifestation d'intérêt...

Pasquier, F., & Régnier, J.-C. (2022). **Des transformations des technologies éducatives à l'ère du numérique en éducation, de l'imprimerie de Freinet à la technontologie : limites, apports et (r)évolution pédagogique.** *Congrès international d'Actualité de la Recherche en Éducation et en Formation (AREF)*. Présenté à Lausanne, Switzerland. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03779763>

Freinet et le Mouvement pédagogique ICEM furent précurseurs de la démocratisation de l'utilisation des techniques de reproduction et d'expédition par voie postale de contenus à vocation éducative et culturelle, comme la composition, l'impression et l'expédition de journaux d'enfants réalisés par eux-mêmes, entre écoles éloignées, permettant d'initier des échanges entre établissements et classes d'élèves, sortant ainsi du système relativement clos des écoles de cette époque. Ces pratiques de production et diffusion ont ensuite évolué avec la transformation des supports, tel que le journal-védo dans les années 1980, le câble puis l'usage du satellite éducatif, facilitant l'enrichissement des contenus (image animée et son, durée des programmes) et la modification des formats et des heures de diffusion. Ces évolutions ont également entraîné une extension des domaines des savoirs et un élargissement des compétences travaillées. La fin des années 1990 voit un développement de ces pratiques, par l'accroissement sans précédent des capacités des outils et des réseaux numériques, et l'introduction de l'interactivité avec les utilisateurs (cédéroms, programmes, sites

internet, objets mobiles, virtuels, intelligence artificielle, etc.). Se posent alors au moins trois questions, de deux ordres différents : - Techniquement, le remplacement des techniques analogiques par celles numériques n'a-t-il pas entraîné des changements et des baisses qualitatives de pratiques opératoires ? Avec quelles incidences sur la gestion de classe et les contenus éducatifs et de formation ? - Humainement, le projet éducatif n'a-t-il pas été impacté dans son paradigme même en laissant entraîner les activités enseignantes et apprenantes vers un monde d'une toute autre nature, celui de la modernité en anthropocène, où la question même de l'ontologie (« l'être en tant qu'être ») est de devenir « augmentée », notamment dans une vision transhumaniste ? - Pédagogiquement, comment le rôle de l'enseignant est-il impacté dans son fonctionnement même vis-à-vis des élèves, les postures et statuts des uns et des autres conduisant à des attentes soumises à plus de transversalité, de fluidité, d'adaptabilité ? Cette communication vise à présenter dans une perspective multidisciplinaire les apports et les limites de ce qui est appelé le numérique en éducation, du point de vue de l'évolution des techniques (de celles de l'époque de Freinet à celles du numérique) ; l'impact des techniques modernes sur la condition humaine, avec l'apparition du terme « technontologie » (mixte de technique + ontologie), y compris d'un point de vue existentiel ; les implications dans les processus d'enseignement, avec la proposition d'une Pédagogie Intégrative, Implicative et Intentionnelle (P3i), issue de l'École Nouvelle, dans une approche critique envers le déterminisme technologique d'une part et les idéologies d'autre part.

Peraya, D., & Fiévez, A. (2022). **Stratégies numériques des institutions d'enseignement supérieur. Nouvelles perspectives en termes de gouvernance, de compétences et de mobilisation des acteurs.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8638>

La rubrique consacrée cette année aux plans numériques stratégiques d'universités et de hautes écoles s'achève sur quatre contributions. La première, celle de Ludovic Miseur (Haute École Léonard de Vinci, Bruxelles, Belgique), rompt avec les contextes universitaires, puisqu'il relate les transformations de l'accompagnement des étudiant·es et de l'environnement virtuel d'apprentissage durant la crise sanitaire au sein d'une haute école pédagogique belge. Les deuxième et troisième contributions...

Plantard, P. (2022). **Retour d'expérience du DESIR dans les DUNE. Analyse institutionnelle interne d'un projet PIA (Programmes d'investissements d'avenir) de Développement d'universités numériques expérimentales (DUNE).** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8626>

Introduction : de l'explicitation d'un titre obscur Enseignant-chercheur à l'université Rennes 2 depuis septembre 1997, je travaille sur les usages des technologies numériques dans l'éducation et dans l'intervention sociale depuis 1984. D'abord dans une approche clinique (1992) puis psychosociologique (1999) et enfin, depuis 2012, dans une perspective anthropologique. Outre plusieurs mandats électifs, j'ai été sollicité dès mon arrivée pour être directeur de Département, d'Unité de formation ...

Poibeau, T. (2023, janvier 11). **ChatGPT : pourquoi tout le monde en parle ?** Consulté 16 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/chatgpt-pourquoi-tout-le-monde-en-parle-197544>

Les capacités de ChatGPT sont-elles si remarquables, par rapport à celles de ces prédécesseurs et de ses concurrents ?

Polo, C., Simonian, S., & Chaker, R. (2022). **Affording Emotional Regulation of Distant Collaborative Argumentation-Based Learning at University.** *Educational Technology International*, 23(1), 1-39. <https://doi.org/10.23095/ETI.2022.23.1.001>

We study emotion regulation in a distant CABLE (Collaborative Argumentation Based-Learning) setting at university. We analyze how students achieve the group task of synthesizing the literature on a topic through scientific argumentation on the institutional Moodle's forum. Distinguishing anticipatory from reactive emotional regulation shows how essential it is to establish and maintain a constructive working climate in order to make the best out of disagreement both on social and cognitive planes. We operationalize the analysis of anticipatory emotional regulation through an analytical grid applied to the data of two groups of students facing similar disagreement. Thanks to sharp anticipatory regulation, group 1 solved the conflict both on the social and the cognitive plane, while group 2 had to call out for external regulation by the teacher, stuck in a cyclically resurfacing dispute. While the institutional digital environment did afford anticipatory emotional regulation, reactive emotional regulation rather occurred through complementary informal and synchronous communication tools. Based on these qualitative case studies, we draw recommendations for fostering distant CABLE at university.

Reyes, J. I., & Meneses, J. (2022). **Advising college students with dis/abilities in online learning.** *Distance Education*, 43(4), 526-542. <https://doi.org/10.1080/01587919.2022.2121264>

Most distance universities have adopted advising practices traditionally employed in on-campus institutions. Nonetheless, little is known about the role of academic advisers while guiding students with dis/abilities to engage and achieve success in online higher education. This study aimed to explore and analyze advisers' perspectives related to supporting the diversity of these students in a fully online university. We followed the methodology of a case study based on semi-structured interviews in which 14 advisers participated. Our findings show that even though advisers face challenges when advising online students with dis/abilities, they attempt to support them proactively by offering personalized tracking. A paradigm shift from a reactive to a proactive approach by adopting inclusive practices would greatly improve the inclusion of all learners. Online institutions could better support learners with dis/abilities by framing all processes in the universal design principles and promoting collaborative and coordinated work among advisers, faculty, and staff.

Rice, M. F., & Dunn, M. (2022). **Inclusive online and distance education for learners with dis/abilities.** *Distance Education*, 43(4), 483-488. <https://doi.org/10.1080/01587919.2022.2145936>

Singh, R. C. B., & MacDonald, J. E. (2022). **Students with mental health (dis)Abilities' storied experiences within distance education.** *Distance Education*, 43(4), 508-525. <https://doi.org/10.1080/01587919.2022.2141609>

Distance education gives a diverse group of social work students access to further education. Research addressing the overall experiences of Canadian distance education social work students is limited, and even more so for distance education social

work students with mental health (dis)Abilities. By means of a qualitative research project using narrative inquiry, I listened to the stories of social work students with mental health (dis)Abilities studying online as they each shared points of access and barriers within their distance education. Six study participants from two Canadian universities narrated multifaceted storied experiences of adapting, coping, and navigating through their distance courses and programs, highlighting attitudinal and institutional changes that would be supportive of their learning. Using narrative auto-ethnography, I also integrated my own experiences into the research. Through participants' storied experiences, I conceptualized recommendations for social work distance education programs.

Staring, F., Brown, M., Bacsich, P., & Ifenthaler, D. (2022). **Digital higher education**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3729> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3729>

Fully online and hybrid study programmes have emerged at a rapid rate across higher education. However, the negative experience of some students, instructors and institutions with emergency remote instruction during the COVID-19 pandemic has led to public concerns over the quality of digital study programmes. As a result, public authorities across the OECD have started to reflect on how to embed the quality assurance (QA) of digital education into their existing QA frameworks for higher education. This Working Paper aims to assist policy makers as they seek to adapt their higher education QA systems to digital education by:

- Reviewing the advice and guidance provided by international and regional quality assurance organisations;
- Analysing the standards and indicators for digital higher education developed by QA agencies;
- Identifying trends and best practice from higher education institutions for the quality management of digital study programmes; and
- Discussing how public authorities can support institutions to enhance their internal quality management policies and processes for digital teaching and learning.

Starks, A. (2022). **Serving students with disabilities in K-12 online learning: daily practices of special educators during the COVID-19 pandemic**. *Distance Education*, 43(4), 596-620. <https://doi.org/10.1080/01587919.2022.2144138>

Online and distance education strategies offer a path for closing opportunity gaps for students with disabilities because of digital technologies' flexibility and capacity for differentiation, but fully online schooling does not always guarantee an inclusive education. The COVID-19-induced shift to remote learning highlighted the need for more insight into inclusive practices for students with disabilities in online contexts, especially at the K-12 levels. The present study describes special education teachers' online teaching practices with students with disabilities and the necessary conditions for special educator use of technology in K-12 remote learning. Using in-depth interview (N = 20) and survey data with special educators teaching during the COVID-19 pandemic, findings highlight specific strategies special educators use to differentiate instruction as well as innovations in hybrid content experiences and home-school partnerships across K-12 schooling. The practices of special educators teaching in online environments provide insights into how all educators can support learners with or without disabilities in K-12 distance education settings.

Teichert, L., & Salman, M. (2021). **Digital technology in the early years: A reflection.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9879>

This paper reflects on the tensions that exist for early years practitioners who are unsure of how to navigate digital childhoods while being confronted with contradictory information. Provincial curriculums and early learning frameworks recognize the need for children to develop digital literacy skills while the Canadian Paediatric Society recommends limiting screen time. Thus, early learning practitioners are left without best practice guidelines that would help them embed digital technology into early learning environments through pedagogies that align with play-based learning. We describe age-appropriate and playful uses of digital technology that could naturally fit in early years classrooms

Orientation scolaire et professionnelle

Baatouche, N. (2022). **Analyse phénoménologique interprétative longitudinale (LIPA) : une pratique d'entretiens LIPA auprès d'étudiants en questionnement sur le sens de leur formation.** *L'orientation scolaire et professionnelle*, (51/4), DCCCXXIX-DCCCLI. <https://doi.org/10.4000/osp.16865>

Cet article présente l'analyse phénoménologique interprétative longitudinale (LIPA) et son utilisation dans le cadre d'une recherche sur les mécanismes d'attribution de sens à la formation universitaire. De fait, la psychologie existentielle n'a abordé que tardivement la question du sens de la formation. La LIPA, approche herméneutique et idiographique, va s'avérer appropriée pour cerner comment des étudiants attribuent un sens à leur expérience. Cette recherche menée auprès de six étudiants (N = 6) de tous âges est décrite dans sa méthodologie, puis illustrée au moyen de verbatim et d'un cas. Différentes dimensions de sens sont ici mises en évidence. En outre, la réflexion s'étend au potentiel d'utilisation de la LIPA en orientation, dans une visée d'exploration réflexive du sens de ses choix et de son parcours.

Ben Hamouda, L. (2023, janvier 9). « **Parcoursup n'oriente pas : Parcoursup sélectionne, Parcoursup trie** ». Consulté 9 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/01/09/parcoursup-noriente-pas-parcoursup-selectionne-parcoursup-trie/>

Dans un essai paru vendredi dernier « Parlez-vous le Parcoursup ? », Johan Faerber, enseignant en lycée et à l'université, tire à boulets rouges sur Parcoursup, plateforme mise en place par Blanquer pour gérer les inscriptions des quelques centaines de milliers de bacheliers. Il répond aux questions du Café pédagogique. En quoi Parcoursup amplifie-t-il les inégalités ?...

Delanoë, A., & Moncel, N. (2022). **Normes environnementales : quels effets sur le travail et les formations ?** *Céreq Bref*, (432), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2022-12/Bref_432_web.pdf

Graveleau, S. (2022, décembre 23). **L'algorithme d'affectation dans les écoles de management n'a rien à cacher.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/12/23/l-algorithme-d-affectation-dans-les-ecoles-de-management-n-a-rien-a-cacher_6155476_4401467.html

Dans une étude parue récemment, les chercheurs Vincent Iehlé et Julien Jacquemin analysent le fonctionnement de la procédure permettant d'accéder aux grandes écoles de commerce.

Lecherbonnier, S., Dréan, M., & Le Nevé, S. (2023, janvier 16). **Parcoursup, un système qui pousse les élèves plus aguerris à élaborer des stratégies précoces et en laisse d'autres « paumés ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2023/01/16/parcoursup-face-a-la-peur-d-une-orientation-non-voulue-des-strategies-de-plus-en-plus-complexes-et-precoces_6157991_3224.html

Interroger les élèves de terminale sur leurs choix à quelques jours du début de la saisie, le 18 janvier, c'est se heurter à une somme d'angoisses : la crainte de l'échec, la pression de choisir sa voie, sans toujours maîtriser les clés.

Lemistre, P. (2022). **Démocratisations ségrégatives et parcours éducatifs des bacs +5 : une étude pour trois générations de diplômés de bac +5.** *Lien social et Politiques*, (89), 83-106. <https://doi.org/10.7202/1094549ar>

Pendant la première décennie des années 2000, le nombre de diplômés de niveau master a augmenté considérablement en France. En se penchant sur l'accès à ce niveau de diplôme, le premier objectif de l'article était de mettre en évidence de possibles ségrégations liées à la diversification des parcours, notamment à une augmentation notable des trajectoires où figure un diplôme du premier cycle du supérieur technique, trajectoires où dominent les classes populaires et moyennes. Le second objectif était d'examiner la poursuite ou non sur le marché du travail de ces ségrégations ayant cours dans le système éducatif. À cette fin, trois enquêtes du Céreq de 2001, de 2007 et de 2013 pour des sortants du système éducatif de 1998, de 2004 et de 2010 ont été mobilisées, et 26 trajectoires de diplômés de niveau master ont été constituées. En fonction du parcours dans le supérieur et aussi dans le secondaire, les trajectoires s'avèrent fortement ségréguées selon l'origine sociale et le genre. Toutefois, les ségrégations liées à l'origine sociale dans le système éducatif ne se prolongent pas toujours sur le marché du travail, notamment à la faveur de plusieurs trajectoires où figure un diplôme du premier cycle du supérieur technique. Il s'agit néanmoins surtout de trajectoires masculines, et les ségrégations de genre demeurent élevées. Les résultats invitent à relier plus systématiquement les ségrégations dans le système éducatif à celles vécues sur le marché du travail. Ils interrogent également la poursuite de cette « relative » amélioration en matière de promotion sociale, alors qu'actuellement le nombre d'inscriptions en master diminue en France.

Lessard, É. (2022). **Transformations identitaires lors de la transition emploi-retraite : proposition d'un modèle.** *L'orientation scolaire et professionnelle*, (51/4), 805. Consulté à l'adresse <http://journals.openedition.org/osp/16909>

Thèse soutenue par Émilie Lessard, le 3 juin 2022 Au Cnam Paris, sous la direction du Professeur Even Loarer Composition du jury M. Christian HESLON, Professeur, École de Psychologues Praticiens de l'ICP Paris, Président du jury Mme Anne-Marie COSTALAT-FOUNEAU, Professeure émérite, Université Montpellier 3, Rapportrice M. Philippe CARRÉ, Professeur émérite, Université Paris-Nanterre, Rapporteur Mme Isabelle OLRÉY-LOUIS, Professeure, Université Paris-Nanterre, Examinatrice M. Even LOARER, Pro...

Merlin, F. (2022). **Entrer dans l'enseignement supérieur avec un « bac pro » : une sélection biaisée.** *Lien social et Politiques*, (89), 35-56. <https://doi.org/10.7202/1094547ar>

Cet article examine l'accès des bacheliers professionnels à un diplôme de l'enseignement supérieur en France à la lumière de deux évolutions récentes majeures : l'explosion du nombre de bacheliers professionnels et la hausse continue de leur taux d'inscription dans l'enseignement supérieur. Entre 2000 et 2015, la conjonction de ces deux phénomènes a conduit à multiplier quasiment par quatre le nombre de bacheliers professionnels engagés dans l'enseignement supérieur. Dans cette recherche, nous expliquons les freins et les leviers de ces nouveaux parcours éducatifs à travers les déterminants de la sélection formelle dans l'enseignement supérieur. La sélection formelle est le moment où l'institution éducative choisit les candidats autorisés à s'inscrire dans la filière demandée : la section de technicien supérieur (STS), filière essentielle de poursuite d'études des diplômés du baccalauréat professionnel, apparaît ici comme une formation hautement concurrentielle, qui mobilise à l'endroit des candidats des critères de sélection invisibles, voire illégitimes, désavantageant notamment les élèves issus de milieux populaires, les étrangers et les boursiers. Par ailleurs, bien que théoriquement favorisés par une politique publique mise en place en 2013, les bacheliers professionnels restent en 2018 pénalisés pour entrer en STS, par rapport aux autres bacheliers.

Nait-Ighil, L., & Klipfel, J. (2022). **Profil, parcours et réussite des néo-bacheliers en première année du premier cycle d'études de santé.** *Note d'information du SIES*, (22.13), 1-8.

Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/profil-parcours-et-reussite-des-neo-bacheliers-en-premiere-annee-du-premier-cycle-d-etudes-de-sante-88570>

En 2021-2022, 8 400 néo-bacheliers 2020 sont admis en 2e année de santé, soit 25 % des néo-bacheliers 2020 inscrits dans une des deux nouvelles voies d'accès : le parcours d'accès spécifique santé (PASS) et la licence accès santé (L.AS).

Rodon, T., Ratel, J.-L., Gross, P. H., Lévesque, F., & Okalik, M. (2021). **Nunavut Postsecondary Students' Pathways: Toward a Multidimensional Model.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9866>

We present an analysis of the data collected through a survey of 362 Inuit students and graduates from Nunavut who attended a college or university in Canada. Most respondents reported that they were satisfied with their post-secondary educational experience, but more importantly, also reported that post-secondary education had greatly improved their income and job outcomes. Finally, post-secondary education clearly contributes to capacity building: half of the respondents work in their communities, and a majority of the respondents who are not in their communities would like to work there. However, some issues need to be addressed by policy-makers – the most notable being gender inequality in terms of job status, systemic discrimination against Inuit language speakers in the educational system, and the need to provide more access to post-secondary education. Finally, the results obtained allowed us to develop a multivariate model based on Multiple Correspondence Analysis (MCA) taking into account the background, the academic experience before and during post-secondary studies and the professional experience.

Venet, T., & James, S. (2023). **Quand la mission d'intérêt général préfigure les parcours des jeunes.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3736> [Report]. Consulté à l'adresse Institut national de la jeunesse et de l'éducation populaire (France) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3736>

En 2021, 15 000 jeunes avaient participé à un séjour de cohésion du Service national universel (SNU). En septembre 2022, plus d'un an après ces séjours, 69 % d'entre eux ont commencé ou terminé leur mission d'intérêt général (MIG), qui représente la seconde phase du SNU. Près d'une MIG sur deux a été réalisée dans les « corps en uniforme » (armée, police, gendarmerie ou pompiers), un tiers dans les associations et un sixième dans les collectivités territoriales ou établissements publics. On peut distinguer cinq types de MIG attirant des profils spécifiques de participants, et qui diffèrent au regard des activités réalisées et des structures d'accueil : les missions militaires, dans un autre corps en uniforme, d'animation (le plus souvent auprès d'enfants), d'aide et d'accueil, et enfin caritatives. Les missions réalisées dans un corps en uniforme répondent davantage que les autres aux attentes des jeunes participants.

Zora, M., & Alexie, R. (2023). **Construction et usages de typologies de trajectoires dans une perspective comparative. Le cas des enquêtes Génération 1998, 2004 et 2010.** *Céreq Études*, (39), 1-28. Consulté à l'adresse <https://www.cereq.fr/typologies-de-trajectoires-enquetes-Generation>

Cette étude présente une méthodologie statistique pour élaborer des typologies d'itinéraires individuels retraçant la dynamique du parcours d'une population donnée. Il propose également une méthode permettant de produire une typologie comparable lorsque l'objet de l'étude nécessite de comparer des individus issus d'échantillons indépendants. Ces techniques seront mises en oeuvre sur des données de plusieurs cohortes de Générations du Céreq, chacune permettant le suivi mensuel sur les sept premières années de vie active de jeunes sortis du système de formation initiale français, respectivement en 1998, 2004 et 2010.

Politique de l'éducation et système éducatif

Administration & Éducation. (2022). **Le système éducatif français et son administration (SEF).** Consulté à l'adresse <https://www.afaef.fr/publications-new/le-systeme-educatif-francais-et-son-administration-sef/>

Le Système éducatif français et son administration est l'un ouvrage de référence pour l'exercice des responsabilités comme pour la préparation aux concours.

Al-Kuwari, M. M., Du, X., & Koç, M. (2022). **Performance assessment in education for sustainable development: A case study of the Qatar education system.** *PROSPECTS*, 52(3), 513-527. <https://doi.org/10.1007/s11125-021-09570-w>

Various studies show that sustainability and education are closely interdependent. Design and implementation of the right performance assessment for students' skills acquisition and achievements is, therefore, critical for achieving the Sustainable Development Goals (SDGs). This article presents an in-depth analysis of the Qatar education system (K-12 level), focusing on the current assessment approaches and remaining challenges that hinder the development and implementation of proper performance-assessment methods aligned with SDGs. Based on a proposed theoretical framework influenced by the constructive alignment theory, this article examines the

current performance assessment practices in Qatar and recommends potential improvement avenues with respect to SDGs and education goals (EGs). Using this framework as an analytical tool, results reveal a lack of alignment between the assessment practices, educational goals, and the SDGs. This work shows that tailored, contextually proper, and progressive assessment strategies need to be developed to accurately evaluate and guide the twenty-first-century skills of the students toward the achievement of SDGs. Further findings of this article concern presentation and discussion of the locally relevant and consistent recommendations for performance assessment methodologies that must be redesigned to be compatible, aligned, and supporting the SDGs and EGs.

Anne, A., & Chabot, É. (2022). **L'autonomie des universités à l'épreuve des politiques institutionnelles au Québec.** *Lien social et Politiques*, (89), 242-259. <https://doi.org/10.7202/1094562ar>

Traditionnellement, la relation entre le gouvernement québécois et les universités s'est établie sur la base de l'autonomie de ces dernières, principe reconnu par la Commission royale d'enquête sur l'enseignement dans la province de Québec (commission Parent) en 1964. À la lumière d'un cadre d'analyse des politiques éducatives intégrant des approches sociocognitives (Lessard et al. 2008; Lessard et Carpentier, 2015), nous posons l'idée que l'autonomie institutionnelle apparaît comme un référentiel sectoriel qui donne sens aux actions des membres de la communauté universitaire et qui cristallise leur vision de leur rôle et de leur place dans la société (Muller, 1995). Toutefois, en dépit de cette autonomie, l'institution universitaire reste, pour certains, soumise à diverses pressions du fait de l'action de l'État remettant en question son autonomie. Ces pressions sont alors circonstanciées (ex. : crise sanitaire comme la COVID-19) ou inscrites dans des évolutions politiques ou sociales plus globales (ex. : démocratisation de l'enseignement, néolibéralisme, etc.). À travers l'analyse de trois interventions étatiques ciblées : (i) la Loi sur l'Université du Québec et la création du Conseil des universités (1968), (ii) la Politique à l'égard des universités (2000) et (iii) les directives ministérielles liées à la crise sanitaire de la COVID-19 (2020-2021), nous tentons de montrer que ces pressions résultent d'une tension entre le référentiel sectoriel, soit l'autonomie institutionnelle, et les référentiels globaux dominants.

Anne, D., & L'Horty, Y. (2022). **Anatomie d'un programme de formation intensif : le service militaire volontaire.** *Formation emploi. Revue française de sciences sociales*, (160), 7-29. <https://doi.org/10.4000/formationemploi.11048>

Instauré en 2015 et expérimenté jusque fin 2018, le service militaire volontaire (SMV) a été pérennisé depuis janvier 2019. Ce programme intensif d'accompagnement et de formation, administré par l'armée, cible les jeunes éloignés à la fois de l'emploi et de l'école. En 2019, plus de 1 000 jeunes volontaires ont été accueillis dans l'un des six centres de SMV. En comparant trois cohortes successives de volontaires incorporés entre 2017 et 2019, le constat est celui d'une remarquable stabilité des caractéristiques des jeunes, traduisant un effet d'auto-sélection des candidats qui cherchent à la fois une formation et une solution à leur problème de mobilité géographique /spatiale, sans être rebutés par la militarité de l'accompagnement.

Ayala, A. A., Bucher, A., Givord, P., Lima, L., & Morel, M. (2022). **Troisième rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences** (p.

149 p.) [Report]. Consulté à l'adresse Dares website: <https://hal-cnam.archives-ouvertes.fr/hal-03884279>

Dans cette troisième édition, le rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences (PIC) examine le bilan et les effets du PIC au terme de la quatrième année de mise en œuvre, en 2021.

Bablet, M. (2023, janvier 4). **La carte de l'éducation prioritaire : quels changements pour quelle politique ?** Consulté 4 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/01/04/la-carte-de-l-education-prioritaire-quels-changements-pour-quelle-politique/>

Le ministre indique vouloir travailler la question de la mixité sociale et engager une révision de la carte de l'éducation prioritaire.

Bakker, T., Krabbendam, L., Bhulai, S., Meeter, M., & Begeer, S. (2023). **Study progression and degree completion of autistic students in higher education: a longitudinal study.** *Higher Education*, 85(1), 1-26. <https://doi.org/10.1007/s10734-021-00809-1>

Individuals with autism increasingly enroll in universities, but researchers know little about how their study progresses over time towards degree completion. This exploratory population study uses structural equation modeling to examine patterns in study progression and degree completion of bachelor's students with autism spectrum disorder (n=101) in comparison to students with other recorded conditions (n=2,465) and students with no recorded conditions (n=25,077) at a major Dutch university. Propensity score weighting is applied to balance outcomes. The research shows that most outcomes (grade point average, dropout rates, resits, credits, and degree completion) were similar across the three groups. Students with autism had more no-shows in the second year than their peers, which affected degree completion after 3 years. The overall performance of autistic students appeared to be adequate and comparable to their peers. However, addressing participation and inclusivity is vital to improve academic support for students with autism. These insights can enable universities to develop appropriate and timely support for all talented students to progress in their studies and complete their degrees.

Barone, N., & Unangst, L. (2023). **A Textual Analysis of Community College Internationalization Plans in the U.S. and Canada.** *Journal of Studies in International Education*, 27(1), 64-81. <https://doi.org/10.1177/10283153211052767>

Internationalization in the community college sector serves many purposes that align with the local and national contexts in which an institution is situated. One method of assessing how international efforts have become institutionalized is through the analysis of internationalization plans. Prior research examining internationalization plans and agendas is centered on the four-year sector, and studies on the two-year sector and comparative studies are scarce. This article addresses that gap by analyzing four community college internationalization plans in the U.S. and Canada. We use the textual analysis tool, Voyant, to examine how internationalization is operationalized in these two national contexts. Our findings indicate that there is little emphasis on mobility and language programs, despite the presence of these internationalization strategies in institutional or national policies. The documents also show greater quantification of goals related to internationalization and lesser specificity regarding intercultural activities. Implications and recommendations for future research are offered.

Benbassat, L., Benelli, J., & Delamard, J. (2022). **Ad maiorem scholae gloriam ? Intégrer dans le privé : au nom de quel(s) universalisme(s) ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Comment les personnels des établissements privés sous contrat mobilisent-ils la notion d'universalisme pour valoriser les capacités d'intégration de leur établissement ? La concurrence entre différentes acceptions de cette notion s'y manifeste, car un universalisme à la fois « humaniste » et religieux, parfois œcuménique, est mis en avant tandis que l'universalisme laïc associé à l'école publique fait repoussoir. Le discours qui tend à séculariser l'universalisme catholique au profit de la pacification scolaire entre ainsi en tension avec la mission évangélique des établissements confessionnels sous contrat, qui ne reconnaît que l'universalisme religieux.

Ben-Porath, S. R. (2023). **Cancel Wars: How Universities Can Foster Free Speech, Promote Inclusion, and Renew Democracy**. Chicago: University of Chicago Press.

An even-handed exploration of the polarized state of campus politics that suggests ways for schools and universities to encourage discourse across difference. College campuses have become flashpoints of the current culture war and, consequently, much ink has been spilled over the relationship between universities and the cultivation or coddling of young American minds. Philosopher Sigal R. Ben-Porath takes head-on arguments that infantilize students who speak out against violent and racist discourse on campus or rehash interpretations of the First Amendment. Ben-Porath sets out to demonstrate the role of the university in American society and, specifically, how it can model free speech in ways that promote democratic ideals. In *Cancel Wars*, she argues that the escalating struggles over “cancel culture,” “safe spaces,” and free speech on campus are a manifestation of broader democratic erosion in the United States. At the same time, she takes a nuanced approach to the legitimate claims of harm put forward by those who are targeted by hate speech. Ben-Porath's focus on the boundaries of acceptable speech (and on the disproportional impact that hate speech has on marginalized groups) sheds light on the responsibility of institutions to respond to extreme speech in ways that proactively establish conversations across difference. Establishing these conversations has profound implications for political discourse beyond the boundaries of collegiate institutions. If we can draw on the truth, expertise, and reliable sources of information that are within the work of academic institutions, we might harness the shared construction of knowledge that takes place at schools, colleges, and universities against truth decay. Of interest to teachers and school leaders, this book shows that by expanding and disseminating knowledge, universities can help rekindle the civic trust that is necessary for revitalizing democracy.

Beyene, W. M., Mekonnen, A. T., & Giannoumis, G. A. (2023). **Inclusion, access, and accessibility of educational resources in higher education institutions: exploring the Ethiopian context**. *International Journal of Inclusive Education*, 27(1), 18-34. <https://doi.org/10.1080/13603116.2020.1817580>

The right of persons with disabilities for equal access to education and educational resources is enshrined by international and country-specific anti-discrimination laws. Taking the Ethiopian context as an example, this paper sought to identify barriers of access to educational resources and explored ways for removing them. Seventeen students with visual impairments studying at Hawassa University were selected for semi-structured interviews. Moreover, five individuals working at the disability centre and the

university library were interviewed. The results of the interviews were analysed thematically using the International Classification of Functioning, Disabilities and Health (ICF) as a framework. Access and accessibility problems that emanate from the learners' diverse background, lack of educational resources in alternative formats, lack of institutional tools (policy, procedure, guidelines, etc.) to bridge the gap between law and practice, and the digital divide were among the problems identified and discussed. At the end, the paper showed how libraries, revitalised as learning and information commons, could help to ensure the accessibility of educational resources and help learners with disabilities to acquire skills that may help them in their studies and their future undertakings.

Biesta, G. (2022). **Reclaiming a future that has not yet been: The Faure report, UNESCO's humanism and the need for the emancipation of education.** *International Review of Education*, 68(5), 655-672. <https://doi.org/10.1007/s11159-021-09921-x>

Fifty years after UNESCO's publication of *Learning to be: The world of education today and tomorrow*, the author of this article provides an assessment of this seminal report, commonly known as "the Faure report". He characterises the educational vision of the report as humanistic and democratic and highlights its emphasis on the need for educational provision throughout the life-course. He demonstrates how the right to education has, over time, been transformed into a duty to learn. Moreover, this duty has been strongly tied to economic purposes, particularly the individual's duty to remain employable in a fast-changing labour market. Rather than suggesting that Edgar Faure and his International Commission on the Development of Education set a particular agenda for education that has, over time, been replaced by an altogether different agenda, the author suggests a reading of the report which understands it as making a case for a particular relationship between education and society, namely one in which the integrity of education itself is acknowledged and education is not reduced to a mere instrument for delivering particular agendas. Looking back at the report five decades later, he argues that it provides a strong argument for the emancipation of education itself, and that this argument is still needed in the world of today.

Birnbaum, M., LeLonde, T., & Paris, J. H. (2022). **Party school rankings: do we have anything to worry about?** *Tertiary Education and Management*, 28(4), 317-334. <https://doi.org/10.1007/s11233-022-09109-4>

Annual rankings provide easily consumable quantitative information that prospective students and their families use to make decisions about applications and admissions offers. One popular ranking is Princeton Review's Party Schools, which receives national attention and condemnation by institutional leaders. We analyzed IPEDS and Clery Act data using Generalized Estimating Equations to examine institutional effects and changes in student behaviors associated with appearing in this ranking. We found that appearing in the Party School rankings is associated with several important changes in applications, admissions, and student behaviors. We offer explanations for institutional leaders to consider before taking actions they believe will help ensure their institution no longer appears in the Party Schools rankings.

Blanc-Serra, A. (2023). **Réception d'une loi scolaire par les instances locales. L'exemple des écoles primaires supérieures (1833-1850).** *Recherches en éducation*, (50). <https://doi.org/10.4000/ree.11510>

Étudier une nouvelle structure éducative – l'école primaire supérieure promulguée par la loi du 28 juin 1833 – dans sa phase de construction et de développement, offre l'avantage de saisir la pensée des instances locales, notamment en matière pédagogique. Après avoir rappelé le contexte dans lequel s'inscrit la loi Guizot ainsi que son contenu, l'article met ensuite la focale sur les différentes modalités scolaires de réception de la loi. Celles-ci témoignent d'une multiplicité de pratiques et d'objectifs, étroitement liés à des besoins économiques locaux ou en raison d'autres intérêts spécifiques. Un dernier temps permet d'observer les tensions entre logique nationale et ancrage local qui conduisent à des limites dans l'appropriation de cette loi scolaire. Les résultats de cette étude envisagent toutefois la réception de la loi et de son contenu – relativement flou en matière d'organisation pédagogique – comme un facteur positif à l'échelon local.

Bock, C. (2023). **Structuration du marché de la formation des professionnels de l'animation : le cas parisien.** *Recherches en éducation*, (50). <https://doi.org/10.4000/ree.11525>

Cet article propose d'analyser la structuration du marché de la formation des professionnels de l'animation à partir du marché parisien et à travers quatre dynamiques : 1) la professionnalisation de l'animation, 2) l'accroissement de la place des universités dans la formation des animateurs, 3) l'influence des réformes européennes qui normalisent les formations, 4) le rôle de l'État dans l'accompagnement des organismes de formation et la régulation du marché. En effet, des directives à l'échelle de l'Union européenne ont des répercussions à l'échelle locale en particulier au niveau des financements. À ce titre, l'État mobilise des appels d'offres afin d'organiser un marché dans lequel les organismes de formation interagissent à la fois en concurrence et en coopération afin de se positionner sur le marché et de conserver une place attrayante. De plus, les universités se positionnent sur le marché à travers des partenariats avec les associations et les entreprises.

Boulay-Espéronnier, C. **Proposition de loi visant à rendre obligatoire le port d'une tenue d'établissement scolaire.** , Pub. L. No. 202 (2022-2023) (2022).

Buras, K. (2023). **Education research and critical race praxis: fieldnotes on "making it matter" in New Orleans.** *International Journal of Qualitative Studies in Education*, 36(1), 42-56. <https://doi.org/10.1080/09518398.2021.1991030>

Urban South Grassroots Research Collective for Public Education (USGRC) is a New Orleans-based coalition melding research and grassroots organizing for racial-economic equity. Buras examines her involvement as a scholar activist working in solidarity with community groups to document the effects of the charter school takeover on black public schools and neighborhoods – and push back. Through narrative accounts, Buras illustrates and analyzes USGRC's collective efforts as an instantiation of critical race praxis. Unlike mainstream approaches to scholarship, which treat people and places as data points to be leveraged for academic purposes, USGRC's approach prioritizes the meanings and consequences of research for communities. "Making it matter," Buras argues, requires insurgent scholarship grounded in history, counter-storytelling, place-based knowledge, democratic collaboration, long-term commitment to community, and anti-racist action. Ultimately, she situates USGRC's work in a lineage of freedom fighting and reveals how solidarity and historical knowledge sustain scholars and community members engaged in struggle.

Camangian, P. R., Philoxene, D. A., & Stovall, D. O. (2023). **Upsetting the (Schooling) set up: autoethnography as critical race methodology**. *International Journal of Qualitative Studies in Education*, 36(1), 57-71. <https://doi.org/10.1080/09518398.2021.1930266>

This manuscript utilizes autoethnography as a critical race methodology. Specifically, the authors use generative autoethnography – a collective spin-story – to illustrate how their past personal experiences are present in their current educational lives. This generative autoethnography fulfills CRT's tenets of: intercentricity of race and racism; challenging dominant Ideology; the commitment to social justice; the centrality of experiential knowledge; and interdisciplinary perspectives. We illustrate the dialectical relationship of our lived experiences in Los Angeles, Chicago, and Oakland, and how these experiences propel the educational work that we do, the voices we choose to lift up, and how we choose to lift them. Shared publicly, these stories further invite readers to critically reflect on their own personal experiences and social realities, continuing the generative praxis of autoethnography. In this way, autoethnography, like critical race method, is an analytic tool that fosters internal reflection, intra/intercultural compassion, and community activism.

Carcassonne, M., & Serval, L. (2022). **Approche socio-historique de la filière Miage et effets de l'alternance sur l'enseignement des SHS**. *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4372>

L'apprentissage par alternance n'a cessé de se développer en France, y compris à l'université dans des filières très sélectives. A partir d'une situation de comparaison où le même enseignement intitulé « Organisation et Communication » a été dispensé à des étudiants en formation initiale et à des étudiants en apprentissage, nous analysons pourquoi cet enseignement a été reçu différemment. L'ensemble de ces étudiants étaient inscrits en première année de Master Miage (Méthodes Informatiques Appliquées à la Gestion des Entreprises) dans un établissement universitaire parisien. Nous explorons en premier lieu le cadre dans lequel cet enseignement prend place. Nous montrons combien la formation Miage en apprentissage s'inscrit dans un contexte spécifique valorisant fortement la professionnalisation des étudiants. En second lieu, nous présentons les particularités socio-démographiques de cette population Miage en apprentissage par rapport à celles de la formation initiale. Une analyse statistique fait apparaître que les apprentis sont sur-sélectionnés et représentent une population plus dotée scolairement. Enfin, tenant compte de ces éléments de contexte et des spécificités de cette population, nous soulignons le fait que celle-ci est confrontée à des conflits de temporalités amenant les enseignants à modifier leurs pratiques pédagogiques et à occuper une place de tuteur. Ceci les conduit à adapter le temps de présentation des savoirs théoriques et pose la question de la plus ou moins forte appropriation de ces savoirs.

Castillo, B. M. (2023). **“Equity Work is Messy”: Exploring a Family and Community Partnership in One School District**. *Education and Urban Society*, 55(2), 201-221. <https://doi.org/10.1177/00131245221076074>

Focusing on family and community partnerships in schools is an important aspect to culturally responsive education, yet it is often an overlooked area. Educators must consider new models to engage community and family members to become partners in schools. This study presents finding from a mini-ethnographic case study and explores various stakeholders working as a collective to engage in culturally responsive work. In the model, group members interacted to develop curriculum proposals, professional

development for teachers and community, as well as proposals for new courses. The opportunities and challenges school districts face when engaging community members in the policy and practice of schools are also discussed in this model.

Cayouette-Remblière, J., & Doray, P. (2022). **L'enseignement supérieur en recomposition**. *Lien social et Politiques*, (89), 4-15. <https://doi.org/10.7202/1094545ar>

Un article de la revue Lien social et Politiques, diffusée par la plateforme Érudit.

Charlier, B. (2022). **Stratégies numériques des institutions d'enseignement supérieur**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8454>

Le débat animé par (Peraia et Fiévez, 2022) au fil de cette année était fondamental et d'actualité. Il s'agissait non seulement d'analyser les plans stratégiques numériques des universités et hautes écoles, leur éventuelle évolution suite à la pandémie et la place qu'y prend la formation à distance, mais aussi d'observer les éventuelles transformations des pratiques – post-pandémie – en ce qui concerne la médiatisation et la médiation des savoirs ainsi que l'évolution des représentations conc...

Clover, D. E. (2022). **Transnational feminist politics, education and social justice: post democracy and post truth**. *International Review of Education*, 68(5), 791-793. <https://doi.org/10.1007/s11159-022-09967-5>

Crusson, L., Moreau-Fauvarque, C., Werner, F., Dutruel, C., Louis Boillot, & Chamouard, P. (2022). **La scolarisation des élèves en situation de handicap**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3730> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3730>

Le rapport interroge les modalités et enjeux de recrutement et de gestion des accompagnants d'élèves en situation de handicap (AESH), ainsi que les questions nouvelles soulevées notamment par la décision du Conseil d'État du 20 novembre 2020, relative à la responsabilité de l'accompagnement sur le temps non scolaire.

Davidson, S. F. (2022). **Indigenous women's voices: 20 years on from Linda Tuhiwai Smith's Decolonizing methodologies**. *International Review of Education*, 68(5), 795-797. <https://doi.org/10.1007/s11159-022-09976-4>

Depoilly, S. (s. d.). **Le lycée professionnel, une voie de formation en danger ?** Consulté 11 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/le-lycee-professionnel-une-voie-de-formation-en-danger-194874>

Pour «revaloriser» le lycée professionnel, le gouvernement veut augmenter le temps passé par les élèves en entreprise. Séduisante sur le papier, l'idée soulève beaucoup de questions sur le terrain.

DEPP, Farrugia, A., Fournier, Y., Gaudry-Lachet, A., & Rakocevic, R. (2022). **L'Europe de l'éducation en chiffres 2022**. Consulté à l'adresse <https://www.education.gouv.fr/EuropeEducation2022>

Les comparaisons internationales sont devenues un point d'appui incontournable au pilotage des systèmes éducatifs et à l'élaboration des politiques publiques d'éducation.

Il est donc primordial d'en maîtriser la qualité et la pertinence afin de les utiliser à bon escient et d'en tirer des interprétations valides.

Di Biase, R., Malatesta, S., & Schmidt di Friedberg, M. (2022). **Promoting education for sustainable development in the Maldives: Exploring the link between theory and practice.** *PROSPECTS*, 52(3), 529-544. <https://doi.org/10.1007/s11125-021-09558-6>

This article explores the critical role of education in promoting sustainable development in the Maldives context. It presents the outcomes of a small-scale project, Playing with Solar, implemented in a small island school in collaboration with the island community. Because of the environmental and educational principles embedded in this project, it is presented as one that prioritizes sustainable development, actively engages with the community, and aligns with the key competencies underpinning the Maldives National Curriculum Framework. The Playing with Solar project is an example of transformative pedagogy aligned with sustainable development. By promoting problem-based learning, the project shows how key competencies and pedagogical principles can be operationalized in line with National Curriculum Framework syllabi that promote interdisciplinary learning, in contrast to textbook-based, transmission models of teaching.

Dias, M. de O. (2022). **Curriculum Reform in Brazilian Primary Education: Creating Global Citizens.** *British Journal of Education*, 10(16), 23-40. <https://doi.org/10.37745/bje.2013/vol10n162340>

In a globalized and universal civilization, it is not enough to produce individuals who can count, read, and write. Effective global citizenship requires nurturing respect for others, and acting against racism, discrimination, and intolerance and also, developing skills related to issues inherent to global problems of a socio-political and environmental nature, including understanding and respecting universal values of tolerance, respectability, discipline, perseverance, diligence, as well as respecting the Brazilian cultural institutions and the World Heritage. This article presents a reform proposal for the National Curriculum Base (BNCC), with the insertion of Global Citizenship Education as a mandatory course, an unprecedented initiative. In addition, this article provides scholars with a new perspective on Elementary Education in Brazil, helping students to become constructive global citizens.

Erlich, V., & Stef, J. (2022). **L'internationalisation de l'enseignement supérieur à Singapour : un modèle élitiste à la croisée des « mondes » ?** *Lien social et Politiques*, (89), 107-129. <https://doi.org/10.7202/1094550ar>

Sous l'effet des politiques d'internationalisation, Singapour se positionne aujourd'hui comme l'un des pôles mondiaux de l'enseignement supérieur les plus sélectifs. Comment ces politiques se sont-elles imposées à Singapour? Se sont-elles développées selon un modèle hégémonique occidental? La concurrence entre les établissements publics et privés s'est-elle intensifiée? Les élites étudiantes se sont-elles renouvelées? Pour répondre à ces questions, l'article analyse l'impact des dynamiques d'internationalisation sur le système d'enseignement supérieur à Singapour au cours des cinquante dernières années. L'intensification de la dimension internationale à Singapour témoigne d'une reconfiguration de la structuration de ses formations et de la fabrication de ses élites. Sur la base d'une enquête de terrain combinant analyses d'entretiens auprès d'acteurs institutionnels, discours politiques et sources documentaires, l'article montre que les universités publiques singapouriennes offrent aujourd'hui des formations d'élite classées parmi les meilleures d'Asie, accueillant prioritairement les étudiants nationaux les plus

dotés scolairement, dont les flux s'accroissent depuis 2010 au détriment de ceux des étudiants internationaux. De son côté, le système privé lucratif des établissements délocalisés à Singapour répond à de fortes exigences de qualité et permet de recruter un plus grand nombre d'étudiants en mobilité. En découle une dichotomie entre une élite publique formée dans les universités nationales plus sélectives scolairement et une élite privée incarnée dans les établissements privés plus sélectifs économiquement. L'enquête démontre que l'enseignement supérieur singapourien a acquis une position dominante régionale grâce à des décisions appuyées sur des valeurs inspirées à la fois du monde occidental technologiquement développé et du monde oriental en croissance rapide.

European Commission. (2022). **Whole school approaches to sustainability**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3737> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3737>
A whole school approach to sustainability adopts a systemic view of education and aims to involve the entire institution in learning for environmental sustainability. Learners can connect what they learn through the curriculum with the school's practices in management, operations, procurement and outreach. A whole school approach seeks to take learning outside of the classroom, into the natural world and into the community. The current paper sums up discussions that took place over the course of two plenary meetings of the EU working group on sustainability education, which looked specifically at whole school approaches to sustainability. The key messages that emerged from the discussions concern policy-making, student engagement, leadership and capacity building. The key messages also highlight the role of school selfevaluation and collaborations and partnerships within schools and with external partners. 1.Introduction 2. Whole School Approaches at policy level 3. Student engagement 4. Leading change in schools . 5. The school as an example of living sustainably 6. Collaborations and partnerships 7. Capacity building for sustainability

Fennelly-Atkinson, R., LaPrairie, K. N., & Song, D. (2022). **Identifying accessibility factors affecting learner inclusion in online university programs**. *Distance Education*, 43(4), 556-573. <https://doi.org/10.1080/01587919.2022.2141607>

As postsecondary online programs increase, the accessibility of online course content becomes a serious issue in higher education. There is currently little information about how postsecondary institutions address online course accessibility. This exploratory mixed-methods study examined the degree to which university online course checklists represent accessibility criteria and which criteria were most and least represented in university checklists. Further, this study also examined the relationship between several university factors. This review of university online course checklists against the Web Content Accessibility Guidelines criteria revealed some areas that may warrant closer inspection for researchers and universities. Results indicated that online program enrollment was linked with how the university handled accessibility compliance and how they trained faculty regarding online course accessibility. These findings have implications for how learner inclusion in online programs can be impacted at the university level.

Fugier, P. (2022). **Les formations universitaire et qualifiante des cadres du secteur social et médico-social: entre complémentarités et tensions. Retour d'expérience sur une**

formation double cursus associant Caferuis et Master. *Colloque international du RUFFS - Les formations du social à l'épreuve des réformes transformations, perspectives et enjeux des partenariats.* Présenté à Nanterre, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03843282>

Galan, C., Cadot, Y., & Henninger, A. (2023). **Loyauté et patriotisme (le retour) : Éducation et néo-conservatisme dans le Japon du XXI^e siècle.** Consulté à l'adresse <https://pur-editions.fr/product/8794/loyaute-et-patriotisme-le-retour>

Quel pays a vu, au cours de la décennie passée, son gouvernement mettre à mal le principe de laïcité qui était au fondement même de son existence, et affirmer la nécessité de «reconstruire l'État à partir de zéro»? La Turquie d'Erdogan? Bonne réponse, mais aussi le Japon d'Abe Shinzô. Dans quel pays, un dirigeant qui utilise l'éducation comme l'outil d'une reprise en main idéologique de sa population, considère que les «écoles, collèges, lycées et universités doivent être débarrassés au plus vite du «marxisme culturel»? Bolsonaro au Brésil? Deuxième bonne réponse, mais aussi Abe Shinzô et la puissante Conférence du Japon à laquelle il appartenait. Quel est le pays dont le gouvernement a entrepris une réforme de ses programmes scolaires afin d'imposer sa conception de la nation et sa propre version de l'histoire? La Pologne de Kaczynski? Oui encore une fois, mais aussi le Japon d'Abe Shinzô. Un Premier ministre qui a réintroduit des cours de patriotisme dans les cursus scolaires, qui a mis en valeur les «accomplissements spirituels extraordinaires» des grandes figures de son histoire dans ses manuels ou encore rendu obligatoire des cours d'éthique? Orban en Hongrie? Exact, mais aussi et encore, Abe Shinzô au Japon. La plupart des réformes entreprises au Japon en matière d'éducation depuis le début des années 2000 l'ont été pour des raisons idéologiques. Qui le sait? Pour la première fois depuis la fin des années 1940, les politiques conduites par la plupart des gouvernements japonais récents visent non pas à améliorer le système éducatif mais à modifier profondément sa nature et sa finalité, l'objectif affiché étant de rebâtir une école formant de «bons et vrais Japonais». Une situation sur laquelle l'assassinat d'Abe Shinzô, le 8 juillet 2022, n'aura aucun impact, tant ses successeurs affichent aujourd'hui clairement, sur toutes ces questions, leur volonté de mettre leurs pas dans les siens. Cet ouvrage, qui donne beaucoup la parole aux Japonais eux-mêmes, est consacré à ces réformes dont l'impact touche l'ensemble de la société et de la politique japonaises. Il n'est pas sans enseignements pour nos propres sociétés.

García-Vinuesa, A., González-Gaudiano, E. J., & Meira Cartea, P. Á. (2022). **La dimension politique de l'éducation au changement climatique en temps de COVID-19.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8724>

L'éclatement de la crise sanitaire mondiale en pleine crise climatique planétaire a permis de saisir de fortes articulations entre celles-ci : leurs origines et leurs impacts sur les processus socio-écologiques mettent en évidence la problématique structurelle d'un système économique capitaliste dont le fonctionnement est axé sur l'exploitation intensive d'une planète finie et à bout de souffle. Une telle réalité est dissimulée par une stratégie idéologico-politique basée sur l'homogénéisation culturelle et la colonisation d'éléments de représentation symbolique. Dans ce processus complexe, la communication de masse et les processus éducatifs deviennent des outils majeurs pour instaurer une concentration monopolistique d'idéaux et d'imaginaires sociaux, ainsi que des modes de vie conformes aux intérêts du système. Les intentions associées à de tels intérêts ont été révélées par la pandémie et le seront encore davantage lorsque les

points de basculement de plus en plus critiques du système climatique terrestre commenceront à se produire plus tôt que tard. Ainsi, une nouvelle opportunité, nécessaire et urgente, apparaît pour réfléchir à la dérive des systèmes éducatifs vers une vision utilitaire de l'éducation : il importe de repenser ces systèmes d'un point de vue critique, intégrant les apports des sciences humaines et sociales, de l'éducation relative à l'environnement et de l'enseignement des sciences dans les politiques et pratiques éducatives, permettant de développer une éducation qui tienne compte de ce qui est non négociable à la lumière de la justice sociale et climatique.

Gaviria, J.-L. (2022). **Education: A Compulsory Right? A Fundamental Tension Within a Fundamental Right.** *British Journal of Educational Studies*, 70(6), 653-675. <https://doi.org/10.1080/00071005.2021.2024136>

This paper is on the paradox of a right, the right to education that is almost universally declared as compulsory. The reason for the compulsion seems to be in its nature as a right. Within a Hohfeldian framework, any claim-right has a corresponding duty. Given that making education compulsory equates to establishing a duty, the possible candidates to the duty generating right-bearers are considered. The rationales for compulsion from the points of view of positive (for one's own good), negative (no compulsion at all), and republican liberty (society right) are analyzed, and the conclusion is reached that none of the three can produce sufficient justification for compulsion. The main conclusion is that education is a right, not an obligation. Therefore, neither the children nor their families can be legally forced to an unrestricted exercise of this right without even being heard. The law must reflect, in its progressive flexibility, the growing possibilities of choice for right-holders who are adults 'in fieri'.

Ghouati, A. (2022). **Assurance qualité et régulation dans l'enseignement supérieur. Le cas du projet européen Aqi-Umed en Algérie.** *Carrefours de l'éducation*, 54(2), 229-246. <https://doi.org/10.3917/cdle.054.0229>

Dans l'Espace européen d'enseignement supérieur (EEES) institué par le processus de Bologne (PB), l'assurance qualité est pensée et appliquée comme outil de régulation marchande. Elle est mise en œuvre entre autres à travers la démarche « assurance qualité interne » (AQI) dans le but de hiérarchiser les établissements en fonction du respect des normes de qualité pour une régulation de l'enseignement supérieur par le marché. Mais est-ce le cas dans les pays tiers, notamment au sud de la Méditerranée, intégrés par la Commission européenne dans le PB ? Plus précisément, à quel type de régulation peut-on s'attendre dans un pays comme l'Algérie où il n'y a pas de véritable marché universitaire et où le ministère de l'Enseignement supérieur et de la recherche scientifique (MESRS) est le principal opérateur et financeur ? Cet article se propose de répondre à ces questions en examinant les résultats de la réalisation du projet européen Aqi-Umed en Algérie.

Gibson, P., Clarkson, R., & Scott, M. (2022). **Promoting potential through purposeful inclusive assessment for distance learners.** *Distance Education*, 43(4), 543-555. <https://doi.org/10.1080/01587919.2022.2143321>

The number of students with disabilities, which covers a range of conditions including physical and cognitive impairments, is on the rise. Further and higher education institutions are obliged to ensure that teaching and assessment is inclusive. This is particularly pertinent since the pandemic as many students have missed social opportunities that may have offered academic capital. We conducted a systematic

review of relevant United Kingdom literature on how assessment for distance education in further education and higher education can be made inclusive in practical and purposeful ways. Assessment is the fundamental way that we measure students' understanding and progress; it is only through demonstrating knowledge against the set criteria and learning outcomes that students can pass assessments and earn credits toward completion of their degree. We found three key themes in promoting student potential: (a) purposeful and accessible feedback, (b) online group work opportunities, (c) student agency over assessment format.

Girin, D.-S. (2022). **Des écoles par et pour les musulmanes : dynamiques de distinction au sein d'écoles privées de niveau élémentaire**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Initialement présentées comme solution au « problème » des filles voilées à l'école publique, les écoles musulmanes sont aujourd'hui devenues un nouveau problème public à résoudre. Elles occupent pourtant une place très minoritaire et cherchent avant tout à se positionner comme alternative aux écoles publiques et privées catholiques. Elles répondent aussi bien à une volonté d'éviter les établissements publics jugés dégradés dans les quartiers populaires, qu'à la demande d'un enseignement conçu pour des élèves de confession musulmane. Ces écoles peuvent ainsi offrir des enseignements confessionnels et la possibilité pour leurs salariés et leurs usagers de pratiquer leur religion. Malgré leur faible nombre, il convient de ne pas gommer la diversité interne de la catégorie.

Glass, C. R., & Cruz, N. I. (2023). **Moving towards multipolarity: shifts in the core-periphery structure of international student mobility and world rankings (2000–2019)**. *Higher Education*, 85(2), 415-435. <https://doi.org/10.1007/s10734-022-00841-9>

Over the past 20 years, international student mobility has experienced a three-fold increase, as planned and emerging education hubs have attracted increasing numbers of students. The appeal of alternative destinations is strengthened by their cultural, linguistic, and geographic proximity, as well as a growing number of internationally ranked universities. This article quantifies shifts in international student mobility and world university rankings over a consequential 20-year period (1999/2000–2018/2019) at the beginning of the twenty-first century. It examines shifts in the number of country-to-country connections (density), relative country importance in the network (centrality), and network structure (multipolarity). The results indicate the overall network density steadily increased year-to-year, with a three-fold increase in the number of country-to-country connections, as influence was more widely and evenly distributed among a larger number of core countries within the network. As the number of universities in planned and emerging destinations listed in the rankings doubled, the network structure indicated a movement toward multipolarity, where a more diverse set of countries exerted greater relative influence in the overall network. The results suggest that while core-periphery dynamics in international student mobility persist, they also have begun to shift, as a larger and more diverse subset of planned and emerging educational hubs in Asia, South America, Africa, and the Middle East exert increasing influence in the overall network.

Graveleau, S. (2023, janvier 3). **Les universités veulent faire « bouger » leurs étudiants trop sédentaires**. *Le Monde.fr*. Consulté à l'adresse

https://www.lemonde.fr/campus/article/2023/01/03/les-universites-cherchent-a-faire-bouger-leurs-etudiants-pour-contrer-la-sedentarite_6156385_4401467.html

Comment remettre les étudiants au sport ? France Universités, qui rassemble l'ensemble des présidents des universités, doit remettre en janvier un rapport sur le sujet avec ses propres préconisations.

Gupta, A. (2022). **A 'Shadow Education' Timescape: An Empirical Investigation of the Temporal Arrangements of Private Tutoring Vis-À-Vis Formal Schooling in India.** *British Journal of Educational Studies*, 70(6), 771-787. <https://doi.org/10.1080/00071005.2021.2024137>

Private tutoring is a globally pervasive phenomenon. While scholars have explored the demand for and supply of private tutoring, how tutoring centres organise their services, and the role of temporality in this, remains underexplored. To address this gap in the scholarship, this article draws on ethnographic data, produced during 2014–15 in Dehradun (India), to discuss four aspects of a 'shadow education' timescape: how tutoring services are mapped onto the formal schooling structure (Mapping); how tutorial centres benefit from having more time to allocate to educational services over formal schools (Advantage); how tutorial centres diversify the nature of academic support they offer throughout an academic year (Diversity); and, how tutoring services accommodate changing schooling practices over time (Adaptability). This discussion unveils the specific ways in which the temporal facets of private tutoring help tutoring businesses circumvent the schooling system to secure their space alongside – rather than by attempting to replace – the formal institutions of education within the Indian educational landscape. Although this article is empirically grounded in India, the conceptualisation of temporalities of private tutoring it generates will be valuable to the investigations of organisational framings, structural arrangements and practices of tutoring provisions in other contexts.

Hagerer, I. (2022). **It is still about bureaucracy in German faculties.** *Tertiary Education and Management*, 28(4), 335-352. <https://doi.org/10.1007/s11233-022-09112-9>

One of the main discussions in higher education is whether universities have appropriately adapted their structures and processes in response to the New Public Management (NPM) reforms and the Bologna Process. There are no profound empirical investigations on the extent to which faculties take elements of the reforms into account in terms of administrative processes and organizational structure dimensions according to the bureaucracy approach. This article examines how German faculty managers perceive bureaucratization processes by evaluating organizational structure dimensions. For this, we interpret interviews with 16 experts of German faculties through qualitative content analysis to extract in-depth manifestations of these dimensions. Our results show that the dimensions formalization, standardization, specialization, configuration, internal support functions, team self-coordination, and (de)centralization reflect elements of the NPM and Bologna reforms in the perception of faculty staff. These dimensions are complemented by decoupling mechanisms, i.e., discrepancies between formal structure and common practice, which hinder reform implementation. Besides, we identify elements of post-NPM approaches like network governance and neo-Weberianism supplementing reform implementation. We highlight (dys)functional effects of the dimensions by assessing them with criteria of effectiveness. Our results foster a deeper understanding of faculty organization by demonstrating levels of bureaucratization using profound examples of the interviewed persons.

Halász, G., & Ruano-Borbalan, J.-C. (2022). **Perspectives on doctoral education.** *European Journal of Education*, 57(3), 361-366. <https://doi.org/10.1111/ejed.12521>

Ham, M. (2022). **Nepali primary school teachers' response to national educational reform.** *PROSPECTS*, 52(3), 365-385. <https://doi.org/10.1007/s11125-020-09463-4>

The ongoing reform of the Nepali education system is guided by the commitment of Nepal's Ministry of Education, Science, and Technology to improve educational outcomes through alignment with international educational policy. The reform goals require Nepali teachers to change their classroom practices to become child-friendly, flexible, and responsive to students' needs. Evaluation reports describe Nepali teachers' response as limited but do not explain the reasons why, do not contain the voices of Nepali teachers, and do not indicate whether Nepali teachers' beliefs align with the reform goals. This article reports the findings of a mixed-methods research project conducted with Nepali teachers. It shows the close alignment between Nepali teachers' beliefs and the reform goals and then examines the factors that Nepali teachers report have limited their response to change. These factors center around endemic issues of instability and inequity within the Nepali context. The article also outlines teachers' recommendations for stability and equitable strategies.

Han, X. (2023). **Subjectivity as the site of struggle: students' perspectives toward sino-foreign cooperation universities in the era of discursive conflicts.** *Higher Education*, 85(2), 399-413. <https://doi.org/10.1007/s10734-022-00840-w>

While students' perspectives are crucial for international/transnational institutions' development, their preferences towards certain values should not be taken for granted, as the possibility of lived experience is confined by individuals' subjectivity, which derives from power and knowledge but does not depend on them (Deleuze; Foucault, 1988). Drawing on empirical data collected from Chinese sino-foreign cooperation universities, this study illustrates how the constructed neoliberal and authoritarian subjectivity influences students' perception towards the enrolled universities, and their struggle in self-examination about what counts as truth, especially privileged by the discursive conflicts. It further argues while such critique to the politically imposed discourses represents the first step for "the care of the self" as Foucault proposes, the students have inevitably confronted the danger of the sense of lost.

Heritage, B., Ladeira, C., & Steele, A. R. (2023). **The development and pilot of the university student embeddedness (USE) scale for student retention within universities: validation with an Australian student sample.** *Higher Education*, 85(1), 27-54. <https://doi.org/10.1007/s10734-022-00813-z>

A significant number of university students are leaving their institutions before completing their degrees. The present research project applied embeddedness theory, from organizational research, to understand student retention in a tertiary student population, and develop a quantitative instrument that measured university student embeddedness. In Study One, a mixed-methods approach was employed to determine whether the Fit (similarity between the student and the university), Links (count of relationships at university), and Sacrifice (losses upon leaving university) dimensions of embeddedness related to students' self-reported reasons for remaining enrolled at their university. Qualitative results from 15 undergraduate students indicated that intent to remain could be understood within the embeddedness dimensions of Fit, Links, and Sacrifice. These

themes were employed to build the University Student Embeddedness (USE) scale. The measure was examined against Rasch measurement model assumptions for each of its subscales using data collected from 299 Australian tertiary students. Study Two sought to examine exploratory evidence of the concurrent validity of the scores from this developed measure. Responses from a separate sample of 196 Australian tertiary students showed only the Fit scale significantly related to student intentions to stay at university. All USE scales correlated with academic-related skills and motivations. These results suggest that the Fit scale may be valuable in identifying students at risk of dropout. Early identification of "at risk" students may lead to the development of targeted retention interventions. However, the USE's role in detection requires further validation and the development of consistent findings within other student cohorts.

Hsieh, C.-C. (2023). **Governance in transition: an analytical framework for hybridity and dynamics in higher education.** *Higher Education*, 85(2), 379-397. <https://doi.org/10.1007/s10734-022-00839-3>

The rich body of literature that has sought to shed light on how global trends shape public sector institutions at the local level frequently claims that globalization is significantly transforming national institutions. Against that backdrop, the term governance is actually a multifaceted concept representing an ongoing process characterized by complex interactions between globally spreading movements and locally inherited interests. Focusing on transitions in governance and on the variations found in governance at the local level, the present study aims to make a conceptual contribution to existing characterizations of the dynamics of higher education in the context of globalization. After reviewing studies on changes in the governance of higher education, this paper identifies the limitations and implications of various theoretical approaches to describing the transformation of governance in the education sector. We then construct a hybrid analytical framework combining the main elements of institutional analysis (i.e., rational choice, sociological and historical institutionalism) with theories of public policy as a novel way of conceptualizing and operationalizing educational governance. While some scholars might be hesitant to embrace such an approach, we would argue that it deserves consideration. The framework provides an explicit conceptual construct for advancing the theoretical understanding of the concept of hybridization, which is of great utility for identifying the nuances of higher education governance in transition. Moreover, the analytical framework presented herein contributes to a more fine-grained understanding of educational transition and extends previous empirical studies on dynamics in the higher education sector. The results can not only supplement the current approach to studying HE governance but also outline a possible trajectory for further research.

Hunault, O., & Leloup, M.-H. (2022). **La première année de fonctionnement des parcours préparatoires au professorat des écoles (PPPE)** (Rapport à monsieur le ministre de l'Éducation nationale et de la Jeunesse et à Madame la ministre de l'Enseignement supérieur et de la Recherche N° 2022-121; p. 53). Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: <https://www.education.gouv.fr/media/120073/download>

Ignatovich, E., & Walker, J. (2022). **The Faure report and the Western and Soviet concepts of lifelong education.** *International Review of Education*, 68(5), 747-771. <https://doi.org/10.1007/s11159-022-09975-5>

When the Faure report was published in 1972, the Soviet Union already had a robust and holistic cradle-to-grave, lifewide, lifelong education (LLE) system in place. Parts of this system and some of its ideology were reflected in the Faure report, thanks in large part to the contribution of one of the commissioners and authors, Arthur Petrovsky, professor of psychology and member of the Academy of Pedagogical Sciences (USSR). However, despite claiming to be a guideline for all UNESCO Member States, presenting both socialist and capitalist educational practices, the LLE model constructed in the Faure report is largely grounded in the Western intellectual tradition and mostly reflects the capitalist world's challenges and conflicts, neglecting much of the USSR's system at that time. This article, submitted for inclusion in a special issue marking the 50th anniversary of the Faure report, helps fill the gap of academic knowledge concerning the USSR's role in the development of LLE and examines the bidirectional relationship between the Soviet Union and the Faure report.

Jarraud, F. (2023, janvier 10). **L'Inspection dénonce un fonctionnement trop centralisé de l'Éducation nationale**. Consulté 12 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/01/10/linspection-denonce-un-fonctionnement-trop-centralise-de-leducation-nationale/>

Les lois de décentralisation se succèdent. La gestion de proximité est mise à l'honneur. Mais concrètement peu de choses changent sur le terrain. C'est ce que l'Inspection générale montre dans un rapport qui dénonce le grand flou de la réforme territoriale et , par suite, le caractère toujours très descendant des circulaires et du dialogue...

Kern, A. (2022). **Using a combined bio-ecological and capability perspective to understand inclusive education in South Africa**. *PROSPECTS*, 52(3), 469-485. <https://doi.org/10.1007/s11125-021-09584-4>

Inclusive educational practices have been adopted worldwide to address inequalities endemic to education systems. In South Africa, the process toward inclusion commenced in October 1996 and was realized in 2001 with the Education White Paper 6. However, the implementation of inclusion in South Africa has been marred by challenges. These challenges have largely been examined through an ecosystemic theoretical lens offering insight into the contextual challenges facing inclusion but does not adequately explore the role that the person involved in the implementation and their specific dispositions play in the enactment of inclusion. This article argues that, to better understand the challenges individuals face with implementing inclusion, a broader lens integrating bio-ecological theory and the capability approach is needed. This integration highlights the need to look at a complexity of issues to understand what is valued, as competing values, and the choices between these will influence the implementation of inclusion.

Killam, R. K. (2023). **My High Horse Is Dying: Agitating Internalized Neoliberalism in Higher Education With(Out) Compassion**. *Cultural Studies ↔ Critical Methodologies*, 23(1), 35-61. <https://doi.org/10.1177/15327086221107050>

This critical, poststructural autoethnography agitates internalized neoliberalism in the higher education context. Provocative and experimental, it is intended to trouble neoliberal norms that shape professional selves and higher-education-the-collective, while also interweaving what it means to be/come a scholar. Nonlinear flares, manifested in theorization, images, vignettes, checklists, and poetry illuminate the subtleties of inescapable neoliberalism at individual and systemic levels. Offering compassion as a

throughline of inquiry, I wonder if/how it is possible for compassion to disrupt neoliberalism through the precarity of individual and systemic enaction. As higher education goes on, and uncertain institutions contemplate staff/faculty retention, along with the telos of college education, how do we come to terms with neoliberalism's stronghold that stifles emancipating onto-epistemic possibilities? Can/does compassion create breeches for new possibilities?

Kleinsasser, R. C. (2022). **Improvement in action: Advancing quality in America's schools.** *The Journal of Educational Research*, 115(6), 359-360. <https://doi.org/10.1080/00220671.2022.2141603>

Kolbe, T., Dhuey, E., & Doutré, S. M. (2022). **More Money Is Not Enough: (Re)Considering Policy Proposals to Increase Federal Funding for Special Education.** *American Journal of Education*, 129(1), 79-108. <https://doi.org/10.1086/721846>

Purpose: New policy proposals to increase funding for the Individuals with Disabilities Education Act (IDEA)—including recent efforts by the Biden-Harris administration to “fully fund” IDEA—bring a new sense of urgency to understanding how federal special education dollars are distributed among states. In this study, we evaluate whether the existing formula equitably distributes IDEA funding and show how potential future funding increases would be allocated. Research Methods/Approach: We apply concepts and empirical methods used in K–12 education finance policy research to evaluate the extent of existing variation in federal grant aid among states and whether systematic differences exist among states in the allocation of IDEA funding according to relevant need and other factors. Policy simulations illustrate how the distribution of funding among states will be affected by proposed increases in IDEA appropriations if the current formula is used. Findings: The existing formula results in substantial disparities among states and systematically disadvantages large states and states with more poor, disabled, and non-White children. Policy simulations show that increasing federal funding without modifying the formula used to calculate state grants will perpetuate and even exacerbate existing funding disparities. Simply adding additional dollars to existing appropriations without modifying the current formula works against policy makers' goals to equitably distribute IDEA funding to states. Implications: Moving forward, achieving goals for equitably allocating IDEA funding will require changes to the statutory formula used to calculate states' grant allocations.

Kosarikov, A. N., & Davydova, N. G. (2022). **Extracurricular activities programs as a resource for sustainable development.** *PROSPECTS*, 52(3), 503-512. <https://doi.org/10.1007/s11125-021-09583-5>

Economic development calls for the modernization of high-school education, which is hindered by the inertia of the current hierarchical system of schooling. An analysis of statistical data that describe the dynamics of structural changes in the economy and investment in public education showed a demand for the implementation of extracurricular educational programs that can synchronize the values of a basic high-school education with the need for economic innovation caused by the environmental challenges of the current transition to post-industrial development. This article analyzes the experience gained during the development and implementation of a high-school extracurricular program in Russia that combined project-based learning with a national contest of research projects which students completed as one of their electives. By employing the principles of social-emotional learning, the combination of the

extracurricular program and the contest played a key role in the development of the creative and divergent capabilities of high-school students.

Kumar, A. (2023). **The origins and evolution of academic drift at the California State University, 1960–2005.** *Higher Education*, 85(2), 265-281. <https://doi.org/10.1007/s10734-022-00832-w>

Academic drift has been a central concept in the study of higher education for the past half-century, with higher education scholarship locating the phenomenon in fieldwide status competition dynamics stemming from the postwar massification and neoliberalization of higher education. In this paper, I explore the origins and evolution of academic drift at the California State University (CSU) system between 1960 and 2005, finding that its name change from college to university and pursuit of doctoral-level education had endogenous origins grounded not in status competition but rather in a desire to repair an organizational identity breach with field stakeholders. This case suggests that organizational activities that look like they are in the pursuit of prestige may not in fact be grounded in prestige dynamics and that academic drift may be less inevitable and hegemonic than currently portrayed in the literature. Together, these findings advance understanding of a core phenomenon of interest to higher education scholarship.

Lee, M. (2022). **Revisiting the Faure report: Contemporary legacy and challenged legitimacy.** *International Review of Education*, 68(5), 691-707. <https://doi.org/10.1007/s11159-022-09979-1>

Since its publication in 1972, the Faure report has been regarded as a foundational text on the subject of lifelong learning, offering a plethora of ideas and repertoires. This article contemplates why and how the notions of self-fulfilment and self-learning are interrelated and profoundly important in understanding contemporary lifelong learning discourses, and how both have been appropriated by subsequent policy texts embedded in neoliberal thinking. The author argues that pursuing lifelong learning for self-fulfilment becomes voluntary self-exploitation as the individual's desire to learn unwittingly becomes driven by the instinct to survive and thrive in neoliberal socio-political environments. He also demonstrates that the ideas and repertoires provided in the Faure report function as a fertile ground for lifelong learning discourses, even though the abundant mix of ideas and propositions make it difficult to view the report as an ideologically coherent and conceptually tight-knit blueprint for the future of education. Nonetheless, the author argues that the legacy of the Faure report is still valid beyond its historical specificity. He points out that when read within the context of the unprecedented worldwide experience of COVID-19, the Faure report's proposition and reservations regarding mass media and cybernetics can shed light on the potential for contemporary technologies to strengthen emancipatory experiences of lifelong learning. Reflecting on this, he suggests that it is necessary to think collectively about how we can appreciate and harness technological innovation as an emancipatory tool to liberate ourselves from ignorance and prejudice through borderless and limitless connections to others, and to learn how to live with them.

Leišytė, L., Rose, A.-L., & Sterk-Zeeman, N. (2022). **Higher education policies and interdisciplinarity in Germany.** *Tertiary Education and Management*, 28(4), 353-370. <https://doi.org/10.1007/s11233-022-09110-x>

Universities have increasingly been subjected to policy- and industry demands to produce multi- and interdisciplinary knowledge. This paper explores the extent to which different higher education policy instruments are used to promote interdisciplinarity in teaching and research at universities in the German higher education system comparing them across different federal states. Based on a manifest content analysis of higher education laws and performance agreements with universities in the 16 German states, we were able to distinguish between three types of states: Those a) with a general use of policy instruments aimed at all universities in a state, whereas considerable differences could be observed with regard to the degree of coercion (enabling versus prescriptive provisions) and scope (teaching or research), b) a directed use of policy instrument, targeting specific universities, and c) a hybrid use of policy instruments using both general and directed elements. This paper provides a novel mapping of the promotion of interdisciplinarity in German higher education policies through a variety of policy instruments and hereby contributes to the extant literature on interdisciplinarity in higher education.

Lepineux, T. (2022). **Changer l'école, changer leur vie**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140310171&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_19_12_au_24_12_35218&utm_medium=email&utm_content=lienTitre Notre école vit une crise sans précédent. Effondrement des performances, carences du recrutement et de la formation, management délétère et défaut de dessein. Elle ne cesse d'accroître les inégalités et entretient un climat scolaire devenu l'un des plus dégradés des pays de l'OCDE. Changer l'école, changer leur vie propose le scénario d'une voie jamais empruntée. Un autre paradigme pour une école refondée, misant sur la reconnaissance et sur la responsabilisation de ses enseignants. Si nous voulons bâtir une école efficace et plus juste, qui permet aux élèves de grandir dans le bien-être et dans le sentiment d'appartenance, il nous faut emprunter cette voie.

Liebowitz, D. D. (2022). **Teacher Evaluation for Growth and Accountability: Under What Conditions Does It Improve Student Outcomes?** *Harvard Educational Review*, 92(4), 533-565. <https://doi.org/10.17763/1943-5045-92.4.533>

Most teacher evaluation policies in the United States seek to improve student outcomes by providing developmental supports to grow teachers' skills and by imposing accountability pressures to increase their effort. In this research synthesis and analytic essay, David D. Liebowitz argues that proper policy design has been understood as successfully balancing the accountability and growth dimensions of teacher evaluation. He details six conditions that determine whether joint-aim teacher evaluation policies will improve student outcomes and assesses the extent to which they are likely to be met given the causal evidence from the education, economics, social psychology, and management research literatures. The article concludes with recommendations to more clearly delineate the accountability and growth aims of teacher evaluation.

Locatelli, R. (2022). **Faure's new social contract fifty years later: Promises and evolutions.** *International Review of Education*, 68(5), 731-746. <https://doi.org/10.1007/s11159-022-09974-6>

The International Commission on the Development of Education set up by UNESCO in 1971 was chaired by Edgar Faure. The conceptualisation of a new social contract in his

work between the 1960s and 1970s had a strong influence on the final report prepared by this commission. Published in 1972, *Learning to be: The world of education today and tomorrow* is commonly known as the Faure report. Although not explicitly mentioned in the report, the idea of a new social contract provided a political framework for re-establishing the particular relationship between education and society, based on a strong belief in an educational democracy which considered citizens as real agents of change. Fifty years after the publication of the Faure report, another report commissioned by UNESCO, on the *Futures of Education*, has taken up the idea of the social contract, conceiving it as a means to transform education to harness greater cooperation towards more sustainable futures. However, while the understanding of the social contract elaborated by Faure translated into a clear vision of the emancipatory function of education for the fulfilment of individuals within democratic societies, the political discussion on the relationship among the institutions that should govern the new social contract for education presented in the *Futures of Education* report appears less explicit. This article discusses the extent to which the principles underpinning the new social contract for education, especially the notion of education as a common good, provide the political framing of a new social contract for education. It examines the relevance of the political discussion of the relationship between education and society elaborated in the Faure report fifty years ago with regard to the formulation of a new social contract for education.

Lockwood, A. B., Klatka, K., Freeman, K., Farmer, R. L., & Benson, N. (2023). **School Psychology Trainees' Administration and Scoring Errors on the Woodcock-Johnson IV Tests of Achievement.** *Journal of Psychoeducational Assessment*, 41(1), 36-48. <https://doi.org/10.1177/07342829221124355>

Sixty-three Woodcock–Johnson IV Tests of Achievement protocols, administered by 26 school psychology trainees, were examined to determine the frequency of examiner errors. Errors were noted on all protocols and ranged from 8 to 150 per administration. Critical (e.g., start, stop, and calculation) errors were noted on roughly 97% of protocols. Wilcoxon signed-rank tests indicated multiple subtests were more prone to both critical and non-critical (e.g., failure to record answers verbatim, failure to record qualitative observations) errors; critical errors were generally more common on subtests with objective scoring criteria (i.e., Written Expression and Spelling) and non-critical errors were more frequently observed on subtests that required the recording of answers verbatim. Based on these findings, we encourage trainers to place increased scrutiny on trainee's objective scoring performance and on requiring recording responses verbatim. Areas of needed future research studies are also discussed.

Lomellini, A., Lowenthal, P. R., Snelson, C., & Trespalacios, J. H. (2022). **Higher education leaders' perspectives of accessible and inclusive online learning.** *Distance Education*, 43(4), 574-595. <https://doi.org/10.1080/01587919.2022.2141608>

Online learning can potentially meet increasingly diverse students' needs in higher education, including disabled students. However, institutions have historically struggled in providing accessible and inclusive online learning. Higher education online learning leaders, those who manage instructional designers, are in a unique position to help institutions strategize and create accessible and inclusive online courses. In this qualitative study, we interviewed nine higher education online learning leaders to understand leaders' perceptions about how institutions provide accessible and inclusive online learning. Results demonstrated that despite varying conceptualizations of

accessibility and inclusivity, online learning leaders perceive an insufficient but growing emphasis in higher education. Overall, participants described instructional designers as the most knowledgeable and skilled in this area. Participants described a lack of agency for instructional design teams and a need to advocate for buy-in from senior leadership. They also described strategies (e.g., faculty development, quality standards, and accessibility checkers) to support faculty.

Looi, K. H. (2022). **Predicting undergraduates' future preferred mode of learning during the closure of institutions of higher learning and its implications.** *Tertiary Education and Management*, 28(4), 301-316. <https://doi.org/10.1007/s11233-022-09100-z>

E-learning was abruptly adopted as a strategic response to the sudden closure of institutions of learning induced by the COVID-19 pandemic. In contrast to the conventional voluntary adoption of e-learning, this study aims to explore a new trail by drawing challenges of e-learning eclectically from recent literature to develop an alternative theoretical model of future preferred mode of learning against the background of the sudden closure of institutions of higher learning induced by the COVID-19 pandemic. The theoretical model was validated via an empirical study based on the responses obtained from 352 Malaysian undergraduates. Results from the multinomial regression revealed that the model was significant (p -value < 0.01). Moreover, Information and Communication Technology infrastructure positively predicted whereas bottom 40% household income category and disadvantages of e-learning negatively predicted undergraduates' future preference for blended learning (relative to 100% conventional classroom learning). Being male and possessing discipline for e-learning positively predicted whereas living in semi-urban area and disadvantages of e-learning negatively predicted undergraduates' future preference for 100% e-learning (relative to 100% conventional classroom learning). This study adds to the body of knowledge by way of an alternative theoretical model of undergraduates' future preferred mode of learning, which may facilitate future meta analysis on similarities and differences in challenges related to e-learning during the closure of institutions of higher learning across different countries. This study concludes with some reflective thoughts in terms of theory, practice and policy about one important lesson learned from this unprecedented closure of institutions of higher learning, which is readiness for blended learning to deal with future unexpected crises.

Luzy, C., & de Maillard, L. (2022). **Dépenses de recherche et développement expérimental en France : résultats détaillés pour 2020 et premières estimations pour 2021.** *Note d'information du SIES*, (22.15), 1-8. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/depenses-recherche-et-developpement-experimental-en-france-resultats-2020-et-estimations-2021-88624>

Maio, R. D. (2021). **Les frontières culturelles dans l'école : dépassées ou pas ? : Une approche théorique et empirique sur l'interculturalité scolaire à travers une étude comparative en Italie, en France et au Canada** (Phdthesis, Université Michel de Montaigne - Bordeaux III). Consulté à l'adresse <https://theses.hal.science/tel-03922958>

Cette thèse visait à documenter, à l'aide d'une approche théorique et empirique, les caractéristiques des politiques d'inclusion en Italie, en les comparant avec celles de la France et du Canada, ayant pris en examen la figure de l'enseignant. Le questionnement empirique qui a orienté ce travail s'inscrit au cœur des débats institutionnels et scientifiques relatifs à la question de l'éducation pour tous et des

pratiques d'enseignement associées. Une étude complémentaire a été menée. Elle vise à analyser la situation réelle des pratiques inclusives dans une école afin de bien observer les approches socio-pédagogiques qu'un enseignant inclusif doit avoir vers ce type de public scolaire. Afin de documenter les pratiques effectives de soutien en contexte réel de la classe, comprendre les raisons des enseignantes à l'égard du soutien, le recueil des données a été réalisé par des entrevues individuelles générales et spécifiques avec les enseignants et la directrice de l'établissement. Les résultats montrent des pratiques d'enseignement emblématiques de modes contrastés de prise en charge des enseignants en classe. Une comparaison a été faite avec le système scolaire français et canadien (avec un public différent pour le dernier) afin d'analyser les différentes approches relatives à la prise en compte de la diversité en éducation. Ces études permettent d'ouvrir sur des implications pratiques dans le domaine de l'éducation inclusives des disciplines ordinaires et d'envisager des pistes concrètes pour enrichir la formation des enseignants dans la perspective de la mise en place effective et concrète d'une éducation inclusive pour les apprenants étrangers.

Malfatto, S. (2022). **Les effectifs d'étudiants dans le supérieur continuent leur progression en 2021-2022**. *Note d'information du SIES*, (22.14), 1-11. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-d-etudiants-dans-le-superieur-continuent-leur-progression-en-2021-2022-88609>

En 2021-2022, 2,97 millions d'inscriptions ont été enregistrées dans l'enseignement supérieur français. En augmentation depuis la rentrée 2008, le nombre d'étudiants progresse de 2,5 % à la rentrée 2021 par rapport à la rentrée précédente et de 2,2 % par an en moyenne depuis 5 ans.

Marom, L. (2023). **Market mechanisms' distortions of higher education: Punjabi international students in Canada**. *Higher Education*, 85(1), 123-140. <https://doi.org/10.1007/s10734-022-00825-9>

This study explores the experiences of Punjabi (i.e., from the Punjab region in India) international undergraduate students (hereafter PS) attending Canadian higher education through a case study of a teaching university in British Columbia. The primary focus is on unpacking how PS' experiences were underlined by labor mobility, immigration policies, and the marketization of international higher education. To recruit international students, many lower-tier Canadian universities apply a business model that relies heavily on agents. The outcome is that educational considerations are not central to admission and retention processes. The findings critique the Canadian education-migration model by identifying the complicity of Canadian higher education in lower-skill immigration and the negative educational and professional outcomes for PS that result from this complicity. The study highlights PS' voices and experiences that can go overlooked in the context of market-driven higher education.

Mendras, P. (2022). **Les parcours sur deux ans des apprentis et des lycéens sortis en 2019 de formations professionnelles de niveau CAP à BTS**. *Note d'Information*, (22.44), 1-4. <https://doi.org/10.48464/ni-22-44>

Parmi les lycéens du public et du privé sous contrat, inscrits en dernière année d'un cycle d'études professionnelles en 2020-2021, de niveau CAP à BTS, un sur deux (51 %) est toujours en formation l'année suivante, soit 2 points de plus que la génération précédente inscrite en 2019-2020 et 5 points de plus que celle inscrite en 2018-2019. Parmi ceux ne poursuivant pas d'études et qui sont donc sortis du système scolaire en 2021, 41

% sont en emploi salarié privé en France en janvier 2022, soit 6 mois après leur sortie. Ce taux d'emploi des jeunes lycéens professionnels augmente de 5 points par rapport à la génération précédente, sortie du système scolaire en 2020, qui avait été particulièrement touchée par la crise sanitaire et retrouve ainsi un niveau d'avant la crise. Dans quatre cas sur dix l'emploi occupé est un CDI.

Merle, P. (2022). **L'enseignement privé français. Une dynamique scolaire et sociale ségrégative.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

L'enseignement privé français occupe une place centrale dans l'organisation de l'école française. D'une part, il scolarise plus de 20 % des collégiens et lycéens. D'autre part, les établissements privés inscrivent préférentiellement les bons élèves d'origine sociale favorisée. Ces caractéristiques socioscolaires, qui contribuent à l'inégalité de l'école française, résultent notamment du modèle économique du secteur privé et des stratégies scolaires des parents y inscrivant leurs enfants.

Merola, R. H., Coelen, R. J., Hofman, W. H. A., & Jansen, E. P. W. A. (2023). **Through the Looking Glass: How the COVID-19 Pandemic Changed International Branch Campuses' Academic Experience and Home Campus Relationship.** *Journal of Studies in International Education*, 27(1), 3-20. <https://doi.org/10.1177/10283153211070112>

This study examines how the COVID-19 pandemic has impacted the academic experience at international branch campuses (IBCs) and has changed the relationship between the IBC and the home campus. Semi-structured interviews with 26 leaders, academic staff, and students at seven IBCs in Malaysia revealed that the COVID-19 pandemic has changed the experience at IBCs in unique ways, including collaboration and communication with the home campus; increasing campus-specific resources for student wellbeing; and playing a larger role in student enrollment, recruitment, and mobility initiatives. Findings provide useful insights for higher education institutions (HEIs) engaged in transnational education (TNE).

Meyer, E., Saint-Supéry, I., Sauzéon, H., & Mazon, C. (2022). **L'inclusion scolaire des élèves avec TSA : Prospection et analyse documentaire pour co-concevoir et valider des outils numériques favorables à l'inclusion scolaire en milieu ordinaire des élèves avec TSA.** *Fondation Internationale de la Recherche Appliquée sur le Handicap*, (39), 55. Consulté à l'adresse <https://hal.inria.fr/hal-03900700>

Miao, S., & Yang, H. (Sam). (2023). **Foreign-Born Student Affairs Professionals' Impacts and Experiences: The Missing Piece of Internationalization.** *Journal of Studies in International Education*, 27(1), 82-99. <https://doi.org/10.1177/10283153211052769>

This study examined lived experiences of foreign-born student affairs professionals (SAPs) in the United States and Canadian higher education. We sought to understand foreign-born SAPs' impacts on higher education internationalization and what their professional experiences inferred about the level of international engagement in the field of student affairs. The findings from 35 completed interviews unveiled foreign-born SAPs' enthusiasm and capacities in contributing to internationalization work, particularly in international student services and international and intercultural education for domestic students and peers. However, their rocky journeys to attain visas to enter and stay in the field of student affairs indicated their misplaced functionalities and signaled a missed opportunity for higher education institutions. It is recommended that higher education institutions

recognize the importance of internationalizing the SAP and creating a welcoming and supportive environment to further their internationalization efforts.

Mincu, M. (2022). **Why is school leadership key to transforming education? Structural and cultural assumptions for quality education in diverse contexts.** *PROSPECTS*, 52(3), 231-242. <https://doi.org/10.1007/s11125-022-09625-6>

Failing to recognize the role of leaders in quality and equitable schooling is unfortunate and must be redressed. Leadership is fundamentally about organized agency and collective vision, not managerialism, since it is an organizational quality, not merely a positionality attribute. Most important, if change is to be systemic and transformative, it cannot occur uniquely at the individual teachers' level. School organization is fundamental to circulating and consolidating new innovative actions, cognitive schemes, and behaviors in coherent collective practices. This article engages with the relevance of governance patterns, school organization, and wider cultural and pedagogical factors that shape various leadership configurations. It formulates several assumptions that clarify the importance of leadership in any organized change. The way teachers act and represent their reality is strongly influenced by the architecture of their organization, while their ability to act with agency is directly linked to the existence of flat or prominent hierarchies, both potentially problematic for deep and systemic change. A hierarchical imposition from above as well as a lack of leadership vision in fragmented school cultures cannot determine any transformation.

Mochizuki, Y., Vickers, E., & Bryan, A. (2022). **Huxleyan utopia or Huxleyan dystopia? "Scientific humanism", Faure's legacy and the ascendancy of neoliberalism in education.** *International Review of Education*, 68(5), 709-730. <https://doi.org/10.1007/s11159-022-09982-6>

In addition to the longstanding threat posed by narrow economism, faith in the possibility of peace and progress through democratic politics – central to the humanistic vision of the 1972 Faure report – today faces additional challenges. These challenges include the ascendancy of neurocentrism in the global policyscape. Whereas the effects of neoliberalism on education have been extensively critiqued, the implications of a newer, related ideological framework known as neoliberalism remain under-theorised. Neoliberalism combines neoliberal ideas concerning the role of markets in addressing social problems with beliefs about human nature ostensibly grounded in the behavioural, psychological and neurological sciences. This article critically examines a recent initiative of one of UNESCO's Category 1 Institutes – the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) – that seeks to mainstream neuroscience and digital technology within global educational policy. Comparing the visions of the 1972 Faure, the 1996 Delors and the 2021 Futures of Education reports with MGIEP's International Science and Evidence Based Education Assessment (ISEEA), the authors analyse continuity and change in UNESCO's attempts to articulate a vision of "scientific humanism" which advocates the use of science for the betterment of humanity. They argue that ISEEA's overall recommendations – as represented in its Summary for Decision Makers (SDM) – reinforce a reductive, depoliticised vision of education which threatens to exacerbate educational inequality while enhancing the profits and power of Big Tech. These recommendations exemplify a neoliberal turn in global education policy discourse, marking a stark departure from the central focus on ethics and democratic politics characteristic of UNESCO's landmark education reports. Reanimating, in cruder form, visions of a scientifically-organised utopia of the kind that

attracted UNESCO's inaugural Director-General, Julian Huxley, ISEEA's recommendations actually point towards the sort of dystopian "brave new world" of which his brother, Aldous Huxley, warned.

Moulin, S., Laplante, B., Lépine, M., Blain, M., Kamanzi, P., & Duffy, C. (2022). **Gouverner la sélection scolaire par un instrument : le cas de la « cote de rendement au collégial » des universités québécoises.** *Lien social et Politiques*, (89), 16-34. <https://doi.org/10.7202/1094546ar>

La cote de rendement au collégial (CRC) est la pierre angulaire de la gouvernance de la sélection à l'entrée à l'université au Québec. En s'inscrivant dans la perspective de la sociologie de la quantification et dans celle de la sociopolitique de l'instrumentation de l'action publique, cet article vise à saisir le contexte sociohistorique qui a conduit au choix de la CRC, les discours qui justifient ce choix et les conceptions de l'équité qui sous-tendent son usage. L'article s'appuie sur une analyse des documents d'action publique produits depuis la création des cégeps ainsi que sur une analyse des propriétés mathématiques de la CRC. Il montre une double transformation de la gouvernance de la sélection, qui tend de plus en plus à réduire le principe d'équité à un choix technique et à donner du poids à la force du groupe collégial plutôt qu'au rang. L'analyse des propriétés mathématiques de la CRC confirme que, loin d'être neutre, cet instrument de sélection repose sur une conception de l'équité selon laquelle le passé des étudiant·es inscrit·es dans des groupes homogènes forts au collégial serait garant de leur avenir en matière de réussite scolaire. Dans un contexte de hiérarchisation et de compétition des établissements collégiaux, cet instrument conduit in fine à un double standard d'évaluation et renforce ultimement les inégalités sociales d'accès à l'université.

Nasi, M. (2023, janvier 2). **Double licence : la nouvelle classe prépa ?** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/01/02/parcoursup-les-doubles-licences-nouvelles-voies-royales_6156293_4401467.html

Concurrentes directes de la classe préparatoire, ces formations exigeantes bousculent l'un des piliers de l'université : la non-sélectivité.

Nhlapo, M. D., & Hlalele, D. J. (2023). **Successes and Failures of the University-Community Partnership: A Case Study of Imbali Semi-Rural Settlement.** *Education and Urban Society*, 55(2), 222-237. <https://doi.org/10.1177/00131245211027368>

Universities should conduct research and provide services to the society in their environment. In this article, the relational leadership model was used to evaluate a University-Community partnership in a semi-rural context in South Africa. The relational leadership model is an aspirational model supporting a healthy, ethical, and effective group. It comprises five components necessary for sustainable positive change in an organization. The model advocates for five components of which four were used to evaluate the project which the article is based on. Data were produced through interviews with two main university leaders of the project and the results show that the partnership has lost momentum in recent years based on non-conformity to some of the principles of the components suggested by the relational leadership. Through the rich experiences from participants, the article reflects on methods and recommendations in which the threads facing the partnership can be circumvented.

Nikolić, G., Cvijetić, M., Minić, V., & Vukajlović, B. (2022). **What kind of textbooks do we use in special schools?** *PROSPECTS*, 52(3), 487-501. <https://doi.org/10.1007/s11125-021-09589-z>

This article examines teachers' opinions on the quality of textbooks and didactic materials used in teaching students with developmental disabilities and learning difficulties (hereinafter referred to as special educational needs). Empirical research was conducted on a sample of 233 respondents, including regular teachers (N = 109) and special educators (N = 124) employed in special schools. The results generally show that teachers in special schools rely relatively little (29.1%) on general textbooks intended for use in regular schools and instead often prepare their own materials for teaching students with special educational needs (69.6%). A significantly higher percentage of special educators, compared to regular teachers, personally prepare materials for students ($\chi^2 = 14.361$; $p = 0.000$). These results have verified the need for adapted textbooks and have further found that special educators significantly prefer the paper form of adapted textbooks, while regular teachers give preference to electronic textbooks.

Nocera-Picand, C., & Wong, O. (2022). **Stratégie numérique et projet AIR (Augmenter les interactions à Rennes, AMI DemoES) : genèse et réflexions.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8629>

Introduction Malgré une actualité assurément dense, nous nous sommes réjouis de la possibilité de contribuer aux échanges sur « les stratégies numériques de quelques institutions d'enseignement supérieur au prisme de la distance » (Peraya et Fiévez, 2022), et de prendre du recul sur les chantiers entrepris depuis plus de deux ans. Durant cette période, l'université de Rennes 1 (UR1) a conjointement élaboré son schéma directeur du numérique (SDN) et participé à l'Appel à manifestation d'intérêt...

OECD. (2022). **Resourcing Higher Education in Portugal.** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/resourcing-higher-education-in-portugal_a91a175e-en

The report on Resourcing Higher Education in Portugal is part of a series of publications produced by the OECD's Resourcing Higher Education Project. The review of resourcing in Portugal focuses on options for reform of the core public funding model...

Ogawa, M. (2022). **Emerging inequality in Kenyan secondary schools: Dilemmas of educational expansion and quality improvement.** *PROSPECTS*, 52(3), 453-468. <https://doi.org/10.1007/s11125-022-09627-4>

This article examines the emerging unfair inequality in Kenyan secondary schools through comparative case studies of three secondary schools in western Kenya. Qualitative data were collected through fieldwork over a four-year period, with participant observation and semi- or non-structured interviews, to understand how interactions among schools, households, and communities impact the improvement of educational quality. This study demonstrates that educational inequality stems from economic background and academic performance. While establishing new schools allowed students to choose better schools in their vicinity, increasing school competition resulted in a school hierarchy restricting uniform access due to factors of affordability and academic achievement. This suggests that the unplanned establishment of new schools constrains vulnerable students from continuing their education. Expanding educational opportunities and improving quality are important facets of education; however, it is necessary to pay

attention to the beneficiaries of this process, as economic inequality may translate into educational inequality.

Parish, K. (2022). **An embedded human rights logic? A comparative study of International Baccalaureate schools in different contexts.** *PROSPECTS*, 52(3), 545-565. <https://doi.org/10.1007/s11125-021-09565-7>

This article presents findings from a study that investigated how the global logic of human rights, as incorporated by the International Baccalaureate schools into their policies and practices, is experienced and adhered to by students who are following the International Baccalaureate Diploma Programme (IBDP) in different contexts. In this study, the cases for comparison were a private school in Norway and a state-funded school in Poland. Although selected for their differences, they offered functional equivalence in the standardized diploma program. The study used a multiple-methods approach, including both quantitative and qualitative data. Findings reveal significant differences between students' levels of adherence to human rights logic. Reasons for this difference point both to logic hybridity within the school organization and a diverse school learning community.

Pelegri, T., Sá, C., & França, M. T. A. (2023). **Factors associated with the mobility of college students in Brazil: an analysis using a gravity model.** *Higher Education*, 85(1), 203-223. <https://doi.org/10.1007/s10734-022-00829-5>

The Brazilian government has adopted measures that aim to influence students' spatial mobility. The extent and success of such measures require detailed knowledge of the mobility determinants. Gravity models are the appropriate tool for analyzing the flows of college students from their place of origin to their destination. To analyze the determinants of student flows, we estimate a negative binomial regression model with Brazilian data. The results show the deterrence effect of distance on mobility, as the total costs of entering a university increase with the distance between the place of origin and the destination institution. Places with lower living costs and smaller university centers (campuses) are attraction factors to students, as are the possibility of having non-reimbursable financing and a larger number of study programs.

Peraya, D., & Fiévez, A. (2022). **Stratégies numériques des institutions d'enseignement supérieur. Nouvelles perspectives en termes de gouvernance, de compétences et de mobilisation des acteurs.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8638>

La rubrique consacrée cette année aux plans numériques stratégiques d'universités et de hautes écoles s'achève sur quatre contributions. La première, celle de Ludovic Miseur (Haute École Léonard de Vinci, Bruxelles, Belgique), rompt avec les contextes universitaires, puisqu'il relate les transformations de l'accompagnement des étudiants et de l'environnement virtuel d'apprentissage durant la crise sanitaire au sein d'une haute école pédagogique belge. Les deuxième et troisième contributions...

Plantard, P. (2022). **Retour d'expérience du DESIR dans les DUNE. Analyse institutionnelle interne d'un projet PIA (Programmes d'investissements d'avenir) de Développement d'universités numériques expérimentales (DUNE).** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8626>

Introduction : de l'explicitation d'un titre obscur Enseignant-chercheur à l'université Rennes 2 depuis septembre 1997, je travaille sur les usages des technologies numériques

dans l'éducation et dans l'intervention sociale depuis 1984. D'abord dans une approche clinique (1992) puis psychosociologique (1999) et enfin, depuis 2012, dans une perspective anthropologique. Outre plusieurs mandats électifs, j'ai été sollicité dès mon arrivée pour être directeur de Département, d'Unité de formation ...

Prinsloo, P., & Uleanya, C. (2022). **Making the invisible, visible: disability in South African distance education.** *Distance Education*, 43(4), 489-507. <https://doi.org/10.1080/01587919.2022.2144139>

Distance education celebrates its humanitarian mission of providing opportunities for disadvantaged and marginalized individuals who do not have access to traditional campus-based higher education. Large enrolments of students necessitate an industrialized approach in planning, design, and delivery informed by a normative assumption of ableism. In the context of post-apartheid South Africa, distance education fulfills a particular important role in ensuring access to education for all. This scoping review addressed two questions: "What is currently known, in the context of distance education in South Africa, about the educational experiences of SWDs?" and "How should we understand and respond to these experiences?" The scoping study shows, inter alia, that while there is an institutional commitment to providing equitable learning experiences, the lived experiences of students with disabilities provide evidence of their invisibility in the design, planning, and delivery of learning. The study concludes with some recommendations and provocations.

Reyes, J. I., & Meneses, J. (2022). **Advising college students with dis/abilities in online learning.** *Distance Education*, 43(4), 526-542. <https://doi.org/10.1080/01587919.2022.2121264>

Most distance universities have adopted advising practices traditionally employed in on-campus institutions. Nonetheless, little is known about the role of academic advisers while guiding students with dis/abilities to engage and achieve success in online higher education. This study aimed to explore and analyze advisers' perspectives related to supporting the diversity of these students in a fully online university. We followed the methodology of a case study based on semi-structured interviews in which 14 advisers participated. Our findings show that even though advisers face challenges when advising online students with dis/abilities, they attempt to support them proactively by offering personalized tracking. A paradigm shift from a reactive to a proactive approach by adopting inclusive practices would greatly improve the inclusion of all learners. Online institutions could better support learners with dis/abilities by framing all processes in the universal design principles and promoting collaborative and coordinated work among advisers, faculty, and staff.

Rice, M. F., & Dunn, M. (2022). **Inclusive online and distance education for learners with dis/abilities.** *Distance Education*, 43(4), 483-488. <https://doi.org/10.1080/01587919.2022.2145936>

Robinson, K. S. (2023). **Student affairs work under neoliberalism and within the global class war.** *Higher Education*, 85(2), 473-476. <https://doi.org/10.1007/s10734-022-00900-1>

Romanowski, M. H., & Du, X. (2022). **Education transferring and decentralized reforms: The case of Qatar.** *PROSPECTS*, 52(3), 285-298. <https://doi.org/10.1007/s11125-020-09478-x>

Nations transfer educational reform models for the systematic improvement of education. Nowhere is this more evident than in the Gulf Cooperation Council states, which have implemented primarily Western decentralized reform models to overhaul their educational systems. This article reports non-empirical research, written as a conceptual analysis that examines the current situation of the educational reform in Qatar. The theory of education transferring serves as a conceptual framework to scrutinize Qatar's recent educational change to Project-based Learning. This illustrates the shift from the initial decentralized reform to its current centralized state. Contextual factors that influence decentralization are discussed.

Rost, A. O., & Collinson, M. (2022). **Developing the Labour Party's Comprehensive Secondary Education Policy, 1950-1965: Party Activists as Public Intellectuals and Policy Entrepreneurs.** *British Journal of Educational Studies*, 70(5), 609-625. <https://doi.org/10.1080/00071005.2022.2131731>

The main aim of this article is to use the case study of comprehensivisation to examine the role of party activists as policy entrepreneurs and public intellectuals during the period 1950–1965. The intention is to widen the traditional notion of the public intellectual in order to better evaluate policy-making processes within the Labour Party. It will be argued here that these figures were also policy entrepreneurs, who actively created and advocated new policy solutions, not just unconnected idea merchants hawking impractical or ignorable ideas without a clear strategy. Previously, Labour policy on comprehensivisation was viewed as a 'missed opportunity', a case study of ambivalent policymakers lacking vision. However, this article demonstrates that, over a long period of time, a methodical policymaking process considered and adopted a position that advocated a more comprehensive schooling system. In this process, the sustained activities of Fabian Society and NALT members, acting as policy entrepreneurs within the Labour Party's policymaking organs to transform often non-committal and vague conference resolutions into a usable policy solution.

Selemani, A., Siamoo, P. N., & Chidyau, A. (2022). **Adequacy of Human Resources on the Implementation of Early Childhood Education in Public Pre-Primary Schools in Meru District, Tanzania.** *British Journal of Education*, 10(16), 89-105. <https://doi.org/10.37745/bje.2013/vol10n1689105>

This study was conducted to assess the adequacy of human resources on the implementation of early childhood education in public pre-primary schools in Meru District Tanzania. The study was guided by the system theory developed by Ludwig Bertalafy in 1971. The study employed a convergent mixed method research design whereby probability and non-probability sampling techniques were used to select the study sample which consists of 1 DPEO, 4 WEO's, 30 head teachers of pre-primary schools and 30 pre-primary teachers. The questionnaire, interview guide and observation guide were used in data collection. The content validity of the research instruments was determined by two research experts, one expert in assessment and evaluation and the second in Management and Planning in from MWECAU, while the reliability coefficient of 0.962 was calculated by using Cronbach's Alpha. Quantitative data were analysed by using means, frequencies, and percentages and presented in table form with the aid of the Statistical Package for Social Sciences (SPSS) version 22 software while the qualitative data were summarised, coded, analyzed, and presented in narration form according to the themes created from the research questions. The findings revealed that human resources are adequate to implement ECE; most of the teachers were

competent in various areas included: early childhood classroom management, communication with pupils in pre-primary classes, ability to identify and respond to the individual needs of pre-primary children. Moreover, the study exposed that most of the teacher's lack frequently training on how to implement a preschool curriculum. On top of that the teachers, as well as heads teachers complained about the teacher-students' ratio which revealed that most of the classes were overpopulated and the ratio of teacher-student did not comply with the government guide of 25 students per teacher. The study concluded that most of the public pre-primary schools have adequacy teaching staffs that are competent in their field for implementation of early childhood education. The study recommends that, there is a great need for the government to increase employment opportunities of ECE teachers as well as to build more classrooms in pre-primary schools

Sin, C., Tavares, O., & Aguiar, J. (2023). **COVID-19: Threat or Opportunity for the Portuguese Higher Education's Attractiveness for International Students?** *Journal of Studies in International Education*, 27(1), 21-38. <https://doi.org/10.1177/10283153221121396>

The paper analyses the influence of COVID-19 on Portuguese institutions' intake of international students and their responses to the pandemic. Two dimensions are considered: quantitative impact on international enrolments and higher education institutions' strategies for the recruitment and support of international students. The first dimension is analysed through national statistics and comparison of enrolments over the past five years. Then, the institutional strategies implemented to encourage recruitment of new international students and to support existing ones during the lockdown are explored. Statistics show that COVID-19 had a negative impact on international enrolments, although less severe than expected. Growth has continued, but at a much slower pace than in the past few years. The slowdown in growth was much more pronounced in polytechnics than in universities. Additionally, the measures implemented by Portuguese higher education institutions suggest that these have coped with COVID-19 as an opportunity to rethink and redefine strategies.

Singh, R. C. B., & MacDonald, J. E. (2022). **Students with mental health (dis)Abilities' storied experiences within distance education.** *Distance Education*, 43(4), 508-525. <https://doi.org/10.1080/01587919.2022.2141609>

Distance education gives a diverse group of social work students access to further education. Research addressing the overall experiences of Canadian distance education social work students is limited, and even more so for distance education social work students with mental health (dis)Abilities. By means of a qualitative research project using narrative inquiry, I listened to the stories of social work students with mental health (dis)Abilities studying online as they each shared points of access and barriers within their distance education. Six study participants from two Canadian universities narrated multifaceted storied experiences of adapting, coping, and navigating through their distance courses and programs, highlighting attitudinal and institutional changes that would be supportive of their learning. Using narrative auto-ethnography, I also integrated my own experiences into the research. Through participants' storied experiences, I conceptualized recommendations for social work distance education programs.

Slimani, M., Barthes, A., & Lange, J.-M. (2022). **Pratiques constitutives et connaissances contributives pour une compétence politique environnementale.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.22224>

Nous proposons une formalisation épistémologique de la compétence politique en éducation, définie comme une aptitude ou disposition à mener une action politique, ici dans le domaine environnemental. Il s'agit de proposer une méthode d'analyse des curricula universitaires et d'en évaluer les morphologies en termes de pratiques constitutives et de connaissances contributives, avec une focale sur la compétence politique environnementale.

Smythe, S. (2022). **The Faure report, Sylvia Wynter and the undoing of the Man of lifelong learning.** *International Review of Education*, 68(5), 773-789. <https://doi.org/10.1007/s11159-022-09980-8>

It is rare in contemporary times to encounter international education policy reports that inspire hope and excitement for the future, such as we are offered in the 1972 report of the International Commission on the Development of Education set up by UNESCO in 1971 and chaired by Edgar Faure. Learning to be: The world of education today and tomorrow, also known as the Faure report, is both philosophical and “of a practical nature”, aiming “to lead to action”. Faure and his collaborators offered governments, scholars and educational actors evocative concepts for a society-to-come, such as lifelong education (and later, lifelong learning), the learning society, international solidarity and personalised learning. Animating the report and its imaginary of lifelong learning is “the ideal of the complete man”, a modernist project to realise Man’s destiny at the centre of the universe. The Faure report and the ideal of lifelong learning continue to inspire education policy today. But in the context of climate crisis and deeper global inequality, what kind of enabling future is possible under the guidance of the exclusionary story of Man-as-human? To what extent can the Faure report continue to inspire? This article brings the Faure report’s utopia of Man into conversation with Black feminist theorist Sylvia Wynter, exploring the idea central to Wynter’s work that if learning is the way out of perpetual crises, of socio-biological collapse, a force for equity, democracy and justice that the authors of the Faure report envisioned it to be, then it must be decoupled from the overrepresented, biocentric, ‘referent-we’ of Man-as-human. Wynter proposes a different future for humanness. The article concludes by speculating what this future might suggest for the material grounding of scholarly practices in adult education and beyond.

Ssekamatte, D. (2023). **The role of the university and institutional support for climate change education interventions at two African universities.** *Higher Education*, 85(1), 187-201. <https://doi.org/10.1007/s10734-022-00828-6>

This paper presents findings on the role of the university and institutional support for climate change education interventions at two universities in East Africa. The findings were part of a larger study on opportunities and challenges for climate change education at universities in the African context: A comparative case study of Makerere University in Uganda and University of Dar es Salaam in Tanzania. A comparative multiple case study design was adopted collecting qualitative data from 58 lecturers, researchers, administrators and students on climate change related programmes at the two universities. Data was collected through semi-structured in-depth interviews and focus group discussions. Analysis was done using thematic analysis based on Braun and Clarke’s (Qualitative Research in Psychology, 3(2), 1–41, 2006) approach with the help of MAXDA software. Findings from the cross-case analysis revealed similarities and differences in perspectives and multiple realities of participants at both universities regarding the role of the university and institutional support for climate change education

in the African context. The findings shed light on the context and nature of climate change education interventions and how these are supported at both universities. The study contributes to empirical literature on the role of higher education in addressing climate change and the institutional support to the interventions in the African context.

Starks, A. (2022). **Serving students with disabilities in K-12 online learning: daily practices of special educators during the COVID-19 pandemic.** *Distance Education*, 43(4), 596-620. <https://doi.org/10.1080/01587919.2022.2144138>

Online and distance education strategies offer a path for closing opportunity gaps for students with disabilities because of digital technologies' flexibility and capacity for differentiation, but fully online schooling does not always guarantee an inclusive education. The COVID-19-induced shift to remote learning highlighted the need for more insight into inclusive practices for students with disabilities in online contexts, especially at the K-12 levels. The present study describes special education teachers' online teaching practices with students with disabilities and the necessary conditions for special educator use of technology in K-12 remote learning. Using in-depth interview (N = 20) and survey data with special educators teaching during the COVID-19 pandemic, findings highlight specific strategies special educators use to differentiate instruction as well as innovations in hybrid content experiences and home-school partnerships across K-12 schooling. The practices of special educators teaching in online environments provide insights into how all educators can support learners with or without disabilities in K-12 distance education settings.

Su, X., & Yu, H. (2022). **Valuing elementary schools: evidence from public school acquisitions in Beijing.** *The Scandinavian Journal of Economics*, 124(4), 1117-1141. <https://doi.org/10.1111/sjoe.12475>

We utilize government-sanctioned public school acquisitions in Beijing to estimate individuals' willingness to pay for enrollment eligibility in sought-after elementary schools. The spatial and temporal variation in these acquisitions allows us to estimate a hedonic pricing model in the difference-in-difference framework. Comparing regular elementary schools that are acquired by sought-after schools to those that are not, we find an average price increase of 7 percent for apartments in the catchment areas of acquired schools. This percentage increase is both statistically and economically significant, and it does not vary by the size of the apartment. We also find heterogeneous price effects for different types of acquisitions, defined by their post-acquisition organizational structures, but these differences are not statistically significant.

Tchingankong Yanou, M. (2022). **L'institutionnalisation de la science politique dans l'enseignement supérieur camerounais: émergence institutionnelle, ancrage épistémique et champ politiste globalisé.** *Lien social et Politiques*, (89), 130-149. <https://doi.org/10.7202/1094551ar>

La présente étude rend compte de l'institutionnalisation de la science politique dans l'enseignement supérieur camerounais à partir de la perspective analytique du transfert international des normes. Elle permet de découvrir que l'organisation managériale de la discipline, l'élaboration des cursus de formation, l'initiation à la manipulation des théories fondatrices et le développement des trajectoires de recherche reposent sur des expériences occidentales. Le corollaire est la formation d'un espace universitaire extraverti d'émulation du politiste qui, cependant, s'impose comme acteur du marché scientifique global par la connaissance alternative mais cumulative qu'il propose.

Terral, P. (2022). **Professionaliser, oui, mais comment ? Tensions identitaires chez et entre les acteurs universitaires de la discipline STAPS en France.** *Lien social et Politiques*, (89), 178-196. <https://doi.org/10.7202/1094559ar>

En prenant le cas des STAPS (sciences et techniques des activités physiques et sportives) en France, cet article se propose d'aborder, au plus près des savoirs construits et offerts à l'université, la question de la professionnalisation de ses formations en considérant les tensions identitaires que cet objectif est susceptible de produire chez et entre les acteurs de cette discipline. Notre analyse se fonde sur deux séries d'entretiens (avec au total 54 acteurs enseignant dans les formations STAPS) relevant d'une enquête longitudinale menée en deux temps (1997-2002; 2015-2019) et des observations ethnographiques participantes sur toute la période (1997-2019) dans différents espaces universitaires de cette discipline (réunions, discussions plus informelles, etc.). Nous montrons dans un premier temps que la question de la professionnalisation accroît les tensions intra- et inter-individuelles compte tenu de la dynamique de spécialisation et de segmentation croissante des activités des acteurs. Nous soulignons ensuite combien cet objectif accentue les débats et les oppositions entre les visions «académique» et «professionnalisante» des formations universitaires. Après avoir mis en évidence les fondements organisationnels, axiologiques et plus strictement épistémiques de ces deux grandes conceptions de la formation, nous nous attardons sur la façon dont la question de la professionnalisation fait ressortir la double contrainte de validité et d'utilité des connaissances et participe à porter une critique utilitariste des savoirs universitaires et de leurs modes de validation.

Thomas, J.-É. (2022). **Combien d'élèves devant un enseignant pendant une heure de cours dans un établissement du second degré en 2021 ?** *Note d'Information*, (22.41), 1-4. <https://doi.org/10.48464/ni-22-41>

À la rentrée 2021, le nombre moyen d'élèves par classe atteint 25,8 pour les formations en collège hors Segpa, 30,4 en formations générales et technologiques en lycée et 18,2 élèves pour les formations professionnelles en lycée.

Toczyski, P., Broecher, J., & Painter, J. (2022). **Pioneers of German-Polish inclusive exchange: Jaczewski's and Kluge's Europeanization in education despite the Iron Curtain.** *PROSPECTS*, 52(3), 567-583. <https://doi.org/10.1007/s11125-021-09545-x>

Historical and autobiographical approaches are combined with interviews to analyze the case of the Europa-Kontakt in pre-1989 Poland and West Germany within the framework of Europeanization. The international education encounters exemplify the tendencies to Europeanize, which emerged in both countries despite the Iron Curtain. The painful relationship between Poland and Germany is contrasted with the personal trust and cooperation between Polish and German exchange pioneers since the 1970s. Their pioneering work focused on multinational inclusion, participation, intercultural learning, gifted education, creativity, and building leadership skills. It merged German adaptation of the United States' HighScope model with philosophy of encounters typical of scouting tradition, Janusz Korczak's pedagogy, and Carl Rogers' humanistic psychology, preparing ground for the 1989–2004 European Union enlargement process.

Turnbull, N. (2022). **Justifying Universities: Conflict and Compromise in Political Forms of Worth in the Uk.** *British Journal of Educational Studies*, 70(6), 677-692. <https://doi.org/10.1080/00071005.2021.2003294>

Justifying higher education is a political exercise in which representatives of universities advocate for resources from the state while also seeking autonomy to manage their own affairs. This analysis builds upon Collini's identification of the conflict over the value of higher education in the UK. It sets out the 'worlds of worth' typology to explain the basis of conflicting justifications in UK higher education policy debates. It elaborates the six worlds of worth and links them to pragmatic justifications utilised in higher education, varying according to situated contexts. It explains the conflicts between the worlds and how they play out in practical ways in higher education policymaking. The Research Excellence Framework constitutes a compromise between multiple worlds of worth. Debates around 'low value' courses are centred around conflicts between the industrial and market worlds. It concludes that the worlds of worth model offers a productive framework for the analysis of pragmatic policy conflicts and illuminates political struggles about what universities are for, embedded in power struggles for autonomy and control.

Valente, G., & Wuillot, É. (2022). **Pastorale et diversité : entre programme d'enseignement et formation religieuse**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Cet article se focalise sur un des éléments explicitant l'articulation entre la religion et l'école dans des établissements privés sous contrat catholiques qui oriente leur projet éducatif, la pastorale. Il s'agit plus spécifiquement de se pencher sur cet enseignement significatif de la tentative de scolarisation de la « mission évangélique » des établissements catholiques. Cet enseignement met au jour la tension entre volonté d'ouverture et conformation à la norme religieuse. C'est aussi un élément parmi d'autres enserrant les élèves et les familles dans les normes de l'enseignement catholique.

Vangronigen, B. A., Meyers, C. V., & Brandt, W. C. (2022). **Helping Every Student Succeed? State Education Agency Roles and Responsibilities for Improving Underperforming Schools and Districts**. *American Journal of Education*, 129(1), 1-27. <https://doi.org/10.1086/721832>

Purpose: This study investigated how state education agencies (SEAs) articulated their roles and responsibilities with respect to improving underperforming schools and districts after the passage of the Every Student Succeeds Act (ESSA) of 2015. Research Approach: Using a conceptual framework rooted in incrementalism—a theory suggesting that policy makers often make decisions reflecting the status quo—we conducted a rigorous conventional content analysis on the plans that states created in response to ESSA. Findings: Our findings suggest that many SEAs practiced incrementalism with few changes in the categories of improvement supports that SEAs offered to their underperforming schools and districts and the methods by which SEAs offered those improvement supports. Similar to prior years, most SEAs focused improvement supports on improvement planning processes and appeared to provide those supports using mostly passive methods like online resource hubs and document templates. Implications: We discuss how SEAs—even if they lack capacity—occupy powerful positions to amplify the voices and needs of underperforming schools and districts. This study substantiates a scarce literature on SEAs and provides updated insight into how SEAs have espoused to respond to federal demands to improve underperforming schools and districts.

Veillard, L. (2022). **Alternance Training as a Way to Improve the Attractivity of Vocational Education Programmes in France**. In S. Billett, B. E. Stalder, V. Aarkrog, S. Choy, S. Hodge, & A. H. Le (Éd.), *The Standing of Vocational Education and the Occupations It Serves*:

Current Concerns and Strategies For Enhancing That Standing (p. 139-158).
https://doi.org/10.1007/978-3-030-96237-1_7

During the twentieth century, France progressively set up and generalised a predominantly school-based vocational education system, meaning that most young people were trained in schools and separately from workplaces. This approach did not seem to pose any problems during the period of strong economic growth in the post-war period. However, it encountered increasing difficulties from the end of the 1970s onwards, with the first economic crises leading to high youth unemployment. In the difficult economic periods that followed, employers often complained about the fact that education was too disciplinary and failed to adequately prepare graduates to engage effectively in work situations. Secondary vocational education was also being drained of its brightest pupils, with education policies encouraging young people to engage in studies that provide direct access to and higher chances of success in higher education. As a result of this 'diploma inflation' or 'credential creep' process, esteem deteriorated considerably towards both secondary vocational training programmes and the trades accessible via diplomas specific to this field of education. Pupils in these courses are increasingly those who failed in general educational courses, thereby making vocational education a second-class education choice. To address the politically explosive issue of the lack of engagement among a significant proportion of young people, public authorities have sought to make vocational education more effective in terms of labour market integration and of greater prestige among young people. Among these means, 'alternance training', understood as a pedagogical method combining periods of training in school and periods of training in the workplace has emerged. This is seen as a way to improve the credibility of training courses with employers and enhance their attractiveness for young people. Various measures have been taken over the last 20 years to promote alternance training in vocational education. But several studies show that these measures have not really improved the attractiveness and prestige of secondary vocational training but benefit higher education courses much more.

Volante, L., Lara, C., Klinger, D. A., & Siegel, M. (2022). **Academic Resilience During the COVID-19 Pandemic: A Triarchic Analysis of Education Policy Developments across Canada.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(4), 1112-1140. <https://doi.org/10.53967/cje-rce.5555>

This study employed a qualitative content analysis of provincial policy documents, following deductive methods, to examine academic resilience and education policy developments across Canada during the COVID-19 pandemic. More specifically, the study explicates the nature and scope of provincial policy responses to the global pandemic that address academic issues, physical health and well-being, and mental health issues for K–12 students. The pan-Canadian analysis revealed a total of 62 documents were issued between January 2020 and December 2021 that addressed one or more of the triarchic dimensions of academic resilience. The findings suggested greater attention was devoted to academic issues and there was a general lack of policy differentiation in terms of how specific resources and supports were to be directed within provincial educational jurisdictions.

Weiss, P.-O., & Blassel, R. (2023). **Discrimination in higher education and research in France. Observing, measuring, understanding.** *Giornale Italiano Di Educazione Alla Salute, Sport e Didattica Inclusiva*, 6(4). <https://doi.org/10.32043/gsd.v6i4.673>

This article explores the institutional and political issues related to conducting research on discrimination in French higher education, and more specifically on racism. French sociological and socio-anthropological research on education has used the prism of social class, largely relegating analyses on universities' users (staff and students) in ethno-racial terms. This contribution highlights the role of field research in understanding discrimination in higher education. It shows how analyzing both structural and micro-social levels of discrimination can help overcome the sterile opposition between qualitative and quantitative methods. To support this argument, the article presents preliminary results from the ACADISCRI survey.

White, J. M., Cosier, M., & Wang, Q. (2023). **Exploring factors related to access to general education contexts for students with intellectual disability: a survey of district special education administrators in one state.** *International Journal of Inclusive Education*, 27(1), 35-53. <https://doi.org/10.1080/13603116.2020.1818140>

There is wide variability in settings where students with intellectual disability are taught and a dearth of research related to district special education administrators, their roles and responsibilities, and their perceptions of barriers to and policies and practices that promote access to general education environments for these students. This study was designed to collect information to identify trends related to differences between districts that included no students with intellectual disabilities and those that were more inclusive. Data were collected via an online survey. We conducted descriptive analyses to identify trends among the districts and chi-square analyses to compare two types of districts. We found that there is very little diversity among administrators, who were primarily White women. We found that less inclusive districts spent more time engaged in due process and litigation activities than inclusive districts, and administrators identified external factors as barriers to more inclusive practice. We discuss administrator responsibilities in the context of student outcomes in the state and implications for policy implementation.

Witenstein, M. A., & Abdallah, J. (2022). **Applying the street-level bureaucracy framework for education policy discernment to curriculum and exam policies in India.** *PROSPECTS*, 52(3), 437-452. <https://doi.org/10.1007/s11125-022-09598-6>

With their positioning in the bureaucratic landscape, affiliated colleges in India historically have had a limited role in curriculum and exam policies and development, yet they are embedded in local communities where meaningful knowledge to best support them often lies. Moreover, affiliated college members, purported street-level bureaucrats who work at the intersections of policy and discretion, have a notably limited role. This policy study explores high-impact and emerging high-impact practices of affiliated college faculty members in India with regard to curriculum and exam policies. It proposes a new framework, the Four Tenets of Street-Level Bureaucracy Framework for Education Policy Discernment, based on Michael Lipsky's street-level bureaucracy framework, to guide the analysis. Four high-impact practices and two emerging high-impact practices offer Indian higher education policymakers, faculty members at universities and colleges, and higher education institutions meaningful insight for policy adaptation consideration. The four high-impact practices are flexibility, change, and adaptation; successful coping and adapting; connecting theory and industry/practice; and belief in one's training and capacity leading to de facto policymaking at the micro level. The two emerging practices are establishing feedback channels from the bottom-up and re-envisioning broader faculty involvement in bureaucratic structures.

Wu, H., & Zheng, J. (2023). **Examining China's Academic Narratives Surrounding Higher Education Internationalization in Foreign Countries: A Multi-theoretical Lens.** *Journal of Studies in International Education*, 27(1), 141-160. <https://doi.org/10.1177/10283153221082719>

Mainland China's domestic academic literature on foreign issues can be regarded as a reference for its policymaking since the early stages of the "Reform and Opening Up". This investigation constructs a multi-theoretical framework for examining and interpreting mainland China's domestic academic narrative surrounding higher education internationalization in foreign countries/regions. Taking an academic journal data-based approach, it presents the findings and further discusses China's domestic disciplinary culture in the field of international higher education studies, as well as the possible impact of such narratives on its practices.

Ydo, Y. (2022). **Reaching SDG 4: Our shared responsibility and renewed commitment to action.** *PROSPECTS*, 52(3), 223-229. <https://doi.org/10.1007/s11125-022-09628-3>

Younes, J. (2022, décembre 29). **Qu'apprend-on en licence d'économie ?** Consulté 3 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/quapprend-on-licence-deconomie/00105543>

Pratiques enseignantes

Agrusti, F., & Bonavolontà, G. (2022). **Educational Robotics for Special Needs Students: Teachers' Perspectives on Pre-service Training.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 199-217. <https://doi.org/10.7358/ecps-2022-026-agbo>

Since the introduction of LOGO by Seymour Papert in 1980 and the constructivist theories, after the teaching machines of Skinner, technology, robots and robotics activities have been viewed as effective educational tools. Multiple studies have demonstrated that robotics is a valuable device for special education students too. The present study is part of a particularly novel and challenging trend of research that intends to fill a knowledge gap regarding the perspectives and concerns of learning support teachers on educational robotics. Particularly by questioning teachers who have not received training in the use of educational robotics. In this exploratory study, 125 Italian pre-service learning support teachers were surveyed at the end or during their course specialization to determine their awareness and comprehension of educational robotics usage with students with special needs. The survey reveals that support teachers are not adequately trained to use educational robotics and that they are generally unfamiliar with it and they rarely employ it.

Aigle, M. (2022). **L'innovation pédagogique rend-elle l'université plus juste ? Le cas d'une initiative locale en faveur de l'égalité des chances.** *Lien social et Politiques*, (89), 197-217. <https://doi.org/10.7202/1094560ar>

Depuis une vingtaine d'années, les préoccupations politiques concernant le décrochage à l'université et les programmes mis sur pied pour lutter contre ce phénomène contribuent à reformuler la question de la justice sociale dans l'enseignement supérieur. La transformation du cadre normatif qui oriente l'action publique s'accompagne du recours à des instruments spécifiques, privilégiant l'«innovation» comme mode de régulation des inégalités. En prenant pour objet un

projet de lutte contre le décrochage porté par des enseignants et des membres du personnel administratif d'un IUT, cet article s'intéresse à la manière dont se construit la légitimité de l'innovation pédagogique au sein de l'espace universitaire. L'analyse du travail quotidien mené par les membres montre que le processus par lequel une activité pédagogique singulière est hissée au rang de standard ne relève pas uniquement d'un mouvement d'adhésion à des valeurs communes. Il repose également sur le déploiement d'instruments de gestion assurant une régulation managériale des établissements.

Albe, V. (2022). **L'étude de controverses pour une connaissance des pratiques et des institutions de recherches technoscientifiques.** *Questions Vives. Recherches en éducation*, (37). <https://doi.org/10.4000/questionsvives.6590>

Les controverses sociotechniques peuvent constituer un objet d'apprentissage de la démocratie et d'empowerment des élèves, par la confrontation à une diversité de points de vue. Il s'agit de développer chez les jeunes, à partir de l'identification des acteurs de la controverse et d'un travail sur leurs intérêts et leurs argumentations, une complexification épistémologique et de les former socio-politiquement, en mettant à distance l'approche binaire (pour/contre) qui structure souvent les mises en forme médiatiques des controverses, et leurs mises en scène didactiques. L'analyse des effets de cadrage de la séquence pédagogique co-construite avec des professionnels (enseignants et chercheurs) montre ici que les élèves reproduisent les discours du débat public en se positionnant en faveur des nanotechnologies en tant qu'innovation responsable, mais dans le même temps rejettent éthiquement les perspectives transhumanistes de manipulations du vivant et de l'être humain. Ils remettent aussi en question l'intérêt des nanotechnologies dans les espaces de délibération sans cadrage didactique. De tels résultats invitent à (re)considérer les formats de traitement de controverses en classes de sciences.

Alvarez, D., Cadiou, S., & Mothes, P. (2022). **Quand l'enseignant « bricole » : une adaptation entre inconscience et rationalité.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.22183>

Dans son quotidien professionnel, l'enseignant doit faire face à une multitude d'imprévus et s'adapter constamment. Nous observons la dimension inconsciente du bricolage. Notre travail s'appuie sur trois vignettes didactiques cliniques. Ces trois cas exposés rendent compte de la dimension inconsciente de leur adaptation qui serait pilotée par leur déjà-là et des motifs variés de cette adaptation. Entre impossible à supporter, sujet supposé savoir et maintien de l'espace psychique de la classe, divers concepts issus d'une orientation psychanalytique nous permettent de saisir davantage les processus du bricolage inconscient, et nous donnent des orientations pour la formation des enseignants.

Alvarez, D., Carnus, M.-F., Périsset, D., & Ruppen, P. (2022). **Le « déjà-là » des enseignants à l'épreuve de la « continuité pédagogique » en Suisse et en France : évolution des rapports à l'institution et au numérique.** *Swiss Journal of Educational Research*, 44(3), 312-326. <https://doi.org/10.24452/sjer.44.3.2>

The Swiss semi-lockdown and the French lockdown of spring 2020, linked to the Covid 19 pandemic, have pushed teachers and trainers to ensure remote pedagogical continuity. Thanks to the statistical results of a survey, this article analyzes and compares, in the light of the « déjà-là » (« already there ») of teachers in the two countries, the changes in their

relationship with digital technology, institutions and the test of pedagogical continuity. Notwithstanding a good general dynamic, several disparities suggest training prospects.

Alvarez, V. J., Borer, V. L., & Robbes, B. (2022). **Comment s'articulent les préoccupations typiques des enseignant·es en formation en situation d'exercice de l'autorité?** *Didactique*, 3(3), 10-36. <https://doi.org/10.37571/2022.0302>

Notre contribution s'intéresse à l'activité des enseignant·es en formation en situation d'exercice de l'autorité en la traitant en trois temps. Après avoir montré que la notion de gestion de classe est évolutive et développé en quoi celle d'exercice de l'autorité s'en distingue ou la rejoint, nous considérons les apports de deux paradigmes (behavioriste, constructiviste) et de deux approches (analyse des pratiques, analyse de l'activité) qui se sont succédé dans les recherches et les formations en gestion de classe depuis un demi-siècle. Au regard de ces travaux, nous présentons ensuite les apports de notre recherche empirique, qui s'inscrit dans une entrée «?analyse de l'activité?». Nous exposons en quoi cette approche, qui implique la mise en place d'observations filmées suivies d'entretiens d'autoconfrontation, permet de mieux comprendre les préoccupations des enseignant·es au plus proche de leur activité réelle en classe. D'une part, celle-ci nous permet d'identifier deux préoccupations typiques et conjointes chez les enseignant·es en formation : enrôler/maintenir le ou les élève(s) dans la tâche et gérer un ou des comportement(s) d'un ou plusieurs élève(s) perçu(s) comme inapproprié(s). D'autre part, nous décrivons les trois façons dont s'articulent ces deux préoccupations?: imbriquées, indépendantes ou incompatibles. Enfin, ces résultats ouvrent la discussion sur plusieurs pistes fécondes pour concevoir des dispositifs de formation articulés aux situations de classe et aux préoccupations des enseignant·es qui entrent dans le métier.

Avon, D. (2022). **« Il faut insister sur l'intérêt du comparatisme pour inviter les élèves à mettre à distance leur propre vécu, leurs difficultés ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Vous avez publié en mars dernier à La Découverte, *L'histoire religieuse contemporaine en France*. Pouvez-vous nous indiquer ce qui a présidé à l'écriture de ce livre ? Quelles en étaient l'urgence et la nécessité ? Dominique Avon : Cet ouvrage est d'abord une demande venant des éditions de La Découverte, et plus précisément de François Dosse, directeur de la collection « Écritures de l'histoire » qui avait constaté une absence de synthèse concernant l'historiographie religieuse. ...

Balanche, A.-L., & Reynaud, L. (2022). **« En formation, il n'existe pas de solution toute faite, mais plutôt une recherche d'équilibre entre l'enseignant, les élèves et les savoirs ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Diversité : Quel est votre parcours professionnel et votre rapport à la formation ? Laurent Reynaud : Pour décrire un parcours professionnel, le terme de « trajectoire » est souvent utilisé. Pour ma part, j'opterais davantage pour le terme de « glissement ». En effet, bien loin de viser un objectif prédéterminé, il semble que ce soit l'action elle-même, par les difficultés, les interrogations et les rencontres, qui redéfinit sans cesse mon cheminement. De fait, la réflexion sur le parcours pr...

Baudry, C., Line, M., Verret, C., Lagacé-Leblanc, J., Primeau, V., Martineau-Crête, I., ... Bégin, J.-Y. (2021). **Regards croisés sur les pratiques de différenciation pédagogique**

favorisant l'inclusion scolaire des élèves doués au primaire. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9898>

Cette étude vise à identifier les pratiques de différenciation pédagogique mises en place au primaire qui facilitent ou nuisent à l'inclusion des élèves doués en classe ordinaire. La collecte de données réalisée auprès de 24 élèves doués âgés de 6 à 11 ans, de leurs parents et de leurs enseignants comprend une entrevue semi-structurée, l'utilisation du WISC-VCDN-F et du Système d'évaluation du comportement de l'enfant, BASC-3CNF. L'analyse qualitative du discours permet de croiser les différentes perspectives des acteurs. Le respect du rythme d'apprentissage, l'approfondissement des contenus et la qualité de la relation enseignant-élève favorisent le sentiment d'inclusion de l'élève et son bien-être. À l'inverse, la répétition des contenus et les activités trop faciles sont perçues comme nuisibles.

Betton, E. (2022). **La coprésence physique comme médiation pédagogique.** *Éthique en éducation et en formation: les Dossiers du GREE*, (13), 46-61. <https://doi.org/10.7202/1094523ar>

L'expérience de la mise à distance forcée de formations initialement pensées en modalité présentielle, dans le contexte de la crise sanitaire, a conduit les acteurs de la formation à renouveler le regard porté sur la coprésence physique. De cette expérience, il ressort qu'il est essentiel aujourd'hui de penser le sens et la valeur de la présence en formation. Cet article vise à étudier les effets pédagogiques de la présence entendue comme réalité physique d'une coprésence et comme qualité éthique et relationnelle. Il pose l'hypothèse qu'une part féconde de l'expérience pédagogique est manquée lorsque la formation ne comprend plus de face-à-face présentiel. S'il est ancré dans une expérience pédagogique concrète, le point de vue développé s'appuie fortement sur les travaux menés par Yves Citton (2014) et par Hartmut Rosa (2018). Les situations de formation sont ainsi analysées comme écosystèmes attentionnels caractérisés par la coattention présentielle et comme sphères de résonance.

Billon, V., & Boiron, V. (2022). **Scénario didactique : gestes d'ajustement et gestes d'étude, quelle(s) articulation(s)?** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21378>

Notre travail porte sur l'exploration de gestes professionnels d'ajustement dans le cadre d'un atelier d'écriture autonome en maternelle. Il cherche à caractériser leur potentiel didactique au regard des gestes d'étude des élèves et amène à définir la notion de scénario didactique.

Boelen, V. (2022). **L'éducation en plein air: Un espace pédagogique écoformateur.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.9164>

Cet article fait suite à une réflexion partagée avec un groupe d'enseignantes du Réseau des écoles publiques alternatives du Québec (RÉPAQ) concernant l'éducation en plein air, une pratique en émergence depuis la pandémie. Un état des lieux des différentes initiatives concernant cette forme d'éducation a conduit au constat que ce qui était proposé restait encore associé à des formes pédagogiques connues sans réelle alternative ou innovation pédagogique associée. Qu'en est-il de l'approche d'éducation par la Nature dans un lieu ou territoire donné? Rarement pratiquée en milieu scolaire, cette pédagogie du lieu, dite transdisciplinaire et qu'on pourrait qualifier

d'approche écoformatrice, s'avère très riche en matière d'apprentissages. Il s'agira d'en définir les caractéristiques et les apports, et de clarifier ce que cette approche implique en enseignement, notamment d'un point de vue épistémologique et paradigmatique, donnant à penser qu'elle est fort pertinente pour accompagner la transition écologique requise en ce temps de crise environnementale majeure.

Boizumault, M. (2022). **La relation pédagogique sous le prisme des communications non verbales.** *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13072>

Notre étude porte sur l'analyse de la « présence corporelle » en classe d'enseignants d'éducation physique et sportive et professeurs des écoles, expérimentés et stagiaires, resituée dans la dynamique interactive des communications non verbales (CNV). Notre méthodologie qualitative croise observation, entretiens semi-directifs et d'auto-confrontation pour repérer le faire (activité visible), le dire (les croyances) et le dire sur le faire (l'activité réelle, réalisée et empêchée). Peu d'enseignants sont conscients de leurs interactions NV, ne portant presque aucune attention à leur corps en classe. Beaucoup associent la présence corporelle en classe à la notion de charisme, innée selon eux. Certains évoquent une mise en scène corporelle parfois volontaire. Nous discutons des usages possibles des CNV au service de la construction d'une autorité éducative impliquant la mise en œuvre (ou l'apprentissage) de gestes professionnels ainsi que des effets recherchés et observés sur le climat de classe et sur les apprentissages des élèves. La recherche se conclut par des propositions pour la formation initiale et continue des enseignants.

Bonbonne, C., & Poggi, M.-P. (2022). **Usages sociaux et didactiques de l'eau en contexte scolaire guadeloupéen.** *Carrefours de l'éducation*, 54(2), 99-114. <https://doi.org/10.3917/cdle.054.0099>

Dans une approche croisant l'anthropologie, la sociologie dispositionnaliste et contextualiste et la didactique, notre étude montre que les usages sociaux de l'eau des acteurs (enseignants, élèves) vivant dans le milieu socioculturel guadeloupéen sont le produit d'une socialisation familiale se caractérisant par des univers symboliques, des usages sacrés et domestiques, une personnalisation et une double fonction (dangereuse et bénéfique) des milieux aquatiques naturels. Par le biais du processus de contextualisation didactique, nous mettons en évidence que les usages didactiques de l'eau des enseignants impactent les usages sociaux de l'eau des élèves en natation, en induisant des logiques inhibitrices, socialisatrices ou activatrices et font émerger quatre types d'effets de contextes en acte (empêchement partiel d'accès au savoir, bifurcations didactiques stables ou instables, focalisation secondaire, désembroûtement des savoirs).

Boudreault, A., Lessard, J., & Guay, F. (2022). **Le sentiment d'efficacité personnelle des enseignants en gestion de classe et leur satisfaction au travail : le rôle explicatif des stratégies de gestion des comportements auprès des élèves qui présentent des problèmes de comportement extériorisés.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(4), 920-961. <https://doi.org/10.53967/cje-rce.4457>

This study tests a model in which teachers' sense of self-efficacy in classroom management, punitive and positive verbal behaviour management strategies, and relationship to students' externalizing behaviour problems each relate to teachers' job satisfaction. The participants were 80 teachers from Quebec and Ontario. Each teacher

provided assessments for two students in their class (n = 157) showing high levels of externalizing behaviour problems. The results of a structural equation model show that teachers' sense of efficacy in classroom management is positively related to their job satisfaction and to the positive verbal strategies they use. On the other hand, the results also reveal that the overall level of externalizing behaviour problems of all students in the classroom is negatively associated with job satisfaction. The theoretical and practical implications of these findings are discussed, including the role that interventions might play in reducing students' externalizing behaviour problems and promoting teachers' job satisfaction.

Boultif, A., Ouellet, C., Boudrias, N., & Dubeau, A. (2022). **Quand la recherche rencontre l'action au profit de la littératie de jeunes adultes en formation professionnelle du secondaire.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.a270>

Boumazguida, K., Temperman, G., Derobertmasure, A., & De Lièvre, B. (2022). **Quels usages des outils de communication dans un MOOC selon les profils des participants?** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4278>

Les MOOC intègrent généralement différentes ressources susceptibles de favoriser l'apprentissage. C'est notamment le cas des outils communicationnels permettant de supporter les échanges entre les apprenants. Dans cette contribution, nous comparons la manière dont les apprenants issus de deux groupes contrastés en termes de modalités d'inscription (spontanés vs enrôlés) dans le MOOC utilisent deux types d'outils communicationnels différents (Forum vs groupe Facebook). Nos résultats révèlent que le forum a été davantage utilisé par les apprenants spontanés que par les enrôlés. Ces derniers ont plutôt privilégié un média social, Facebook. La majorité des messages publiés sur le forum par les participants des deux groupes se rapportent à la coordination du MOOC, aux demandes d'aide ou de clarification, au partage d'informations personnelles sans rapport avec le cours. Les participants publient plus massivement sur le groupe Facebook des messages se rapportant à sa coordination, à caractère phatique [remerciements, humour, salutation] et des demandes d'aide. Comparativement au forum, les types de messages publiés prioritairement sur le groupe Facebook par les sujets diffèrent selon leur groupe d'appartenance. Quel que soit l'outil communicationnel utilisé, nous mettons en évidence que le nombre de messages publiés par les apprenants des deux groupes s'est étiolé au fur et à mesure que le MOOC se poursuivait. Finalement, la comparaison des déclarations des participants quant à leur usage effectif des outils communicationnels montre malgré quelques disparités une adéquation globale entre pratiques déclarées et utilisation réelle.

Bourdier, I. (2022). **Les professeurs d'histoire et de géographie des établissements confessionnels : la force du modèle républicain ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Dans le cadre de l'enseignement de l'histoire et de la géographie, l'étude de 15 situations de dispute en justice permet l'analyse des configurations des logiques d'action mobilisées par les professeurs, afin de trouver un accord, un compromis, et donc de faire tenir les situations et de créer du commun. Dans les établissements confessionnels, il apparaît que la logique d'action civique est récurrente, renvoie aux valeurs de la République, fait référence à l'intérêt général ou témoigne d'une démarche historique de neutralité. Pour autant, et à la différence des établissements publics,

d'autres logiques d'action, domestique, industrielle ou libérale, qui semblent liées aux caractères spécifiques des établissements catholiques, émergent. La logique d'action civique peut alors être floue, en tension, hybridée avec d'autres logiques d'actions spécifiques ou fragilisée, rendant les configurations identifiées plus ou moins performatives, selon que les objectifs des professionnels sont atteints ou non.

Boutrais, M. (2022). **Les prises d'informations et prises de décision en classe des professeurs d'école débutants : geste d'ajustement et enjeu pour la formation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21713>

Notre recherche sur la construction de l'identité professionnelle des professeur.e.s des écoles débutant.e.s, dont le cadre théorique est l'approche psychophénoménologique (Vermersch, 2012) met en évidence comment ces enseignant.e.s font preuve de flexibilité en s'ajustant à ce qui survient en classe, qu'il s'agisse d'un évènement extérieur ou de réactions d'élèves. Le recueil des verbalisations de l'action, en première personne, à l'aide de l'entretien d'explicitation (Vermersch, 1994), dévoile des moments d'improvisation en situation de classe et d'ajustement, liés aux prises d'informations sur les élèves et aux prises de décision effectuées dans l'instant. Nous abordons l'enjeu pour la formation des futurs enseignant.e.s que représente la prise de conscience de ces ajustements en classe et des postures qui les accompagnent.

Brière, F., Poggi, M.-P., & Marrot, G. (2022). **Flexibilité des gestes didactiques de métier en situation d'enseignement de l'éducation physique et sportive.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.22004>

La multi-dimensionnalité des gestes professionnels interroge les manifestations et les fondements de leur ajustement en contexte. Centrée sur trois études menées en éducation physique et sportive, l'analyse des gestes didactiques de métier des enseignants articule des approches relevant du didactique, de la clinique de l'activité et de la sociologie. Cet ancrage vise à examiner l'agir enseignant à la lumière des processus interactifs de construction des savoirs avec les élèves, des dilemmes vécus et des éléments contextuels internes ou externes à la situation. Les résultats montrent que les gestes didactiques de métier des enseignants se construisent et s'ajustent dans l'interaction avec les élèves par la résolution de dilemmes entre un déjà-là didactique, un déjà-là dispositionnel et la situation présente. La forte malléabilité des gestes à l'entrecroisement de diverses influences contextuelles ouvre des potentialités du développement du pouvoir d'agir des enseignants.

Carcassonne, M., & Serval, L. (2022). **Approche socio-historique de la filière Miage et effets de l'alternance sur l'enseignement des SHS.** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4372>

L'apprentissage par alternance n'a cessé de se développer en France, y compris à l'université dans des filières très sélectives. A partir d'une situation de comparaison où le même enseignement intitulé « Organisation et Communication » a été dispensé à des étudiants en formation initiale et à des étudiants en apprentissage, nous analysons pourquoi cet enseignement a été reçu différemment. L'ensemble de ces étudiants étaient inscrits en première année de Master Miage (Méthodes Informatiques Appliquées à la Gestion des Entreprises) dans un établissement universitaire parisien. Nous explorons en premier lieu le cadre dans lequel cet enseignement prend place. Nous montrons combien la formation Miage en apprentissage s'inscrit dans un contexte spécifique valorisant fortement la professionnalisation des étudiants. En second lieu, nous

présentons les particularités socio-démographiques de cette population Miage en apprentissage par rapport à celles de la formation initiale. Une analyse statistique fait apparaître que les apprentis sont sur-sélectionnés et représentent une population plus dotée scolairement. Enfin, tenant compte de ces éléments de contexte et des spécificités de cette population, nous soulignons le fait que celle-ci est confrontée à des conflits de temporalités amenant les enseignants à modifier leurs pratiques pédagogiques et à occuper une place de tuteur. Ceci les conduit à adapter le temps de présentation des savoirs théoriques et pose la question de la plus ou moins forte appropriation de ces savoirs.

Champoux, M., Ayotte-Beaudet, J.-P., Quintin, L., & Lamoureux, J. (2022). **L'innovation pédagogique engagée envers la coconstruction du savoir-agir : le cas d'un programme de maîtrise professionnelle en environnement.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.9048>

Face aux exigences de transformations écosociales contemporaines, les universités doivent orienter leurs efforts d'innovation pédagogique envers la coconstruction d'un meilleur savoir-agir. C'est dans cette optique qu'une équipe d'un programme de maîtrise professionnelle en environnement a conçu et mis en œuvre de nouveaux formats de productions de fin d'études. Dans cet article, nous présentons la démarche adoptée, les étapes de son déroulement ainsi que deux projets de fin d'études de type projet-crédation en éducation relative à l'environnement. Il ressort notamment que le nouveau dispositif de formation est de nature à favoriser une mobilisation des connaissances dans des contextes d'application non académiques, à permettre le développement d'un réseau de contacts dans des milieux de pratiques, à approfondir la réflexivité et à exercer une influence sur le processus de construction identitaire. À travers cet article, nous espérons stimuler les réflexions au sujet du développement de dispositifs pédagogiques universitaires orientés envers le développement du savoir-agir des personnes étudiantes.

Charil, V., & Crosse, M. (2022). **Accompagnement d'équipes d'enseignants universitaires à la mise en oeuvre d'une approche programme : quelles articulations entre des transformations individuelles et un cheminement collectif ?** *Les annales de QPES*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03885640>

Dans le cadre d'un projet Appel à Manifestation d'Intérêts 2017-2019 soutenu par le Ministère de l'Enseignement supérieur, La Rochelle Université a mis en place un dispositif pour accompagner des équipes d'enseignants dans la mise en oeuvre d'une approche-programme. À partir d'un bilan à mi-parcours avec les enseignants impliqués dans ce dispositif, où ils ont notamment exprimé leur étonnement face à leur propre changement de représentations, voire de pratiques, nous avons formulé un certain nombre de questions. Nous interrogeons ainsi dans cet article l'articulation entre l'évolution des pratiques qui s'opère à un niveau individuel et l'évolution des pratiques qui s'opère à un niveau collectif, à partir de l'analyse de ce bilan. Nous proposons ensuite d'en extraire des principes directeurs, que nous pourrions transférer dans le cadre d'accompagnements ultérieurs.

Charpentier, P. (2022). **Contextualiser ses enseignements à l'école primaire à Mayotte : entre proposition en formation initiale et réalités en classe.** *Carrefours de l'éducation*, 54(2), 55-70. <https://doi.org/10.3917/cdle.054.0055>

Cet article cherche à mieux comprendre ce qu'ont compris des professeurs-enseignants-stagiaires (PES) du département de Mayotte de la formation qui leur est proposée pendant leurs deux années de formation en Master MEEF 1er degré en lien avec un dispositif original qui concerne la production d'une « œuvre coopérative » qui doit prendre en compte le contexte culturel de l'île et des propositions didactiques pour les élèves. Il ressort des enquêtes menées auprès des PES que cette contextualisation peut être qualifiée de « faible » voire de « surface » et que celle-ci s'arrête le plus souvent la formation terminée.

Charpentier, P., & Stoica, G. (2022). **Former et enseigner en contexte ultra-marin.** *Carrefours de l'éducation*, 54(2), 11-22. <https://doi.org/10.3917/cdle.054.0011>

Cherubini, L. (2021). **Being Prepared: Prospective Teachers' Expectations of Addressing Indigenous Students' Needs in a Critical Literacy Framework.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9762>

The education of Indigenous students in Ontario's publicly-funded schools remains concerning. Given the socio-historical marginalization of Indigenous student epistemologies in public education it is necessary for teachers to account for Indigenous students' learning needs, and to examine their own assumptions as teachers. Among those positioned to speak of Indigenous students' experiences in public schools are prospective teachers who complete teaching-practicums in different of schools. This mixed-methods study focuses on the expectations of over 200 prospective teachers prior to any practicum-related experiences in the classroom. It investigates prospective teachers' perceptions of the extent to which their professional teacher education program will prepare them to address competently Indigenous students' learning needs and to examine their assumptions as teachers of bicultural students.

Chesnais, A., & Coulange, L. (2022). **L'analyse a priori, un outil pour « penser » les ajustements didactiques en classe de mathématiques ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21439>

Nous nous proposons dans cet article de montrer en quoi l'analyse a priori, outil méthodologique partagé dans la recherche en didactique des mathématiques, peut constituer un apport pour « penser » les ajustements didactiques dans l'étude des pratiques enseignantes et de leurs effets sur les apprentissages en mathématiques. Après un bref retour sur les notions d'analyse a priori et d'ajustement, nous illustrons cet apport à travers deux exemples tirés de nos propres recherches sur les pratiques de deux enseignants s'adressant à des publics d'élèves issus de quartiers prioritaires. Ces exemples montrent comment l'analyse a priori permet au chercheur d'appréhender des gestes d'ajustements dans l'étude des pratiques enseignantes et de leurs effets potentiellement différenciateurs sur les apprentissages mathématiques. La discussion finale revient sur la mise en relation ainsi faite entre l'analyse a priori et l'ajustement du point de vue de la recherche en didactique des mathématiques, tout en ouvrant des perspectives sur la formation.

Clarke, O., Chan, W. Y. D., Bukuru, S., Logan, J., & Wong, R. (2023). **Assessing knowledge of and attitudes towards plagiarism and ability to recognize plagiaristic writing among university students in Rwanda.** *Higher Education*, 85(2), 247-263. <https://doi.org/10.1007/s10734-022-00830-y>

Plagiarism is a serious type of scholastic misconduct. In Rwanda, no research has been conducted to assess university students' attitudes and knowledge of plagiarism and if they have the skills to avoid plagiarizing. This study was conducted to assess knowledge of and attitudes towards plagiarism, as well as ability to recognize plagiaristic writing, among university students in Rwanda. An online questionnaire containing 10 knowledge questions, 10 attitude statements, and 5 writing cases with excerpts to test identification of plagiarism was administered between February and April 2021. Out of the 330 university students from 40 universities who completed the survey, 75.8% had a high knowledge level (score $\geq 80\%$), but only 11.6% had a high score in recognizing plagiaristic writing (score $\geq 80\%$). There was no statistically significant association between knowledge level and ability to recognize plagiaristic writing ($P = 0.109$). Lower odds were found in both diploma/certificate and bachelor students of having high knowledge as well as of having high ability to recognize plagiaristic writing than in master's students. Although respondents generally disapproved of plagiarism, approximately half of the respondents indicated that sometimes plagiarism is unavoidable, and self-plagiarism should not be punished in the same way as plagiarism of others' work. Inter-collegial collaboration on effective plagiarism policies and training programs is needed.

Claude, M.-S., Crinon, J., & Rayou, P. (2022). **Des registres pour enseigner**. *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.22147>

Nous proposons ici d'étendre à la compréhension du développement professionnel des enseignants la notion de « registres », originellement développée pour comprendre les apprentissages des élèves : le registre cognitif pour la conception d'un milieu didactique et son analyse ; culturel pour les valeurs attribuées à l'enseignement et aux objets enseignés ; identitaire-symbolique pour le mode d'engagement de soi. Les données sont issues d'une recherche sur la classe inversée : à partir de deux monographies d'enseignantes, qui investissent le dispositif de façon contrastée, nous montrons que cet appui théorique permet de saisir les différences d'un style professionnel à l'autre.

Cobo, C., Abril, A.-M., & Romero-Ariza, M. (2022). **Effectiveness of a contextualised and integrated approach to improving and retaining preservice teachers' views of the nature of science**. *International Journal of Science Education*, 44(18), 2783-2803. <https://doi.org/10.1080/09500693.2022.2151326>

Teachers are key players in supporting the understanding of epistemological and social aspects affecting the development and validation of scientific knowledge, but they often hold inappropriate views of the Nature of Science (NOS), therefore hindering this understanding as an essential part of students' scientific literacy. To tackle this challenge from the initial teacher education level, an innovative inquiry-based intervention contextualised in the scientific controversy of spontaneous generation has been developed and evaluated by involving pre-service teachers. Results from a pretest/posttest-control group design showed improvements in the understanding of the epistemological and sociological aspects after the intervention. The effect size detected in the experimental group versus the control group was retained and even enhanced five-and-a-half months after its completion. These results are especially relevant to respond to experts' claims about the need for further studies to understand the issues related to retention following explicit instructions about NOS. Additionally, qualitative data provided an enriched picture of the participants' understanding of the NOS, unveiling the complexities of the different issues involved and suggesting the need to combine quantitative and qualitative studies. Finally, implications for teacher educators

and educational researchers are presented along with directions for future work in the field.

Corsini, C., & Gueli, C. (2022). **Dal voto alla valutazione per l'apprendimento**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 163-178. <https://doi.org/10.7358/ecps-2022-026-cogu>

This paper returns the outcomes of a research-training project, as result of the collaboration between university researchers and teachers and principals of a network of schools in Lazio. Research-training is a way of doing empirical research that, making use of differentiated methodologies aims to develop teaching professionalism through the construction of research paths agreed between universities and schools. The present investigation started from a training need made explicit by schools: the need to develop skills useful for dealing with the transition from grades to judgments. A synthesis of teachers' diverse views on assessment and perceptions of change is proposed here. The reflection and evidence gathered can help to prefigure the direction to be taken to overcome the risk that the use of feedback or levels may trace a construct that refers to the grade, de-emphasizing or effectively nullifying its value. Feedback and restitution, on the other hand, are tools of a motivating design that aims to provide learners with guidance for understanding and analysing their own learning and support for making effective and conscious choices in organising future learning.

Dallabrida, N. (2023). **Circulation multiforme de la pédagogie personnalisée et communautaire au Brésil dans les années 1950 et 1960**. *Recherches en éducation*, (50). <https://doi.org/10.4000/ree.11477>

Élaborée et développée en France par Pierre Faure, un père jésuite proche des mouvements d'Éducation nouvelle, la pédagogie personnalisée et communautaire connaît une diffusion importante dans l'enseignement brésilien dans les décennies 1950 et 1960. À partir d'une analyse des travaux de Pierre Faure, de ses cours et conférences, et des voyages d'éducateurs français et brésiliens, le présent article retrace la manière dont cette pédagogie a pu circuler entre la France et le Brésil. Il met en lumière les réseaux et les circuits spécifiques ayant contribué à la diffusion et à la promotion de la pédagogie personnalisée et communautaire au Brésil.

Deer, S. (2021). **Potlatch as Pedagogy Review**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9881>

Delaby, M., Bailleul, M., & Desombre, C. (2022). **L'étayage comme réponse aux besoins des élèves d'unité d'enseignement: contrôlé ou en lâcher prise?** *Carrefours de l'éducation*, 54(2), 145-159. <https://doi.org/10.3917/cdle.054.0145>

À partir d'une enquête qualitative ancrée dans la quotidienneté de l'enseignement dit spécialisé, l'article questionne les effets de deux postures d'étayage de l'enseignant – de contrôle et de lâcher prise – sur le sentiment de compétence d'élèves à besoins éducatifs particuliers. En filigrane de la démonstration de la fonction centrale de l'étayage, et plus particulièrement de type contrôle, les auteurs mettent en lien les adaptations et compensations pédagogiques en faveur du maintien du sentiment d'efficacité personnelle positif des élèves de l'enquête. Ils soulignent également le rôle des pairs et de leurs observations dans la réassurance des interrogé·e·s. Au-delà de la

réussite à l'école des plus vulnérables, c'est aussi la construction du citoyen à part entière dont il est ici l'enjeu.

Deprit, A., Cambier, A.-C., Hanin, V., Wouters, P., & Van Nieuwenhoven, C. (2022). **Favoriser la compétence réflexive en formation initiale : les points de vue croisés des formateurs et des futurs enseignants.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.727>

Desmarais, M.-E., Rousseau, N., & Stanke, B. (2021). **L'appropriation des principes de flexibilité de la pédagogie universelle : une étude de cas en contexte universitaire québécois.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9742>

En contexte universitaire québécois, la diversification de la population étudiante soulève plusieurs défis. L'organisation actuelle des services répond uniquement aux étudiants ayant un diagnostic par la mise en place d'interventions individualisées. La mise en œuvre des principes de flexibilité de la pédagogie universelle apparaît comme une piste de solution avantageuse puisqu'elle soutient la prise en compte de cette diversité autrement que par un diagnostic. Cette étude de cas réalisée auprès de professeurs ou de chargés de cours en contexte universitaire québécois vise à mieux comprendre le processus d'appropriation des principes de flexibilité de la pédagogie universelle. Les résultats décrivent cette démarche d'appropriation et ce que les participantes comprennent de la pédagogie universelle.

Emond, G., Oppliger, S., Venant, F., & Nicolas, C. (2022). **Co-construire un accompagnement somato-réflexif dans la traversée COVID avec des pairs formateurs en enseignement supérieur.** *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13462>

La COVID-19 et l'enseignement à distance a précipité la plupart des formateurs de l'enseignement supérieur dans une période d'insécurité. L'importance de la présence du corps dans leur métier apparaît alors plus évidente que jamais. Dans cette traversée, avec un groupe de pairs formateurs (= 8) désireux de vivre un accompagnement somato-réflexif (Emond et Rondeau, 2019), nous avons étudié la conscience de la corporéité, relation que nous entretenons avec nos propres corps, les corps d'autres personnes autour de nous et notre environnement (Johnson, 2007) alors que nous tentons de retrouver notre pouvoir d'agir de formateurs. Des ateliers somatiques de groupe, accompagnés de la rédaction d'un journal expérientiel, ont mené à une analyse de données phénoménologiques (van Manen, 2014). Les résultats préliminaires montrent différents chemins de régulation empruntés pour maintenir bien-être et santé dans cette période chahutée. Plusieurs des moyens utilisés passent par une réappropriation de l'espace occupé par les corps, tant individuellement que collectivement, afin de se sentir encore vivant dans son métier.

Fossion, G., Dachez, D., & Faulx, D. (2022). **Usages et facteurs influençant l'utilisation des exemples en sciences humaines à l'université.** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4348>

Cette recherche s'intéresse aux usages de l'exemple qu'ont les enseignants universitaires. Pour cela, à l'aide d'un questionnaire, nous avons interrogé 66 enseignants universitaires sur les raisons et les risques d'utiliser un exemple et sur les formes d'exemple qu'ils privilégiaient. De plus, nous avons également testé deux hypothèses. La première est que plus un enseignant est expérimenté, plus il utilisera d'exemple dans son discours.

La seconde est que l'usage perçu de l'exemple est différent si le locuteur est un homme ou une femme. L'analyse des résultats montre que tous les enseignants reconnaissent à l'exemple des impacts positifs, spécifiquement du point de vue cognitif, motivationnel et illustrateur. Nous mettons en évidence également que seul un enseignant sur deux attribue des effets négatifs à l'exemple et ce, à ces trois niveaux. Nous pointons également certains critères personnels ou didactiques comme facteurs influençant les formes d'exemples mobilisées par les enseignants. Enfin, nous constatons également que l'ancienneté de l'enseignant est corrélée positivement avec le nombre d'exemples mobilisés et que les hommes et les femmes usent de forme d'exemple différente.

Francomme, O., & Laffitte, P. J. (2022). **La pédagogie Freinet à l'université**. Consulté à l'adresse <https://hal-univ-paris8.archives-ouvertes.fr/hal-03891620>

Sciences de l'éducation, UPJV-INSPE Beauvais Pierre-Johan LAFFITTE Ph. D. en Sciences du langage, EXPERICE, Université de Paris 8 1. Un petit peu d'histoire La pédagogie Freinet à l'Université c'est une histoire ancienne, avec beaucoup d'expériences menées dans des moments et des lieux singuliers. Même si Freinet a toujours entretenu des liens avec les milieux universitaires et les intellectuels, il gardait une certaine distance liée à une méfiance de l'académisme des universitaires, et d'un double risque : celui de la récupération, et celui de la déformation. Une première grande aventure de la forme pédagogique coopérative des militants de l'École Moderne a été menée dans les années 70 par diverses personnalités du mouvement Freinet, dont le responsable était M. Launay. Il s'agissait du Centre de Recherches et d'Échanges Universitaires Techniques Freinet (appelé le CREU). Le CREU s'inscrit dans le prolongement de la revue Technique de vie, lancée en 1959 par C. Freinet, qui voulait être un pont entre deux mondes : celui des instituteurs et celui de la recherche. Bien qu'il ne soit pas mentionné explicitement dans les revues, il y avait un comité de rédaction du CREU dont M. Launay était le responsable ; y participaient les auteurs, et des membres permanents, dont le comité directeur de l'ICEM-CEL qui coordonnait la publication. Le CREU avait une structure fédérative de groupes de recherche locaux.

Gaillaguet, J. (2022). **Comprendre l'expérience critique ordinaire : Enjeux épistémiques et méthodologiques d'une enquête sur l'hésitation vaccinale**. *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6693>

Cet article interroge les enjeux épistémiques et méthodologiques d'une enquête sur l'hésitation vaccinale et ses interrelations entre les controverses publiques. Nous partons d'un double questionnement : 1) celui de la dynamique des jeux d'acteurs et d'arguments propres aux controverses, 2) et des attitudes critiques qui en découlent. En effet, l'un des aspects remarquables de l'hésitation vaccinale est qu'elle surgit au gré des controverses, et est soumise à des variations considérables au cours du temps. Dans cette perspective, on se demandera comment construire un dispositif d'enquête permettant d'analyser des attitudes en considérant leur variabilité au cours du temps, et les saisissant dans des contextes socio-culturels évolutifs ? D'abord, on discutera des outils permettant l'analyse des controverses. Ensuite, on proposera une méthode à travers trois logiques d'enquête visant à comprendre l'hésitation vaccinale en tant qu'expérience saisie sur le temps long. Enfin, on analysera deux résultats que notre méthodologie a permis : que l'hésitation vaccinale ne renvoie pas à une adhésion idéologique, et que l'attitude exprimée ne détermine pas la prise de décision.

Genelot, S., & Boyer, J.-F. (2022). **Comprendre la dynamique décisionnelle en situation d'interaction évaluative.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21912>

L'objet de cette recherche est d'analyser les choix décisionnels effectués par trois enseignant·e·s de cours préparatoire (élèves de six ans) lors de situations évaluatives interactives avec leurs élèves. À cette fin, nous mobilisons le modèle de la pensée interactive des enseignant·e·s proposé par Wanlin et Crahay (2012) dans lequel la décision est décrite comme une réponse comportementale à un risque de rupture du script prévu par l'enseignant·e. L'identification de ces prises de décisions est réalisée grâce au repérage des gestes (verbaux et co-verbaux) dans les situations filmées. Leur analyse permet de repérer une majorité de décisions relevant de l'étayage dont certaines peuvent faire l'objet d'éventuels dilemmes. À la lueur de ces résultats nous discutons la qualification de ces situations évaluatives et nous proposons de repenser la place du dilemme dans le modèle des deux auteurs pré-cités.

Genevois, S., & Fageol, P.-É. (2022). **Adapter ou contextualiser ? Une question récurrente et un défi majeur pour l'enseignement de l'histoire-géographie dans les territoires ultramarins.** *Carrefours de l'éducation*, 54(2), 23-37. <https://doi.org/10.3917/cdle.054.0023>

Enseigner, a fortiori lorsqu'on enseigne en contexte ultramarin, oblige de fait à mettre en place un enseignement contextualisé. Le défi majeur est d'adapter l'enseignement en tenant compte des « spécificités locales ». Le terme même d'adaptation, déjà utilisé à l'époque coloniale et repris dans les adaptations de programmes actuelles, s'avère polysémique. La contextualisation a souvent été réduite à une adaptation des contenus d'enseignement. S'il y a bien un art d'adapter, celui-ci relève le plus souvent d'une contextualisation faible qui ne prend pas véritablement en compte le point de vue des acteurs ni les méthodes pour y parvenir.

Gosselin-Gagné, J., Audet, G., & Lauzon, É. (2022). **Le Centre d'intervention pédagogique en contexte de diversité : rapprocher le Centre de services scolaire Marguerite-Bourgeoys et le milieu de la recherche.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.a271>

Gouttenoire, L., & Loizon, A. (2022). **Quelle réflexivité les étudiants ingénieurs ont-ils à propos de leurs pratiques d'apprentissage? Analyse d'écrits réflexifs et propositions pour le renforcement des capacités réflexives.** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4228>

Alors que la réflexivité est considérée depuis plusieurs décennies comme une compétence incontournable pour les métiers de l'humain, le secteur de l'ingénierie commence à s'en emparer, en l'envisageant comme un levier intéressant de professionnalisation. Mais l'absence d'une culture partagée autour de la réflexivité, de même que l'appétence des étudiants pour les sciences exactes et les difficultés qu'éprouvent certains à considérer leur propre action comme un objet de réflexion, posent question pour la conception de dispositifs pédagogiques visant le renforcement des capacités réflexives. Nous proposons ici, en guise d'état des lieux, d'appréhender les aptitudes à la réflexivité d'étudiants ingénieurs agronomes en début de cursus en analysant des écrits réflexifs rédigés à propos de leurs pratiques et processus d'apprentissage dans le cadre d'un enseignement d'analyse économique et financière. Les niveaux de réflexivité obtenus apparaissent comme étant très divers, à l'image de

ce qui peut être décrit dans la littérature consacrée aux métiers de l'humain. Si certains étudiants produisent des écrits réflexifs riches, d'autres peinent à s'engager dans des activités de projection et encore plus dans de véritables démarches d'enquête leur permettant de réinterroger des conceptions personnelles. Nous mettons en évidence plusieurs leviers pour renforcer la réflexivité : l'expression en utilisant une position de parole incarnée, le renforcement de la curiosité vis-à-vis de soi et vis-à-vis d'autrui, la confrontation à des difficultés ou à une situation inédite. Ce travail peut finalement être lu comme une tentative théorique et pratique pour donner corps au concept de réflexivité et prise à la réflexion pédagogique.

Gremaud, B., Letouzey-Pasquier, J., Roy, P., & Mauron, A. (2022). **Problématiser et modéliser pour appréhender le chocolat comme objet d'investigation complexe à l'école maternelle.** *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6748>

Dans cet article, nous rendrons compte de la manière dont deux enseignants de l'école maternelle se sont emparés du processus de modélisation à travers une démarche d'investigation interdisciplinaire (Roy et Gremaud, 2017) pour appréhender la complexité (Hertig, 2018) de l'objet "chocolat" afin de le faire passer d'un objet quotidien (monde concret) et non scolaire à une ébauche de modèle (représentation interdisciplinaire dans le monde conceptuel). Pour accompagner ces enseignantes, une Communauté Discursive de Pratiques Interdisciplinaires (CDPI) (Roy, Gremaud et Jenni, sous presse) a été mise en œuvre dans leur établissement. Elle a porté notamment sur deux concepts didactiques : la démarche d'enquête interdisciplinaire, avec sa phase de problématisation, et la modélisation de l'objet d'étude, le chocolat en l'occurrence. Les analyses de pratiques d'enseignement sur la thématique du chocolat mettent en évidence le rôle central de la modélisation pour traiter des Questions Socialement Vives (QVS) (Simonneaux & al., 2017) comme une approche possible pour travailler les controverses en classe d'une part, et pour développer une pensée complexe chez les élèves d'autre part. La branche chocolatée, objet d'étude parfois controversé de par ses modes de consommation et sa filière de production, a ainsi été abordée en classe dans le but de former de futurs citoyens réflexifs et critiques.

Güsewell, A., Vivien, R., & Terrien, P. (2021). **Bringing to light a pedagogical heritage: an ergo-didactic approach.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 56(2/3). Consulté à l'adresse <https://mje.mcgill.ca/article/view/9937>

This study aimed to provide first responses to the question whether the pedagogical heritage of an instrumental or vocal music teacher can be reconstructed by analysing and comparing the discourse and the teaching concerns of his or her former students. To address this question, a newly developed ergo-didactical approach (Author, 2018a) was used. The quantitative and qualitative analysis of simple and cross self-confrontation interviews conducted with six former students of the great violinist and violin instructor Veda Reynolds yielded strong similarities in the importance these former students seemed to attach to the five teaching concerns of the Bucheton and Soulé (2009) model in their own practice and in their discourse on Veda Reynold's teaching.

Hasni, A., & Dumais, N. (2022). **Arguments mobilisés par des étudiants universitaires lors de la discussion d'une controverse entourant la vaccination contre le papillomavirus.**

Questions Vives. Recherches en éducation, (N° 37).
<https://doi.org/10.4000/questionsvives.6666>

Nous avons mené une étude visant à initier des étudiants universitaires à la compréhension des controverses socioscientifiques en considérant le cas de la vaccination contre le virus du papillome humain (VPH). Pour décrire cette compréhension, nous avons fait appel à un cadre conceptuel qui repose sur les travaux didactiques des Questions scientifiques socialement vives et des courants des socioscientifiques issues et controversial issues ainsi que sur le concept des controverses socioscientifiques issu de la sociologie des sciences. Sur le plan méthodologique, un questionnaire a été rempli par chacun des étudiants, puis ceux-ci ont été engagés en équipes dans un débat initié par l'analyse de deux courts articles défendant des positions différentes sur la vaccination. Les résultats permettent de montrer le rôle du débat dans l'émergence d'une diversité de catégories d'arguments qui mettent en évidence les principaux enjeux scientifiques et sociaux de la controverse. Ces résultats permettent également de souligner la nécessité d'un enseignement explicite de ces enjeux en vue de permettre aux étudiants de se donner une compréhension multidimensionnelle et éclairée de la controverse.

Hervé, N., Lipp, A., Cancian, N., Panissal, N., & Vidal, M. (2022). **Quels modèles de l'enquête sur une question socialement vive pour le développement d'une pensée problématologique ?** Questions Vives. Recherches en éducation, (N° 37).
<https://doi.org/10.4000/questionsvives.6785>

La multiplication des controverses sociales impliquant les sciences et les techniques, le caractère particulièrement « pernicieux » des problèmes contemporains, incite à favoriser dans l'espace scolaire le développement d'une pensée problématologique chez les élèves. Pour cela, les démarches pédagogiques fondées sur l'enquête sont promues, elles font l'objet de modélisations récentes dans plusieurs collectifs de recherche. Cet article examine trois modèles de démarches centrées sur l'étude de questions socialement vives (QSV) : la démarche d'enquête sur une QSV, la démarche des îlots de rationalité interdisciplinaires, et la démarche d'investigation interdisciplinaire pour traiter des problématiques d'éducation au développement durable. Il vise à éclairer ces différentes théorisations afin d'en identifier les points de convergence et les différences. Trois éléments sont en particulier discutés dans les différents modèles : la manière dont se combinent les échelles macro (la démarche) et micro-didactiques (les dispositifs), la place attribuée au processus de problématisation, et les articulations entre l'agir, les valeurs et les savoirs.

Hombourger-Barès, S., Pelletier, P., Simard, C., & Moulet, L. (2022). **L'innovation d'un MOOC en sciences de gestion : vers une approche systémique basée sur la co-création de valeur entre acteurs.** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4248>

En proposant une étude de cas approfondie relatant le développement d'un MOOC innovant, cet article apporte un nouvel éclairage à la compréhension des processus d'innovation de la formation à distance en enseignement supérieur. Il soutient que les modèles proposés jusqu'à l'heure actuelle reposent sur une conception traditionnelle de l'innovation. Même si le rôle des acteurs est reconnu dans ces modèles, ceux-ci ne rendent pas suffisamment compte du caractère collectif de l'innovation. En utilisant une approche systémique de l'innovation, cette étude de cas présente les logiques institutionnelles et les rationalités organisationnelles ayant contribué à façonner le

processus d'innovation. Elle montre également le rôle clé de la co-création de valeur entre acteurs dans différentes activités opérationnelles. Enfin, elle soutient l'importance des dispositifs d'accompagnement, d'auto-détermination et d'action collective.

Hurtig-Delattre, C. (Éd.). (2022). **Coéducation: Des clés pour une responsabilité partagée**. Consulté à l'adresse <https://www.reseau-canope.fr/notice/coeducation-des-cles-pour-une-responsabilite-partagee.html>

Qu'est-ce que la coéducation ? Comment renforcer la coopération entre l'école, les familles et tous les coéducateurs ? Pistes de réflexion et moyens d'actions.

Jourdan, I. (2022). **Présence de l'enseignant en classe : un « aller vers » pour « être avec »**. *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13114>

La question de départ est de questionner la place du corps et de la voix dans l'enseignement tant les contenus de savoir transmis aux élèves sont indissociables de la personne qui les fait vivre dans la classe, soit la façon dont l'enseignant novice pense sa présence en classe auprès des élèves. Suivant une démarche qualitative et clinique de recherche, d'orientation psychanalytique, je présente ici deux études de cas, Arthur et Johanna, professeurs stagiaires à l'INSPE ayant suivi la formation proposée à l'INSPE « présence, corps et voix de l'enseignant en classe ». Les résultats nous montrent que tous deux se considèrent comme des comédiens, se mettant en scène pour capter l'attention des élèves, les captiver et les aider à comprendre.

Jurkowski, S., Ulrich, M., & Müller, B. (2023). **Co-teaching as a resource for inclusive classes: teachers' perspectives on conditions for successful collaboration**. *International Journal of Inclusive Education*, 27(1), 54-71. <https://doi.org/10.1080/13603116.2020.1821449>

Co-teaching is a resource for inclusive classes, which includes the shared instruction of general and special education teachers. Against the background that the inclusive school system in Germany is currently developing, we investigated secondary school co-teachers' perspectives on the conditions for successful implementation of co-teaching. We interviewed general teachers (n = 17) and special education teachers (n = 16) about their individual experiences and their ideas about good practice implementation of co-teaching. The qualitative content analysis summarised the teachers' statements on 13 categories that refer to the educational system, the single school, or the teaching dyad. The teachers expressed their belief in the benefits from co-teaching. They stated the need for resources (time, equipment) and concepts for co-teaching and teaching in inclusive classes. The co-teachers found it necessary that principals, professionals within school, and experts from outside school develop a shared responsibility for inclusive schooling. The teachers' statements reflect the idea of a collaborative relationship and the need for general and special education teachers to negotiate the dyad's self-organisation and task assignments. In sum, the successful implementation of co-teaching seems to be a process of school development and professional development based on organisational structures and resources that support collaboration.

Kennedy, A., McGowan, K., & El-Hussein, M. (2023). **Indigenous Elders' wisdom and dominionization in higher education: barriers and facilitators to decolonisation and reconciliation**. *International Journal of Inclusive Education*, 27(1), 89-106. <https://doi.org/10.1080/13603116.2020.1829108>

Decolonisation in higher education requires congruent social processes that support human rights and inclusive knowledge generation. While often discussed, the Truth and

Reconciliation Commission of Canada's. Calls to Action, and similar reports published over several decades, have yet to disrupt existing power structures and shift government or popular relations with Indigenous peoples. To explore why reconciliation seems to be idling, we sought local Indigenous Elders' guidance, who in addition to offering support, advised a westernised research method combined with decolonised knowledge mobilisation to satisfy the 'two worlds' of academic expectations and Indigenous community needs. Subsequently, we undertook a grounded theory study with academics from a Canadian university. Interviews and surveys revealed the social process of dominionization, the entrenched ownership of expertise that maintains westernised academic privilege over decolonisation efforts. Before seeing these results, the Elders prayed together and shared observations presaging researchers' findings. Elders expressed how their guidance is rarely treated as relevant. This paper provides insight to the social processes that obstruct and support decolonisation in the academy and begins to explore how social innovation through co-learning and meaningful consultation with Elders raises opportunities for positive disruption.

Lafont, L., & Fanton-Bayrou, M.-F. (2022). **La contingence des guidages en danse.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21859>

Cette étude examine comment une enseignante d'EPS chevronnée spécialiste de danse, s'y prend pour aider les élèves au cours d'interactions tutorielles dans le contexte de l'enseignement par situation complexe (ESC). Dans la perspective socio-culturelle (Bruner, 1983), on observe les éléments de contingence du guidage de l'enseignante qui concourent à la diminution ou à l'augmentation du contrôle sur les conduites des élèves, ceci dans des situations complexe de création-production collective (SCo) et ciblée d'apprentissage-reproduction de techniques (sci). L'observation se déroule dans une classe mixte très hétérogène de 27 élèves (11-12 ans) au cours d'un cycle de danse ordinaire. La classe inclut quelques élèves ULIS et un élève en attente de Segpa. Les épisodes interactifs, analysés qualitativement en regard des conduites des élèves pour chacune des situations, montrent des guidages verbaux et gestuels plus contingents et plus émancipateurs dans le cas de la SCO en comparaison avec la sci.

Laisney, P., Campillo, V., Cheneval-Armand, H., & Impedovo, M. A. (2022). **Pour une représentation partagée entre recherche et terrain autour du concept d'hybridation des enseignements.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, 40(40). Consulté à l'adresse <http://journals.openedition.org/dms/8566>

Le but de ce retour d'expérience est de proposer la coconstruction d'une représentation partagée du concept d'hybridation des enseignements à partir d'ateliers collaboratifs (workshop) associant chercheurs et enseignants du second degré. Il s'agit d'une étape préalable à la conduite d'une recherche participative réalisée dans le cadre d'un groupe thématique numérique qui questionne les pratiques enseignantes de l'hybridation. Au cours de ces ateliers, les représentations des enseignants à propos du concept d'hybridation ont pu être recueillies. Leur analyse a permis de mettre en évidence quatre dimensions comme autant d'axes de réflexion constitutifs du concept d'hybridation. Ce travail a donné lieu à l'élaboration d'un « modèle issu du terrain », que nous confrontons à un modèle issu de la recherche.

Leduc, D., Cambron-Goulet, M., Aubin, A.-S., & Raynault, A. (2022). **La collaboration dans le travail en groupe en contexte d'examen collaboratif à l'université.** *Revue*

internationale de pédagogie de l'enseignement supérieur, 38(3).
<https://doi.org/10.4000/ripes.4290>

Le développement d'habiletés de collaboration est devenu un aspect important de l'enseignement universitaire et une exigence non négligeable pour l'employabilité. Il n'est pas rare que des enseignants utilisent la collaboration en classe, grâce à des travaux d'équipe, pour moduler leur enseignement et susciter la participation. Pourtant, le travail en équipe génère son lot de difficultés dont celle, courante, de se diviser les tâches à faire sans réelle vue d'ensemble et, conséquemment, sans vraiment collaborer. Ce constat est à la source de notre question de recherche : comment la collaboration se manifeste-t-elle dans le travail en groupe pendant un examen à l'université? Pour y répondre, nous avons mobilisé des travaux portant sur le travail en équipe et la collaboration qui fournissent plusieurs cadres conceptuels. Le modèle de Landry (2010) nous a interpellé parce qu'il synthétise l'ensemble des processus à l'œuvre dans tout groupe restreint. Son postulat est qu'il existe trois zones dynamiques - le travail, l'affection et le pouvoir - et que l'évolution du groupe se joue dans leurs interdépendances et dans leurs interactions. Dans notre étude, nous avons placé en équipe de quatre ou cinq des étudiants d'un cours en fondements de l'éducation devant réaliser un examen collaboratif visant à évaluer les acquis pour faire émerger les dimensions de la collaboration et de la zone du travail. Nos résultats indiquent que les groupes ont peu clarifié la visée commune, que la structuration de leur travail était adéquate, que leurs prises de décisions se sont faites de façon collaborative et qu'ils ont appliqué implicitement plusieurs normes concernant le respect, les attitudes à adopter et les interactions. L'étude fait aussi ressortir l'importance de mieux préparer et de former autant les enseignants que les étudiants à la collaboration.

Li, H., & Li, X. (2023). **Rural and urban general education teachers' instructional strategies in inclusive classrooms in China: a dual system perspective.** *International Journal of Inclusive Education*, 27(1), 72-88. <https://doi.org/10.1080/13603116.2020.1821796>

Due to China's unique rural-urban dual system, education differs significantly between rural and urban schools. However, research related to the rural-urban disparity in inclusive education is limited. Moreover, general education teachers' instructional strategies, in particular, remain unclear and could be studied further. To bridge this gap, a qualitative method was adopted to interview 16 general education teachers in rural and urban inclusive classrooms in China, and the differences in inclusive instructional strategies, teaching design, and support for and barriers to general education teachers' inclusive instruction were explored. The findings showed that shorter assignments and different expectations were the most frequently utilised strategies in inclusive classrooms; teachers' teaching designs were significantly geared towards general education instead of students' individualised needs, and the barriers to inclusive instruction were far greater than the support obtained. Moreover, general education teachers in urban areas adopted more teaching strategies, had fewer barriers to inclusive instruction while receiving more support than rural teachers. Implications for future research and practices in the field of general education teachers' instructional strategies in inclusive education were discussed.

Liebowitz, D. D. (2022). **Teacher Evaluation for Growth and Accountability: Under What Conditions Does It Improve Student Outcomes?** *Harvard Educational Review*, 92(4), 533-565. <https://doi.org/10.17763/1943-5045-92.4.533>

Most teacher evaluation policies in the United States seek to improve student outcomes by providing developmental supports to grow teachers' skills and by imposing accountability pressures to increase their effort. In this research synthesis and analytic essay, David D. Liebowitz argues that proper policy design has been understood as successfully balancing the accountability and growth dimensions of teacher evaluation. He details six conditions that determine whether joint-aim teacher evaluation policies will improve student outcomes and assesses the extent to which they are likely to be met given the causal evidence from the education, economics, social psychology, and management research literatures. The article concludes with recommendations to more clearly delineate the accountability and growth aims of teacher evaluation.

Lipp, A., & Cancian, N. (2022). **Éducation citoyenne critique pour la transition agroécologique : quels repères dans les curricula pour un itinéraire éducatif?** *RDST. Recherches en didactique des sciences et des technologies*, (26), 113-134. Consulté à l'adresse <http://journals.openedition.org/rdst/4464>

L'éducation à l'agroécologie dans un contexte de transition des systèmes de production agricole est un enjeu central pour l'enseignement agricole. Elle implique l'élaboration d'itinéraires éducatifs ancrés dans une éducation citoyenne critique (ECC) définie par quatre dimensions (politique, sociale, réflexive, engagement). Notre étude, à partir des cadres conceptuels de la matrice curriculaire et des balises curriculaires, analyse deux curricula prescrits de l'enseignement agricole (baccalauréats professionnel et technologique) afin d'identifier les repères possibles pour viser une ECC pour la transition agroécologique. La démarche d'enquête sur une question socialement vive (QSV) est mobilisée comme modèle pour repérer les tâches prescrites. Les QSV relatives à l'agroécologie constituent, quant à elles, les référents de ces tâches. Les résultats montrent plusieurs QSV explicitement mentionnées dans les prescriptions, des tâches permettant l'élaboration d'itinéraires éducatifs cohérents et la présence de l'ensemble des dimensions de l'ECC. Toutefois, les fragilités des matrices curriculaires mises en évidence notamment dans les dimensions politique et sociale de l'ECC nous amènent à expliciter deux balises curriculaires à destination des enseignants et une grille d'évaluation des itinéraires éducatifs qu'ils pourraient élaborer.

Loughlin, C., & Lindberg-Sand, Å. (2023). **The use of lectures: effective pedagogy or seeds scattered on the wind?** *Higher Education*, 85(2), 283-299. <https://doi.org/10.1007/s10734-022-00833-9>

This case study of large-class teaching at a UK university focuses on the place of large-scale lectures in academics' approaches to teaching, their use by students in their studies, and their relationship to institutional quality assurance policies. The case is a second-year module comprised of 180 students, and it includes two-hour lectures as the primary mode of teaching. The data is drawn from a range of sources including observations, interviews, focus groups, institutional documentation, and a student survey. Observations revealed largely transmissive lectures with little student interaction. The analytic framework of constructive alignment and outcome-based education is used to examine the promoted educational values and the practice experienced by students. The results are further explored in relation to two texts celebrating 50 years since publication: Donald Bligh's *What's the Use of Lectures* and Benson Snyder's *The Hidden Curriculum*. Both highlight the dissonance of espoused approaches to teaching, and the realities of large-class environments. While the institutional literature foregrounds student-centred, 'active learning' approaches, the teacher-centred practice observed would

have been very familiar to Bligh and Snyder; the principles of constructive alignment were visible only at the policy level. The implicit reward mechanisms of the hidden curriculum ensure that the majority of students succeed and are satisfied with the educational offering. The students who attended the lectures appeared to enjoy them and indicated that the primary benefits are the structure offered by live lectures and the support of the peer networks which develop as a result of attendance.

Marsault, C., & Lefèvre, L. (2022a). **La présence corporelle des enseignants**. *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13280>

Cet article analyse un dispositif de formation des enseignants, le théâtre-forum, pour comprendre comment la présence corporelle se construit à partir des leviers de communication verbale et non verbale. Ce dispositif propose de mettre en scène des situations problématiques pour les régler, par une enquête collective. Son étude sur trois groupes par une méthode mixte rend compte d'une régularité dans l'emploi des leviers. Cette mise en ordre des leviers révèle comment l'action collective se construit sous forme d'une enquête. À partir des expériences vécues, théâtralisées et mises en commun, le théâtre-forum rend visible un usage singulier des leviers dans la situation. Il permet aux protagonistes d'incarner différemment des valeurs paraissant inconciliables à certains moments en procédant à un maillage des leviers.

Marsault, C., & Lefèvre, L. (2022b). **La présence corporelle des enseignants, des formateurs et des entraîneurs**. *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13068>

Introduction Avec la crise de la covid (Croze, 2021, Caris et al., 2020), la présence corporelle est devenue un sujet central dans l'organisation de la formation (Guironnet, 2020). Pourtant, le corps de l'enseignant est déjà présent dans des études antérieures, évoqué dès 1983 par Claude Pujade Renaud. Au regard des bases de données (Erudit, Cairn, Persée), rares sont cependant les articles qui portent directement sur cet objet avant 1997. La présence corporelle est d'abord introduite pour r...

McArthur, J. (2023). **Rethinking authentic assessment: work, well-being, and society**. *Higher Education*, 85(1), 85-101. <https://doi.org/10.1007/s10734-022-00822-y>

This article seeks a deeper understanding of the concept of authentic assessment which ensures it does not become another educational buzzword, slowly diminishing in real meaning. I consider the origins of the term in the US schooling sector, and how it has developed over time, and in different countries, to today focus in higher education largely on real world tasks. There is, however, I argue, a common conflation of real world with the world of work. Little of this literature actually engages with the rich philosophical debates on authenticity, and in this article, I suggest that this deeper understanding of authenticity can enable us to build on existing work on authentic assessment to develop a more holistic and richer concept that will be more beneficial to individual students and to the larger society of which they are part. I argue that we should move from thinking in terms of either the so-called real world, or the world of work, to focus our justification for authentic assessment on its social value (which encompasses but is not limited to its economic value). To achieve this aim, I suggest we move from simply focusing on the authentic task to considering why that task matters? This then enables a shift from the student in isolation to the student as a member of society. Senses of achievement can become richer, thus enhancing the students' sense of self, self-worth, and well-being.

Ménard, C., & Saoudi, A. (2022). **Diversité des pratiques professionnelles face à l'identité religieuse de leur établissement : l'exemple de l'enseignement confessionnel catholique et juif.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

L'enseignement privé confessionnel sous contrat en France propose une offre diversifiée, bien qu'inégale. Le privé catholique représente l'écrasante majorité du secteur (86 %), le reste se répartit entre le privé juif et le privé musulman. Cet article propose une analyse des pratiques enseignantes, de leurs logiques d'action, des ressources qu'ils et elles mobilisent en situation, selon le type d'établissement : existe-t-il des stratégies différentes, au sein même des établissements privés, selon les confessions de ces établissements ? Y a-t-il des logiques que l'on pourrait rapprocher d'une logique confessionnelle dans le privé ? Nous verrons d'abord que dans l'enseignement privé catholique, le défi de la mixité sociale, la volonté d'accueillir des enfants de milieux défavorisés sont des questions présentes, mais qui ne doivent pas entraver le projet d'excellence, ni entacher la réputation de l'établissement. Nous verrons également que les établissements privés juifs, eux, mettent l'accent sur le respect de l'identité religieuse et le besoin de sécurité vis-à-vis de l'extérieur.

Messaoui, A., & Redondo, C. (2022). **Adaptations et ajustements des gestes professionnels pendant la pandémie chez les enseignants en IUT.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.22092>

Notre étude analyse les postures et les gestes professionnels d'enseignants d'un institut universitaire de technologie lors du passage des enseignements à distance pendant la pandémie de Covid-19. L'analyse des pratiques professionnelles s'articule autour des notions du multi-agenda de l'agir enseignant, d'ajustement et de genèse instrumentale, à partir d'un corpus constitué par cinq entretiens avec des enseignantes et des échanges textuels sur la plateforme Discord. Face à l'obligation d'un enseignement distant médié par le numérique, les postures d'étayage, de contrôle et d'accompagnement ont été favorisées. Les ajustements sont également visibles dans les processus d'appropriation de la plateforme Discord.

Michaud, N., & Roy, M. (2022). **Former à évaluer des compétences en enseignement supérieur : un dispositif d'évaluation novateur.** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4181>

Dans le cadre d'un cours existant déjà depuis quelques années, l'objectif de cette recherche développement (Harvey et Loiselle, 2009) est d'améliorer le dispositif d'évaluation qui permet de porter un jugement sur la compétence à évaluer chez de futurs enseignants. L'origine du projet provient d'un souci d'aligner de façon plus rigoureuse et cohérente la séquence enseignement – évaluation à l'intérieur du cours. Cet article vise à documenter l'élaboration du dispositif d'évaluation novateur mis en place. Les cadres de référence retenus pour développer le nouveau dispositif sont expliqués. De plus, quelques résultats obtenus à la suite de l'administration d'un questionnaire aux étudiants sont présentés quant à l'opérationnalisation du dispositif.

Moisseron-Baudé, M., Baatouche, N., Atitsogbe, K. A., & Heslon, C. (2022). **Ressources personnelles, sens des études, persévérance et épanouissement : une étude longitudinale implémentant un dispositif pédagogique innovant auprès de jeunes étudiants français en contexte de COVID-19.** *L'orientation scolaire et professionnelle*, (51/4), 695. <https://doi.org/10.4000/osp.16769>

Cette recherche explore dans une perspective longitudinale la nature des corrélations, l'évolution des scores moyens ainsi que les interrelations entre les ressources personnelles (adaptabilité de carrière et utilisation des forces psychologiques) et d'autres variables comme le sens des études, la persévérance et l'épanouissement chez les étudiant·es. L'étude est menée dans le cadre de l'implémentation d'une approche d'enseignement réflexive durant la crise sanitaire du COVID-19. L'échantillon comprend soixante étudiant·es issu·es d'une université française. Les analyses corrélationnelles indiquent une conservation de la nature positive des relations entre certaines variables, l'apparition et la disparition de certains effets positifs dans le temps. Alors que le score moyen de sens tend à s'accroître avec le temps, celui de l'épanouissement tend à décroître. Finalement, les interrelations entre les deux ressources et l'épanouissement semblent être prégnantes. La contribution probable du dispositif est discutée.

Monin, N. (2022). **Des maîtres innovateurs pour changer l'école (1960-2015)**. Consulté à l'adresse https://www.editions-academia.be/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=75655

Morellato, M., Sensevy, G., & Armorique-Méditerranée, L. membres du L. réseau école. (2022). **Coopération et preuve en éducation : un essai de contribution**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Nous présentons les méthodes de travail collectif du lieu d'éducation associé à la recherche, le LéA réseau écoles Armorique-Méditerranée (TACD). Ces méthodes se fondent sur la coopération en éducation et la théorie de l'action conjointe en didactique. Nous nous focaliserons sur l'usage et le rôle de systèmes hypermédias dont nous proposerons un exemple. De tels systèmes ont vocation à donner à voir et à comprendre des preuves fondées sur la pratique.

Moreux, L., Nasroune, M., & Elalouf, M.-L. (2022, avril 6). **Prendre en compte le rapport à l'écrit des apprenants. D'un recueil d'entretiens auprès d'étudiants à un accompagnement de professeurs stagiaires en production d'écrits**. Présenté à Les outils réflexifs de formation à l'épreuve : Rencontre avec les collègues ayant achevé le master « formation de formateurs » et expérimenté leurs scénarios de formation. Consulté à l'adresse <https://shs.hal.science/halshs-03913013>

Morin, O., & Dutreuil, P. (2022). **De l'éducation à la vaccination à l'éducation aux controverses socioscientifiques**. *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6626>

Insistant sur la dimension scientifique des enjeux contemporains, Irwin (2001) nomme citoyenneté scientifique la possibilité donnée aux citoyens non spécialistes d'intervenir de manière démocratique dans les choix de société en matière d'innovations technoscientifiques. Cette citoyenneté appelle une éducation dont les modalités, telle que la scolarisation de controverses socioscientifiques méritent d'être questionnées. Dans cet article, nous proposons une modélisation des approches d'éducation scientifique et politique, et l'examen de son potentiel à rendre compte de situations d'enseignement-apprentissage structurées par la scolarisation d'une controverse socioscientifique. Cette modélisation est un cadre multidimensionnel ancré dans la typologie de Levinson (2010). Nous l'utilisons pour penser et analyser des situations

d'enseignement autour des controverses via une démarche du type Design experiment. Nous analysons deux séances de biologie menées avec des élèves français de 13 à 15 ans (classe de 4^o de collège). Ils ont abordé avec leur professeur la délicate question de l'hésitation vaccinale, particulièrement sensible en France en se concentrant sur le cas du vaccin contre le papillomavirus.

Mouchet, A., Carminatti, N., Khacharem, A., Aparicio, X., Alamargot, D., Delorme, V., & Pembroke, E. M. de. (2022). **Comprendre l'attention en classe d'une enseignante d'EPS novice.** *Recherches & éducations*, (24).

<https://doi.org/10.4000/rechercheseducations.13127>

Cette étude vise à comprendre la structuration du champ d'attention et la dynamique attentionnelle d'une enseignante novice en Éducation Physique et Sportive, lors de moments signifiants dans la conduite de la séance et la régulation des apprentissages. L'attention est révélatrice de la présence corporelle en situation d'enseignement et exprime un geste professionnel d'ajustement en partie non conscient. Nous mobilisons des éclairages théoriques complémentaires en psychophénoménologie et en psychologie cognitive, ainsi qu'une approche multi-méthodes in-situ, qui articule les enregistrements audiovisuels de la séance, l'oculométrie et l'entretien d'explicitation, pour cerner le point de vue en première et en troisième personne. Les résultats permettent de souligner la richesse de ce geste professionnel dans ses dimensions visibles et invisibles. La discussion souligne des caractéristiques sur l'attention des enseignants novices, les défis de cette approche multi-méthodes en situation complexe et dynamique, et des perspectives pour la formation des enseignants.

Murillo, A., Blanc, J., & Veyrac, H. (2022). **Teachers' Practices: Students' Views at the Beginning of the School Year.** *Swiss Journal of Educational Research*, 44(3), 351-364. <https://doi.org/10.24452/sjer.44.3.5>

At the very start of the school year, how do students perceive the practices of their teachers, and how do they consider that these practices affect their own attitudes? Not long after the start of the school year, high school students reported on classroom situations that enabled them to better understand their teachers. We show that students perceive their teachers' practices in four areas: mastering pedagogy, setting limits, establishing a caring relationship, and making learning fun. These perceptions influence the students' experience and in general, remain throughout the year.

Narayanan, M., Ordynans, J. G., Wang, A., McCluskey, M. S., Elivert, N., Shields, A. L., & Ferrell, A. C. (2023). **Putting the Self in Self-Efficacy: Personal Factors in the Development of Early Teacher Self-Efficacy.** *Education and Urban Society*, 55(2), 175-200. <https://doi.org/10.1177/00131245211062528>

The factors that influence the construction of a teacher's sense of self-efficacy are complex. The authors used a qualitative research design to explore the reflections of a sample of 25 K-12 early career teachers as they made sense of their own abilities. The results show that theorized sources of self-efficacy—mastery experiences, vicarious experiences, and verbal persuasion—all remain important but are interpreted through each participant's unique background and conception of identity. Teacher Self-Efficacy emerged as a construct that both influenced and was influenced by this collection of individual factors. This study provides insight into how each teacher's unique experiences interact dynamically with school environments and personal stories to shape their sense of self-efficacy. The findings can influence how new teachers are supported by coaches

and teacher educators to build the confidence and motivation necessary to persist through the challenges of teaching.

Niederhauser, J., & Hascher, T. (2022). **Beurteilung beim Übertritt von der Primar- in die Sekundarstufe I. Eine Analyse von Praxen und Herausforderungen für Lehrpersonen in zwei Schweizer Kantonen.** *Swiss Journal of Educational Research*, 44(3), 365-377. <https://doi.org/10.24452/sjer.44.3.6>

Performance assessment has a far-reaching influence, especially in school transitions, and places high demands on teachers. The present study therefore examines areas of tension, degrees of freedom and challenges in performance assessment at the transition from primary to lower secondary level. For this purpose, the views of 22 teachers in two Swiss cantons were collected by means of semi-structured interviews and evaluated by content analysis. The results show that the teachers' assessment practices are basically similar, but at the same time they make different use of the given scope for action and discretion. The results suggest a need for professionalisation.

Nikolić, G., Cvijetić, M., Minić, V., & Vukajlović, B. (2022). **What kind of textbooks do we use in special schools?** *PROSPECTS*, 52(3), 487-501. <https://doi.org/10.1007/s11125-021-09589-z>

This article examines teachers' opinions on the quality of textbooks and didactic materials used in teaching students with developmental disabilities and learning difficulties (hereinafter referred to as special educational needs). Empirical research was conducted on a sample of 233 respondents, including regular teachers (N = 109) and special educators (N = 124) employed in special schools. The results generally show that teachers in special schools rely relatively little (29.1%) on general textbooks intended for use in regular schools and instead often prepare their own materials for teaching students with special educational needs (69.6%). A significantly higher percentage of special educators, compared to regular teachers, personally prepare materials for students ($\chi^2 = 14.361$; $p = 0.000$). These results have verified the need for adapted textbooks and have further found that special educators significantly prefer the paper form of adapted textbooks, while regular teachers give preference to electronic textbooks.

Paintendre, A. (2022a). **Expérience sensorielle de l'enseignant d'EPS en Step.** *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13320>

Être présent, c'est être au monde (Merleau-Ponty, 1964), à partir d'une posture d'ouverture à soi et à ses sensations corporelles. Une approche en phénoménologie et émergiologie (Andrieu, 2020) nous permet de questionner la présence corporelle de l'enseignant d'Éducation Physique et Sportive lors de sa pratique physique. Comment peut-il guider les élèves dans la construction d'une compétence perceptive en s'appuyant sur ses propres expériences sensorielles (Paintendre et al., 2020) ? Inscrit méthodologiquement dans la cadre du programme de recherche du cours d'action (Theureau, 2006), nous analysons le registre sensoriel de l'expérience de deux enseignants d'EPS se destinant à passer l'agrégation d'EPS au cours d'une séquence de formation en step. Des entretiens d'auto-confrontation à deux niveaux d'analyse (Theureau, 2010) sont menés sur fond de traces audiovisuelles en première et troisième personne. En toile de fond, l'enjeu majeur est qu'ils puissent accompagner leurs élèves pour construire une compétence perceptive.

Paintendre, A. (2022b). **Expérience sensorielle de l'enseignant d'EPS en Step. Entre présence corporelle et compétence perceptive.** *Recherches & éducatives*. Consulté à l'adresse <https://hal.univ-reims.fr/hal-03916820>

Être présent, c'est être au monde (Merleau-Ponty, 1964), à partir d'une posture d'ouverture à soi et à ses sensations corporelles. Une approche en phénoménologie et émergiologie (Andrieu, 2020) nous permet de questionner la présence corporelle de l'enseignant d'Education Physique et Sportive lors de sa pratique physique. Comment peut-il guider les élèves dans la construction d'une compétence perceptive en s'appuyant sur ses propres expériences sensorielles (Paintendre et al., 2020) ? Inscrit méthodologiquement dans la cadre du programme de recherche du cours d'action (Theureau, 2006), nous analysons le registre sensoriel de l'expérience de deux enseignants d'EPS se destinant à passer l'agrégation d'EPS au cours d'une séquence de formation en step. Des entretiens d'auto-confrontation à deux niveaux d'analyse (Theureau, 2010) sont menés sur fond de traces audiovisuelles en première et troisième personne. En toile de fond, l'enjeu majeur est qu'ils puissent accompagner leurs élèves pour construire une compétence perceptive.

Papadopoulou, M. (2022). **Penser l'imprévisibilité dans les dispositifs des formations ouvertes et à distance.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21768>

L'arrivée de nouvelles technologies dans le champ de la formation d'adultes influence de façon importante les pratiques d'enseignement et d'apprentissage. Notre contribution interroge la place qu'occupe l'imprévisibilité, intrinsèque aux situations de formation d'adultes, dans le cadre des FOAD. Comment penser les rapports entre contraintes techniques et libertés d'action, entre didactique des contenus et aléas de vie, et enfin, entre programmation et improvisation ? La relation interdépendante entre d'une part les gestes professionnels et d'autre part les environnements techniques flexibles est mise en avant pour permettre la prise en compte de l'imprévisibilité des situations d'enseignement et d'apprentissage.

Paquelin, D., & Crosse, M. (2022). **Sécuriser l'engagement dans une transformation des pratiques pédagogiques, une nécessité ?** *Les annales de QPES*, 1(5). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03885638>

Parayre, S., Mutuale, A., & Olivier, A. (2023). **Les grandes figures de l'éducation : de l'éducation spécialisée à l'éducation inclusive.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140316357&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_09_01_au_14_01_35326&utm_medium=email&utm_content=lienTitre

Park, G., Ye, Y., & Liao, R. J. T. (2022). **How do cohesion features inform science instruction for English learners?: A comparison study of digital and printed science texts.** *International Journal of Science Education*, 44(18), 2763-2782. <https://doi.org/10.1080/09500693.2022.2150987>

Cohesion plays an important role in science texts as their comprehension depends much on structural and textual signalling, which demonstrates the organisation of the text, the logical links of ideas, and the intended purpose of the writer. Particularly, research has shown that English learners (ELs) rely more on cohesive markers than their English-

speaking peers during the reading process. To promote students' reading comprehension in science, understanding how cohesion features are used to construct texts and providing pertinent instructions are important for practitioners. This study investigated a series of cohesion features commonly adopted in middle school science texts in the U.S. – in digital and printed texts respectively, through Coh-Metrix – and compared their frequency using Hotelling's T-Squared test. This study is one of the pioneer studies that incorporated digital texts for cohesion analysis. Inclusion of the digital texts is meaningful as the pandemic facilitated technology uses in the U.S public school and elsewhere. Results showed that (1) commonly used cohesion features included additive connectives, 2nd person pronouns, and local referential cohesion, and (2) compared with the printed version of science texts, the digital version presented higher cohesion as indicated by index scores. The instructional implications for practitioners are discussed.

Paulick, J., Park, S., & Cornett, A. (2022). **Power Dynamics and Positioning in Teacher Home Visits with Marginalized Families.** *American Journal of Education*, 129(1), 53-78. <https://doi.org/10.1086/721872>

Purpose: Considerable research highlights the importance of teachers engaging with students' families. Home visiting, for example, is associated with valuable outcomes for children and families and for teachers. Less attention has focused on the content of the visits themselves or on the power dynamics within those visits. Research Methods: This study investigates how teams of teachers in two states positioned themselves and their students' families—who were marginalized by virtue of their linguistic, socioeconomic, or ethnic/racial identities—during 25 home visits. Findings: Data indicate that teachers generally took charge, reinforcing traditional dynamics. However, there were rare moments where teachers or families positioned the families as experts, allowing teachers to learn from and collaborate with families. Implications: This study has implications for how teachers are trained to engage with families in service of children from marginalized families and for future research on the practice of home visiting.

Payet, J.-P., & Rufin, D. (2022). **Former autrement les futurs enseignants à la relation école-familles. L'expérience sensible d'un atelier d'écriture.** *La revue internationale de l'éducation familiale*, 50(1-2), 135-155. <https://doi.org/10.3917/rief.050.0135>

Ce numéro 50 de la RIEF, coordonné par Véronique Francis (Université d'Orléans), aborde quelques-uns des Thèmes phares, objets émergents, défis de la recherche en éducation familiale. Plusieurs chercheurs croisent leurs regards sur le déploiement, les perspectives et les défis de l'éducation familiale dans un entretien qui rend compte de la spécificité des situations en Belgique, en Espagne, en France, en Italie, au Québec et en Suisse. Cinq textes proposent ensuite une revue de littérature sur des thèmes phares ou sur des questions émergentes en intégrant un angle critique et prospectif. Le thème de la formation à la relation école-famille est examiné à partir d'une étude qui, en stimulant sensibilité et réflexivité, renouvelle les perspectives. Sont exposées ici les dynamiques d'un champ d'étude dont les fondements, les valeurs, les productions et le rayonnement dans les formations consolident la connaissance des défis sur des questions telles que le genre, l'inclusion, la protection de l'enfance, le soutien à la parentalité, la formation des enseignants, et même la place de l'animal dans la vie des enfants et des familles, offrant ainsi des pistes pour prendre soin de ce grand collectif incluant humains et non-humains (Latour, 2006).

Penser et mettre en œuvre une pédagogie de l'alternance efficace : enjeux et pratiques. (2022). In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3731> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3731>

Dans le cadre d'un fort développement de l'alternance dans tous les secteurs d'activité, l'Observatoire paritaire de la métallurgie a lancé une étude pour tenter d'identifier ce que pourrait être une pédagogie de l'alternance de qualité, au travers l'analyse de pratiques en œuvre au sein de la branche professionnelle de la métallurgie mais également dans d'autres branches, et d'autres pays. Cette étude, qui a été réalisée par LINEACT CESI, a permis de : Définir ce qu'est l'alternance du point de vue pédagogique ; Repérer des pratiques pédagogiques d'alternance ; Comparer des politiques et des pratiques pédagogiques d'alternance ; Identifier des critères d'efficacité des pédagogies de l'alternance. Trois livrables sont disponibles et téléchargeables : un état de l'art de la pédagogie de l'alternance, un guide pratique de la pédagogie de l'alternance et une synthèse communicante.

Perronnet, C. (2022). **Publics exclus : outils de la recherche pour des institutions plus inclusives** (Report, École de la Médiation). Consulté à l'adresse <https://shs.hal.science/halshs-03899230>

Cette synthèse a été réalisée pour l'École de la médiation afin de nourrir les pratiques et réflexions des professionnel·les de la médiation culturelle et scientifique. Elle a été rédigée par Clémence Perronnet, sociologue, chercheuse à l'Agence Phare. Ses travaux de recherche portent sur la culture scientifique et les rapports aux sciences ; elle est l'auteurice de *La bosse des maths n'existe pas* (Autrement, 2021).

Petiot, O., & Vors, O. (2022). **Les dimensions corporelles de l'activité d'enseignant d'EPS pour favoriser l'engagement de leurs élèves en contexte « classique » et « difficile »**. *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13454>

Cette recherche visait à analyser les dimensions corporelles de l'activité de trois enseignants d'EPS face à leurs élèves en contexte « classique » ou « difficile ». Plus précisément, il s'agissait de focaliser sur le rôle des dimensions corporelles pour favoriser l'engagement des élèves, à partir d'une approche mixte permettant d'accéder aux aspects non conscients de l'activité. En nous basant sur le programme de recherche du « cours d'action » (Theureau, 2006), nous avons filmé les enseignants durant une séquence puis réalisé avec eux un entretien d'autoconfrontation après chaque leçon. Les résultats indiquent que les dimensions corporelles de l'activité des enseignants contribuent à dynamiser, contrôler, désapprouver, accompagner et uniformiser l'engagement de leurs élèves. Ces dimensions corporelles (gestes, regards, proxémie, etc.) participent de l'activité des enseignants tout en échappant en partie à leur conscience. Les résultats sont discutés à l'aune du rôle du corps dans l'enseignement. Non seulement les dimensions corporelles accompagnent l'activité des enseignants, mais elles les dépassent en émergeant sans qu'ils s'en rendent entièrement compte.

Pichot, L. (2022). **La présence corporelle comme compétence relationnelle du professeur de fitness**. *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13222>

Cet article traite de la présence corporelle comme compétence relationnelle du professeur de fitness et élément constitutif des rôles joués par ce dernier. Au cœur de

l'interaction, de la relation perceptuelle, motrice et cognitive entre les personnes, la présence corporelle guide la coordination de l'action du professeur de fitness et les ajustements constamment réalisés. Elle est ce par quoi les routines interactives révèlent des attentions réciproques, des relations d'objectivation et d'emprise liant le professeur de fitness et les pratiquants. À l'aide d'observations concrètes et d'entretiens menés séparément avec les professeurs de fitness et les pratiquants, il est possible de montrer que le langage corporel est l'un des signes du lien entre les personnes (Goffman, 1973). La présence corporelle offre des prises (Bessy et Chateauraynaud, 1995) et des appuis (Chateauraynaud, 1997, Dodier, 1993) utilisées par les pratiquants. Support de rôles tenus par le professeur de fitness et d'improvisation, la présence corporelle est à la fois condition et réceptacle d'une relation interpersonnelle durable participant à la professionnalité du professeur de fitness. Elle pallie l'écart entre le travail prescrit et le travail réel.

Pidoux, M., Martin, B., Brülhart, É., & Court, L. (2023). **L'utilisation des rituels et des routines par les enseignants novices. Un exemple de mobilisation des apports de la formation initiale.** *Recherches en éducation*, (50). <https://doi.org/10.4000/ree.11532>

Cette contribution présente les résultats de l'exploitation par des enseignants novices de rituels et de routines dans l'enseignement primaire. Ces gestes de métier, qui s'apprennent essentiellement par mimétisme durant les stages, questionnent le dispositif de formation en alternance intégrative de la Haute école pédagogique du canton de Vaud. En effet, certains enseignants novices montrent d'importantes difficultés à gérer leur classe et à exploiter les potentialités des rituels et des routines, tant pour le développement des élèves que pour l'organisation de la classe.

Pochon, S., & Jelen, N. (2022). **La flexibilité des enseignants d'EPS dans la gestion d'imprévus relationnels et organisationnels.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21964>

Cet article rend compte de la flexibilité des gestes professionnels de deux enseignants d'EPS en poste dans un même établissement REP + lorsqu'ils font face aux imprévisibilités (relationnelle et organisationnelle) qui surviennent au cours des leçons. Mobilisant un cadre socio-didactique, les résultats montrent que les manières de s'ajuster aux imprévus en classe répondent à des intentions éducatives différenciées. Interrogeant les ressources plurielles mobilisées par les deux enseignants, l'enquête montre que si la dimension expérientielle joue un rôle dans les ajustements réalisés en classe, ce jugement expérientiel peut parfois être « erroné » et entraîner des limites d'efficacité dans les ajustements adoptés.

Polo, C. (2022). **L'exploration de controverses comme argumentation socio-cognitivo-émotionnelle : débattre de la gestion de l'eau potable de façon constructive.** *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6824>

Croisant perspectives éducative et linguistique, mon propos s'appuie sur un corpus vidéo de dix cafés-débats menés en 2011 et 2012 au Mexique, aux USA et en France. Via un dispositif innovant, des jeunes sont amenés à réfléchir à ce qui conditionnera l'accès à l'eau potable à l'avenir. Je présente dans cet article un focus sur la question de la qualité du dialogue entre élèves, où je montre qu'une véritable exploration de la controverse en jeu repose sur une argumentation socio-cognitivo-émotionnelle. Sur la base de la littérature existante, je propose 5 indicateurs de la qualité du discours de groupe et explicite ses liens, d'une part avec le développement d'un approfondissement du débat

à l'échelle du groupe, et d'un raisonnement renforcé à l'échelle individuelle ; et d'autre part avec une régulation émotionnelle adaptée, préventive comme réactive. L'analyse d'un dialogue en petit groupe éclaire l'opérationnalité de ces catégories pour étudier les discours d'élèves.

Pougnnet, D. (2022). **Le rôle du tiers dans l'apprentissage sur le tas** (Phdthesis, HESAM Université). Consulté à l'adresse <https://theses.hal.science/tel-03937197>

Cette recherche cherche à comprendre le rôle du tiers dans l'apprentissage sur le tas, par expérience de nouveaux diplômés en soins infirmiers qui ont choisis d'exercer dans le domaine de la psychiatrie. Après avoir décrit le contexte d'émergence de l'objet de la recherche, son étude s'est réalisée au croisement de différentes disciplines relevant des sciences humaines. En effet, étudier le concept de « tiers » et comprendre son rôle dans l'apprentissage, nous a amené à explorer et décloisonner les disciplines de l'anthropologie, la sociologie, la psychologie ou encore la psycho-sociologie. Au fur et à mesure de l'avancée de ce travail, la nature dynamique du tiers ainsi que la problématique de l'entre-deux qu'il occasionne, nous a conduits vers des paradigmes qui dépassent les approches classiques et linéaires proposées habituellement. Si bien que pour penser les phénomènes en jeu, investir les sciences de la complexité, de la multidisciplinarité et de la transdisciplinarité au service d'une approche ternaire nous est apparu comme une évidence, puisqu'elles autorisent la possibilité d'admettre le « ET » et le contradictoire afin de penser conjointement différents niveaux du phénomène, sans les dénaturer. À la croisée d'une approche par l'activité et d'une approche par les actes de langage, l'analyse du discours de plusieurs nouveaux diplômés a permis de montrer que le tiers est un système ternaire inclusif et dynamique convoqué selon les besoins du sujet dans des situations d'apprentissages informelles. Construit dans et par la relation, grâce à des passeurs, il favorise la circulation et l'articulation des représentations individuelles et collectives et sert l'autonomisation du sujet. À l'inverse, l'absence de tiers conduirait à de la souffrance au travail et pourrait expliquer le départ voir même à l'abandon des nouveaux diplômés de la profession d'infirmier dans ce secteur du soin.

Prisca, F. (2022). **La classe à distance : quelles reconfigurations des pratiques ?** [Report]. Consulté à l'adresse IFÉ - ENS de Lyon website: <http://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=141&lang=fr>

Rached, P. (2022). **Modélisation de l'éco-accompagnement en temps de crise.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.22297>

Le présent article questionne l'accompagnement des étudiants dans l'enseignement supérieur, en temps de crise. Il aborde le concept dans une complémentarité de la visée praxéologique liée à l'expérience et celle heuristique relative au savoir scientifique, selon une approche paradigmatique. Par la suite, l'apport issu de l'action et de la théorie sur l'accompagnement est mobilisé dans des pratiques sociales de terrain basées sur les démarches participatives au sein d'un contexte libanais frappé par une série de crises aigües. Au final, l'alliance du savoir et de l'expertise aboutit à une modélisation de l'éco-accompagnement qui s'inscrit dans un paradigme chronosystémique, construit autour de cinq logiques interdépendantes : l'épistémologique, la pragmatique, l'axiologique, l'institutionnelle et la stratégique, favorisant l'émancipation de la personne et de la collectivité, entraînant celle de l'institution.

Radawiec, V. (2022). **L'éducation aux controverses en prison**. *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6893>

Cette recherche a pour objet les discussions philosophiques sur des dilemmes moraux avec des adultes détenus. Le dilemme moral est une situation fictive ou réelle dont l'issue pose un problème moral de choix restreint entre deux possibilités contradictoires. De fait, le dilemme moral fait l'objet de controverses entre les participants aux discussions philosophiques. Notre recherche s'intéresse à l'éducation aux controverses entre adultes incarcérés afin de participer à leur développement moral. Sur le plan méthodologique, nous recourons à une méthode qualitative, l'analyse de contenu. A partir de l'analyse des verbatim des discussions sur les dilemmes moraux, nous mettons en évidence les valeurs qui orientent les jugements moraux des personnes détenues, en tenant compte des dimensions rationnelle et émotionnelle convoquées chez les sujets. Nous proposons ensuite d'appréhender le niveau de développement moral des personnes détenues en nous référant à la théorie des stades de développement moral de Kohlberg. Ce travail réflexif sur le dilemme vise l'éducabilité morale du sujet, en se fondant sur le postulat d'une éducabilité toujours possible.

Ramnarain, U., Dlamini, T., Bansal, G., & Dhurumraj, T. (2022). **Life Sciences teachers' practices of informal formative assessment in inquiry-based teaching**. *International Journal of Science Education*, 44(18), 2745-2762. <https://doi.org/10.1080/09500693.2022.2150986>

This study explored five Life Sciences teachers' practices of formative assessment when enacting an inquiry-based pedagogy. The ESRU cycle (teacher Elicits a response; the Student responds; the teacher Recognises the student's response; and then Uses the information collected to support student learning) was used as a coding system in the analysis of speaking turns involving exchanges between the teachers and learners. By tracking the strategies teachers used in terms of ESRU cycles, we were able to capture differences in assessment practices across the five teachers during inquiry science lessons. The findings of the analysis revealed patterns of teacher-learner interaction described as IRE (Initiation, Response, Evaluation) that are suggestive of 'incomplete' ESRU cycles. In the assessment conversations, there was absence of the crucial step of Using information about student learning in order to support students in the construction of knowledge. The findings of his study signal the need for professional development in supporting teachers in their formative assessment practices. This development can be in the form of workshops that focus on strategies for formative assessment such as those that are encapsulated in the ESRU framework. It is also recommended that best practices in formative assessment be modelled to teachers.

Roche, M. (2022). **L'initiation à la programmation informatique à l'école primaire : de l'utilité perçue à la mise en œuvre**. *Carrefours de l'éducation*, 54(2), 181-196. <https://doi.org/10.3917/cdle.054.0181>

Depuis la rentrée 2016, les professeurs des écoles doivent initier les élèves à la programmation informatique. Si pour certains, il est nécessaire de former l'ensemble des citoyens à l'informatique, d'autres voient cet enseignement comme une charge de travail supplémentaire. Nous avons choisi d'interroger les professeurs des écoles chargés de conduire ces apprentissages. À partir d'une enquête par questionnaire et par entretien, nous tenterons d'expliquer les raisons qui ont amené les professeurs des écoles à mettre en œuvre ou non cet enseignement. Les résultats soulignent le lien entre l'utilité perçue par les professeurs des écoles de cet enseignement et sa mise en œuvre. Ils

mettent également en évidence la manière dont les expériences en informatique influencent l'initiation des élèves à la programmation informatique.

Roelens, C. (2022). **Éthique enseignante, individualisme démocratique et présentisme.** *Éthique en éducation et en formation: les Dossiers du GREE*, (13), 11-28. <https://doi.org/10.7202/1094521ar>

Cet article traite de la philosophie politique de l'éducation et de l'éthique interdisciplinaire, inscrites dans l'espace multiréférentiel des sciences de l'éducation et de la formation. Nous y remettons en question la définition de l'éthique enseignante comme art d'être au présent. Cette proposition admet une compréhension simple, soit une exigence pour l'enseignant d'être à ce qu'il fait. Le terme s'oppose alors à la distraction ou à l'inattention. Mais cette formule présente aussi un potentiel plus riche relativement à la condition historique du sujet humain. Nous travaillons d'abord la notion de présentisme, proposée comme outil heuristique pour penser le rapport des sociétés démocratiques hypermodernes au temps et au double prisme de l'individualisme et de l'éthique enseignante. Nous tâchons ensuite d'esquisser une manière appropriée de considérer éthiquement le rapport au temps d'un individu autonome et les manières de contribuer à l'étayer par l'enseignement.

Rolland, C., & Roche, L. (2022). **La présence corporelle des entraîneurs experts en gymnastique artistique.** *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13356>

La présence corporelle est discutée au moyen de nos travaux de recherche visant la caractérisation des processus cognitifs et perceptifs que les entraîneurs experts en gymnastique artistique expriment lorsqu'ils sont engagés dans des situations de perfectionnement des techniques gymniques. La compréhension de leurs savoir-faire perceptifs en situation, selon une approche anthropo-phénoménologique, met en lumière les caractéristiques et les enjeux de leur présence corporelle auprès d'eux. L'épistémologie enactive a offert le cadre théorique de la description de ces activités selon une perspective valorisant leurs expériences vécues. La présence corporelle apparaît comme une disponibilité attentionnelle et sensorielle à la situation professionnelle en cours, comme posture d'ouverture cultivée par une structure d'intelligibilité métaphorique, qui permet aux processus cognitifs de s'élaborer dynamiquement dans le décours d'une réalisation.

Rufin, D., & Payet, J.-P. (2022). **Un atelier d'écriture à l'Université.** *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13385>

Cet article relate l'expérience d'un atelier d'écriture menée à l'université depuis trois ans dans le cadre d'une réflexion sur les modalités d'enseignement de la sociologie dans la formation des enseignants. À l'aide d'un matériau de type ethnographique (carnets de bord, observations, entretiens, textes produits par les participants), la présence corporelle est envisagée à la fois comme un indice de la transformation visée chez les participants et un levier de celle-ci. Dans la première partie, nous repérons les habitudes tenaces qui font obstacle à la constitution d'un rôle d'étudiant acteur. L'écart souhaité par rapport à un enseignement conventionnel met en avant ses normes et les modalités de leur relâchement. Dans la deuxième partie, nous identifions les principaux leviers qui permettent de générer l'atmosphère particulière d'un atelier d'écriture, rendant possible un engagement authentique et sensible des participants. La présence apparaît à la fois

« tournée vers l'autre » et « tournée vers soi ». Cela nous conduit in fine à interroger ce dispositif à l'aune des effets produits en termes d'apprentissage.

Saillot, É. (2022). **Étayer des mises en mots de l'activité enseignante en classe : usages en formation du modèle d'analyse des ajustements multiregistres**. *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21728>

Cet article présente une recherche-formation menée avec un collectif de formateurs en Institut national du professorat et de l'éducation afin de mettre à l'épreuve le modèle d'analyse des ajustements multiregistres dans le but de favoriser des mises en mots de l'activité enseignante en classe chez des professeurs des écoles en formation initiale. Les principales phases de la recherche sont décrites, ainsi que les ajustements apportés au modèle par le collectif de formateurs. Enfin, les résultats s'appuient sur des retours de stagiaires et de formateurs qui soulignent quelques réussites et perspectives, dont l'intérêt de former les enseignants à l'observation des élèves, mais aussi de l'activité enseignante en classe.

Saillot, É., Bucheton, D., & Étienne, R. (2022). **Appréhender la flexibilité des gestes professionnels en situation d'enseignement**. *Éducation et socialisation. Les Cahiers du CERFEE*, (66). Consulté à l'adresse <https://journals.openedition.org/edso/21364>

Depuis quelques années, les enseignants français, mais aussi ceux qui exercent dans la plupart des pays, font face à de multiples réformes qui s'enchaînent à un rythme effréné, avec un empilement de dispositifs et d'exigences pédagogiques pour améliorer les apprentissages des élèves, dans le cadre d'une éducation plus inclusive. Ces injonctions font peser sur eux des préoccupations de plus en plus lourdes, qui ne leur permettent pas toujours de penser sereinement ni leur métier, ni leur activ...

Santini, J., Sensevy, G., Quilio, S., Forest, D., & Blocher, J.-N. (2022). **Semiosis and joint student-teacher action. Contract-milieu dialectics in a case study of two subsequent primary school earth science sessions**. *International Journal of Science Education*, 44(7), 1067-1095. <https://doi.org/10.1080/09500693.2022.2066732>

This paper addresses the subject of the semiosis process in the transactions between teachers and students about the knowledge at stake in science education. We present a conceptualisation of these transactions as a joint action between students and teachers. This conceptualisation enables us to understand the semiosis process as it unfolds during teaching-learning situations as the semiosis of both the didactic contract and the didactic milieu. We analyse this semiosis in a case study of earth science education at 5th grade, which comprised two subsequent teaching sessions delivered by the same teacher. Our results give an account of the contract-milieu semiosis under the description of different semiotic modes (speech, gestures, stance, gaze, writings, modellings and proxemics). We also define the generic and specific dimensions of semiosis in relation to the knowledge at stake. Finally, we evaluate the relevance of the teaching practice we observed in terms of its staging of a relationship between the semiosis of didactic contracts and didactic milieus.

Sauli, F., Berger, J.-L., & Beaucher, C. (2021). **L'évolution des croyances et pratiques d'enseignement durant la formation à l'enseignement : une étude par la réalisation de cartes heuristiques**. *Formation et pratiques d'enseignement en questions*, (28), 21-43. Consulté à l'adresse <https://revuedeshp.ch/no-28-varia/>

Sochala, L., & Broccolichi, S. (2022). **Des gestions contrastées des difficultés des élèves en classe.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21807>

Face au constat de difficultés plutôt croissantes des élèves et des enseignants de l'école française relevées dans de nombreuses recherches et évaluations, nous nous inscrivons dans le champ des travaux qui cherchent à identifier les obstacles en jeu et des leviers potentiels à partir d'enquêtes réalisées dans des classes. En fonction de résultats préexistants nous avons choisi d'étudier principalement les stratégies pédagogiques qui conditionnent le déploiement ou l'inhibition de dynamiques interactives favorisant la levée des incompréhensions ou malentendus sous-jacents aux difficultés des élèves. Dans ce but, nous avons pris en considération les situations d'interactions (y compris à distance), les outils mobilisés, les postures et les déplacements des enseignants qui conditionnent en retour les activités, les prises d'initiatives et les (in)compréhensions des élèves. Les analyses issues de ce travail confirment l'impact limité, et même parfois contre-productif d'usages courants d'outils numériques. Elles nous incitent aussi à prolonger ce travail par des recherches sur les parcours de formation et les conditions d'exercice en fonction desquelles se construisent les dispositions pédagogiques des enseignants.

Song, Y. (2023). **“Does Chinese philosophy count as philosophy?”: decolonial awareness and practices in international English medium instruction programs.** *Higher Education*, 85(2), 437-453. <https://doi.org/10.1007/s10734-022-00842-8>

This qualitative study integrates key theories on epistemic decolonization from Asia, Africa, and Latin America to investigate the decolonial awareness and curriculum practices of teachers and international students in an English as a medium of instruction (EMI) program on Chinese philosophy and culture at a top-rated university in China. Content analysis of the in-depth, semi-structured interviews with 17 informants reveals that the teachers and students all demonstrated varying degrees of decolonial awareness related to the marginalized status of Chinese philosophy in Anglo–Eurocentric disciplinary systems and adopted the following strategies to decolonialize the curriculum and foster epistemic justice in the unequal geopolitics associated with knowledge production: (1) historicizing Chinese philosophy as a modern discipline that has emerged from inter-knowledge dialogues across philosophical traditions and is still in constant tension with the complex interplay of the semi-colonial, imperial, and Cold War legacies; (2) abandoning the Anglo-Eurocentric benchmark by pluralizing the disciplinary contemporaneity, and (3) cultivating epistemic trust in Chinese through intercultural translation. Moreover, the flexible shuttling between Chinese and English in EMI classrooms and tutorial sessions helped the informants to observe the decolonial awareness that was inherent in their understanding of the discipline-specific ontology. The findings suggest the agentive potential of teachers and international students to foster epistemic justice in EMI curriculum design and implementation that counters the hegemony of English as a colonial force. Finally, implications for decoloniality-informed EMI policymaking and curriculum internationalization are discussed.

Sönmez, D., & Öztürk, N. (2022). **Preparing to teach in informal settings: preservice science teachers' experiences in a natural history museum.** *International Journal of Science Education*, 44(18), 2724-2744. <https://doi.org/10.1080/09500693.2022.2149285>

Informal science learning is valuable in the development of students' cognitive and affective skills which also influences the development of an interest in science. Successful

utilisation of informal learning settings into teaching and learning requires highly qualified teachers. This study explored how engagement in a semester-long course influenced preservice science teachers' (PSTs) views and professional development on the use of natural history museums in science education. In this study, researchers collaborated with a natural history museum to design a 14-week-long undergraduate course. Findings revealed that intense immersion to the natural history museum as a part of the undergraduate course helped PSTs to develop a solid understanding of the value of informal settings. At the end of the course, PSTs were able to identify museums as valuable informal learning environments rather than supplemental to classroom learning. In addition, they became more supportive in addressing students' different learning preferences. Accordingly, PSTs defined their teacher role as participants of the student learning process rather than being responsible for organising the visit and managing student behaviour. Most importantly at the end of the course, they were able to make the connection between science curricula and the museum.

Spadafora, G. (2022). **La ricerca empirico-sperimentale educativa e la professionalità del docente per migliorare la scuola inclusiva.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (26), 269-278. <https://doi.org/10.7358/ecps-2022-026-spada>

The paradigm of the inclusive school is becoming, especially in the European educational research, a fundamental point of reference. In this paper the author analyzes the different didactic models of teacher's professionalism in the Italian school since the riforma Gentile of 1923 until the contemporary debate concerning the school of the autonomy. In particular, he highlights the importance of the scientific meaning of the teacher's professionalism which derives from the paradigm of the sciences of education established by John Dewey's book «The sources of a science of education» of 1929. In the contemporary research it is fundamental, in the school of autonomy, to analyze a teacher's professionalism based on the last results of educational experimental empirical research. In this perspective the teacher, but also the headmaster, must develop his/her educational action between the governance and didactics in the school of autonomy not only as «an investigator», as Dewey's theory proposed, but as an expert of a transdisciplinary competence based on the contents of the subject matter, didactics, governance, and some aspects of educational experimental empirical research to improve new possibilities of an inclusive school.

Stokes, A., Aurini, J., Rizk, J., Gorbet, R., & McLevey, J. (2022). **Using Robotics to Support the Acquisition of STEM and 21st-Century Competencies: Promising (and Practical) Directions.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(4), 1141-1170. <https://doi.org/10.53967/cje-rce.5455>

To enhance how educators use robotics to support the development of STEM and 21st century competencies, we report findings from focus groups and interviews with 133 elementary teachers and 46 elementary students, 19 video-recorded classroom observations, and a teacher survey from Ontario, Canada. We find that teachers use robotics in a variety of ways to support the development of cognitive, interpersonal, and intrapersonal skills. Despite the potential benefits, our participants identified several factors that limit the adoption of robotics teaching and learning on a wider scale, including insufficient curriculum and assessment integration, resources, and professional development and support. We provide practical policy guidelines to support the broader

integration of robotics and reflect on how these recommendations may inform teaching and learning in a (post-) COVID-19 classroom.

St-Pierre, J. (2022). **La présence enseignante lors d'incidents critiques en classe au Québec.** *Éthique en éducation et en formation: les Dossiers du GREE*, (13), 62-81. <https://doi.org/10.7202/1094524ar>

Cette contribution analyse les tensions éthiques liées à la présence enseignante lors d'incidents critiques dans une école secondaire du Québec. Il est pertinent de prêter attention à cette présence puisque les zones d'incertitude qu'entraînent les incidents critiques préoccupent les enseignantes et les enseignants alors que ces situations sont, à notre connaissance, encore peu étudiées de manière descriptive et nuancée. Cette présence enseignante se traduit par une expérience énoncée dans une relation entre le *spielraum* et le réseau d'actions virtuelles. À l'aide de la méthode des incidents critiques, les données recueillies lors de six entretiens semi-dirigés sont analysées de manière thématique en continu. Les données témoignent de l'idéalisation de certaines possibilités d'action, de jeux concomitants entre l'intériorité et l'extériorité et de dynamiques entre la mise à distance et la disponibilité des enseignantes interrogées. Au fil des descriptions, ce texte invite à réfléchir aux valeurs promouvant la justice et la bienveillance ainsi qu'à la relation éducative éthiciée.

Tremblay, P. (2022). **Les types de microconcertations et les gestes professionnels d'ajustement en contexte de co-enseignement intensif au Québec.** *Éducation et socialisation. Les Cahiers du CERFEE*, (66). <https://doi.org/10.4000/edso.21649>

Dans le cadre d'une recherche portant sur des dispositifs de co-enseignement intensif en enseignement secondaire, des observations réalisées en classe ont permis d'identifier 164 microconcertations entre co-enseignants, c'est-à-dire des moments où les deux enseignants se rencontrent en classe, au cours de l'action, pour échanger sur différents sujets. Utilisant la notion d'ajustement (Bucheton, 2009) pour analyser l'adaptation de l'enseignant à sa classe à partir du modèle des gestes professionnels en situation de co-enseignement (Saillot et Malmaison, 2018), l'objectif de cet article est d'identifier, de catégoriser et d'analyser les différents types de microconcertations ayant cours durant les périodes de co-enseignement. Cet article présente une typologie de dix types de microconcertations : réaction ; planification ; coordination ; régulation ; modification ; validation ; correction ; vérification ; évaluation et enfin, la discussion.

Turcotte, C., Giguère, M.-H., & Godin, M.-P. (2022). **Appropriation de connaissances et de pratiques par des enseignants dans un projet de recherche en lecture-écriture.** *Formation et profession*, 30(3), 1. <https://doi.org/10.18162/fp.2022.778>

Urgelli, B., & Godin, C. (2022). **Développer la réflexivité critique en cartographiant une controverse ?** *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6926>

Depuis 2017, un module de formation à la cartographie de controverses est proposé aux étudiants en Master Expertise et Recherche en éducation. L'enjeu est de développer la réflexivité critique de jeunes apprentis-chercheurs, en les invitant à enquêter sur une question éducative controversée et médiatisée. À partir d'une controverse librement choisie et d'une diversité des discours médiatiques à son sujet, ils produisent un cosmogramme illustrant la complexité des jeux d'acteurs et d'arguments, en étant attentifs à l'influence éventuelle des arènes d'expression médiatique. À l'issue de cette production, les étudiants expriment un positionnement critique et réflexif à propos de la

controverse étudiée, et ils explicitent selon eux les apprentissages suscités par cette formation. Dans cet article, nous analysons les différentes formes de réflexivité identifiables dans les écrits des étudiants, à l'issue de leurs expériences d'enquête. Nous discutons l'hypothèse selon laquelle une formation à la cartographie des controverses, par l'analyse de la complexité des jeux d'acteurs et d'arguments médiatisés, favoriserait le développement d'un jugement critique et réflexif.

Urgelli, B., Hasni, A., & Morin, O. (2022). **Questionner l'éducation par les controverses.** *Questions Vives. Recherches en éducation*, (N° 37). Consulté à l'adresse <http://journals.openedition.org/questionsvives/6577>

Ce numéro thématique de la revue Questions vives interroge l'éducation par les controverses comme objet de recherche et de formation. En rassemblant des articles qui mobilisent une diversité d'approches théoriques, il souligne la pluralité des enjeux, des méthodes et des défis d'un courant de recherche en cours de structuration, dans le monde académique francophone. En 1985, Ricoeur défendait l'idée que l'éducateur moderne devrait développer une pédagogie des controverses pour une citoyenneté...

Vallières, A., Levesque, N., & Bernard, J. (2022). **Micro-pouvoirs en action au doctorat : la perception des étudiants.** *Revue internationale de pédagogie de l'enseignement supérieur*, 38(3). <https://doi.org/10.4000/ripes.4310>

Partant de la littérature sur l'environnement doctoral, cette recherche pointe les micro-pouvoirs issus du système académique et leurs conséquences sur les doctorants. Sous la lentille foucauldienne, l'objectif de l'étude est d'apporter une meilleure compréhension de la perception des doctorants de leur expérience au troisième cycle et ainsi proposer des pratiques d'encadrement et de soutien reflétant leurs réels besoins. 11 entretiens semi-dirigés ont été menés et l'analyse inductive a permis l'émergence de thèmes centraux, notamment la supervision doctorale, les exigences du programme de doctorat et la normalisation des sacrifices. L'originalité de cette étude réside dans l'angle théorique privilégiant les récits de doctorants sur leur propre vécu doctoral et les recommandations proposées pour favoriser une expérience académique plus humaine. Les principaux résultats de cette recherche mènent à un compromis entre les sacrifices imposés en échange de l'approbation sociale des différents acteurs de l'institution universitaire. De plus, des avenues de recherches futures sont proposées afin d'élargir le socle du savoir sur la problématique étudiée et les implications pédagogiques en découlant.

Veillard, L., & Métral, J.-F. (2022, juin 15). **Les systèmes sémiotiques dans des ateliers de production de l'enseignement agricole. Quels rôles dans le potentiel d'apprentissage des situations hybrides ?** Présenté à 6ème Colloque International de Didactique Professionnelle 2022. Consulté à l'adresse <https://institut-agro-dijon.hal.science/hal-03829459>

Vidal, M. (2022). **Le sens corporel à l'égard d'une question socialement vive, une source d'apprentissage.** *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6857>

Dans le traitement didactique des Questions Socialement Vives (QSV), l'émotion est jugée ambivalente, à la fois source de motivation et possible frein à l'apprentissage. Nous proposons de changer la dimension affective de perspective et de questionner le sens corporel (Gendlin, 1962) comme source d'apprentissage. Nous questionnons en

quoi, traité au travers de deux approches contemplatives, le focusing et l'image de transition, il est susceptible de nourrir les pensées critique, créative et attentive (Lipman, 2003). Ces approches sont proposées à des étudiants de niveau licence et appliquées à deux dilemmes éthiques associés à l'humusation et à l'élevage. Des entretiens d'explicitation menés auprès de 8 étudiants révèlent que le traitement du sens corporel est susceptible de conduire à une reconfiguration des enjeux du dilemme, au dépassement des contradictions premières et à l'expression d'un sentiment de reliance à soi, aux humains et à la nature. Il peut aussi donner lieu à des émotions vives préjudiciables à l'engagement dans la QSV. Nous interrogeons leurs modalités de mise en œuvre à l'école.

Visioli, J. (2022). **La présence corporelle des enseignants d'EPS**. *Recherches & éducations*, (24). <https://doi.org/10.4000/rechercheseducations.13433>

L'objectif de cette recherche était d'analyser l'activité d'enseignants experts en EPS, pour comprendre comment s'actualise la présence corporelle en situation de classe. L'étude a été conduite dans le programme de recherche du cours d'action (Theureau, 2006) et dans une conception enactive de l'activité humaine, qui s'intéresse à l'inscription corporelle de l'esprit (Varela, Thomson et Rosch, 1993). Nous avons filmé quatre enseignants en situation de classe puis réalisé des entretiens d'auto confrontation après chaque leçon. Les résultats sont présentés sous la forme de quatre études de cas caractérisant la présence corporelle des enseignants experts. Plus précisément, l'articulation de données intrinsèques et extrinsèques permet de discuter leur activité en termes de rapport à soi et de rapport aux élèves. Cette recherche permet finalement d'envisager des perspectives épistémiques et transformatives, notamment dans le cadre de la formation des enseignants.

Vogiatzi, C.-A., Charitaki, G., Kourkoutas, E., & Forlin, C. (2022). **The Teacher Efficacy for Inclusive Practices (TEIP) Scale: Further evidence for construct validity in Greek-speaking teachers**. *PROSPECTS*, 52(3), 387-403. <https://doi.org/10.1007/s11125-022-09605-w>

The literature contains cases of validation of the TEIP scale in many countries but none in Greece. Consequently, there is a clear need to ensure that teacher self-efficacy in Greece is explored with a reliable and valid measure. This article provides a detailed review of the psychometric properties of the TEIP and its use with teachers in the Greek context. To support teachers to promote and adapt inclusive practices in Greek classrooms. Its main objective was the evaluation of the psychometric properties of the Greek version of the TEIP scale and its use in identifying teachers' perceived efficacy to implement inclusive practices. The study comprised 465 teachers, who were employed either in mainstream or special education schools. exploratory factor analysis (EFA) supported a 3-factor model, explaining 55,768% of total variance. Confirmatory factor analysis (CFA) confirmed the proposed 3-factor model and generated satisfactory goodness-of-fit indices. No ceiling or floor effects were observed. All nested models were evaluated across the participants' gender and demonstrated a good fit for both males and females. In conclusion, the Greek TEIP demonstrated sufficient evidence of validity and reliability for assessing teachers' attitudes toward their efficacy for implementing inclusive practices. Results indicated poor perceived efficacy to implement inclusive practices, in terms of using inclusive instruction, collaborating effectively, and managing behavioral problems.

Wallian, N., Arville, P., & Body, D. (2022). **Moring a lékol. (Dé/re-)contextualiser la médiation culturelle patrimoniale à la Réunion.** *Carrefours de l'éducation*, 54(2), 39-54. <https://doi.org/10.3917/cdle.054.0039>

Art martial dansé autrefois pratiqué par les esclaves, le Moringue véhicule un patrimoine mémoriel réunionnais qui se transmet de façon confidentielle par les Maîtres. Ses modalités de pratique se déploient en marge des espaces communautaires et culturels et oscillent entre le rituel ancestral, les arts martiaux de spectacle et le sport compétitif : sa place en EPS à l'école primaire demeure exceptionnelle. À quelles conditions cette pratique patrimoniale peut-elle faire l'objet d'une médiation de savoirs scolaires ? Une recherche-action (deux ans ; deux classes de CM1-2 et CP) engage une démarche didactique fondée sur la (dé/re-) contextualisation de la pratique : les élèves identifient alors les savoirs générés. Les résultats montrent qu'engagés dans une démarche auto-constructive, ils questionnent leur rapport aux autres, à soi et aux savoirs tout en prenant conscience de la dimension patrimoniale de la pratique culturelle. Cette étude questionne tant la formation des enseignants du primaire que la modalité didactique « arrangée » et « adressée » des pratiques locales prises pour référence.

Whelan, M., Wright-Brough, F., Hancox, D., & Browning, Y. (2023). **The Generous Boys and the Nice to Meet You Band: students from migrant and refugee backgrounds as leaders in reshaping university values through creative arts-based programmes.** *International Journal of Inclusive Education*, 27(1), 1-17. <https://doi.org/10.1080/13603116.2020.1813820>

As Australian institutions shift towards widening participation in higher education, recent research has strengthened the notion that institutions must challenge their own values to find ways of recognising and sharing the values of more diverse cohorts. This pilot study acknowledges the call for universities to move 'away from the notion that it is the students who need to "adapt" to university' and implements these recommendations through the design and testing of a creative programme intended to assist a specific cohort of students who had recently arrived in Australia as migrants or refugees with post-school transition. Using a combination of qualitative research methods including arts-based consultation workshops, semi-structured interviews, and participatory creative practice to collect data, the research aims to position the voices and aspirations of the students at the centre of the data collected. The 'Room 17 Goes Large' project not only aimed to improve the students' confidence in post-school transition, it also sought to ascertain what kinds of support the cohort valued most, thus providing insights that may assist institutions in better adapting to such cohorts in the future. This research and subsequent article propose a model of practice and initial proof of concept.

Zhang, L. (2022). **From potential to practical variations in the teaching of functions: contrasting Chinese and French cases in two upper secondary schools** (Phdthesis, Ecole normale supérieure de Lyon - ENS LYON ; East China normal university (Shanghai)). Consulté à l'adresse <https://theses.hal.science/tel-03923527>

Teaching mathematics through variation appears an important topic as soon as we study task design, many teachers teaching consciously or unconsciously in varying these tasks. This thesis is situated in between China and France, crossing two traditions and cultural contexts, aiming to think fruitful interactions between them and improve the effectiveness of mathematics teaching by understanding the role and evolution of teaching through variation. Variation appears in two traditions of research, BIANSHI jiaoxue (teaching through variation) in China and didactical variables in France. We

propose a preliminary model of “teaching mathematics through variation” by combining these two theoretical approaches with the Documentational Approach to Didactics. Our preliminary model distinguishes potential variation (the changes explicitly proposed by a given task, or series of tasks), actual variation (the possible changes made explicit by a teacher when integrating a task as a resource) and practical variation (the changes occurring when implementing the resource in class). Three research questions are explored: 1) What are the potential variations in the upper secondary school mathematics textbooks and other curriculum resources in China and France? 2) What are the actual variations in the Chinese and French cases to achieve the teaching goal? 3) What are the practical variations in Chinese and French cases? How do the case teachers take into account these practical variations? For addressing these issues, an analytical framework based on our initial model is proposed for studying different types of variations (contextual, representational, conceptual and procedural) in each stage (potential, actual, and practical) through teacher’s documentation work. As a critical element of our analytical framework, we propose the concept of variation path. This study allows to enlighten our questions of research, to refine our initial model and its corresponding analytical framework. It opens new perspectives for taking variation into account variation not only for a given task, but also for the enrichment of teachers’ resource systems, and for their professional development.

Relation formation-emploi

Bilan Formation-Emploi 2022 - Insee Résultats. (s. d.). Consulté 12 janvier 2023, à l'adresse INSEE Résultats website: <https://www.insee.fr/fr/statistiques/6657784>

Black, S. E., Denning, J. T., & Rothstein, J. (2023). **Winners and Losers? The Effect of Gaining and Losing Access to Selective Colleges on Education and Labor Market Outcomes.** *American Economic Journal: Applied Economics*, 15(1), 26-67. <https://doi.org/10.1257/app.20200137>

We use the introduction of the Texas Top Ten Percent rule to estimate the effect of access to a selective college on graduation and earnings outcomes for two groups of students. For highly ranked students at more disadvantaged high schools, who gained access under the policy, college enrollment and graduation increased. Less highly ranked students at more advantaged schools, who tended to lose access, shifted toward less-selective colleges under the policy, but did not see declines in overall college enrollment, graduation, or earnings. The policy thus benefited students targeted for admission without evidence of adverse effects on displaced students.

Potts, D., & Kim, J. (2023). **Boosting Career and Employability Outcomes Through Multiple Learning Abroad Experiences.** *Journal of Studies in International Education*, 27(1), 119-140. <https://doi.org/10.1177/10283153211052775>

While participation in learning abroad has increased rapidly over the last decade, short-term programs played an important role in boosting participation and widening access to learning abroad. The current study takes advantage of a new pattern of participation in learning abroad to examine self-reported career outcomes and employability development benefits based on program duration and the number of programs undertaken. Using a large-scale dataset of graduates of Australian universities, the study challenges conventional wisdom that a longer experience is better and explores the impact of multiple short-term program participation as a new intervention in graduate

career outcomes. Although this study is based on the Australian higher education context, the results may be informative to educators and policy-makers from countries with comparable learning abroad programs in considering how short-term programs can be used more purposefully to foster positive careers and employability outcomes.

Réussite scolaire

Bayette, J.-B. (2022). **Le mémoire de Master à l'université : sociologie de la réussite - Analyse de cas (Rép. du Congo)**. Consulté à l'adresse [https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz\\$qlClone=1&isbn=9782140304989&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_19_12_au_24_12_35218&utm_medium=email&utm_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz$qlClone=1&isbn=9782140304989&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_19_12_au_24_12_35218&utm_medium=email&utm_content=lienTitre)

Charazas, C. (s. d.). « **Dyslexique** », « **hyperactif** », « **HPI** »... **Ces diagnostics qui se multiplient en milieu scolaire**. Consulté 9 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/dyslexique-hyperactif-hpi-ces-diagnostics-qui-se-multiplient-en-milieu-scolaire-161530>

Si son objectif est d'apporter l'aide la plus adéquate possible aux élèves, le repérage de plus en plus précoce des difficultés scolaires peut conduire à un étiquetage des enfants qui pose question.

Chen, X., Zhou, J., Li, D., Liu, J., Dai, Y., & Zhou, T. (2023). **Enjoyment of Chinese and mathematics and school performance in Chinese children and adolescents**. *Child Development*, 94(1), 126-141. <https://doi.org/10.1111/cdev.13843>

This 2-year longitudinal study examined relations between enjoyment of learning in Chinese and mathematics, two major subjects in Chinese schools, and indexes of school performance. The participants included 1041 students (501 boys) initially in third, fifth, and seventh grades (mean age = 10.49 years) in China. Data on enjoyment of Chinese and mathematics were collected from students' self-reports and data on school performance were collected from multiple sources in 2017 and 2019. The results showed that enjoyment of mathematics positively predicted later academic achievement, self-perceptions of academic competence, teacher-rated school competence, and peer-assessed leadership-social competence. Enjoyment of Chinese negatively predicted later mathematics achievement and self-perceptions of academic competence and nonsignificantly predicted other school performance variables. The results were discussed in Chinese context.

Fondation Jean-Jaurès. (s. d.). **La mixité sociale dans les collèges pour favoriser la réussite de tous les élèves : le plan réussi de la Haute-Garonne**. Consulté 9 janvier 2023, à l'adresse Fondation Jean-Jaurès website: <https://www.jean-jaures.org/publication/la-mixite-sociale-dans-les-colleges-pour-favoriser-la-reussite-de-tous-les-eleves-le-plan-reussi-de-la-haute-garonne/>

En Haute-Garonne, un plan de lutte contre les inégalités scolaires s'est mis en place dans les collèges avec une large concertation citoyenne.

Nait-Ighil, L., & Klipfel, J. (2022). **Profil, parcours et réussite des néo-bacheliers en première année du premier cycle d'études de santé**. *Note d'information du SIES*, (22.13), 1-8. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/profil->

[parcours-et-reussite-des-neo-bacheliers-en-premiere-annee-du-premier-cycle-d-etudes-de-sante-88570](#)

En 2021-2022, 8 400 néo-bacheliers 2020 sont admis en 2e année de santé, soit 25 % des néo-bacheliers 2020 inscrits dans une des deux nouvelles voies d'accès : le parcours d'accès spécifique santé (PASS) et la licence accès santé (L.AS).

Robson, K., Malette, N. S., Anisef, P., Maier, R., & Brown, R. (2022). **A Comparison of High School Graduation Predictors Between Two Ontario Student Cohorts.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(4), 1028-1054. <https://doi.org/10.53967/cje-rce.5181>

While a number of factors have already been shown to impact variations in graduation rates among students in Canada, there is little research examining the changing impact of these factors on Ontario students' secondary education completion over time. This research draws on data from two Grade 9 cohorts (2006 and 2011) from the Toronto District School Board in order to unpack how predictors of high school graduation change over time. In particular, we use multivariate analysis to examine whether predictors (including gender, race, parental education, household income, suspension, academic achievement, special education needs, and Grade 9 absenteeism) are significant by cohort of students and if there are gaps in secondary school success between subgroups. Findings demonstrate that high school completion is increasing over time and that there is a diminishing importance of parental education and neighbourhood household income as a predictor of high school graduation. However, we do find evidence of persistent under-achievement among students of certain racial backgrounds, lower academic streams, and those with high rates of absenteeism. We argue that additional data infrastructure in Ontario and beyond are necessary to identify how our findings generalize to the province as a whole.

Tsakpinoglou, F., & Véronneau, M.-H. (2022). **La réussite éducative en formation professionnelle : validation d'un premier questionnaire.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(4), 893-919. <https://doi.org/10.53967/cje-rce.5247>

Considering the lack of tools for measuring educational success in vocational training, this study aimed to develop and validate a new measure for that purpose. The Questionnaire on Educational Success in Vocational Training (QRÉ-FP) is a 24-item scale that measures educational success by taking into account the three missions of Quebec schools: to educate, socialize, and qualify students. Data collection was conducted in person with 212 francophone students in the Montreal area, including 50 who responded again four weeks later. The QRÉ-FP has strong psychometric properties. Exploratory factor analysis reveals three factors (instruct, socialize, qualify) with satisfactory temporal stability and internal consistency. The confirmatory factor analysis showed good model fit as a function of the three-part model. Self-esteem and self-efficacy are correlated with QRÉ-FP scores. In conclusion, this questionnaire is a useful tool in the context of research and intervention with students in vocational training.

Zumbuehl, M., Hof, S., & Wolter, S. (2022a). **Private Tutoring and Academic Achievement in a Selective Education System** (IZA Discussion Paper N° 15652). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15652.htm>

Decisions about admission to selective schools usually rely on performance measures. To reach a required achievement threshold students may make use of additional resources, such as private tutoring. We investigate how the use of private tutoring relates to the transition probability to an academically demanding post compulsory school and the probability to successfully pass through this school, controlling for the students competencies after tutoring, but before the transition. Using PISA and linked register data from Switzerland, we find that students who had private tutoring before the transition are more likely to fail in the selective school than students who had the same level of competencies without tutoring.

Zumbuehl, M., Hof, S., & Wolter, S. (2022b). **Private Tutoring and Academic Achievement in a Selective Education System** (CESifo Working Paper Series N° 10044). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10044.htm>

Decisions about admission to selective schools usually rely on performance measures. To reach a required achievement threshold students may make use of additional resources, such as private tutoring. We investigate how the use of private tutoring relates to the transition probability to an academically demanding post compulsory school and the probability to successfully pass through this school, controlling for the students competencies after tutoring, but before the transition. Using PISA and linked register data from Switzerland, we find that students who had private tutoring before the transition are more likely to fail in the selective school than students who had the same level of competencies without tutoring.

Valeurs

Alberti, J., Graff, M., & Latournerie, C. (2022). **Pourquoi il faut parler de religion à l'école... Récit d'expérience en lycée sur les interdits alimentaires.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

En ouvrant le lycée à des chercheurs et en interrogeant les pratiques religieuses, nous voulons montrer que le lycée est un lieu de débats sans tabous où l'on peut aborder des sujets aussi complexes et intimes que la foi et la croyance. L'érudition des scientifiques permet de contextualiser les religions monothéistes et de pousser les élèves à un questionnement sur leurs propres pratiques religieuses, tout en leur permettant d'en apprendre davantage sur des religions qu'ils méconnaissent. Pour des adolescents, réfléchir à la question des interdits alimentaires est un bon levier pour comprendre combien ils constituent de puissants marqueurs identitaires. Enfin, le rapport aux textes sacrés et à leur nécessaire interprétation permet d'analyser les risques du dogmatisme et du repli.

Aramini, A. (2022). **Du racisme et des jeunes.** Consulté à l'adresse https://editionsdelalube.fr/catalogue_de_livres/du-racisme-et-des-jeunes/

«Le plus grand des mérites de l'enquête conduite par Aurélien Aramini est de nous obliger à changer de regard. Il a choisi de rendre compte de ce que les élèves et les adultes vivent et décrivent comme du racisme à ... Lire la suite

Ben-Porath, S. R. (2023). **Cancel Wars: How Universities Can Foster Free Speech, Promote Inclusion, and Renew Democracy.** Chicago: University of Chicago Press.

An even-handed exploration of the polarized state of campus politics that suggests ways for schools and universities to encourage discourse across difference. College campuses have become flashpoints of the current culture war and, consequently, much ink has been spilled over the relationship between universities and the cultivation or coddling of young American minds. Philosopher Sigal R. Ben-Porath takes head-on arguments that infantilize students who speak out against violent and racist discourse on campus or rehash interpretations of the First Amendment. Ben-Porath sets out to demonstrate the role of the university in American society and, specifically, how it can model free speech in ways that promote democratic ideals. In *Cancel Wars*, she argues that the escalating struggles over “cancel culture,” “safe spaces,” and free speech on campus are a manifestation of broader democratic erosion in the United States. At the same time, she takes a nuanced approach to the legitimate claims of harm put forward by those who are targeted by hate speech. Ben-Porath's focus on the boundaries of acceptable speech (and on the disproportional impact that hate speech has on marginalized groups) sheds light on the responsibility of institutions to respond to extreme speech in ways that proactively establish conversations across difference. Establishing these conversations has profound implications for political discourse beyond the boundaries of collegiate institutions. If we can draw on the truth, expertise, and reliable sources of information that are within the work of academic institutions, we might harness the shared construction of knowledge that takes place at schools, colleges, and universities against truth decay. Of interest to teachers and school leaders, this book shows that by expanding and disseminating knowledge, universities can help rekindle the civic trust that is necessary for revitalizing democracy.

Bernatchez, G. (2022). **La présence attentive et la sensibilité éthique : une réflexion sur le concept d'attention.** *Éthique en éducation et en formation : les Dossiers du GREE*, (13), 29-45. <https://doi.org/10.7202/1094522ar>

Le présent article porte sur la sensibilité éthique et s'interroge sur la manière dont la présence attentive (mindfulness) peut contribuer concrètement à son développement dans un contexte de formation à l'éthique professionnelle. L'objectif principal est d'explorer la définition de la notion d'attention dans la littérature philosophique contemporaine, ce qui en fait un concept porteur pouvant enrichir celui de sensibilité éthique. Ensuite, cet article vise à démontrer de quelle manière la présence attentive constitue une avenue prometteuse pour améliorer les qualités de l'attention et le développement de la sensibilité éthique.

Betton, E. (2022). **La coprésence physique comme médiation pédagogique.** *Éthique en éducation et en formation : les Dossiers du GREE*, (13), 46-61. <https://doi.org/10.7202/1094523ar>

L'expérience de la mise à distance forcée de formations initialement pensées en modalité présentielle, dans le contexte de la crise sanitaire, a conduit les acteurs de la formation à renouveler le regard porté sur la coprésence physique. De cette expérience, il ressort qu'il est essentiel aujourd'hui de penser le sens et la valeur de la présence en formation. Cet article vise à étudier les effets pédagogiques de la présence entendue comme réalité physique d'une coprésence et comme qualité éthique et relationnelle. Il pose l'hypothèse qu'une part féconde de l'expérience pédagogique est manquée lorsque la formation ne comprend plus de face-à-face présentiel. S'il est ancré dans une expérience pédagogique concrète, le point de vue développé s'appuie fortement sur les travaux menés par Yves Citton (2014) et par Hartmut Rosa (2018). Les situations de

formation sont ainsi analysées comme écosystèmes attentionnels caractérisés par la coattention présente et comme sphères de résonance.

Bourdier, I. (2022). **Les professeurs d'histoire et de géographie des établissements confessionnels : la force du modèle républicain ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Dans le cadre de l'enseignement de l'histoire et de la géographie, l'étude de 15 situations de dispute en justice permet l'analyse des configurations des logiques d'action mobilisées par les professeurs, afin de trouver un accord, un compromis, et donc de faire tenir les situations et de créer du commun. Dans les établissements confessionnels, il apparaît que la logique d'action civique est récurrente, renvoie aux valeurs de la République, fait référence à l'intérêt général ou témoigne d'une démarche historique de neutralité. Pour autant, et à la différence des établissements publics, d'autres logiques d'action, domestique, industrielle ou libérale, qui semblent liées aux caractères spécifiques des établissements catholiques, émergent. La logique d'action civique peut alors être floue, en tension, hybridée avec d'autres logiques d'actions spécifiques ou fragilisée, rendant les configurations identifiées plus ou moins performatives, selon que les objectifs des professionnels sont atteints ou non.

Bouteville, E. (2022). **À Bagnaux, une classe de CM1-CM2 en quête de laïcité.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Religions et école, charte de la laïcité, enseignement des faits religieux, depuis les attentats de 2015, l'école n'est plus la même. Jusqu'alors, la question de la religion restait souvent à la porte de la classe. Certains, enseignants du primaire, pensaient encore que le sujet était trop délicat, trop sensible, contraire à l'école laïque où « l'on ne doit pas parler religion, il faut garder sa neutralité ». Je me souviens d'une collègue mal à l'aise face à un élève arrivé avec un livre docu...

Boutrais, M. (2022). **La présence professionnelle des conseillers principaux d'éducation (CPE) pendant le confinement.** *Éthique en éducation et en formation : les Dossiers du GREE*, (13), 82-100. <https://doi.org/10.7202/1094525ar>

Spécificité française dans l'enseignement secondaire, les conseillères et conseillers principaux d'éducation (CPE), personnels non enseignants, exercent leurs missions de facilitateurs et de médiateurs entre les acteurs de la communauté pédagogique, par leur présence dans les établissements. Interlocuteurs incontournables des parents d'élèves, ils assurent le maintien d'un climat scolaire propice à l'enseignement-apprentissage. La fermeture soudaine des établissements scolaires français en mars 2020 et le confinement sont venus bousculer la manière dont les CPE exercent une présence professionnelle auprès des élèves et des parents. Cette situation examine l'éthique professionnelle des CPE, les contraint à trouver de nouvelles modalités d'action pour « garder le lien » et assurer leur présence auprès des élèves. À partir d'une recherche empirique qualitative, menée à l'aide d'entretiens semi-directifs auprès de CPE, nous montrerons comment leur présence professionnelle, sous-tendue par une éthique, a été maintenue pendant cette période de confinement.

Brière, L., Marleau, M.-È., Orellana, I., Chatelain, M., Moreau, G., & Prud'homme, M. (2022). **Soutenir la justice épistémique au cœur de la recherche collaborative sur des**

questions socio-écologiques vives. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8668>

Cet article souligne d'abord des enjeux de justice épistémique rencontrés par les groupes mobilisés vers la transition énergétique. Il rend ensuite compte d'une dynamique de recherche-action collaborative qui visait à cerner le potentiel et les perspectives de déploiement d'une dynamique de formation réciproque « par et pour » les actrices et acteurs impliqués pour une transition énergétique porteuse de justice sociale au Québec. Cette recherche, conçue avec le milieu, a mis de l'avant une méthodologie participative, où les savoirs et les analyses des collaboratrices militantes ont eu une place et une portée très importantes. L'article présente notre vision d'une éthique relationnelle de la recherche. Il explicite également les approches et les stratégies méthodologiques que nous avons déployées, tout en analysant leurs avantages et leurs limites. Alors que la littérature relative à la justice énergétique ne compte que très peu de recherches menées avec des groupes écologistes et citoyens, et encore moins de recherches impliquant ces groupes à titre de collaborateurs, les résultats de notre démarche appellent à valoriser les dynamiques de coconstruction de savoirs milieux-universités dans ce créneau de recherche et, plus largement, dans le vaste champ des questions socio-écologiques vives.

Chanet, J.-F. (2022). « **La connaissance est la première forme du respect et ce serait déjà beaucoup que de la faire progresser** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Sous la IIIe République, l'État a opéré la séparation de l'école avec l'Église et les cultes. Peut-on pour autant parler de rupture nette ou bien d'un processus long et d'une séparation finalement plutôt progressive ? Jean-François Chanet : Oui, il s'agit bien d'un processus et nul n'a misé sur la longueur de temps plus que Jules Ferry. Gratuité, obligation et laïcité, ces trois termes restent associés aux deux lois du 16 juin 1881 et du 28 mars 1882. Mais le mot « laïcité » ni ...

Cospérec, S. (2022). « **Dès que l'on aborde "la religion", il est nécessaire de suspendre la question de la vérité des croyances** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : L'enseignement des faits religieux est une question particulièrement sensible en France, et elle a du mal à trouver sa place. Pour vous, où se situe fondamentalement le blocage ? Serge Cospérec : Il n'y a pas blocage concernant l'étude des faits religieux comme tels, ils sont abordés dans diverses disciplines, en particulier et pour s'en tenir au collège, en histoire (monde grec et romain, naissance du judaïsme, du christianisme et de l'islam, par exemple), en français (les réci...

Coulon, G., & Verhoeven, M. (2022). **Des religions et des écoles. Les traductions plurielles de la neutralité dans le système éducatif belge francophone.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Si la question de la place des religions à l'école fait débat en Belgique comme en France, l'histoire de ce débat, ainsi que les significations accordées aux principes clés autour desquels il s'est cristallisé (particulièrement ceux de laïcité et de neutralité), varient significativement d'un contexte à l'autre. En raison de l'histoire politique belge,

les réponses institutionnelles et organisationnelles apportées à ce conflit en Belgique francophone diffèrent des propositions portées par l'école républicaine française. Cet article entend rappeler les racines sociohistoriques du conflit entre l'Église et l'État en Belgique, ainsi que la manière dont il a marqué l'institution scolaire. Nous reviendrons sur la centralité du concept de « neutralité » dans les institutions publiques, mais aussi sur les différentes acceptions de ce principe portées par les acteurs sociaux et politiques. Nous examinerons ensuite les traductions de ce principe dans l'enseignement, mais aussi les réponses multiples qui sont observées, à l'échelle des établissements scolaires et des acteurs locaux, dans un système qui laisse la place à différentes interprétations du pluralisme moral et de la neutralité à l'école.

Damblant, J. (2022). **La mise en œuvre de l'enseignement des faits religieux (EFR) : quelques constats au regard d'une expérience en académie.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

La mise en place d'un enseignement des faits religieux au début des années 2000 est d'abord venue répondre au constat effectué une vingtaine d'années plus tôt d'une inculture religieuse rendant complexe la compréhension de faits historiques et plus généralement d'éléments d'une culture nationale nécessaire aux élèves. Néanmoins l'absence d'un programme pour un enseignement, sans heures dédiées, n'a pas permis une réelle mise en œuvre de celui-ci dans les classes. Pour tous ceux qui participent à l'éducation des élèves, et au premier rang les enseignants, cela pose la question de la formation qui porte tant sur l'acquisition de contenus que sur les démarches d'apprentissage, mais qui doit aussi répondre à de nouveaux enjeux comme la diversification, pour les élèves, des canaux du savoir ainsi que leur remise en cause, voire leur contestation.

Déduit, C., & Polo, C. (2022). **La dimension affective de l'éducation au changement climatique : étude mixte au cycle 3 de l'enseignement primaire français.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8768>

Dans le contexte actuel du dérèglement global du climat, l'école ne peut faire l'impasse sur ce changement majeur et ses risques. En France, la rentrée 2020 a donc été caractérisée par un renforcement de l'éducation relative à l'environnement dans les programmes scolaires, plus spécifiquement d'une éducation au changement climatique. Or, une telle éducation comporte une dimension émotionnelle importante ; elle peut générer par exemple de l'anxiété ou de la colère. Nous nous interrogeons donc sur la façon dont l'éducation au changement climatique est appréhendée au plan émotionnel auprès des élèves. Issus d'une double approche qualitative (analyse du cadrage affectif des ressources pour l'enseignement) et quantitative (questionnaire auprès des élèves), les résultats de notre recherche montrent un positionnement paradoxal des supports didactiques, présentant une tonalité émotionnelle certaine, mais sans mention explicite des émotions. Par ailleurs, on retrouve des émotions intenses dans les déclarations des élèves, parfois associées à leur compréhension des phénomènes ou à leur propension à l'action. Nous pointons de possibles effets spécifiques de l'inquiétude ou de la colère, à confirmer dans des travaux futurs.

Delanoë, A., & Moncel, N. (2022). **Normes environnementales : quels effets sur le travail et les formations ?** *Céreq Bref*, (432), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2022-12/Bref_432_web.pdf

Dias, M. de O. (2022). **Curriculum Reform in Brazilian Primary Education: Creating Global Citizens.** *British Journal of Education*, 10(16), 23-40. <https://doi.org/10.37745/bje.2013/vol10n162340>

In a globalized and universal civilization, it is not enough to produce individuals who can count, read, and write. Effective global citizenship requires nurturing respect for others, and acting against racism, discrimination, and intolerance and also, developing skills related to issues inherent to global problems of a socio-political and environmental nature, including understanding and respecting universal values of tolerance, respectability, discipline, perseverance, diligence, as well as respecting the Brazilian cultural institutions and the World Heritage. This article presents a reform proposal for the National Curriculum Base (BNCC), with the insertion of Global Citizenship Education as a mandatory course, an unprecedented initiative. In addition, this article provides scholars with a new perspective on Elementary Education in Brazil, helping students to become constructive global citizens.

Dirèche, K. (2022). « **L'action coloniale a perturbé en profondeur les ressorts qui assuraient le jeu d'équilibre des relations judéo-musulmanes sur le temps** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Nous venons de parcourir ensemble l'exposition « Juifs et musulmans, de la France coloniale à nos jours » qui s'est tenue début 2022 au Musée national de l'histoire de l'immigration à Paris2. A priori, c'est une exposition qui met en jeu des questions religieuses. Mais en fait, elle est proposée par un musée d'histoire et d'histoire de l'immigration, et met en avant le rapport à l'État avec les communautés qui composent un territoire colonial, celui du Maghreb. Ma première quest...

Drolet, M.-J., & Désormeaux Moreau, M. (2022). **La transition écologique : apports de la science de l'occupation et de l'éthique épicurienne.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8867>

Cet article défend l'idée suivant laquelle le concept de justice occupationnelle intergénérationnelle a le potentiel de soutenir l'éducation relative à l'environnement nécessaire à la transition écologique. Après avoir précisé l'apport de la science de l'occupation et celui de l'éthique épicurienne à la réflexion sur la transition écologique, le concept de justice occupationnelle intergénérationnelle est introduit et défini, de même que les autres concepts occupationnels qui lui sont liés (besoins, désirs, droits, devoirs et choix occupationnels) et ce, avant de spécifier comment ce nouveau concept peut soutenir l'éducation relative à l'environnement. Autrement dit, cet article développe une réflexion éthique, par l'entremise du concept de justice occupationnelle intergénérationnelle pour penser la transition écologique et l'éducation relative à l'environnement requise pour s'y engager à la fois individuellement et collectivement.

Enquête, A. (2022). **Faire vivre la laïcité : développer l'esprit critique sur les faits religieux.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Enquête est une association créée en 2010 et agréée par l'Éducation nationale. Par les outils et formations qu'elle propose, elle vise à développer chez les élèves l'esprit critique sur les faits religieux afin de faire vivre concrètement la laïcité. Ils développent un rapport réfléchi au religieux, en distinguant le champ du savoir de celui de la croyance, en prenant conscience tant de la pluralité des convictions (religieuses, athée, agnostique) que de la diversité interne à chaque religion (différentes façons de croire et de pratiquer) et ils perçoivent l'utilité de la laïcité, en l'abordant par les libertés qu'elle garantit (avoir ou non une religion, croire et pratiquer à sa manière, changer de conviction) et non comme une série d'interdictions. Dans cet article, nous revenons sur les analyses qui ont guidé la création d'Enquête et le développement d'outils, notamment de L'Arbre à défis, conçu pour enseigner les faits religieux au cycle 3 au travers des disciplines (français, enseignement moral et civique, histoire-géographie, etc.). Dans un deuxième temps, nous présentons la pédagogie à l'œuvre, en particulier comment les enseignants peuvent investir leur neutralité, ainsi que l'impact de cette pédagogie sur les élèves.

European Commission. (2022). **Whole school approaches to sustainability**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3737> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3737>
A whole school approach to sustainability adopts a systemic view of education and aims to involve the entire institution in learning for environmental sustainability. Learners can connect what they learn through the curriculum with the school's practices in management, operations, procurement and outreach. A whole school approach seeks to take learning outside of the classroom, into the natural world and into the community. The current paper sums up discussions that took place over the course of two plenary meetings of the EU working group on sustainability education, which looked specifically at whole school approaches to sustainability. The key messages that emerged from the discussions concern policy-making, student engagement, leadership and capacity building. The key messages also highlight the role of school selfevaluation and collaborations and partnerships within schools and with external partners. 1.Introduction 2. Whole School Approaches at policy level 3. Student engagement 4. Leading change in schools . 5. The school as an example of living sustainably 6. Collaborations and partnerships 7. Capacity building for sustainability

Ferhat, I. (2022). « **La laïcité scolaire face aux phénomènes religieux, un état des lieux** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>
La laïcité est un pilier du système éducatif français et de sa gestion des phénomènes religieux. Son application a traditionnellement suscité les passions et les conflits. Cependant, depuis l'affaire du foulard de 1989, ceux-ci se sont notablement accrus, provoquant à la fois de nombreux débats et plusieurs changements institutionnels. Cet article se propose de dresser un état des lieux des rapports entre religions et laïcité scolaire en France.

García-Vinuesa, A., González-Gaudiano, E. J., & Meira Cartea, P. Á. (2022). **La dimension politique de l'éducation au changement climatique en temps de COVID-19**. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8724>

L'éclatement de la crise sanitaire mondiale en pleine crise climatique planétaire a permis de saisir de fortes articulations entre celles-ci : leurs origines et leurs impacts sur les processus socio-écologiques mettent en évidence la problématique structurelle d'un système économique capitaliste dont le fonctionnement est axé sur l'exploitation intensive d'une planète finie et à bout de souffle. Une telle réalité est dissimulée par une stratégie idéologico-politique basée sur l'homogénéisation culturelle et la colonisation d'éléments de représentation symbolique. Dans ce processus complexe, la communication de masse et les processus éducatifs deviennent des outils majeurs pour instaurer une concentration monopolistique d'idéaux et d'imaginaires sociaux, ainsi que des modes de vie conformes aux intérêts du système. Les intentions associées à de tels intérêts ont été révélées par la pandémie et le seront encore davantage lorsque les points de basculement de plus en plus critiques du système climatique terrestre commenceront à se produire plus tôt que tard. Ainsi, une nouvelle opportunité, nécessaire et urgente, apparaît pour réfléchir à la dérive des systèmes éducatifs vers une vision utilitaire de l'éducation : il importe de repenser ces systèmes d'un point de vue critique, intégrant les apports des sciences humaines et sociales, de l'éducation relative à l'environnement et de l'enseignement des sciences dans les politiques et pratiques éducatives, permettant de développer une éducation qui tienne compte de ce qui est non négociable à la lumière de la justice sociale et climatique.

Giorgi, A., Giorda, M. C., & Lauricella, M. (2022). **La religion à l'école : le cas italien.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

En Italie, les débats sur le rapport entre religion et école sont nombreux et récurrents, que ce soit sur les cantines scolaires, les contenus et les illustrations à caractère religieux dans les manuels scolaires, etc. Le débat principal porte sur l'enseignement de la religion à l'école, un thème qui réapparaît régulièrement dans l'histoire de l'Italie républicaine. L'enseignement religieux recoupe quant à lui d'autres questions, notamment le rôle des écoles religieuses dans le système d'instruction publique et le respect des droits religieux au sein de l'institution scolaire. Ces dernières années, l'importance publique et politique accordée à l'islam a également orienté les débats dans le champ éducatif.

Girin, D.-S. (2022). **Des écoles par et pour les musulmanes : dynamiques de distinction au sein d'écoles privées de niveau élémentaire.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Initialement présentées comme solution au « problème » des filles voilées à l'école publique, les écoles musulmanes sont aujourd'hui devenues un nouveau problème public à résoudre. Elles occupent pourtant une place très minoritaire et cherchent avant tout à se positionner comme alternative aux écoles publiques et privées catholiques. Elles répondent aussi bien à une volonté d'éviter les établissements publics jugés dégradés dans les quartiers populaires, qu'à la demande d'un enseignement conçu pour des élèves de confession musulmane. Ces écoles peuvent ainsi offrir des enseignements confessionnels et la possibilité pour leurs salariés et leurs usagers de pratiquer leur religion. Malgré leur faible nombre, il convient de ne pas gommer la diversité interne de la catégorie.

Goday, P. (2022). **L'enseignement de la perception sonore comme outil de conscientisation écologique.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8608>

La détérioration de l'environnement se manifeste par une perte inquiétante de toutes les formes de diversité au sein du monde vivant, dont la diversité des sons. L'écologie sonore (Schafer, 1977), parent pauvre de tous les combats écologiques actuels, est pourtant un marqueur important du bouleversement écologique. Proposer aux nouvelles générations une éducation au et par le sonore permettrait d'appréhender le monde par les sons (Barbanti, 2016). En percevant le son dans sa diversité, nous relierons notre propre écoute à celle des autres et à celle du monde, nous prenons ainsi davantage conscience de notre environnement, ce qui incite à l'adoption d'un mode de vie responsable et plus globalement, à la reconstruction du réseau de relations personne-société-environnement (sonore) à l'échelle individuelle, communautaire et biosphérique (Sauvé, 1997).

Groleau, A., & Lecompte, G. (2022). **Comment des scientifiques en formation envisagent-ils leur propre participation dans la gestion de la pandémie de Covid-19 ?** *Questions Vives. Recherches en éducation*, (N° 37). <https://doi.org/10.4000/questionsvives.6722>

Les scientifiques ont pris une place importante dans la gestion de la pandémie de Covid-19. Dans ce contexte, nous nous sommes intéressés aux rôles que des scientifiques en formation s'attribuent dans la gestion de la pandémie, ici conçue comme une controverse sociotechnique ; aux groupes d'acteurs sociaux à qui ils s'associent alors qu'ils exercent ces rôles ainsi qu'aux manières dont elles et ils concilient ces identités multiples. Nous avons rencontré 12 scientifiques en formation en entrevue individuelle semi-dirigée. Ces personnes s'attribuent cinq rôles principaux dans le contexte de la pandémie : être respectueux des mesures sanitaires (comme citoyenne ou citoyen) ; montrer l'exemple (comme futur scientifique) ; contribuer à la gestion de la pandémie par l'entremise de leur emploi étudiant (comme travailleur essentiel) ou de leur formation précédente (comme travailleur de la santé) ; prendre soin de leurs proches (comme citoyen) ; s'informer (ou demeurer informé) et informer (comme citoyen ou comme futur scientifique). Certains des participantes et des participants présentent une identité fusionnée, d'autres une identité compartimentée, d'autres encore une identité dominante.

Guyon, R. (2022). **Sortir de l'embaras des religions.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Les relations entre les religions et l'école, souvent empreintes de tensions, ont connu une première cristallisation au moment où la République a entrepris de se doter d'une instruction primaire publique gratuite et laïque. En dépit de l'apaisement de la querelle scolaire depuis le XIXe siècle, les religions et leur place dans l'école restent une question socialement et politiquement vive, susceptible de déclencher des polémiques à la moindre étincelle. Cette tension non résolue concernant la...

Hocquelet, M., & Mahlaoui, S. (2022). **Transition écologique du commerce alimentaire.** *Céreq Bref*, (431), 1-4. Consulté à l'adresse <https://www.cereq.fr/transition-ecologique-du-commerce-alimentaire>

La transition écologique est un révélateur des tensions et mutations propres à chaque secteur d'activité. Le cas du commerce de détail alimentaire, au carrefour d'enjeux

écologiques majeurs liés à la santé humaine, aux modèles agricoles ou encore aux flux logistiques, est à ce titre représentatif. De la grande distribution aux circuits courts, par quelles voies s'opèrent les dynamiques d'écologisation? Comment affectent-elles les métiers et les activités? S'inscrivant dans une série de publications sur la transition écologique, ce Céreq Bref observe les transformations d'un secteur marqué par la diversification des circuits de distribution.

Hüning, H. (2022). **Schools' We-mentality and Students' Civic Engagement – A Text-based Approach**. *Child Indicators Research*, 15(6), 2215-2241. <https://doi.org/10.1007/s12187-022-09954-0>

This paper studies the role of schools' we-mentality in shaping students' civic outcome. A school's we-mentality is important for the students' perception and education of sense of community. We-mentality is measured by an automated content-analysis approach applied to the schools' general principle. Data stem from a survey conducted in 13 German schools with 488 students. Using OLS and multi-level regression techniques, I find that stronger we-mentality is associated with more students being engaged in local civic activities. Moreover, students that exhibit stronger trust in others and are willing to engage with new and unknown tasks show more positive attitudes towards civic issues. The results hold relevance for the educational design of schools in fostering adolescents' civic education and participation.

Kahn, P. (2022). **Les religions à l'école. Questions théoriques**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

La religion existe à l'école de deux façons différentes : comme projet officiel d'intégrer la culture religieuse à la culture générale des élèves et comme intrusion des croyances des élèves faisant obstacle aux cours. Il ne sera traité ici que du premier cas. Il existe deux sortes principales d'arguments pour justifier l'enseignement des faits religieux à l'école laïque : un argument « instructionniste » (ces faits font partie de la culture commune), et un argument « éducationniste » (cela peut favoriser le « vivre ensemble »). En vérité, on ne peut dissocier ces deux arguments, car le projet de transmettre une culture commune est en lui-même un projet éducatif. La question se pose alors de savoir pourquoi un grand nombre d'enseignants hésitent devant cet enseignement. Parmi les différentes raisons qui contribuent à l'expliquer, j'en repère une, inspirée des travaux d'Olivier Roy, qui est peu mise en avant : dans le monde moderne, la religion tend à se détacher de tout ancrage culturel et à se vivre comme une pure foi. Cette dissociation du culturel et du religieux rend difficilement concevable, pour nombre d'enseignants, l'idée de transmettre, en matière de religion, ce qui relève de la culture commune. C'est donc en définitive ce qui légitime le projet d'un tel enseignement (l'inculture religieuse des élèves) qui est aussi un obstacle à son effectuation.

Khadri, H. O. (2022). **Becoming future-proof STEM teachers for enhancing sustainable development: A proposed general framework for capacity-building programs in future studies**. *PROSPECTS*, 52(3), 421-435. <https://doi.org/10.1007/s11125-021-09588-0>

Post-normal times and post-normal science are characterized by contradictions, unknown unknowns and uncertainties, and complexity. These global grand challenges require a revolutionary shift in thinking and mindset on the part of teachers and students. Therefore, there is an urgent need to identify new roles for STEM education that will prepare students for this post-normal world and the sustainability mindset it requires. STEM

education supports sustainable development by building the capacities of future generations. The integration of Future Studies (FS) into STEM education practices is therefore critical to support efforts at sustainability and to ensure that students are competent 21st century problem-solvers. Building STEM students' competencies in this area depends on their teachers having the appropriate knowledge and skills to integrate FS within their subjects. Therefore, Futures Studies should be included in STEM education teachers' capacity-building programs. Based on a sample of 52 Egyptian university academics, this study revealed the basic knowledge and skills that should be included in a Future-Proof STEM teachers capacity-building program.

Kosarikov, A. N., & Davydova, N. G. (2022). **Extracurricular activities programs as a resource for sustainable development.** *PROSPECTS*, 52(3), 503-512. <https://doi.org/10.1007/s11125-021-09583-5>

Economic development calls for the modernization of high-school education, which is hindered by the inertia of the current hierarchical system of schooling. An analysis of statistical data that describe the dynamics of structural changes in the economy and investment in public education showed a demand for the implementation of extracurricular educational programs that can synchronize the values of a basic high-school education with the need for economic innovation caused by the environmental challenges of the current transition to post-industrial development. This article analyzes the experience gained during the development and implementation of a high-school extracurricular program in Russia that combined project-based learning with a national contest of research projects which students completed as one of their electives. By employing the principles of social-emotional learning, the combination of the extracurricular program and the contest played a key role in the development of the creative and divergent capabilities of high-school students.

Laberge, Y. (2022). **Conceptualiser l'éducation relative au changement climatique : les enjeux de la filière nucléaire.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.9116>

Cet article se subdivise en trois parties. Nous esquisserons d'abord une définition encore provisoire de l'éducation au changement climatique. Nous discuterons ensuite des stratégies récentes de légitimation (réhabilitation, revalorisation) de l'industrie nucléaire face aux menaces causées par les changements climatiques. En troisième partie, nous apporterons quelques arguments critiques face à la prolifération du nucléaire, afin de détecter et déconstruire l'apologie (directe ou indirecte) de cette filière. Le but de cet article est de montrer la difficulté pour les éducateurs, les activistes, les jeunes - mais aussi pour les citoyens ordinaires préoccupés par l'avenir de la planète - d'appréhender l'éducation relative au changement climatique dans un contexte où beaucoup de gouvernants, de décideurs, d'experts, mais également d'éducateurs et une bonne partie de l'opinion publique doivent sans cesse soupeser l'impact réel des différentes mesures pouvant contrer le changement climatique. D'une manière habile et souvent persuasive, la filière nucléaire tente par diverses stratégies de s'imposer et de se (re)légitimer, incessamment et subtilement, sous le prétexte très contestable de ne pas produire de gaz à effet de serre, en donc tentant de faire croire - sur des bases discutables - qu'elle serait une « énergie propre ». L'article conclut que les éducateurs doivent non seulement demeurer vigilants et bien armés face aux stratégies insidieuses de la filière nucléaire, mais qu'ils doivent rester attentifs et critiques devant toutes les

sources d'information scientifique mises à la disposition des élèves et des étudiants à propos des changements climatiques et aussi en matière de risques nucléaires.

Langar, S. (2022). **Les familles musulmanes et l'école : éducation et religion**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

L'islam est aujourd'hui la seconde religion de France. Sa présence et sa vitalité se manifestent aussi dans l'école. L'enseignement du fait religieux ne peut l'ignorer. Toutefois, la présence de l'islam en France est aussi le produit complexe d'une histoire, elle-même prise dans l'actualité dramatique du terrorisme, la montée des revendications identitaires, les tensions autour de la laïcité. Ce contexte pèse lourdement sur la perception de l'islam, sur sa représentation. Une connaissance plus précise, mieux documentée des familles musulmanes et de leurs pratiques de l'islam, notamment dans ses dimensions relatives à l'éducation et à l'école, s'avère nécessaire. L'enquête qualitative menée auprès des familles musulmanes et des enseignants sur un territoire de la banlieue lyonnaise s'efforce d'y contribuer.

Lantheaume, F. (2022). **« Beaucoup d'enseignants soulignent l'intérêt des élèves pour la question des religions, sans que cela se traduise nécessairement par des problèmes »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Vous avez dirigé pendant cinq ans l'enquête et la recherche REDISCO (Religions, discriminations et racisme en milieu scolaire). Pouvez-vous nous indiquer les objectifs de ce programme ?
Françoise Lantheaume : Après les attentats de 2015, aller sur le terrain s'imposait. Nos objectifs étaient triples. Premièrement, décrire et comprendre la façon dont les enseignants et d'autres personnels éducatifs agissent dans des situations liées à des questions de religion, de discriminations...

Marchand, C. (2022). **Les enjeux éducatifs et pédagogiques touchant aux religions dans les territoires concordataires : l'exemple alsacien**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Le statut scolaire local dans l'académie de Strasbourg, adossé au statut concordataire du territoire, est original et hérité d'une histoire complexe et singulière. Interrogeant le principe de laïcité à l'école, il reste méconnu et suscite des points de crispation – notamment autour de l'enseignement religieux qui fait débat. Mais le particularisme local, en ce qui concerne le rapport au religieux, comporte également des avantages défendus et valorisés par beaucoup d'acteurs locaux, dans la mesure où il est constitutif de l'identité régionale, vécu le plus souvent comme parfaitement compatible avec la République et favorable à un dialogue interreligieux porteur de sens.

Marchand, R., & Vincent, O. (2022). **En quête de respectabilité : le cas d'un établissement privé musulman français**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Cet article présente l'étude monographique d'un établissement privé musulman d'une grande agglomération française. L'analyse des situations a montré que l'équipe éducative cherche à construire sa réputation scolaire en visant l'excellence scolaire, l'exemplarité républicaine et la valorisation sociale d'élèves, considérés, parfois, comme

stigmatisés par l'école publique. L'équipe de direction, par son pilotage, propose une offre éducative nouvelle qui allie tradition religieuse et modernité dans un territoire socialement défavorisé. Cette quête de reconnaissance et de légitimité s'exprime au travers d'enseignements bienveillants et exigeants ainsi que par le déploiement de projets pédagogiques ouverts sur le quartier et le monde. Face aux situations, l'agilité professionnelle des équipes éducatives se déploie selon un répertoire d'actions pragmatiques en cohérence avec les objectifs du projet d'établissement. Cependant, la logique civique républicaine prédomine. Cette pluralité de stratégies apparaît comme un mélange de conviction, d'opportunisme et de pragmatisme utiles au développement de cette entreprise scolaire en plein essor.

Martin, P. (2022). « **Nous n'enfermons pas le religieux dans une sphère autonome, mais nous l'ouvrons à l'ensemble de l'expérience humaine** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Pouvez-vous nous présenter l'ISERL ? Le contexte de sa création, et ses objectifs ? Philippe Martin : L'ISERL (Institut supérieur d'études des religions et de la laïcité) est une structure presque unique en France, car elle a trois missions : une mission de formation avec un master spécifique sur les questions liées à la religion et à la laïcité, donc une formation destinée à des étudiants, avec un prix décerné au meilleur mémoire de recherche de l'année. De telles formations so...

Mercier, C. (2022). **La formation des enseignants aux faits religieux et à la laïcité depuis le rapport Debray**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Cet article examine la place des faits religieux dans la formation des enseignants depuis le rapport Debray (février 2002). Après une phase de mobilisation au cours des années 2000, marquées par le déploiement de modules de formation à la laïcité et aux faits religieux, ce thème a eu tendance à perdre de son importance au cours des années 2010, en raison notamment de la réforme de la mastérisation, d'un recentrage sur les savoirs fondamentaux (français, mathématiques) et de l'émergence de nouvelles priorités éducatives (égalité garçons-filles, inclusion...). Les attentats de la seconde moitié des années 2010, commis au nom de l'islam, ont provoqué un retour en force de formations sur la laïcité, désormais associée aux valeurs de la République plus qu'aux faits religieux. Les évolutions du début des années 2020, notamment le rapport des jeunes aux croyances et à la laïcité et le développement de la « post-vérité », semblent cependant rendre nécessaires des dispositifs permettant aux enseignants de mieux appréhender les convictions, et leur articulation avec la démarche scientifique.

Meyer, M. (s. d.). **Réveil écologique des grandes écoles: ce que nous ont appris les discours de jeunes diplômés**. Consulté 12 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/reveil-ecologique-des-grandes-ecoles-ce-que-nous-ont-appris-les-discours-de-jeunes-diplomes-196263>

Si l'appel à « bifurquer » lancé par des anciens d'AgroParisTech a marqué les esprits, il s'inscrit dans une lignée de discours de jeunes diplômés appelant au décentrement des sciences.

Meylan, S. D., & Gauthier, N. D. (2022). « **Neutraliser** » la vivacité de la question religieuse ? **Esquisse des concepts régulateurs d'un enseignement relatif aux religions à**

l'école primaire francophone suisse. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Cet article propose un éclairage sur les pratiques enseignantes suisses francophones à partir des concepts de neutralité et de diversité. La première partie présente la centralité de ces concepts à travers des éléments de contexte. La deuxième partie montre de quelle manière ces concepts sont intégrés par le prescrit dans l'enseignement spécifique d'éthique et cultures religieuses et de quelle manière les enseignants reçoivent et interprètent ces concepts en principes régulateurs dans l'interaction avec leur classe. Deux visées des pratiques enseignantes liées à la diversité religieuse (enseignement de la modération et enseignement du décentrement) sont mises en exergue.

Morel, M. (2022). **Lorsque l'œuvre d'art aide à repenser la problématique environnementale.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8822>

Les moyens d'action souvent privilégiés pour la sauvegarde de la planète comme la sanctuarisation de zones protégées et la gestion de la production/consommation paraissent aujourd'hui insuffisants pour endiguer la dégradation de notre environnement. Nous proposons dans cette contribution une double réflexion qui vise (1) à alimenter le débat sur le rapport de l'Homme à la Nature et (2) à montrer comment l'art contemporain peut contribuer à sensibiliser le public et à le mobiliser pour une prise en charge élargie et critique de la problématique environnementale. Après avoir remis en question la vision occidentale traditionnelle du duo Nature/Culture, nous rappellerons comment l'art contemporain s'est tourné vers des problématiques sociétales, donnant naissance à l'art écologique. Nous montrerons ensuite comment celui-ci peut être arrimé à l'éducation relative à l'environnement (ERE) et ce, à partir d'exemples extraits de la plateforme Arts&Ere qui offre des ressources pédagogiques en ERE à partir des arts.

Objets difficiles, thèmes sensibles et enseignement des sciences humaines et sociales. (s. d.). Consulté 12 janvier 2023, à l'adresse [fideseducation website: https://fideseducation.ca/products/objets-difficiles-themes-sensibles-et-enseignement-des-sciences-humaines-et-sociales](https://fideseducation.ca/products/objets-difficiles-themes-sensibles-et-enseignement-des-sciences-humaines-et-sociales)

Écrit par une équipe de 15 spécialistes, cet ouvrage est destiné à la formation initiale et continue des enseignant.es ainsi qu'à toute personne préoccupée par les enjeux des « thèmes sensibles ». Comment enseigner l'histoire sans heurter, sans blesser? Comment aborder en classe des questions difficiles releva

OCDE. (2022). **Are students ready to take on environmental challenges?** *PISA in Focus*, (120). <https://doi.org/10.1787/8148c568-en>

The world demands bold action to meet the global goal of zero net emissions by 2050. Young people will experience the consequences of climate change more directly during their lifetime than any previous generation in recent history. Education can play a pivotal role in preparing new generations for a greener future. What students learn may mean the difference between accepting the status quo and fostering sustainability to keep the world in ecological balance. Are students ready to actively address these environmental challenges? And how can education endow students with the knowledge, skills and pro-environmental attitudes they need? This policy brief points to key aspects to consider when addressing these questions.

Ouattara, F. (2023). **De la crise de l'éducation : la rationalité comme principe de l'éducation à la liberté et à la paix chez Kant et Hegel**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140315817&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_09_01_au_14_01_35326&utm_medium=email&utm_content=lienTitre

https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140315817&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_09_01_au_14_01_35326&utm_medium=email&utm_content=lienTitre

Pontanier, É. (2022). **Religions et laïcité : quels enjeux et quelles tensions scolaires à La Réunion ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (201). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Quelles influences les dimensions culturelles, sociales ou l'organisation des établissements secondaires ont-elles sur les pratiques enseignantes en matière de religions et de laïcité ? Quelles mises en œuvre de la laïcité scolaire sont induites par la « super-diversité » de l'île de La Réunion, territoire français situé dans l'océan Indien ? Quelles logiques d'action guident les professionnels de l'éducation lorsqu'il est question de religions et de « vivre ensemble » ? Une enquête sociologique de type qualitatif menée entre 2019 et 2021, fondée sur soixante-dix entretiens semi-directifs, permet l'analyse de situations de travail in situ et éclaire les enjeux de la laïcité dans ce département, tout comme les tensions qui peuvent en découler.

Roelens, C. (2022). **Éthique enseignante, individualisme démocratique et présentisme**. *Éthique en éducation et en formation : les Dossiers du GREE*, (13), 11-28. <https://doi.org/10.7202/1094521ar>

Cet article traite de la philosophie politique de l'éducation et de l'éthique interdisciplinaire, inscrites dans l'espace multiréférentiel des sciences de l'éducation et de la formation. Nous y remettons en question la définition de l'éthique enseignante comme art d'être au présent. Cette proposition admet une compréhension simple, soit une exigence pour l'enseignant d'être à ce qu'il fait. Le terme s'oppose alors à la distraction ou à l'inattention. Mais cette formule présente aussi un potentiel plus riche relativement à la condition historique du sujet humain. Nous travaillons d'abord la notion de présentisme, proposée comme outil heuristique pour penser le rapport des sociétés démocratiques hypermodernes au temps et au double prisme de l'individualisme et de l'éthique enseignante. Nous tâchons ensuite d'esquisser une manière appropriée de considérer éthiquement le rapport au temps d'un individu autonome et les manières de contribuer à l'étayer par l'enseignement.

Roelens, C. (2023). **Quels sens pour les savoirs scolaires en démocratie ? Approches, lectures, défis**. *Recherches en éducation*, (50). <https://doi.org/10.4000/ree.11549>

L'article se propose de traiter de la question du sens des savoirs scolaires en démocratie. Nous identifions deux voies réflexives privilégiées permettant de progresser vers l'horizon d'une intelligibilité plus assurée dans ce domaine – l'épistémologie des savoirs scolaires et la philosophie politique de l'éducation – et tentons un dialogue avec la première depuis un ancrage dans la deuxième. Le premier temps de notre développement est dédié aux contributions respectives de Brigitte Frelat-Kahn, de Marie-Claude Blais, Marcel Gauchet et Dominique Ottavi, et enfin de Pierre Stadius. Nous reconstituons ainsi un moment de réflexion important sur les enjeux scolaires dans la démocratie française contemporaine. Le second moment de notre développement identifie trois inspirations majeures – deweyenne, bachelardienne et tocquevillienne – pour penser notre objet. Nous montrons donc, en dialogue avec les travaux de Michel Fabre, comment la notion de problématicité du monde démocratique peut être un guide précieux pour aborder

deux questions socialement et politiquement vives pour penser les savoirs scolaires en démocratie : la question individualiste et la question libérale.

Samson, G., Delisle-Thibault, G., Dufour, B., Maziade, C.-H., & Daganand, A. (2022). **Quand le programme Carbone Scol'ERE contribue à l'éducation relative au changement climatique et au développement de la jeunesse engagée.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 17-2). <https://doi.org/10.4000/ere.8984>

À l'échelle mondiale, les changements climatiques (CC) font partie des plus grands défis auxquels les populations doivent faire face. Les jeunes d'aujourd'hui désirent s'engager dans la cause climatique leur permettant ainsi de participer à la construction de leur écocitoyenneté. Au Québec, Carbone Scol'ERE, un programme éducatif de cinq ateliers en classe au primaire, repose sur le principe de l'éducation relative au CC afin d'encourager les jeunes et moins jeunes à mieux les comprendre et à adopter de nouvelles habitudes de vie écoresponsables pour atténuer cette problématique. Nous souhaitons vérifier si l'éducation relative aux changements climatiques en milieu formel et non formel, qui participe à la réalisation de nouvelles habitudes de vie écoresponsables, permet le développement d'une écocitoyenneté chez les jeunes participants. Les notions entourant les CC sont plutôt rarissimes dans le curriculum scolaire québécois. L'article tente de décrire la problématique, de préciser nos ancrages théoriques, de présenter les résultats obtenus dans le cadre du programme Carbone Scol'ERE et de formuler des recommandations afin de reconnaître la pertinence de cette démarche éducative pour favoriser l'adoption de comportements écoresponsables plus durables, et ce, afin de contribuer à la lutte contre les CC.

Ssekamatte, D. (2023). **The role of the university and institutional support for climate change education interventions at two African universities.** *Higher Education*, 85(1), 187-201. <https://doi.org/10.1007/s10734-022-00828-6>

This paper presents findings on the role of the university and institutional support for climate change education interventions at two universities in East Africa. The findings were part of a larger study on opportunities and challenges for climate change education at universities in the African context: A comparative case study of Makerere University in Uganda and University of Dar es Salaam in Tanzania. A comparative multiple case study design was adopted collecting qualitative data from 58 lecturers, researchers, administrators and students on climate change related programmes at the two universities. Data was collected through semi-structured in-depth interviews and focus group discussions. Analysis was done using thematic analysis based on Braun and Clarke's (*Qualitative Research in Psychology*, 3(2), 1–41, 2006) approach with the help of MAXDA software. Findings from the cross-case analysis revealed similarities and differences in perspectives and multiple realities of participants at both universities regarding the role of the university and institutional support for climate change education in the African context. The findings shed light on the context and nature of climate change education interventions and how these are supported at both universities. The study contributes to empirical literature on the role of higher education in addressing climate change and the institutional support to the interventions in the African context.

Stolz, S. (2021). **La pensée éthique à travers les débats autour de dilemmes moraux : la place de l'enseignant et des élèves** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2597>

St-Pierre, J. (2022). **La présence enseignante lors d'incidents critiques en classe au Québec**. *Éthique en éducation et en formation: les Dossiers du GREE*, (13), 62-81. <https://doi.org/10.7202/1094524ar>

Cette contribution analyse les tensions éthiques liées à la présence enseignante lors d'incidents critiques dans une école secondaire du Québec. Il est pertinent de prêter attention à cette présence puisque les zones d'incertitude qu'entraînent les incidents critiques préoccupent les enseignantes et les enseignants alors que ces situations sont, à notre connaissance, encore peu étudiées de manière descriptive et nuancée. Cette présence enseignante se traduit par une expérience énoncée dans une relation entre le *spielraum* et le réseau d'actions virtuelles. À l'aide de la méthode des incidents critiques, les données recueillies lors de six entretiens semi-dirigés sont analysées de manière thématique en continu. Les données témoignent de l'idéalisation de certaines possibilités d'action, de jeux concomitants entre l'intériorité et l'extériorité et de dynamiques entre la mise à distance et la disponibilité des enseignantes interrogées. Au fil des descriptions, ce texte invite à réfléchir aux valeurs promouvant la justice et la bienveillance ainsi qu'à la relation éducative éthiciée.

Zembylas, M. (2022). **Affective Dimensions of Religious Injury in European Societies: Insights for Education and Schools**. *British Journal of Educational Studies*, 70(6), 753-769. <https://doi.org/10.1080/00071005.2021.2016602>

This paper brings attention to the notion of 'religious affects', namely, the affects, emotions and feelings related to religion and religious experience. It is argued that educators and students have a lot to gain from paying attention to and exploring the meaning and role of religious feelings in the context of controversies and debates surrounding Islam in the West. In particular, the paper suggests that by exploring the affective dimensions of religious injury (e.g. irritation, dishonour, insult, injury, offense, outrage), educators and students can enhance their understanding of how religious emotions are involved in religious controversies such as the recent cartoon controversies in several European countries. It is argued that a richer comprehension of affective dimensions of religious controversies will help promote inter-religious understanding and respect, an important educational aim in contemporary times, especially in school subjects such as religious education.