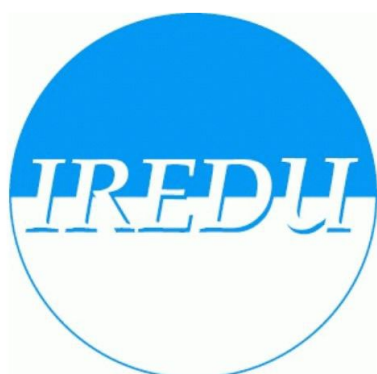


Veille de l'IREDU



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Acquisition de compétences

Adam, C., Chalifoux, M., Djennadi, L., Ducarme, D., Papineau, C., Banaï, M., & Lemaître, D. (2022, mai 30). **Symposium. Pourquoi former aux compétences transversales dans les curricula d'ingénieur aujourd'hui? Tensions, injonctions et leviers d'action**. Présenté à AIPU 2022 - Agir ensemble dans l'enseignement supérieur: enjeux et perspectives. Consulté à l'adresse <https://hal.science/hal-03689953>

Dans l'enseignement supérieur, les questions relatives à la formation et l'acquisition de compétences dites transversales et des pédagogies à déployer pour cela ne sont pas nouvelles (Rey 1996) et ne cessent de s'accroître (Boancă et Starck 2019). Dans le cadre des formations d'ingénieur, elles semblent d'autant plus centrales qu'elles se situent au carrefour de préoccupations économiques et sociales incontournables aujourd'hui. Outre les exigences du monde professionnel, le développement de ces compétences relève en effet d'enjeux sociétaux majeurs, dont le développement durable (au sens environnemental comme humain et social) dessine les contours (Lemaître, 2019). Notre symposium propose alors de traiter de l'enseignement et de l'évaluation de ces compétences dites «transversales» ou «soft skills» dans les formations d'ingénieur aujourd'hui à l'international en ré-interrogeant les pourquoi, pour quoi, pour qui et comment développer ces compétences en vue d'améliorer les pratiques actuelles et de mieux définir celles à venir. Nous cherchons à percevoir pourquoi ces formations aux compétences transversales, co-construites et co-développées par différents acteurs éducatifs dans un «agir ensemble» sont pensées et développées aujourd'hui, quelles tensions existent et à quelles conditions elles peuvent permettre aux étudiants, futurs ingénieurs, d'agir à leur tour et de co-construire l'avenir de manière socio-située, éthique et responsable. Après un bref état de l'art théorique sur ce questionnement, le propos introductif présentera un état des lieux des questions communes et divergentes que nous nous posons à propos de ces formations en lien avec les contextes (sociaux, économiques et de formation) respectifs. Puis, chacune des communications viendra éclairer un pan de ces interrogations à partir des situations de formation étudiées, dans lesquelles les intervenants exercent pour la plupart. La volonté est ainsi de porter un regard réflexif sur les pratiques pédagogiques actuelles de nos institutions et les dispositifs mis en place, de repérer des convergences et des divergences, d'identifier des marges de progression et des leviers d'action au niveau macro (les instances éducatives nationales), au niveau méso (les établissements), au niveau micro (les dispositifs et les acteurs-enseignants et étudiants). Au-delà de la complémentarité indéniable d'une approche interdisciplinaire de la question, par des intervenants de profils divers (enseignants-chercheurs, ingénieures et conseillères pédagogiques, doctorantes), traiter ce questionnement en prenant appui sur quatre terrains de recherche différents, dans différents contextes de formation (écoles d'ingénieurs et universités), dans plusieurs domaines de l'ingénierie (construction, génie civil, informatique, management, mécanique, techniques avancées), dans quatre pays francophones différents (Algérie, Belgique, Canada, France) sur trois continents est considérée comme une démarche heuristique. Dans la continuité du projet PHC Maghreb RIIME, il est question de permettre à des chercheurs des pays des Suds et des Nords d'échanger et de collaborer de façon durable sur les questions de formation des ingénieurs. Ce symposium constitue pour notre collectif une étape intermédiaire d'un projet de recherche collaboratif plus vaste avec l'ambition de ré-interroger les processus de formation des ingénieurs aux compétences transversales. Les premiers résultats de nos études appellent un renouvellement des modes de penser et d'agir pour former les futurs ingénieurs, en particulier aux

compétences transversales, en accroissant la dimension collaborative, en ré-interrogeant la nécessité et les modalités d'évaluation de ces acquis ainsi que les profils requis et la formation des intervenants dédiés.

Alexandre, F. (2023). **Portrait de compétences en lecture de cégépiens selon deux approches contrastées d'enseignement de la littérature : l'approche historicoformelle et l'approche subjective** (Phd, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse <https://depositum.uqat.ca/id/eprint/1401/>

Cette recherche qualitative interprétative à visée descriptive consiste en la mise en oeuvre de deux séquences d'enseignement-apprentissage contrastées, reposant respectivement sur la lecture analytique et l'investissement subjectif, afin de comprendre les compétences en lecture (compréhension, interprétation, appréciation) des cégépiens. Après leur validation didactique grâce à la méthode Delphi, les deux séquences ont été expérimentées auprès de cégépiens (n=58) répartis dans quatre groupes différents (deux groupes par séquence) du cours Littérature et imaginaire (601-102-MQ). Nous avons ainsi pu collecter les productions écrites (réponses à un questionnaire et rédaction de 300 mots) des participants et leurs rétroactions écrites sur les activités qu'ils ont vécues. Nous avons recouru à l'analyse de contenu pour analyser ces données. Les résultats suggèrent que les compétences des cégépiens ayant vécu les activités favorisant l'investissement subjectif sont mieux développées. Ils révèlent également le besoin des cégépiens de réaliser des activités et d'être accompagnés pendant leur lecture afin de vivre une expérience signifiante. Les activités faisant appel au questionnement, à la créativité et à l'imagination semblent plus engageantes pour favoriser le développement des compétences en lecture des cégépiens ainsi que leur appétence. Nos résultats soulignent aussi l'importance de l'articulation de diverses pratiques langagières pour nourrir ces compétences. This descriptive qualitative interpretative research consists of the implementation of two contrasting lessons sequencing, based respectively on analytical reading and subjective investment, in order to understand the reading skills (comprehension, interpretation, appreciation) of the college students. After their didactic validation using the Delphi method, the two lessons sequencing were tested with college students (n=58) divided into four different groups (two groups per lesson sequencing) of the course Littérature et imaginaire (601-102-MQ). We were able to collect the participants' written productions (answers to a questionnaire and a 300 words essay) as well as their written feedback on the activities they experienced. We conducted a content analysis to analyze those data. The results suggest that the skills of the students who experienced the activities promoting subjective investment are better developed. They also reveal the need of the students to participate to learning activities and to be accompanied during their reading in order to live a meaningful experience. Activities that promoting creativity, questioning and imagination seem to be more engaging for the development of students' reading skills as well as their interest in reading. Our results also highlight the importance of articulating various language practices to nurture those reading skills.

André, A., & Cochetel, O. (2022). **Effet du temps d'exposition aux écrans sur le graphisme des enfants de 5 à 6 ans. Une étude transversale conduite au cours de l'année scolaire 2019-2020 chez des enfants âgés de 5 à 6 ans, en grande section de maternelle, dans sept écoles d'Auvergne.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 191-214. <https://doi.org/10.3917/nresi.095.0191>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Baljon, A. R. C., Alter, J. W., & Bresciani Ludvik, M. J. (2023). **Embodied Engagement with Scientific Concepts: An Exploration into Emergent Learning**. *College Teaching*, 71(1), 1-8. <https://doi.org/10.1080/87567555.2022.2038065>

In response to an invitation to integrate science and art pedagogy, science and dance students enrolled in specific disciplinary courses, collaboratively produced choreography based on scientific principles. This paper reports students' experience of this process. Science students reported an increased understanding of concepts, while dance students found inspiration for choreography within scientific concepts. Tensions and misconceptions were evident in the process with respect to disciplinary language, the notion of scientific thought, and the level of physical awareness. The relationship between movement and forms of knowledge production in science was investigated as well. The paper ends with recommendations for future classes.

Ben Hamouda, L. (2023a, février 2). **Quand l'évaluation devient une mesure des progrès : les ceintures de compétences**. Consulté 2 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/02/quand-levaluation-devient-une-mesure-des-progres-les-ceintures-de-competences/>

Les ceintures de compétences, ou ceintures de couleurs de Fernand Oury, beaucoup de professeurs des écoles connaissent et pratiquent depuis longtemps. Dans le second degré, c'est beaucoup plus rare. Julie Plouvier, professeure d'anglais en est adepte. Elle explique ce qui l'y a amenée, comment elle les met en place et pour quels bénéfices. L'école...

Ben Hamouda, L. (2023b, février 9). **Évaluations CP et CE1 : des résultats comparables à 2021**. Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/09/evaluations-cp-et-ce1-des-resultats-comparables-a-2021/>

Selon la note de la DEPP « Évaluations repères 2022 du début de CP et de CE1 » les résultats des élèves restent comparables à ceux de 2021 « à l'exception d'une baisse en français en CE1 ». Alors que la crise sanitaire a mis à mal les apprentissages des élèves, tout particulièrement ceux en éducation prioritaire, la note...

Bidet, É., Boned, O., & Grudé, L. (2022). **Réorientation professionnelle et valorisation des compétences: l'apport de la VAE en économie sociale et solidaire**. *Éducation Permanente*, 233(4), 57-68. <https://doi.org/10.3917/edpe.233.0057>

Pour éclairer la manière dont une vae peut accompagner une trajectoire de reconversion professionnelle en direction de l'économie sociale et solidaire, les auteurs présentent les résultats de l'analyse d'un dispositif coconstruit par une grande mutuelle (mgén) et une université (Le Mans) pour accompagner des salariés de l'Éducation nationale qui décident de s'engager dans une carrière mutualiste. Les résultats, basés

notamment sur deux séries d'entretiens menés auprès de stagiaires ayant participé au dispositif, montrent que la vae constitue un réel levier de légitimité dans l'entrée en fonction, mais aussi un atout professionnel pour la suite de la carrière.

Bussu, A., Leadbetter, P., & Richards, M. (2023). **“The Perception of Visiting Holocaust Sites on Undergraduate Students Learning Process”**. *Innovative Higher Education*, 48(1), 55-81. <https://doi.org/10.1007/s10755-022-09606-9>

This paper presents the main findings of a qualitative research project. The aim of the research was to explore undergraduate students' perceived knowledge acquisition and awareness of the Holocaust, after visiting Auschwitz concentration camp in Poland. The qualitative study (focus groups & semi-structured questionnaires) involved three cohorts of students and lecturers from a university in the North West of England. The participants visited the Holocaust-related sites in Poland from 2016 to 2019. Findings indicate that students' who actively engaged in visits to Holocaust related sites developed knowledge and awareness of the Holocaust. For many participants, this knowledge and awareness was facilitated via a reflective process that enabled empathic connection between these historical events and the students. The study also highlighted practical strategies that could be implemented to enhance the experience for future cohorts of undergraduate students visiting holocaust related sites. By adding to the limited literature on Holocaust education with undergraduate students, the study highlighted the importance and directions for future research in this area to inform future pedagogic practice.

Cappellari, L., Checchi, D., & Ovidi, M. (2022). **The effects of schooling on cognitive skills: evidence from education expansions** (DISCE - Working Papers Del Dipartimento Di Economia e Finanza N° def122). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: <https://econpapers.repec.org/paper/ctcserie1/def122.htm>

We quantify the causal effect of schooling on cognitive skills across 21 countries and the full distribution of working-age individuals. We exploit exogenous variation in educational attainment induced by a broad set of institutional reforms affecting different cohorts of individuals in different countries. We find a positive effect of an additional year of schooling on internationally-comparable numeracy and literacy scores. We show that the effect is substantially homogeneous by gender and socio-economic background and that it is larger for individuals completing a formal qualification rather than dropping out. Results suggest that early and late school years are the most decisive for cognitive skill development. Exploiting unique survey data on the use of skills, we find suggestive evidence that our result is mediated by access to high-skill jobs.

Chen, J., Zhao, Y., Xu, X., Liu, J., & Deng, C. (2023). **Effects of language switching frequency on inhibitory control in bilingual preschool children: Different roles of expressive and receptive language abilities**. *Early Childhood Research Quarterly*, 63, 327-336. <https://doi.org/10.1016/j.ecresq.2023.01.002>

Although research has indicated the contribution of bilinguals' language switching frequency and language abilities to their inhibitory control, the mechanism of how they work together to influence inhibitory control is unclear. This study examined the moderating role of expressive and receptive language abilities on the relationship between language switching frequency and inhibitory control. Participants were 229 Uyghur-Mandarin bilingual preschoolers aged 4.5 to 6.5 years. They were individually

tested on expressive language ability (ELA), receptive language ability (RLA), and inhibitory control. Their frequency of language switching was collected from parents' and teachers' reports. The results showed that language switching frequency was positively associated with inhibitory control in children with high Uyghur ELA and low Mandarin ELA, and vice versa. Moreover, language switching frequency was negatively associated with inhibitory control in children with both low Uyghur and Mandarin ELA, but not significantly associated with inhibitory control in children with both high Uyghur and Mandarin ELA. Additionally, this moderating effect of language abilities was not found in receptive language abilities. The significant moderating effect of ELA, but not RLA, suggests the active role of children in their early executive function development; this extends the current understanding of how and when language switching frequency impacts bilinguals' inhibitory control.

d'Apice, K., & von Stumm, S. (2023). **Does age moderate the influence of early life language experiences? A Naturalistic home observation study.** *Early Childhood Research Quarterly*, 63, 400-409. <https://doi.org/10.1016/j.ecresq.2023.01.009>

We explored if children's age moderated associations between their early life language experiences and their linguistic and cognitive skills. For 107 British children, aged 24 to 48 months, and their families, we collected 3 day-long audio-recordings of their naturalistic home environments (M = 15.06 h per day, SD = 1.87). Children's cognitive ability was assessed by parent-ratings and with a cognitive testing booklet that children completed at home. We found that the quantity, lexical diversity and vocabulary sophistication of adult speech were associated with children's linguistic and cognitive skills. However, these associations were not moderated by children's age. Our findings suggest that the influence of early life language experience is not differentiated at age 24 to 48 months, at least in the current sample.

Davis, K., Fitzgerald, A., Power, M., Leach, T., Martin, N., Piper, S., ... Dunlop, S. (2023). **Understanding the conditions informing successful STEM clubs: What does the evidence base tell us?** *Studies in Science Education*, 59(1), 1-23. <https://doi.org/10.1080/03057267.2021.1969168>

STEM (Science, Technology, Engineering, Mathematics) clubs are gaining momentum as a means for engaging students in STEM-related activities. Despite this growth, there have been limited attempts to examine the conditions that inform practice in these informal educational spaces. This paper addresses that gap through a comprehensive literature review of empirical and practitioner publications, with a focus on synthesising the approaches that support STEM clubs to be effective learning environments. In total, 33 papers were included in this review. Through a rigorous literature review process, the research team identified a number of key focus areas that support the achievement of learning outcomes and programme sustainability. These focus areas are grouped into three key themes – club management, environment, and program evaluation – that STEM club practitioners should attend to in order to ensure a well-informed approach. Within in each theme a number of sub-dimensions were identified, which provide practical insights and lived examples of how these conditions can be enacted within STEM clubs in ways that speak to quality. The evidence-based findings presented in this paper can be used by practitioners to guide STEM club practice. Further, the paper identifies where research is required to explore contemporary practice in informal education settings.

Diebolt, C., & Altinok, N. (2023, février 7). **Maths, lecture : le niveau des élèves baisse-t-il vraiment ?** Consulté 8 février 2023, à l'adresse The Conversation website: <http://theconversation.com/maths-lecture-le-niveau-des-eleves-baisse-t-il-vraiment-198432>

Les élèves seraient-ils moins performants aujourd'hui en maths et en français ? Remettre en contexte les résultats des dernières enquêtes internationales révèle des évolutions plus complexes.

Dunn, P. K., Brunton, E., Marshman, M., McDougall, R., Kent, D., Masters, N., & McKay, D. (2023). **The First Paragraph Is As Good As It Gets: STEM Articles in Wikipedia and Opportunistic Learning.** *College Teaching*, 71(1), 56-65. <https://doi.org/10.1080/87567555.2021.2004387>

Despite questions about academic rigor, undergraduates use Wikipedia for opportunistic learning: self-regulated study to learn, relearn, or be introduced to concepts. STEM topics are potentially immune from some of Wikipedia's criticism, as many are based on well-established facts. This article evaluates 28 articles from seven STEM disciplines on four criteria important for undergraduate opportunistic learners. Some articles contained inaccuracies, while common criticisms included poor conceptual development, poor procedural explanations, poor diagrams and failing to utilize internet technologies. Often, the best advice is to read the first paragraph: the rest of the article generally did not enhance opportunistic learning.

Gardner, M., Hanno, E. C., Wei, W. S., Turco, R. G., Jones, S. M., & Lesaux, N. K. (2023). **Residential and preschool neighborhoods: Exploring patterns of socioeconomic match and its association with child skills across Massachusetts.** *Early Childhood Research Quarterly*, 63, 24-38. <https://doi.org/10.1016/j.ecresq.2022.11.004>

The current study analyzed patterns of neighborhood socioeconomic match across 3- and 4-year-old children's (N = 2,029) residential and preschool neighborhoods in Massachusetts. Most children (80%) lived and attended early education and care in different neighborhoods. Children in households with the lowest incomes and those whose families identified as Black or African American were among the likeliest to have mismatched residential and preschool neighborhoods. Yet children's residential and preschool neighborhoods were typically socioeconomically similar across all categories we considered. Associations between residential and preschool neighborhood socioeconomic match and children's skills were inconsistent and depended on the socioeconomic status of children's residential neighborhood. These findings illustrate how the concept of demographic match can be applied to a range of contexts and contribute to the field's understanding of how the dynamic interplay of children's multiple day-to-day contexts may relate to early learning and development.

Google, A. N., Gardner, G., & Grinath, A. S. (2023). **Undergraduate students' approaches to learning biology: a systematic review of the literature.** *Studies in Science Education*, 59(1), 25-66. <https://doi.org/10.1080/03057267.2021.2004005>

For decades, biology education researchers have made efforts towards engaging undergraduate students in the process of science and assisting students in their development of deep approaches to learning in the field. Research indicates that students who adopt deep approaches or study strategies make meaningful connections with course material and as a result have higher academic achievement. Studies have identified several factors that influence student's adoption of an approach to learning.

Given the context-dependent nature of approaches to learning, there is a growing need to understand how students approach learning in a discipline-specific contexts. This systematic review resulted in the analysis of 34 empirical articles that examined how researchers have measured approaches to learning in the context of undergraduate biology, and how the findings of these reports shape our understanding of how students study biology. Implications of this work support a broader consideration for how socio-cultural factors influence student approaches to learning biology, a need for an increased use of mixed-methodological approaches to research, and a clearer alignment between course assessment and desired student approaches to learning biology.

Inoue, T., Zheng, M., Lui, K. F. H., McBride, C., & Ho, C. S.-H. (2023). **Early literacy acquisition in logographic orthographies: Evidence from Chinese and Japanese.** *Early Childhood Research Quarterly*, 63, 73-84. <https://doi.org/10.1016/j.ecresq.2022.11.009>

We examined the cognitive-linguistic predictors of early literacy development and the extent to which they were similar or different across two logographic orthographies (Chinese and Japanese Kanji). Data from 167 Hong Kong Chinese children and 169 Japanese children were used. Children were tested on cognitive-linguistic skills (phonological awareness, rapid automatized naming [RAN], morphological awareness, vocabulary) in Grade 1 and literacy skills (word reading and spelling) in Grades 1 and 2. Whereas the association of phonological awareness with word reading was significantly stronger in Japanese than in Chinese, the association of RAN with word reading was stronger in Chinese. Morphological awareness predicted literacy skills in both languages. Moreover, mediation analysis revealed that the effects of the cognitive-linguistic skills on later literacy skills were fully mediated by early literacy skills, except that morphological awareness directly predicted later spelling in Japanese. These findings suggest that the nature of writing systems can modulate the relationship between cognitive-linguistic skills and literacy skills, even when they share the logographic nature and use the same graphic symbols.

Jacob, E. (2022). **Influences of project management learnings on construction of engineers profils** (Phdthesis, Aix-Marseille Université). Consulté à l'adresse <https://hal.science/tel-03889065>

Cette thèse étudie la construction du métier d'ingénieur à l'École Centrale de Marseille, avec comme point de départ les apprentissages curriculaires en gestion de projet. Cette recherche mobilise des méthodes mixtes ainsi qu'une approche pluridisciplinaire (sciences de l'éducation, sciences de gestion, sociologie). Parmi les résultats, il a été montré que les étudiants apprennent inégalement la gestion de projet. Ainsi, elle ne peut définir la professionnalité émergente de l'étudiant dans son intégralité, du fait que c'est un élément curriculaire de la formation de l'ingénieur parmi d'autres éléments relevant de l'apprentissage en contexte organisationnel (stage, vie associative, etc). Malgré l'hétérogénéité des expériences, les professionnalités émergentes reflètent majoritairement une définition de l'ingénieur centralien correspondant aux objectifs du référentiel d'ingénieur de l'École Centrale de Marseille.

Lin, H.-C., Hwang, G.-J., Chou, K.-R., & Tsai, C.-K. (2023). **Fostering complex professional skills with interactive simulation technology: A virtual reality-based flipped learning approach.** *British Journal of Educational Technology*, 54(2), 622-641. <https://doi.org/10.1111/bjet.13268>

Abstract It has always been a challenging issue to develop complex professional skills accompanied with sufficient professional knowledge and correct judgement. Previous studies have indicated that students have more opportunities for practice in flipped learning contexts. Basically, complex professional skills training is often risky in different real-world applications. Therefore, most medical training lessons are done through case discussions, interpretation of mannequins, and watching videos. Such learning models are, however, not only ineffective, but students fail to solve real problems without sufficient drills. The advanced progress of 3D simulation technology provides good opportunities to solve these problems. Virtual reality (VR) provides simulations for real clinical scenarios, offering medical students the chance to practice standard complex medical skills repeatedly, as well as thinking about and responding to clinical problems in VR, where they can obtain immediate feedback from VR learning systems. Thus, to enhance medical students' complex medical skills, the study proposes a virtual reality-based flipped learning approach. To investigate the effectiveness of the proposed approach, a quasi-experimental design was conducted with two groups in a lumbar puncture course for postgraduate year (PGY) residents of a hospital. The experimental group with 39 students was conducted with virtual reality-based flipped learning (VR-FL), while the control group with 37 students was managed by traditional flipped learning (T-FL). The results showed that the complex medical skills of the experimental group were significantly better than those of the control group. In addition, the experimental group showed higher learning motivation and self-efficacy. It can be inferred that VR-FL has a positive impact on complex medical skills for PGY residents. Educators and researchers should consider integrating VR technology with learning strategies in medical simulation training.

Practitioner notes What is already known about this topic Flipped learning provides opportunities for medical students to practice professional technical operations to enhance students' knowledge and skills. Virtual reality (VR) situates students in a simulated environment that enables them to have deep experience regarding the learning contexts. What this paper adds A virtual reality-based flipped learning approach is proposed to facilitate students' complex professional skills. In addition to promoting students' learning motivation, the results showed that the proposed approach is able to promote students' complex professional skills and self-efficacy. Implications for practice and/or policy It is potentially worth using the VR technology in flipped learning to facilitate learners' knowledge and professional skills. VR-FL is a potential learning strategy for implementing experiential learning activities; especially in improving students' ability to integrate knowledge and professional technology applications, as well as enhancing students' self-confidence in performing professional technology. It is worth promoting the VR-FL approach to strengthening skill practice since students use cell phones individually, without gathering in the same classroom. It can prevent infectious diseases prevention in schools.

Lin, X., & Powell, S. R. (2023). **Exploring the impacts of linguistics, working memory, age, and gender on the quantity-number competencies model.** *Early Childhood Research Quarterly*, 63, 85-97. <https://doi.org/10.1016/j.ecresq.2022.12.003>

This meta-analysis systematically investigated the pathways to the Quantity-Number Competencies (QNC) model based on 78 studies involving 21,860 children. The QNC model assumes children acquire early numeracy via three developmental levels: QNC Level I (Basic numerical skills), QNC Level IIa (imprecise quantity to number-word linkage) and QNC Level IIb (precise quantity to number-word linkage), and QNC Level III (relations between numerical quantities). Findings showed (1) all the involved linguistic skills had

effects on QNC Levels I and III, whereas only vocabulary yielded support for QNC Level II; (2) phonological and visuospatial working memory made comparable contributions to all QNC levels; (3) most paths within QNC stayed stable with development, with the path coefficient from QNC Level IIa to QNC Level III increased significantly with age; and (4) the path coefficient from QNC Level I to QNC Level IIb increased as the proportion of girls increased in the sample. These findings suggest the phonological awareness might primarily support representations for number words and number facts, whereas vocabulary might facilitate the linkage between number words and quantities. The similar effects of different working memory on QNC levels suggested working memory's general storage and processing abilities underlie early numeracy development.

Lousã, E. P., & Lousã, M. D. (2023). **Effect of technological and digital learning resources on students' soft skills within remote learning: The mediating role of perceived efficacy.** *International Journal of Training and Development*, 27(1), 1-17. <https://doi.org/10.1111/ijtd.12280>

The study analyses the effects of the technological and digital learning resources (DLRs) on the development of students' soft skills (SSk) in remote learning, mediated by the perceived efficacy of students in this modality of education. The study employed a survey research method, and the data were collected through a self-administered questionnaire. Participants included 637 students experiencing remote learning during the second COVID-19 lockdown in the north of Portugal (between 1 and 15 March 2021). The structural equation modelling analysis technique tested the hypothesized model. The study showed that technological and DLRs were strongly interconnected. The results supported our hypotheses, evidencing that, in remote learning, the adequacy of DLRs had a direct effect on the development of SSk, presenting the efficacy perceived by the students as a mediator of this relationship. The study demonstrated that, with the experience of remote learning, students perceived the development of their SSk, which is consistent with the literature review we carried out. Implications of these findings are discussed, considering the literature on technology-mediated learning and the development of human resources SSk in the context of the digital transition.

Nag, S. (2023). **Teaching and learning: what matters for intervention.** *Oxford Review of Education*, 49(1), 1-9. <https://doi.org/10.1080/03054985.2023.2161197>

Rae, J. (2023). **Connecting for Creativity in Higher Education.** *Innovative Higher Education*, 48(1), 127-143. <https://doi.org/10.1007/s10755-022-09609-6>

Creativity is an important goal for higher education yet there is limited guidance on how to facilitate it at an organisational level. This arts-based exploration of the experiences of three award-winning academics who have been recognised for their creative work identifies that creativity can emerge from three interrelated factors — conversations and relationships, liminal space and leadership. These factors combined form a useful model that offers higher education institutions a means for enhancing creativity at a time when arguably it has never been needed more. The three factors are easily articulated, not resource-dependent or contingent on specialist knowledge or skill and will likely be well accepted by academics, academic leaders and others who participate in higher education.

Renault-Tinacci, M. (2022). **Qu'échange-t-on vraiment avec le mécénat de compétences ?** *Éducation Permanente*, 233(4), 103-115.
<https://doi.org/10.3917/edpe.233.0103>

Le mécénat de compétences se caractérise par la mise à disposition d'un salarié sur son temps de travail au profit d'une structure d'intérêt général. Une enquête menée en 2019 a analysé les motivations et les conditions de l'entrée des salariés en mdc à partir des parcours professionnels et d'engagement de 52 professionnels qui se sont engagés au travers de ce dispositif dans des associations loi de 1901 (dans des missions de courte à longue durée). Cet article propose d'analyser l'échange et le renforcement ou la production de compétences réalisées. Ce mécénat est-il effectivement centré sur le transfert de compétences d'une entreprise vers une association ? Qu'y apprend-t-on réellement et qu'y enseigne-t-on ?

Sanojca, E., & Triby, E. (2022). **L'évaluation des compétences dans une licence généraliste à l'Université**. Présenté à Colloque international ADMÉE, Pointe-à-Pitre, 2022. Consulté à l'adresse <https://hal.science/hal-03964177>

La communication présente et interroge une expérimentation en cours à l'Université de Strasbourg, le projet Idex: Accompli («accompagnement de la construction des compétences en licence») sous l'angle de l'agir évaluatif qui le porte et le structure. À travers ce projet, il s'agit de mettre en question le choix d'orientation effectué par des étudiants entrant en L1 de sciences de l'éducation et se destinant à l'enseignement. L'expérimentation vise à interroger cette orientation par la construction de dispositions à la professionnalité. L'évaluation occupe une double fonction dans ce projet : attester de l'acquisition de compétences à l'université en licence et analyser la cohérence et le bien fondé du projet lui-même. Ce projet s'appuie sur les potentialités de la problématisation qu'il s'agit de traduire dans les programmes de formation, des situations d'apprentissage et surtout des opérations d'évaluation. Cela implique d'articuler l'auto- et la co-évaluation, l'évaluation-contrôle et l'évaluation-accompagnement, la mesure et l'interprétation. La communication développe les objectifs et la démarche d'expérimentation, ainsi que la place qu'y occupe l'évaluation ; sont également présentés les situations et les instruments d'évaluation conçus à la fois pour tenir compte des contextes de l'enseignement supérieur et des milieux professionnels ouverts aux étudiants, et pour offrir aux étudiants des outils de réflexivité utiles à la construction d'une capacité à la relation de formation dans des champs professionnels différenciés (enseignement, management, accompagnement). Soumis à fortes contraintes institutionnelles et aux choix conceptuels du projet, l'usage de ces instruments et situations implique l'inventivité de la part de l'enseignant : ce qui semble classique dans sa forme (quiz, QCM, portfolio...) devient ici une articulation ingénieuse. Mots clés : compétences, disposition, professionnalité, relation de formation

Terrile. (2023). **Finding the Answers: Community College Students' Non-Academic Information Behaviors**. *Community College Journal of Research and Practice*, 47(3), 165-182. <https://doi.org/10.1080/10668926.2021.1985014>

While limited research on the information behaviors of community college students exists, the theories of Elfreda Chatman have not been used to develop understanding of this population. Community college students are more likely to be people of color and/or lower income than their peers in four-year colleges, making them potentially more likely to experience information poverty. This study explored if and how Chatman's theories explain the information behaviors of students at a highly diverse, urban community

college. Thirteen students were interviewed using open-ended, qualitative prompts to describe their information seeking and use as it pertains to their college experiences, specifically advisement, financial aid, and understanding course requirements. Students indicated that they used interpersonal and online resources in some combination for all of their information needs for school and in everyday life. The students did not describe the information poverty theorized in many of Chatman's studies. However, it became clear from their responses that the students' information seeking and use, as well as their understanding of their own information behaviors, support a view of the community college as a small world that privileges information seeking as a normative behavior.

Wang, Y.-Y., Weng, T.-H., Tsai, I.-F., Kao, J.-Y., & Chang, Y.-S. (2023). **Effects of virtual reality on creativity performance and perceived immersion: A study of brain waves.** *British Journal of Educational Technology*, 54(2), 581-602. <https://doi.org/10.1111/bjet.13264>

Abstract The purpose of this study was to explore the effects of virtual reality (VR) application on creative performance and immersion, evaluated through electroencephalography brain wave data to achieve accurate and robust results. In this study, 72 middle school teachers were recruited as participants, and a non-randomized control-group pre-test?post-test design was employed. The experimental group received VR-based design instruction, and the control group received lecture-based design training. Our results revealed that VR significantly affects immersion, especially with regard to attention. Additionally, VR had a positive effect on the feasibility of the creative process, although its effects on variety and novelty were inconclusive. VR was significantly correlated with theta, beta, and gamma brain wave activity. VR also increased attention-related and meditation-related brain wave activity and desynchronized alpha waves. Practitioner notes What is already known about this topic VR is used in many areas. VR in education is getting more important day after day. What this paper adds VR significantly affects immersion, especially with regard to attention. VR had a positive effect on the feasibility of the creative process, although its effects on variety and novelty were inconclusive. VR was significantly correlated with theta, beta, and gamma brain wave activity. VR also increased attention-related and meditation-related brain wave activity and desynchronized alpha waves. Implications for practice and/or policy User lack of familiarity with VR may also have influenced the results; more VR learning materials should be provided for learners. In addition to using a larger sample, future studies should focus on creative novelty when developing VR content to improve creative processes and outcomes. Familiarizing learners with the use of VR could effectively reduce the cognitive load, as well as contribute to the stimulation of creative brain waves.

Xing & Gordon. (2023). **Understanding Traditional and Nontraditional Students' Job Skill Preparation from a Career Capital Perspective.** *Community College Journal of Research and Practice*, 47(3), 228-241. <https://doi.org/10.1080/10668926.2021.1991856>

Using data from the 2014 Community College Survey of Student Engagement (CCSSE), we examined traditional and nontraditional students' perceived preparation for job skills in terms of the three ways of knowing from a career capital perspective. Results showed that traditional and nontraditional students shared commonalities as well as differences in terms of three ways of knowing. Multinomial regression showed that different sets of predictors were significant in predicting students' perceived preparation for job skills, depending on the outcome being considered. However, variables that are directly aligned to the work or job preparation – updating job skills as a goal, work-based

learning, and using job placement assistance, each representing one way of knowing – had the largest odds ratios in explaining the perceived preparation for job skills. Discussions of findings and implications are provided.

Aspects économiques de l'éducation

Abbiati, G., Azzolini, D., Balanskat, A., Engelhart, K., Piazzalunga, D., Rettore, E., & Wastiau, P. (2023). **Effects of an Online Self-Assessment Tool on Teachers' Digital Competencies** (IZA Discussion Paper N° 15863). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15863.htm>

We evaluate the effects of an online self-assessment tool on teachers' competencies and beliefs about ICT in education. The causal impact of the tool is evaluated through a randomized encouragement design, involving 7,391 lower secondary teachers across 11 European countries. Short-run impact estimates show that the use of the tool led teachers to critically revise their technology-enhanced teaching competencies (-0.14 standard deviations) and their beliefs about ICT in education (-0.35 s.d.), while there is no impact on their probability of taking specific training. The effects are concentrated among teachers in the top-end tail of the distribution of pre-treatment outcomes. We provide suggestive evidence that the feedback score provided by the tool triggered such results by providing a negative information shock.

Altinok, N., & Diebolt, C. (2023). **Clometrics of Learning-Adjusted Years of Schooling: Evidence from a New Dataset** [Working Papers of BETA]. Consulté à l'adresse Bureau d'Economie Théorique et Appliquée, UDS, Strasbourg website: <https://econpapers.repec.org/paper/ulpsbbeta/2023-02.htm>

Analyzing education does not only involve years of schooling, quality matters! This paper aims at providing better data on schooling with a focus on learning outcomes. It provides the largest dataset on learning outcomes, years of schooling and learning-adjusted year of schooling (LAYS) with comparable data between 1970 and 2020. The quantity dimension is measured by years of schooling and uses the latest data from Barro and Lee (2013), while the quality dimension is taken from linking standardized, psychometrically-robust international achievement tests and hybrid tests. The data are available for more than 120 countries between 1970 and 2020. Several findings can be highlighted. A global convergence on both learning outcomes and enrollment has occurred since 1970, but a breakdown can be found after 1990. A very low number of countries perform better over time regarding the quality of schooling, while most countries have a stable level of learning outcomes.

Bietenbeck, J., Leibing, A., Marcus, J., & Weinhardt, F. (2022). **Tuition fees and educational attainment** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/117828.htm>

Following a landmark court ruling in 2005, more than half of Germany's universities started charging tuition fees, which were subsequently abolished until 2015. We exploit the unusual lack of grandfathering in these policies to show that fees increase study effort and degree completion among incumbent students. However, fees also decrease first-time university enrollment among high school graduates. Combining this enrollment impact with the effect on completion, we find that fees around the zero-price margin have only little effect on overall educational attainment. We conclude by discussing

policies targeting the separate effect margins of fees and caution against a general abolition.

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Education inequality** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/117857.htm>

This paper provides new evidence on educational inequality and reviews the literature on the causes and consequences of unequal education. We document large achievement gaps between children from different socio-economic backgrounds, show how patterns of educational inequality vary across countries, time, and generations, and establish a link between educational inequality and social mobility. We interpret this evidence from the perspective of economic models of skill acquisition and investment in human capital. The models account for different channels underlying unequal education and highlight how endogenous responses in parents' and children's educational investments generate a close link between economic inequality and educational inequality. Given concerns over the extended school closures during the Covid-19 pandemic, we also summarize early evidence on the impact of the pandemic on children's education and on possible long-run repercussions for educational inequality.

Busetta, G., Campolo, M. G., & Panarello, D. (2023). **Economic expectations and anxiety during the COVID-19 pandemic: a one-year longitudinal evaluation on Italian university students**. *Quality & Quantity*, 57(1), 59-76. <https://doi.org/10.1007/s11135-022-01330-y>

The COVID-19 pandemic has produced an extensive aggravation of people's anxiety level. Different policies aimed at fighting the spread of the virus could affect anxiety in various ways. We built an ad hoc web-based survey, administered to the student population of three Italian universities at the beginning of the pandemic and at one year's distance, to collect information on retrospective and current anxiety levels and the underlining reasons. The survey also included questions concerning sociodemographic, economic, labor, lifestyle, academic career, and on-line teaching features, which prevents students from identifying the main survey topic to be anxiety. This research aims at assessing the change in anxiety levels between the analyzed periods and the main determinants of such change, focusing on students' economic expectancies. Results from a Poisson regression model show that anxiety has increased compared to both the pre-pandemic level and the one quantified during the first lockdown. This increase is revealed to be mostly driven by economic and career-related uncertainties, rather than by job loss and proximity to COVID-19. Thus, policymakers should take action to provide certainties both in terms of economic prospects and reopening strategies, especially to avoid that the resulting increase in anxiety translates into an amplified suicide risk.

Butcher, K., McEwan, P., & Weerapana, A. (2022). **Making the (Letter) Grade: The Incentive Effects of Mandatory Pass/Fail Courses** (Working Paper Series N° WP 2022-55). Consulté à l'adresse Federal Reserve Bank of Chicago website: <https://econpapers.repec.org/paper/fipfedhwp/95387.htm>

In Fall 2014, Wellesley College began mandating pass/fail grading for courses taken by first-year, first-semester students, although instructors continued to record letter grades. We identify the causal effect of the policy on course choice and performance, using a

regression-discontinuity-in-time design. Students shifted to lower-grading STEM courses in the first semester, but did not increase their engagement with STEM in later semesters. Letter grades of first-semester students declined by 0.13 grade points, or 23% of a standard deviation. We evaluate causal channels of the grade effect—including sorting into lower-grading STEM courses and declining instructional quality—and conclude that the effect is consistent with declining student effort.

Cappellari, L., Checchi, D., & Ovidi, M. (2022). **The effects of schooling on cognitive skills: evidence from education expansions** (DISCE - Working Papers Del Dipartimento Di Economia e Finanza N° def122). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: <https://econpapers.repec.org/paper/ctcserie1/def122.htm>

We quantify the causal effect of schooling on cognitive skills across 21 countries and the full distribution of working-age individuals. We exploit exogenous variation in educational attainment induced by a broad set of institutional reforms affecting different cohorts of individuals in different countries. We find a positive effect of an additional year of schooling on internationally-comparable numeracy and literacy scores. We show that the effect is substantially homogeneous by gender and socio-economic background and that it is larger for individuals completing a formal qualification rather than dropping out. Results suggest that early and late school years are the most decisive for cognitive skill development. Exploiting unique survey data on the use of skills, we find suggestive evidence that our result is mediated by access to high-skill jobs.

Cheslock, J. J., & Riggs, S. O. (2023). **Ever-Increasing Listed Tuition and Institutional Aid: The Role of Net Price Differentials by Year of Study**. *Educational Evaluation and Policy Analysis*, 45(1), 3-26. <https://doi.org/10.3102/01623737221094565>

Over the last forty years, non-elite private institutions have steadily increased listed tuition and institutional aid. This practice has continued even though the net tuition revenue gains from incoming students have become minimal. We present a new explanation for why these yearly increases continue: The pricing structure of non-elite privates relies upon net price differentials by year of study that are generated through annual increases in listed tuition. We describe how the presence of transfer costs encourages the use of this pricing structure and then document the presence of this pricing structure using data from IPEDS and NPSAS. Similar analyses of public and elite private institutions reveal differences across sectors in the use of differential pricing by year of study.

Cunha, F., Hu, Q., Xia, Y., & Zhao, N. (2023). **Reducing Bullying: Evidence from a Parental Involvement Program on Empathy Education** (NBER Working Paper N° 30827). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30827.htm>

According to UNESCO, one-third of the world's youths are victims of bullying, which deteriorates academic performance and mental health, and increases suicide ideation and the risk of committing suicide. This paper analyzes a four-month parent-directed intervention designed to foster empathy in middle schoolers in China. Our implementation and evaluation study enrolled 2,246 seventh and eighth graders and their parents, whom we assigned, at the classroom level, to the control or intervention condition randomly. We measured, before and after the intervention, parental investments, children's empathy, and self-reported bullying perpetration and victimization incidents. Our analyses show that the intervention increased investments

and empathy and reduced bullying incidents. In addition, we measured costs and found that it costs \$12.50 for our intervention to reduce one bullying incident. Our study offers a scalable and low-cost strategy that can inform public policy on bullying prevention in other similar settings.

Datta, S., & Kingdon, G. G. (2023). **Class Size and Learning: Has India Spent Too Much on Reducing Class Size?** *The World Bank Economic Review*, 37(1), 24-48. <https://doi.org/10.1093/wber/lhac025>

Whether class-size reductions improve student learning outcomes is an important policy question for India. This paper investigates the issue using a credible identification strategy to address the endogeneity of class size. Pupil fixed effects combined with value-added estimation show no significant relationship between class size and student achievement, which suggests that under current teaching practices, there is no learning gain from reducing class size. If these findings, based on a small sample in one city, hold true for the entire country, they have important policy implications. When generalized, our findings suggest that India experienced a value-subtraction from spending on reducing class sizes, and that the US\$3.6 billion it spends annually on the salaries of the 0.4 million new teachers appointed between 2010 and 2017 is wasteful spending rather than an investment in improving learning. These findings imply that India could save US\$19.4 billion per annum by increasing PTR to 40, without any reduction in pupil learning.

Edwards Jr., D. B., Okitsu, T., & Mwanza, P. (2022). **Low-fee private schools for early childhood care and education? Insights from Zambia in the context of economic globalisation.** *International Review of Education*, 68(6), 897-910. <https://doi.org/10.1007/s11159-023-09985-x>

In the past decade, the trend of "low-fee private schools" (LFPs) for the poor has increasingly gained attention, particularly in low- and middle-income countries where governmental funding is insufficient to provide education for all. Up to now, research has tended to address this phenomenon in the context of primary and, to some extent, secondary education. Where research is particularly lacking is at the level of early childhood care and education (ECCE). Thus, while the present research note seeks, generally, to contribute to literature on the operation of LFPs, its more specific goal is to share insights into the complexities, difficulties and in-equities that intersect with – and stem from – the provision of ECCE through LFPs, above all in the context of insufficient public funding, low governmental capacity, and export-oriented economic globalisation. The findings reported emerged from a study of ECCE as provided by LFPs in Lusaka, Zambia.

Figlio, D., & Özek, U. (2023). **The Unintended Consequences of Test-Based Remediation** (NBER Working Paper N° 30831). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30831.htm>

School systems around the world use achievement tests to assign students to schools, classes, and instructional resources, including remediation. Using a regression discontinuity design, we study a Florida policy that places middle school students who score below a proficiency cutoff into remedial classes. Students scoring below the cutoff receive more educational resources, but they are also placed in classes that are more segregated by race, socio-economic status, and prior achievement. Increased tracking occurs not only in the remedial subject, but also in other core subjects. These tracking

effects are significantly larger and more likely to persist beyond the year of remediation for Black students.

Green, C., Henning Nyhus, O., & Vea Salvanes, K. (2023). **How does testing young children influence educational attainment and well-being?** (CEPEO Working Paper Series N° 23-01). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://econpapers.repec.org/paper/uclcepeow/23-01.htm>

Should young children be tested? Proponents view early testing as a necessary instrument for early targeting. Others consider it detrimental to child mental health and with little impact on educational performance. We exploit variation in test-taking in mathematics among primary school children in Norway, traditionally a low-testing environment. We examine both the introduction of difficult mathematics tests and simpler screening tests that were aimed at identifying children in need of assistance. We demonstrate zero effects of testing exposure on later attainment but some benefits from screening tests for low-performing students. There are no negative effects on student welfare, but testing appears to improve aspects of teaching practices, feedback and engagement.

Inoue, A., & Tanaka, R. (2023). **The Rank of Socioeconomic Status within a Class and the Incidence of School Bullying and School Absence** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: <https://econpapers.repec.org/paper/etidpaper/23003.htm>

Does the relative wealth of students' households affect the incidence of risky behaviors of students in school? We estimate the effect of the rank of the socioeconomic status (SES) of the students' household within a class on the incidence of school bullying and school absence. We exploit the variation of SES rank within a class generated by the almost-random assignment of students to classes. Using the data from middle-school students in the Trends in International Mathematics and Science Study (TIMSS), we find that although the absolute level of SES is negatively associated with these incidences, students with a high SES rank within a class are more likely to be the victims of school bullying and to be absent from school.

Komisarow, S., & Hemelt, S. W. (2023). **School-Based Healthcare and Absenteeism: Evidence from Telemedicine** (IZA Discussion Paper N° 15858). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15858.htm>

The prevalence of school-based healthcare has increased markedly over the past decade. We study a modern mode of school-based healthcare, telemedicine, that offers the potential to reach places and populations with historically low access to such care. School-based telemedicine clinics (SBTCs) provide students with access to healthcare during the regular school day through private videoconferencing with a healthcare provider. We exploit variation over time in SBTC openings across schools in three rural districts in North Carolina. We find that school-level SBTC access reduces the likelihood that a student is chronically absent by 2.5 percentage points (29 percent) and reduces the number of days absent by about 0.8 days (10 percent). Relatedly, access to an SBTC increases the likelihood of math and reading test-taking by between 1.8- 2.0 percentage points (about 2 percent). Heterogeneity analyses suggest that these effects are driven by male students. Finally, we see suggestive evidence that SBTC access

reduces violent or weapons-related disciplinary infractions among students but has little influence on other forms of misbehavior.

Margolis, J., Dench, D., & Hashim, S. (2023). **Economic and Racial Integration Through School Choice in New York City**. *Educational Evaluation and Policy Analysis*, 45(1), 182-190. <https://doi.org/10.3102/01623737221107928>

New York City's school system is among the most diverse and segregated in the United States. Using difference-in-differences and placebo tests, we evaluate two desegregation policies in two geographic districts in New York City, District 3 and District 15. Both districts attempted to lower economic segregation within their district while maintaining school choice, prioritizing economically disadvantaged students for middle school seats in advance of the 2019–2020 school year. District 15, however, set more ambitious prioritization targets and also chose to eliminate academic screens from all middle schools. We find that District 15's policy lowered economic segregation in sixth grade by 55% and racial segregation by 38%, while District 3's policy led to no significant change in segregation.

Maurer, S., Schwerdt, G., & Wiederhold, S. (2023). **Do Role Models Matter in Large Classes? New Evidence on Gender Match Effects in Higher Education** (IZA Discussion Paper N° 15860). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15860.htm>

We study whether female students benefit from being taught by female professors, and whether such gender match effects differ by class size. We use administrative records of a German public university, covering all programs and courses between 2006 and 2018. We find that gender match effects on student performance are sizable in smaller classes, but do not exist in larger classes. This difference suggests that direct and frequent interactions between students and professors are important for the emergence of gender match effects. Instead, the mere fact that one's professor is female is not sufficient to increase performance of female students.

Meschi, E., & Pavese, C. (2023a). **Ability Composition in the Class and the School Performance of Immigrant Students** (Ifo Working Paper Series N° 388). Consulté à l'adresse ifo Institute - Leibniz Institute for Economic Research at the University of Munich website: https://econpapers.repec.org/paper/cesifowps/_5f388.htm

Using longitudinal data from the Italian National Institute for the Evaluation of the Education System (INVALSI), this paper investigates whether the ability of classmates affects the educational attainment of immigrant students. We focus not only on the average quality of peers in the class, but we further investigate which part of the ability distribution of peers drives the effect, by assessing the role played by the extreme tails of the ability distribution. Our empirical strategy addresses students' endogenous sorting into classes by exploiting the within-student across-subjects variation in achievements and the simultaneity problem by using predetermined measures of peers' ability. We show that peers' ability matters. While native students are mostly influenced by the average quality of their peers, immigrant children are detrimentally affected by the fraction of very low achievers in the classroom. Our findings provide valuable guidance to policymakers concerning the allocation of students to classes in order to foster immigrant students' integration and learning

Meschi, E., & Pavese, C. (2023b). **Ability composition in the class and the school performance of immigrant students** (GLO Discussion Paper Series N° 1225). Consulté à l'adresse [Global Labor Organization \(GLO\) website: https://econpapers.repec.org/paper/zbwglodps/1225.htm](https://econpapers.repec.org/paper/zbwglodps/1225.htm)

Using longitudinal data from the Italian National Institute for the Evaluation of the Education System (INVALSI), this paper investigates whether the ability of classmates affects the educational attainment of immigrant students. We focus not only on the average quality of peers in the class, but we further investigate which part of the ability distribution of peers drives the effect, by assessing the role played by the extreme tails of the ability distribution. Our empirical strategy addresses students' endogenous sorting into classes by exploiting the within-student across-subjects variation in achievements and the simultaneity problem by using predetermined measures of peers' ability. We show that peers' ability matters. While native students are mostly influenced by the average quality of their peers, immigrant children are detrimentally affected by the fraction of very low achievers in the classroom. Our findings provide valuable guidance to policymakers concerning the allocation of students to classes in order to foster immigrant students' integration and learning.

Morozumi, A., & Tanaka, R. (2023). **School Accountability and Student Achievement: Neighboring schools matter** [Discussion paper]. Consulté à l'adresse [Research Institute of Economy, Trade and Industry \(RIETI\) website: https://econpapers.repec.org/paper/etidpaper/23004.htm](https://econpapers.repec.org/paper/etidpaper/23004.htm)

Previous research on school accountability has shown that the disclosure of school-level results of a national standardized student achievement test has a heterogeneous impact on student achievement across schools. This paper, highlighting a type of standardized test that has no stakes for students (called a national assessment), sheds further light on circumstances under which the disclosure of such information has a desirable impact on student learning. Specifically, utilizing an unanticipated disclosure of the school-level results of Japan's national assessment, which occurred only in one prefecture in 2013, and treating schools in other prefectures as a control group, we show that the information disclosure has a significantly more positive impact on student achievement when the school has a larger number of schools in close proximity (i.e., neighboring schools). The results are robust to the consideration of other possible conditioning factors of the information effect such as school budget autonomy.

Outhwaite, L., Early, E., Herodotou, C., & Van Herwegen, J. (2023). **Can Maths Apps Add Value to Learning? A Systematic Review** (CEPEO Working Paper Series N° 23-02). Consulté à l'adresse [UCL Centre for Education Policy and Equalising Opportunities website: https://econpapers.repec.org/paper/uclcepeow/23-02.htm](https://econpapers.repec.org/paper/uclcepeow/23-02.htm)

Educational maths applications (apps) are an emerging trend in young children's learning environments aiming to raise attainment. The current systematic review aimed to thematically synthesise quantitative, qualitative, and mixed methods studies examining the impact of maths app interventions used at home or at school for young children in the first three years of compulsory education. The thematic narrative synthesis included 50 studies evaluating 77 maths apps with 23,981 children across 18 countries. Experimental methods were the most common designs, with 20 randomised control trials and 13 quasi-experimental designs. Most studies focused on mathematical learning outcomes with typically developing children and were conducted in the classroom, where practitioners implemented the app-based interventions. Studies predominately

reported greater learning outcomes for young children using the evaluated maths apps compared to a range of control conditions. This provides promising evidence that maths apps can support young children's learning. However, usage and mathematical outcomes before and after the intervention were not consistently or reliably reported across studies, which should be addressed in future research. Based on the current evidence, eight directions for future research are also outlined to enhance the evidence base in this field and raise attainment in mathematics for young children.

Pettersson, N., Karlsson, N., & Andrén, D. (2023). **Does eligibility requirements matter for academic achievements? A quasi-experimental retrospective study of students studying intermediate statistics** (Working Paper N° 2023:1). Consulté à l'adresse Örebro University, School of Business website: https://econpapers.repec.org/paper/hhsoruesi/2023_5f001.htm

Student achievements are expected to be affected by both educational activities and learning during a course and previous teaching and learning, and earlier eligibility requirements. Using data from a quasi-experimental retrospective study, we estimated the effect on exam scores in an intermediate course in statistical theory from both earlier eligibility requirements, the realignment of a prerequisite course in introductory statistics and students' characteristics. We found that success in intermediate statistics was explained by the realignment and eligibility requirements in Mathematics, and also by the intersection between gender and foreign background.

Ra, E., Kim, J., Hong, J., & DesJardins, S. L. (2023). **Functioning or Dysfunction? The Effects of Performance-Based Funding**. *Educational Evaluation and Policy Analysis*, 45(1), 79-107. <https://doi.org/10.3102/01623737221094563>

We examined how performance-based funding (PBF) for higher education institutions in Tennessee, Ohio, and Indiana affects bachelor's degree completion, admission practices, and the enrollment of underserved students. Utilizing data from the Integrated Postsecondary Education Data System, we employed an event study analysis, in addition to a canonical difference-in-differences and coarsened exact matching strategy. The event study results revealed no effect in Tennessee, whereas bachelor's degree completion may have a delayed positive effect in Ohio and Indiana. Interestingly, Indiana institutions funded based on performance increased their institutional selectivity immediately after the funding was enacted, whereas underrepresented students' enrollment results differed among subgroups across states. We conclude by offering a critical review of the policy regimes and recommending fruitful areas for future research.

Reis, H., Borghesan, E., & Todd, P. E. (2022). **Learning Through Repetition? A Dynamic Evaluation of Grade Retention in Portugal** [Working Paper]. Consulté à l'adresse Banco de Portugal, Economics and Research Department website: <https://econpapers.repec.org/paper/ptuwpaper/w202220.htm>

High grade retention rates are a matter of much worldwide debate. Although some students learn more with extended school time, others get discouraged and drop out. This paper develops and implements a dynamic modeling approach for estimating retention effects in Portuguese high schools where over 40% of students were retained. The estimated model is used to simulate academic achievement under existing and alternative retention policies. Results show that the current policy's average impact on 12th grade math and Portuguese test scores is positive (0.2-0.5 s.d.), but it substantially increases dropout. We solve for the optimal policy to maximize lifetime earnings.

Stanistreet, P. (2022). **Education in an age of inequality**. *International Review of Education*, 68(6), 803-810. <https://doi.org/10.1007/s11159-023-09989-7>

Temoso, O., & Myeki, L. W. (2023). **Estimating South African Higher Education Productivity and Its Determinants Using Färe-Primont Index: Are Historically Disadvantaged Universities Catching Up?** *Research in Higher Education*, 64(2), 206-227. <https://doi.org/10.1007/s11162-022-09699-3>

Recent high dropout and low graduation rates in the South African higher education institutions as well as government funding cuts and the economic uncertainty due to COVID-19 pandemic have heightened the urgency for the higher education sector to improve its productivity. However, empirical evidence on the productivity growth of the sector remains unexplored. To address this gap, we applied a Färe-Primont index approach to a panel data of 22 public universities over an 8-year period to measure total factor productivity (TFP) and its components—technological change, technical, scale and mix efficiency changes. We also used a feasible generalised least squares model to assess the determinants of productivity and efficiency growth. The results show that the average TFP of the sector for the study period was 0.631, led by historically advantaged universities (0.894), whilst historically disadvantaged universities had lower average TFP (0.823). During the period, TFP increased by 3.43%, largely driven by scale and mix efficiency changes (5.32%) and technical efficiency change (0.83%), whilst technical change declined by 1.80%. In terms of university types, the comprehensive universities achieved the largest TFP growth (6.13%) followed by traditional universities (4.85%), and technology universities by 1.41%. TFP growth was positively influenced by student graduation rates, quality of academics and academic-student ratios. Therefore, policy considerations to improve the sector's productivity and efficiency should consider investment on research and development, adoption of teaching and research innovations, re-skilling through training and education and aligning admission policies with staffing.

Zhang, Z., & Zhao, Z. (2023). **Women's Education and Fertility in China** (IZA Discussion Paper N° 15857). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15857.htm>

Using data from the China Family Panel Studies, this paper exploits the Compulsory Education Law of China implemented in the 1980s to empirically examine the causal impact of women's education on fertility in rural China by difference-in-differences methods. The results show that an additional year of schooling lowered the number of children a woman would have by approximately 0.09 children, postponed the age of first childbirth by 0.7 years, and reduced the probability of having a second child or more children by 0.18 among those mothers whose first child was a girl. In addition to the income effect, these results are also partly explained by more educated women preferring quality to quantity of children, placing a greater value on leisure and no longer perceiving children as the sole focus in their lives.

Aspects psychologiques de l'éducation

Abou-Zaher, R., & Nahas, N. (2022). **L'autodétermination chez les éducateurs libanais pendant la crise libanaise. Le cas des établissements homologués**. *Spirale - Revue de recherches en éducation, varia*(E1), 3-19. <https://doi.org/10.3917/spir.hs6.0003>

Dans un cadre agité depuis 2017, les enseignants des établissements homologués du Liban continuent à enseigner et à assurer les responsabilités scolaires malgré l'ambiance dure du pays. Dans cet article nous avons étudié le degré d'autodétermination d'un échantillon d'enseignants des établissements qui appliquent le programme français au Liban. Cette étude quantitative a été réalisée par questionnaire administré en ligne par 118 enseignants des établissements homologués du Liban. D'après les résultats, notre échantillon possède un bon niveau d'autodétermination. Malgré toutes les conditions du milieu socio-économique et politique, ils semblent faire preuve de leur résilience et de leur sens du devoir envers leur métier.

Andrews, J. W., Murry, A., & Istvanffy, P. (2023). **A Holistic Approach to On-Reserve School Transformation: Pursuing Pedagogy, Leadership, Cultural Knowledge, and Mental Health as Paths of Change.** *Canadian Journal of School Psychology*, 38(1), 64-85. <https://doi.org/10.1177/08295735221146354>

The aim of this manuscript is to present and discuss an attempt at transformative change in an on-reserve school in northern Saskatchewan. Myriad studies and government statistics have stated that on-reserve Indigenous students occupy the lowest levels of success in Canada as it relates to almost any recognized metric. In response to the ongoing inequity in education, a 3-year project was undertaken with potential national implications. In this project, a holistic approach was utilized which places an emphasis on leadership development, curriculum, teaching and learning, local Indigenous pedagogies, and mental health support. The confluence of approaches in this project have challenged standard approaches to school transformation by placing an emphasis on the local context and knowledge systems that already place the community in a position of strength. Data collection and project development was primarily focused on document analysis, classroom visits, meetings, and professional development with the faculty, planning sessions, instructional monitoring and student academic, cultural, and mental health assessments, and research projects. This manuscript offers wise practice considerations for diverse on-reserve schools through relationally collaborative interventions rooted in school psychology principles as key agents of change, resulting in: higher teacher retention; more comprehensive and effective lesson planning, implementation, and assessment; enhanced integration of Indigenous values within the classroom (e.g., PISIM); and improved teacher and student mental wellness in the classroom (e.g., teacher utilization of EFSS).

Ben Hamouda, L. (2023a, février 7). **Master MEEF : souffrance des étudiants.** Consulté 7 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/07/master-meef-souffrance-des-etudiants/> Alors que le ministre de l'Éducation nationale martèle qu'il faut un « choc d'attractivité » pour pallier la pénurie de candidats aux concours du professorat, sur le terrain, les étudiants de Master MEEF dénoncent les conditions de leur formation. À l'image de ce collectif d'étudiants des INSPE de l'académie lilloise, « le sentiment de mal-être que nous exprimons ici...

Ben Hamouda, L. (2023b, février 9). **Directeurs, IEN et chefs d'établissements : moral en berne pour eux aussi.** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/09/directeurs-ien-et-chefs-detablissements-moral-en-berne-pour-eux-aussi/>

À l'heure où les enseignants et enseignantes évoquent leur mal-être, le manque de considération dont ils se sentent victimes, que les étudiants se projetant dans le métier craquent sous la pression, le Café pédagogique propose de faire le point sur le moral des directeurs et directrices d'école, des inspecteurs de l'éducation nationale et des personnels...

Bernett, P., Spence, S., Wilson, C., Gurr, E., Zentner, D., & Wendt, D. C. (2023). **Canadian School Psychology and Indigenous Peoples: Opportunities and Recommendations.** *Canadian Journal of School Psychology*, 38(1), 10-29. <https://doi.org/10.1177/08295735231151281>

School psychologists play important roles in working alongside Indigenous Peoples within Canada; however, a large gap exists between the discipline's actions and the recommendations set forth by Indigenous Nations and governmental working groups. In this conceptual article, we seek to highlight the need for further Indigenous representation and engagement in the field of school psychology, as well as present key areas of relevance. We first briefly contextualize the relationship between Indigenous Peoples and school psychology, followed by the results of a brief survey concerning Indigenous representation and engagement across five school psychology doctoral programs in Canada. Next, we discuss nine key areas of consideration for school psychologists based on the Calls to Action of the Truth and Reconciliation Commission of Canada and the Calls for Justice of the National Inquiry into Missing and Murdered Indigenous Women and Girls. Each area of consideration provides school psychologists with a starting point for concrete actions when working with Indigenous students, families, and communities.

Busetta, G., Campolo, M. G., & Panarello, D. (2023). **Economic expectations and anxiety during the COVID-19 pandemic: a one-year longitudinal evaluation on Italian university students.** *Quality & Quantity*, 57(1), 59-76. <https://doi.org/10.1007/s11135-022-01330-y>

The COVID-19 pandemic has produced an extensive aggravation of people's anxiety level. Different policies aimed at fighting the spread of the virus could affect anxiety in various ways. We built an ad hoc web-based survey, administered to the student population of three Italian universities at the beginning of the pandemic and at one year's distance, to collect information on retrospective and current anxiety levels and the underlining reasons. The survey also included questions concerning sociodemographic, economic, labor, lifestyle, academic career, and on-line teaching features, which prevents students from identifying the main survey topic to be anxiety. This research aims at assessing the change in anxiety levels between the analyzed periods and the main determinants of such change, focusing on students' economic expectancies. Results from a Poisson regression model show that anxiety has increased compared to both the pre-pandemic level and the one quantified during the first lockdown. This increase is revealed to be mostly driven by economic and career-related uncertainties, rather than by job loss and proximity to COVID-19. Thus, policymakers should take action to provide certainties both in terms of economic prospects and reopening strategies, especially to avoid that the resulting increase in anxiety translates into an amplified suicide risk.

Costa, A., & Faria, L. (2023). **Trajectories of implicit theories of intelligence and emotional intelligence in secondary school.** *Social Psychology of Education*, 26(1), 191-209. <https://doi.org/10.1007/s11218-022-09695-6>

This study examined and compared how the trajectories of two types of implicit theories (IT; general intelligence and emotional intelligence EI) evolve over the 3-year period of the Portuguese secondary school period. The effects of students' gender, academic achievement, and EI on the developmental path of IT were also explored. Two hundred twenty-two students participated in a 3-wave study from 10th to 12th grade, were aged 14 to 18 years old ($M_{age} = 15.4$; $SD = 0.63$) in the first round of data collection, and were mostly female (58.6%). The findings indicate the stability of students' implicit beliefs of intelligence over secondary school and, in turn, the continuous evolution of students' incremental IT of EI. Students' gender and previous levels of trait EI influenced the IT's change patterns. The findings are discussed based on the relevance of the educational context to foster incremental beliefs about school-related attributes for all students.

Day, S. J. (2023). **Collectively Dreaming Toward Indigenized School Psychology Education and Training.** *Canadian Journal of School Psychology*, 38(1), 46-63. <https://doi.org/10.1177/08295735221146357>

Indigenous Peoples comprise a significant portion of the population whose mental health needs must be appropriately addressed, and schools are important contexts for this service provision. The author presents findings from a culturally-grounded, strengths-based, qualitative, Two-Eyed Seeing study that engaged with current and previous Indigenous graduate students from Canadian mainstream and Indigenized counseling psychology programs to explore their graduate school experience and dream for the future of psychological education and training. Community-led analysis with aspects of qualitative thematic analysis guided a collective results narrative. Eight findings emerged including: (1) the importance of relationality in education and training; (2) the significance of experiential learning (i.e., land and art-based, ceremonial, interpersonal relations); (3) diversity in knowledge sharers and inclusion of elders in psychology education; (4) critical decision-making about cohort member inclusion (i.e., all indigenous cohorts vs. mixed); (5) mandatory Indigenous pre-requisite courses; (6) cultural humility; (7) teachings about how to be a good person rather than how to be a good counselor; and (8) interviews for program entry. These findings are discussed in the context of future practice, intervention, education, and training of school, educational, counseling, and clinical psychologists, as well as pedagogical and curricular programmatic changes in multi-educational levels (i.e., K-12 and post-secondary). Considerations and areas of future research are discussed.

de Vet, S. M., Vrijhof, C. I., van der Veek, S. M. C., Linting, M., & Vermeer, H. J. (2023). **Young children's cortisol levels at out-of-home child care: A meta-analysis.** *Early Childhood Research Quarterly*, 63, 204-218. <https://doi.org/10.1016/j.ecresq.2022.12.015>

de Vries, J., McGrath, A., & Vaidis, D. (2023). **Teaching cognitive dissonance theory: Practical advice for the classroom.** *Scholarship of Teaching and Learning in Psychology*. <https://doi.org/10.1037/stl0000346>

Eckley, D., Allen, A., Millear, P., & Rune, K. T. (2023). **COVID-19's impact on learning processes in Australian university students.** *Social Psychology of Education*, 26(1), 161-189. <https://doi.org/10.1007/s11218-022-09739-x>

The novel coronavirus SARS-CoV-2 (COVID-19) has accentuated the role and interplay of numerous educational factors, inviting pedagogical research concerning online education. Using self-determination theory's basic psychological needs and

fundamental learning theories, identified educational factors were integrated into three pathways: (1) autonomy, technology acceptance, and self-regulation of learning; (2) relatedness, authentic happiness, and a classroom community; and (3) competency, harmonious passion, and trait conscientiousness. This study extends educational research by elucidating the relationships between psychological need fulfilment, educational factors, and students' expectations of their future grades during the impact of COVID-19. Australian university students (N=226, 77% female) completed questionnaires assessing their experience of home isolation, factors of each hypothesised pathway, and their expected grades. Structural equation modelling revealed that higher need fulfilment significantly predicted engagement in educational factors and that educational factors are complexly interrelated, providing resilience, motivation, and the mechanisms that facilitate learning. Most importantly, relatedness between academics and students positively influenced all learning pathways. Reciprocal determinism demonstrated the most substantial association with expected grades, and new insight was gained into the interrelationships of passion, trait conscientiousness, and self-regulation of learning.

Emerson, D. J., Hair, J. F., & Smith, K. J. (2023). **Psychological Distress, Burnout, and Business Student Turnover: The Role of Resilience as a Coping Mechanism.** *Research in Higher Education*, 64(2), 228-259. <https://doi.org/10.1007/s11162-022-09704-9>

This study's purpose is to examine whether resilience, conceptualized by Connor and Davidson (2003) as one's capacity to persevere and rebound under adversity, was a potential mitigating and/or moderating factor in the dynamic between both psychological distress and academic burnout, and student attrition. We concurrently distributed a survey containing a series of psychometric instruments to a convenience sample of 1,119 students pursuing various business majors at four geographically diverse U.S. universities. Via structural equations modeling analysis, we measured the associations between psychological distress, academic burnout, and departure intentions, and investigated whether student resilience levels are associated with lower distress, burnout, and departure intentions levels. The results indicated significant positive associations between psychological distress and each of the elements of academic burnout, and significant positive associations between the academic burnout elements and departure intentions. However, while resilience did not moderate those associations, it did attenuate them through its direct negative associations with both psychological distress and the cynicism and academic inefficacy elements of academic burnout. Based on these findings, we discuss implications for business educators seeking to enhance individual resilience levels as a coping strategy to combat voluntary student turnover, and better prepare students for the demands of the workplace.

Hirshberg, M. J., Davidson, R. J., & Goldberg, S. B. (2023). **Educators Are Not Alright: Mental Health During COVID-19.** *Educational Researcher*, 52(1), 48-52. <https://doi.org/10.3102/0013189X221142595>

Educator mental health sits at the intersection of multiple pressing educational issues. We are among the first to provide estimates of school system employee (SSE) stress, anxiety, and depression during the COVID-19 pandemic. Most participants reported clinically meaningful anxiety and depressive symptoms (77.96% and 53.65%, respectively). Being in the lowest strata of family income was associated with higher stress, a greater likelihood of clinically significant depressive symptoms, and reduced intentions to continue in the

same job, portending the current staffing shortages affecting schools. Supporting SSE mental health should become a policy priority.

Janson, M. P., Siebert, J., & Dickhäuser, O. (2023). **Everything right or nothing wrong? Regulatory fit effects in an e-learning context.** *Social Psychology of Education*, 26(1), 107-139. <https://doi.org/10.1007/s11218-022-09733-3>

Feedback is a key factor in helping individuals to self-regulate their learning behavior. Informative feedback, as a very basic form of feedback informing learners about the correctness of their answers, can be framed in different ways emphasizing either what was correct or what must be improved. The regulatory focus theory describes different strategic orientations of individuals towards goals, which may be associated with different effects of different informative feedback types. A promotion orientation describes the preference for approaching positive outcomes, while a prevention orientation describes the preference for avoiding negative ones. Applied to the context of informative feedback in self-regulated e-learning environments, we predict that regulatory fit, defined as the congruence of individuals' regulatory orientations and framed feedback, positively affects learning persistence and performance. In two experiments, we assessed individuals' regulatory orientations and experimentally varied framed feedback in samples of university students preparing for exams with an e-learning tool (N = 182, experiment 1; N = 118, experiment 2) and observed actual learning behaviors. Using different operationalizations of regulatory-framed feedback, we found statistically significant regulatory fit effects on persistence and performance in both experiments, although some remain insignificant. In experiment 2, we additionally tested ease of processing as a mechanism for regulatory fit effects. This way, we expand the literature on regulatory fit effects and feedback on actual learning behavior and provide evidence for the benefits of adaptive learning environments. We discuss limitations, especially regarding the stability of regulatory fit, as well as future directions of research on regulatory-framed feedback.

Kannangara, C., Allen, R., Vyas, M., & Carson, J. (2023). **Every Cloud Has a Silver Lining: Short-Term Psychological Effects of Covid-19 on British University Students.** *British Journal of Educational Studies*, 71(1), 29-50. <https://doi.org/10.1080/00071005.2021.2009763>

There are widespread concerns about the mental health implications of the pandemic, particularly among university students, an already at-risk population for poor mental health. This study looked at 1,281 UK university students, recruited through the Prolific website. Participants were asked to complete the Attitudes towards COVID-19 Scale, the CORE-10, the PERMA Profiler, the GAD-7 and the Office for National Statistics wellbeing questions (ONS4). The first survey was conducted between May 14th and 16th, when the UK was in national lockdown. The second survey was carried out between June 26th and July 15th. There was only an 11% attrition rate between the two time points. Well-being improved overall between the two time points. Some findings were contradictory as overall well-being, anxiety and levels of flourishing improved, but reports of psychological distress increased. It is also important to note that levels of positivity about the pandemic increased as time went on. There was evidence that higher levels of positivity were linked to better mental health outcomes. Encouraging a positive mindset and outlook in students, probably through positive psychology-based interventions, might act as a protective factor against severe mental illness. The wider relevance and practical implications for higher education are discussed.

Ladejo, J. (2023). **A Thematic Analysis of the Reported Effect Anxiety Has on University Students.** *Education and Urban Society*, 55(3), 289-313. <https://doi.org/10.1177/00131245211062512>

The number of university students experiencing mental health issues in the UK is increasing and a high number of students are dropping out of university as a result. Literature highlights a lack of knowledge regarding this topic and the significance in educating society. The aim of this qualitative study was to provide further insights as to why students are experiencing anxiety and into help-seeking behavior amongst university students. A thematic analysis was used to analyze a total of 118 blog entries of students discussing the impact of university on mental health. Findings highlighted three main themes: Balancing priorities, Fear of failure, and Critical incidents. These themes are discussed in terms of possible risk factors contributing to students experiencing anxiety while at university. Findings together with recommendations listed in this study offer higher education staff and institutions the opportunity to explore areas of focus and improve university students' mental health.

Lee, Y., Kim, K., Zeng, S., & Douglass, A. (2023). **Mother-father relationships and child social-emotional adjustment: Mediation through maternal and paternal parenting.** *Early Childhood Research Quarterly*, 63, 15-23. <https://doi.org/10.1016/j.ecresq.2022.11.001>

Mother-father relationships are one of the most important contexts for children's social-emotional development during early childhood. Using data from the Fragile Families and Child Wellbeing Study (family N = 1,438; child ages of 3, 5, and 9), we examined whether mother-father relationships influence child social-emotional adjustment through the mediating role of parenting. Maternal and paternal coparenting behaviors and maternal parenting stress mediated the association between mother-father relationships and child social-emotional adjustment. Dyadic data from mothers and fathers also revealed similarities and differences in how parents' own and partner's perceptions of their marital relationships were associated with parenting between mothers and fathers. Findings underscore the importance of considering children's social-emotional adjustment from a family systems perspective.

Leo, F. M., Fernández-Río, J., Pulido, J. J., Rodríguez-González, P., & López-Gajardo, M. A. (2023). **Assessing class cohesion in primary and secondary education: Development and preliminary validation of the class cohesion questionnaire (CCQ).** *Social Psychology of Education*, 26(1), 141-160. <https://doi.org/10.1007/s11218-022-09738-y>

The aim of this study was to develop and validate a psychometrically-sound instrument to assess students' perceptions about class cohesion. Two studies were conducted. In Study 1, four steps were established: (1) development of the Class Cohesion Questionnaire (CCQ); (2) item selection; (3) item compression; and (4) exploration of psychometric properties. In Study 2, participants were 1504 students from 21 primary and secondary schools. The aim was to confirm the psychometric properties and to create a short version of the instrument (CCQ-SF). In Study 1, the CCQ showed adequate content and construct validity, with a factorial structure of two first-order factors (task cohesion and social cohesion), and adequate internal consistency. In Study 2, the CCQ and CCQ-SF confirmed adequate factorial structure and reliability, discriminant and nomological validity, and showed invariance by sex and educational stage. The CCQ and the CCQ-SF are valid and reliable instruments to measure class cohesion in educational settings.

Lytle, A., & Shin, J. E. L. (2023). **Resilience and grit predict fewer academic and career concerns among first-year undergraduate students during COVID-19.** *Social Psychology of Education*, 26(1), 227-240. <https://doi.org/10.1007/s11218-022-09741-3>

Since March 2020, the COVID-19 pandemic has profoundly disrupted higher education in the United States (U.S.). During the first wave of infection and hospitalization, many universities and colleges transitioned classroom instruction to online or a hybrid format. In September 2021, classes largely returned to in-person after the COVID-19 vaccine was widely available and, in some cases, mandated on university and college campuses across the U.S. In the current research, first-year undergraduate students answered a series of questions about their resilience, grit, and perceived academic and career impacts from the ongoing COVID-19 pandemic in Spring (February/March - May) 2021 and 2022. Findings from a series of regression analyses showed that grit and resilience seemed to protect students and help them stay on track, even in the face of the global pandemic. Undergraduate students who reported higher levels of grit and resilience were less likely to worry about job opportunities shrinking as well as less likely to report changing their academic goals, career goals, and proposed major. Future directions and implications are discussed.

Mauduy, M., Bagneux, V., & Sénémeaud, C. (2023). **Fostering victim-defending behaviors among school bullying witnesses: A longitudinal and experimental test of two new strategies for changing behavior.** *Social Psychology of Education*, 26(1), 263-274. <https://doi.org/10.1007/s11218-022-09745-z>

In school bullying, witnesses play a fundamental role because their defensive reactions can stop bullying situations. However, a great majority of witnesses remain passive despite their prodefense personal beliefs. To address this gap between witnesses' beliefs and behaviors, we developed and tested two social psychology strategies, namely, the induced hypocrisy and implementation intention. In an experimental and longitudinal study (N = 101), we randomly divided 7th- and 8th-grade students into three conditions, namely, control, induced hypocrisy, or implementation intention. Linear mixed models showed that the two strategies immediately increased planned defending behaviors as well as self-reported defending behaviors at three months but with a stronger effect at three months for the induced hypocrisy strategy. These new prevention avenues for practitioners are discussed according to current approaches.

McVittie, J., & Ansloos, J. (2023). **Supporting Indigenous Child Suicide Prevention Within Classrooms in Canada: Implications for School Psychologists and Educators.** *Canadian Journal of School Psychology*, 38(1), 105-122. <https://doi.org/10.1177/08295735221136185>

Indigenous young people in Canada are disproportionately overrepresented in suicide rates and alarmingly, young children are accounted for in these disparities. Since children spend much of their day at school, schools are a vital context for suicide prevention, identification, and intervention. However, research indicates that educators often report that they feel unprepared to address mental health challenges within the classroom. Indigenous communities are developing community driven responses to suicide that are culturally relevant and strengths based. It is critical that these models are considered when developing such suicide prevention within schools as they diverge from medicalized focused approaches and attend to broader social dimensions. It is imperative that educators and the education system are properly equipped with the training and resources to provide suicide prevention within schools and communities servicing Indigenous children. School psychologists can play an important role in

providing this prevention leadership. Through interviews with educators, we learned about the types of supports that are needed within schools to address Indigenous child suicide, and in what ways school psychologists could enhance prevention efforts. Using a reflexive approach to thematic analysis, we identified four main themes related to support needed. Findings are discussed in conversation with the current state of child specific suicide and suicide prevention literature. Applied implications for suicide prevention within schools for Indigenous children, as well as future research and community-based recommendations are considered.

Messmann, G. (2023). **Fostering proactive behaviour: The role of work-related reflection, psychological empowerment, and participative safety for innovative behaviour and job crafting.** *International Journal of Training and Development*, 27(1), 99-116. <https://doi.org/10.1111/ijtd.12286>

This contribution aimed at investigating how work-related reflection as cognitive efforts towards developing an understanding of work tasks, the surrounding work context, and one's professional competencies adds to the role of psychological empowerment and participative safety in predicting innovative behaviour and job crafting as two forms of proactivity. Quantitative data from 295 employees of micro, small, and medium-sized organizations in the information sector were collected with a cross-sectional questionnaire. For hypotheses testing, structural equation modelling was employed. The results of the study showed that work-related reflection and psychological empowerment were substantially related to innovative behaviour and job crafting while participative safety only played a minor role. These findings imply that jobs need to contain empowering and sufficiently complex work tasks that require reflection and provide occasions for reflective interactions to enable employees to create efficient routines and adapt to changes at work. Furthermore, experiences of empowerment need to be rooted in social interactions at work. Likewise, the value of reflection will only unfold if employees and supervisors regularly engage in reflection.

Mlinar, K., & Peček, M. (2023). **Ethnic hierarchies among pupils in Slovenia: Their ethnic belonging matters.** *Social Psychology of Education*, 26(1), 45-79. <https://doi.org/10.1007/s11218-022-09740-4>

Ethnic hierarchies, that is, hierarchical representations of ethnic groups, are typical for multiethnic societies. However, little is known about whether pupils elicit such hierarchies and whether these hierarchies vary with respect to the pupils' ethnicity. This awareness may shed light on whether and to what extent pupils perceive particular ethnic groups as culturally deviant. The current study therefore aimed to investigate whether pupils (n = 812, aged 9–14 years) from six ethnic groups living in Slovenia (Slovenes, Hungarians, Roma, Serbs, Albanians, and Bosniaks) display ethnic hierarchies, share intergroup consensus, and exhibit ethnic homophily. To this end, a Mokken scale analysis was conducted. The analysis revealed ethnic hierarchies for five ethnic groups, namely Slovenes, Hungarians, Roma, Serbs, and Bosniaks. Four of them, the Slovenes, Bosniaks, Serbs, and Roma, exhibited ethnic homophily. There was no intergroup consensus on ethnic hierarchies. Based on the findings, implications for teachers are discussed, namely, how to develop, improve, and adapt curricula and pedagogical practices with an eye toward progressively reducing hierarchies and developing respect for each ethnic group.

Oh, Y. K. (2023). **Examining the effect of L2 motivational factors on the development of L2 achievement: using multilevel latent growth curve model.** *Asia Pacific Education Review*, 24(1), 113-127. <https://doi.org/10.1007/s12564-021-09737-2>

Using Gyeonggi Educational Panel Study data on 4051 Korean students (N = 4051; 1967 female, 2084 male) from 63 middle schools, this longitudinal study investigated the growth trajectory for second/foreign language (L2) achievement and associations with various L2 motivational factors by using a multilevel latent growth curve model in Mplus 8.4. Because of the hierarchical data structure, the predictive factors were sorted into three student-level subcategories: individual characteristics; L2 classroom engagement components; and family background. At the school level, school SES and teacher efficacy were specified. Results indicate that global and L2 self-efficacy affected the high initial scores; however, no effect was observed on the growth rate. Unexpectedly, L2 interest was found to have no effects, which suggested a possible engagement mediation effect. Finally, of the L2 classroom engagement factors, L2 class comprehension was found to have a strong explanatory power for the initial L2 achievement scores, but exhibited no impact on the growth rate. These findings have second language acquisition implications for practice and interventions.

Olhová, S., Lášticová, B., Kundrát, J., & Kanovský, M. (2023). **Using fiction to improve intergroup attitudes: Testing indirect contact interventions in a school context.** *Social Psychology of Education*, 26(1), 81-105. <https://doi.org/10.1007/s11218-022-09708-4>

The aim of the study was to evaluate the efficacy of an intervention using indirect intergroup contact for improving intergroup attitudes in schools, in particular anti-Roma prejudice. Vicarious contact—a form of indirect intergroup contact—can be experienced through fictional book characters, who can serve as positive role models in terms of intergroup attitude improvement. A vicarious contact experiment was conducted with sixth grade students (N = 177) from three Slovak elementary schools, using passages from the Harry Potter series. A three-group pretest-posttest design was adopted; experimental condition 1 involved reading passages without subsequent discussion, experimental condition 2 involved reading the same passages followed by a discussion, while the control group was not involved in any activities. There was a significant improvement of intergroup attitudes in experimental condition 2 compared to the control group, while condition 1 did not show any such improvement. The first contribution of the study is in tackling conceptually distinct mediators of the intervention's effect – perspective taking and narrative transportation. The second contribution is in demonstrating the added value of discussion in interventions focused on prejudice reduction in schools.

Oppermann, E., Lehrl, S., & Burghardt, L. (2023). **Associations between preschool quality and children's social-emotional development until 2nd grade of elementary school.** *Early Childhood Research Quarterly*, 63, 133-144. <https://doi.org/10.1016/j.ecresq.2022.12.002>

The study investigates the longitudinal associations between preschool quality and children's social-emotional development from preschool until second grade of elementary school. Data stems from 554 German children (48% female, 85% German ethnic background). Children's social-emotional skills (emotional self-regulation, aggressiveness, and prosocial behavior) were assessed at age 3.7 years and again at the age of 8.3 years. Results revealed that associations between preschool quality and children's social-emotional development depended on children's gender: Higher quality was associated with better social-emotional development for boys but not for girls. Boys

attending higher quality preschools caught up with girls in their social-emotional skills by 2nd grade, whereas boys attending low(er) quality preschools did not. This gendered pattern of results was robust across the two observational measures of preschool quality and across three social-emotional outcomes. Results underline the importance of considering individual child characteristics in preschool quality research.

Plak, S., van Klaveren, C., & Cornelisz, I. (2023). **Raising student engagement using digital nudges tailored to students' motivation and perceived ability levels.** *British Journal of Educational Technology*, 54(2), 554-580. <https://doi.org/10.1111/bjet.13261>

Abstract Participation in educational activities is an important prerequisite for academic success, yet often proves to be particularly challenging in digital settings. Therefore, this study set out to increase participation in an online proctored formative statistics exam by digital nudging. We exploited targeted nudges based on the Fogg Behaviour Model, highlighting the relevance of acknowledging differences in motivation and ability in allocating nudges to elicit target behaviour. First, we assessed whether pre-existing levels of motivation and perceived ability to participate are effective in identifying different propensities of responsiveness to plain untailored nudges. Next, we evaluated whether tailoring nudges to students' motivation and perceived ability levels increases target behaviour by means of a randomized field experiment in which 579 first-year university students received 6 consecutive emails over the course of three weeks to nudge behaviour regarding successful participation in the online exam. First, the results point out that motivation explains differences in engagement as indicated by student responsiveness and participation, whereas the perceived ability to participate does not. Second, the results from the randomized field experiment indicate that tailored nudging did not improve observed engagement. Implications for the potential of providing motivational information to improve participation in online educational activities are discussed, as are alternatives for capturing perceived ability more effectively.

Practitioner notes What is already known about this topic Participation in educational activities is an important prerequisite for academic success, yet often proves to be particularly challenging in digital settings. Students' internal barriers to online participation and persistence in higher education are lack of motivation and perceived ability. Nudging interventions tackle students' behavioural barriers, and are particularly effective when guided by a theory of behaviour change, and when targeting students who suffer most from those barriers. What this paper adds This study examines whether the Fogg Behaviour Model is suited to guide a nudging intervention with the aim to increase student engagement in online higher education. This study examines whether students with different levels of motivation and perceived ability vary in their online behaviour in response to nudges. This study experimentally evaluates whether targeted nudges?targeted at students' motivation and perceived ability?are more effective than plain (not-targeted) nudges. Implications for practice and/or policy The results indicate the importance of motivation for performing nudged behaviours regarding successful participation in an online educational activity. The results do not provide evidence for the role of perceived digital ability, yet do show prior performance on a similar educational activity can effectively distinguish between students' responsiveness. Targeted nudges were not more effective than plain nudges, but the potential of other motivational nudges and how to increase perceived performance are discussed.

Plante, I. (2023). **Persévérance et réussite scolaires en mathématiques et en sciences : rôle et besoins des parents pour offrir un soutien optimal** (p. 65). Consulté à l'adresse

Fonds de recherche Société et culture website: <https://frq.gouv.qc.ca/histoire-et-rapport/perseverance-et-reussite-scolaires-en-mathematiques-et-en-sciences-role-et-besoins-des-parents-pour-offrir-un-soutien-optimal/>

Le rôle des parents dans l'éducation des jeunes est constamment souligné. Or, au secondaire, les parents tendent à se désengager progressivement du suivi

Poort, I., Jansen, E., & Hofman, A. (2023). **Promoting University Students' Engagement in Intercultural Group Work: The Importance of Expectancy, Value, and Cost.** *Research in Higher Education*, 64(2), 331-348. <https://doi.org/10.1007/s11162-022-09705-8>

Intercultural group work (IGW) is a valuable learning strategy to enhance deep learning and prepare university students to participate in a globalized world, so more insight is needed into what motivates students to engage actively in IGW. Using an expectancy–value theory framework, this study investigates the extent to which the different components of this theory (i.e., self-efficacy, perceived benefit, and perceived cost) relate to each other and contribute to student engagement in IGW. Responses to a questionnaire, gathered from 846 bachelor's students from six universities in the Netherlands and Canada, reveal that strong self-efficacy for IGW, high perceived benefit of IGW, and low perceived cost of IGW correlate. In structural equation modeling analyses, self-efficacy and emotional cost emerge as important predictors of behavioral and cognitive engagement; intercultural benefit is critical for cognitive engagement. As a prerequisite of cognitive engagement, behavioral engagement also mediates the effects of self-efficacy, costs, and benefits. Therefore, developing students' self-efficacy, increasing perceived benefits of IGW, and decreasing perceived costs of IGW can promote student engagement and deeper learning. Universities thus should prepare students for IGW and provide support and feedback during group work process. Based on the results, we theorize about the relationships among the components of the expectancy–value theory.

Potvin, P. (2023). **Response of science learners to contradicting information: a review of research.** *Studies in Science Education*, 59(1), 67-108. <https://doi.org/10.1080/03057267.2021.2004006>

This article presents a critical and systematic review of the science education research literature that explores the response of learners to contradicting information (anomalous data). The review is framed in the cognitive conflict process model (CCPM) and provides an analysis of (1) the types and frequency of possible responses, (2) the conditions by which cognitive conflict is successfully triggered, and (3) the preliminary conditions that eventually favour conceptual changes. The results conclude, among other things, that anomaly-induced cognitive conflict is rather inefficient if triggered in isolation, without supportive processing activities, or without the initial availability of conceptual alternatives. A prospective synthesis is then provided, supporting Ohlsson's view of science education activities that concentrate on cognitive utility rather than emphasising on discrediting initial conceptions. A reflection about the integration of such considerations with contemporary issues is also provided.

Rasegh, A., Zandi, H., Firoozi, T., & Rasooli, A. (2023). **Teachers' conceptions of classroom justice: An empirical study.** *Social Psychology of Education*, 26(1), 1-24. <https://doi.org/10.1007/s11218-022-09735-1>

Upholding justice in classrooms is a major concern for teachers and students, leading to a growing body of literature over the last 50 years. By contributing to this growing body

of literature, this study aimed to examine high school teachers' conceptions of classroom justice through the lens of social psychology theory. Purposeful sampling was used to select 27 high school teachers for semi-structured interviews on the issues pertinent to classroom justice. Findings indicate that teachers conceived of classroom justice based on a constant dialogue between two overarching themes: their individuality and the social context. Teachers' individuality included subthemes such as teacher philosophy of justice, teacher philosophy of education, teacher caring, teacher background life experiences as student, teacher education, and teaching experience. The social context included the social, cultural, and economic structures of the society and the educational structures. The results suggest that social psychology theory needs to be expanded to account for drivers of teachers' conceptions of classroom justice. The findings have implications for teacher education and policy-making to promote justice in classrooms.

Reinhardt, N., Trnka, L.-M., & Reinhard, M.-A. (2023). **The correlation of honesty-humility and learning goals with academic cheating.** *Social Psychology of Education, 26*(1), 211-226. <https://doi.org/10.1007/s11218-022-09742-2>

Academic cheating is a problem that affects many educational institutions and has become increasingly significant with the new challenges of online education. Recent studies have found that learning goals are correlated with cheating behavior among students. In this study, we investigated whether learning goals are still a predictor of cheating behavior when controlling for students' Honesty-Humility (emanated from the HEXACO model of personality) within a sample of 311 German university students. Regrading students' learning goals, we assessed their learning approach, performance approach, performance avoidance, and work avoidance. The result shows an intermediate negative and highly significant association between Honesty-Humility and academic cheating. Learning goals did not explain any incremental variance in academic cheating that goes beyond the Honesty-Humility factor. As the only exception, the work avoidance goal was found to also predict cheating behavior, but this positive association seems to be not as strong as the negative correlation between Honesty-Humility and academic cheating. We discuss the theoretical and practical implications of these results and make recommendations for future research.

Robinson-Zañartu, C., Kinlicheene, B., & Neztosie, N. (2023). **Preparing Indigenous School Psychologists: Stories From an Indigenous Specialization Project in School Psychology.** *Canadian Journal of School Psychology, 38*(1), 30-45. <https://doi.org/10.1177/08295735221146594>

Educational disparities between Indigenous and non-Indigenous youth across Canada, as is true across the United States, pose challenges to education systems to examine and alter professional practices in ways that support closing these gaps. Calls for more Indigenous school psychologists who might bring skills and perspectives to bear are longstanding, yet few graduate preparation programs have responded. Whether Indigenous students begin and do not complete programs, or never apply, it is incumbent on programs to examine the systemic underpinnings of the problem and respond with culturally responsive recruitment and retention strategies. In this article, one school psychology program shares programmatic contexts, recruitment processes, and retention strategies that have supported the preparation and graduation of dozens of Indigenous school psychologists from multiple Indigenous nations.

Sadoughi, M., Hejazi, S. Y., & Lou, N. M. (2023). **How do growth mindsets contribute to academic engagement in L2 classes? The mediating and moderating roles of the L2 motivational self system.** *Social Psychology of Education*, 26(1), 241-261. <https://doi.org/10.1007/s11218-022-09744-0>

Language mindsets and second language motivational self system (L2MSS) are two important motivational frameworks in understanding second language (L2) engagement. We argue that whether and how mindsets predict academic engagement can be explained by L2MSS components (ideal L2 self, ought-to L2 self, and learning experience). Using a multi-stage cluster sampling method, we collected survey data from 384 English-as-a-Foreign-Language (EFL) learners in Iran. Results of structural equation modelling showed that growth mindsets predicted academic engagement via ideal L2 self, but not via ought-to L2 self. Moreover, the association between mindsets and academic engagement was moderated by learning experience. Mindsets positively predicted engagement only for learners who had more favourable learning experiences. We discussed theoretical implications for integrating L2MSS and mindsets theories to better understand learners' engagement, and highlighted that promoting growth mindsets should be combined with positive learning experiences.

Schroeder, M., Lacerda-Vandenborn, E., Nelson, M., & Wendt, D. C. (2023). **Introduction to the Special Issue—School psychology and Indigenous Peoples: Critical Perspectives and Indigenous-led Approaches.** *Canadian Journal of School Psychology*, 38(1), 3-9. <https://doi.org/10.1177/08295735231156984>

This issue of the *Canadian Journal of School Psychology* is the first of two parts of a special issue devoted to the intersection of school psychology and Indigenous Peoples within the Canadian context. Given the limited existing literature that is squarely focused on this intersection, the articles in these two issues are collectively a substantive academic contribution to school psychology educators, practitioners, researchers, and students. These articles challenge mainstream practice, training, ethics, and intervention approaches within school psychology, while also describing exemplary collaborations with Indigenous communities and advancements in Indigenous and decolonizing school psychology training and practice.

Sendurur, P., & Kilis, S. (2023). **Examining dyadic conceptual elaboration regarding different group compositions in online asynchronous discussion.** *Asia Pacific Education Review*, 24(1), 129-143. <https://doi.org/10.1007/s12564-022-09740-1>

Grounded on cognitive elaboration theory, this study aims to investigate how students' dyadic conceptual elaboration changed with different group compositions, namely presence/absence of instructor and unfamiliar students in online asynchronous discussion. Adopting a repeated measure experimental design, data were collected from third-year students from two universities attending a "Fundamentals of Distance Education" course. Through a free learning management system, asynchronous discussions with five different group compositions were held for six weeks. The transcripts of the online discussions were coded using thematic units. The data were analyzed using the Kruskal–Wallis H tests and Mann–Whitney U tests. The findings indicated that group compositions significantly affected students' dyadic conceptual elaboration. The findings also revealed that increasing group heterogeneity was critical for students to generate new, valuable, and creative ideas. The study concludes the inclusion of instructors and unfamiliar learners in online asynchronous discussions for an enhanced dyadic conceptual elaboration.

Strayhorn, T. L. (2023). **Analyzing the Short-Term Impact of a Brief Web-Based Intervention on First-Year Students' Sense of Belonging at an HBCU: A Quasi-Experimental Study.** *Innovative Higher Education*, 48(1), 1-13. <https://doi.org/10.1007/s10755-021-09559-5>

Sense of belonging is a basic human need, which has been consistently correlated with positive educational outcomes such as good grades, retention, and satisfaction in college. Using a quasi-experimental research design, we analyzed data from 115 respondents to assess the impact of a short video intervention on first-year students' sense of belonging at an HBCU. Results suggest that the experimental condition was associated with elevated belonging, while the control conditions were not. Implications for future policy and practice are delineated.

Tabor, S. M., Van Bavel, M., Fellner, K. D., Schwartz, K. D., Black, T., Black Water, C., ... Pepion, J. (2023). **Healing, Empowering, Engaging, Learning, and Decolonizing Through Culture: Living Wellness, Resilience, and Resurgence in the Classroom Through Creative Arts.** *Canadian Journal of School Psychology*, 38(1), 86-104. <https://doi.org/10.1177/08295735221147322>

Art and Indigenous culture are inseparable. From the immaculately decorated lodges and war shirts of thousands of years to contemporary mixed and digital media images, Indigenous arts are expressions of survivance. Creative arts have sustained Indigenous ways of knowing, being, doing, and healing through attempted cultural genocide. Research has shown that art engages youth in life skill-building, learning, emotional regulating, and spiritual healing, supporting art as an intervention for wellness. Culturally-based artistic expression and the process of creating promotes wellness among Indigenous youth. As primary sites of assimilation and colonialism, educational institutions have a responsibility to enact reconciliation through culturally-rooted arts-based approaches to wellness. School psychologists are wellpositioned to support these approaches. This study took place in Kainaiwa in Southern Alberta and explored Niitsitapi artists' and educators' perspectives on the impacts of culturally-rooted arts-based interventions with Niitsitapi middle school students in the classroom. Over 2 days, professional Indigenous artists shared their art practices with students at a middle school in Kainai First Nation in Alberta. We had research conversations with 12 Niitsitapi community members involved in the event using a decolonizing, community-based approach. Indigenous storywork was used to understand research conversations, highlighting information and guidance for school psychologists to inform their engagement with Indigenous students and community members in schools. Findings emphasized art as healing, particularly given its connection to culture. Further, cultural engagement through art supports student wellness and educational engagement. Art can be used to empower voice, overcome deficit narratives, create new stories, and cope with disharmony. Art can also engage youth in discovery and learning, providing an alternative to a lecture style of learning, increasing enjoyment in the classroom experience. These findings have practical implications for future interventions and the integration of art pedagogically. This paper offers recommendations that highlight stark distinctions between culturally-rooted art practice and conventional Eurocentric art approaches in education.

Wong, Q. J. J., Boulton, K. A., Reyes, N., Han, J., & Torok, M. (2023). **The English Version of the Schema Inventory for Children: Psychometric Evaluation of a Measure of Early**

Maladaptive Schemas in a Primary School-Aged Sample. *Assessment*, 30(2), 251-263.
<https://doi.org/10.1177/10731911211051281>

Early maladaptive schemas (EMSs) are proposed to be maladaptive ways of thinking and feeling that develop from adverse experiences and basic needs not being met in childhood or adolescence. Once developed, EMSs increase vulnerability to psychopathology. Psychometric evaluations of EMS measures in children are scarce. This study aimed to evaluate the psychometric properties of the English version of the Schema Inventory for Children (SIC) in a community sample of youth aged 8 to 13 years. The SIC and measures of positive and negative automatic thoughts, social phobia symptoms, and depressed mood were administered to participants. Although a correlated 11-factor model was expected for the SIC, the optimal factor structure was a correlated six-factor model. EMS subscales corresponding to these six factors had acceptable internal consistency, and they had positive associations with the measures of negative automatic thoughts, social phobia symptoms, and depressive mood, as well as negative associations with the measure of positive automatic thoughts. These results indicate that EMSs in children may not be as differentiated as they are in adults. The results provide evidence for the reliability and validity of the English version of the SIC, justifying its use in contexts requiring the assessment of EMSs in children.

Wood & Harris. (2023). **Addressing Racelighting on Community College Campuses.** *Community College Journal of Research and Practice*, 47(3), 242-245.
<https://doi.org/10.1080/10668926.2022.2135042>

Racelighting is a form of psychological manipulation whereby Black, Indigenous and People of Color (BIPOC) second-guess their experiences, perceptions, and realities due to racism. In this article, the authors provide recommendations for how community colleges can foster environments that counter the harmful effects of racelighting.

Wu, Z., Yu, J., & Xu, C. (2023). **Does screen exposure necessarily relate to behavior problems? The buffering roles of emotion regulation and caregiver companionship.** *Early Childhood Research Quarterly*, 63, 424-433. <https://doi.org/10.1016/j.ecresq.2023.01.008>

This study aimed to examine putative mechanisms underpinning associations between active use of screen media and behavior problems in a socially diverse sample of 897 Chinese caregivers of 2- to 6-year-olds. A series of analyses using a latent variable modeling framework showed that caregivers' reports of children's emotion regulation partially accounted for negative influences of screen time on behavior problems, and this indirect path varied as a function of caregiver companionship. Specifically, in the context of high levels of caregiver companionship, a significant link between prolonged screen time and behavior problems was suppressed through enhanced emotion regulation, while such suppression effect diminished in the context of low levels of caregiver companionship. In support of the value of parental presence in media use, our study suggests that promoting companionship from caregivers and emotion regulatory skills may serve as protective factors for young children who are highly exposed to screen time and thus at risk for behavior problems. The implications of these findings for guidelines on appropriate screen usage and family media planning are discussed.

Xu, H., & Chen, Z. (2023). **Perceived teacher procedural justice and aggressive behaviors among Chinese primary students: The mediating roles of negative evaluation of school rules and malicious envy.** *Social Psychology of Education*, 26(1), 25-44.
<https://doi.org/10.1007/s11218-022-09737-z>

Although previous studies have shown the association between students' perceived teacher procedural justice and their aggressive behaviors, there are still mediating mechanisms that need to be explored to fully understand the relationship. This study proposed a parallel mediation model through both legitimacy of authority and through motivation to decrease the advantage of others. A total of 402 fifth and sixth graders (10–12 years of age) from three public primary schools in central China participated in this study. They completed the self-report measures of perceived procedural teacher justice, negative evaluation of school rules, malicious and benign envy, aggressive behaviors, and personal belief in a just world. The results showed that students' perceived teacher procedural justice negatively predicted their aggression, and this relationship was mediated by both negative evaluation of school rules and malicious envy in a parallel mediation model after controlling for students' gender and personal belief in a just world. In conclusion, perceiving teachers' behaviors as procedurally just, students are less likely to have a negative attitude toward school rules and feel malicious envy, and thus are less likely to engage in aggressive behaviors. The findings help understand the psychological processes underlying the relationship between perceived teacher procedural justice and aggression and have practical implications for justice-related daily teaching practices and school-based interventions for reducing aggression.

Aspects sociaux de l'éducation

Arztmann, M., Hornstra, L., Jeurig, J., & Kester, L. (2023). **Effects of games in STEM education: a meta-analysis on the moderating role of student background characteristics.** *Studies in Science Education*, 59(1), 109-145. <https://doi.org/10.1080/03057267.2022.2057732>

Game-based learning has proven to be effective and is widely used in science education, but usually the heterogeneity of the student population is being overlooked. To examine the differential effects of game interventions in STEM (Science, Technology, Engineering and Mathematics) related subjects on diverse student groups, a meta-analysis has been conducted that included 39 studies that compared game-based learning interventions with traditional classrooms in primary and early secondary education. We found moderate positive effects on cognition ($g = .67$), motivation ($g = .51$), and behaviour ($g = .93$). Additionally, substantial heterogeneity between studies was found. Moderator analyses indicated that primary school students achieve higher learning outcomes and experience game interventions as more motivating than secondary school students, whereas gender did not have any moderating effect. There were too few studies reporting information on the remaining moderators (socioeconomic status, migration background, and special educational needs) to include them in a multiple meta-regression model. Therefore, we assessed their role by separate moderator analyses, but these results need to be interpreted with caution. Additional descriptive analyses suggested that game-based learning may be less beneficial for students with low socioeconomic status compared to students with high socioeconomic status.

Ben Hamouda, L. (2023a, février 10). **La mixité sociale améliorée à Paris ?** Consulté 10 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/10/la-mixite-sociale-amelioree-a-paris/>
Le nouveau bilan de la procédure Affelnet lycée, mise en place depuis deux ans dans l'académie de Paris, montre de nets progrès en matière de mixité sociale et scolaire.

Pour autant les quartiers les plus bourgeois restent à l'abri de ce mouvement. Et le rectorat continue à entretenir la fuite des plus favorisés par le...

Ben Hamouda, L. (2023b, février 13). **Peut-on concilier ouverture sociale et excellence scolaire ?** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/13/peut-on-concilier-ouverture-sociale-et-excellence-scolaire/>

Dans une note publiée par l'IPP, Institut des Politiques Publiques, Pauline Charouset et Julien Grenet dressent un premier bilan de l'intégration scolaire des lycées Henri-IV et Louis-Le-Grand. En effet, à la rentrée 2022, l'académie de Paris a mis fin au régime d'exception des prestigieux lycées parisiens Henri IV et Louis-le-Grand : désormais ces lycées sont également...

Ben Hamouda, L. (2023c, février 14). **Évaluations 6ème : écarts de résultats selon le profil social de l'établissement.** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/14/evaluations-6eme-ecarts-de-resultats-selon-le-profil-social-de-letablissement/>

En septembre dernier, plus de 800 000 collégiens scolarisés dans des établissements publics et privés sous contrat ont passé les évaluations standardisées de sixième. Il s'agit selon la DEPP « d'établir une photographie des connaissances et compétences des élèves en français et en mathématiques à l'entrée au collège, aussi bien à l'échelle nationale qu'au niveau de...

Ben Hamouda, L. (2023d, février 15). **Tests de positionnement de seconde : de fortes disparités selon les lycées.** Consulté 15 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/15/tests-de-positionnement-de-seconde-de-fortes-disparites-selon-les-lycees/>

Dans une note publiée en février, la DEPP analyse les résultats des tests de positionnement passés par les quelques 700 000 élèves de seconde en septembre dernier. Là encore, le service statistique de l'Éducation nationale souligne que « les résultats sont contrastés selon les caractéristiques des élèves et des établissements ». Alors que les élèves des lycées...

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Education inequality** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehtlserod/117857.htm>

This paper provides new evidence on educational inequality and reviews the literature on the causes and consequences of unequal education. We document large achievement gaps between children from different socio-economic backgrounds, show how patterns of educational inequality vary across countries, time, and generations, and establish a link between educational inequality and social mobility. We interpret this evidence from the perspective of economic models of skill acquisition and investment in human capital. The models account for different channels underlying unequal education and highlight how endogenous responses in parents' and children's educational investments generate a close link between economic inequality and educational inequality. Given concerns over the extended school closures during the Covid-19 pandemic, we also summarize early evidence on the impact of the pandemic

on children's education and on possible long-run repercussions for educational inequality.

Bratsch-Hines, M., Cohen-Vogel, L., Little, M., Lindsay, C. A., & Carr, R. (2023). **Teacher-child racial/ethnic match from prekindergarten through first grade: Understanding early exposure and outcomes.** *Early Childhood Research Quarterly*, 63, 145-155. <https://doi.org/10.1016/j.ecresq.2022.12.004>

The purpose of this study was to explore whether evidence that children have significantly higher achievement and more positive relationships with their teachers when assigned to a teacher of their same race/ethnicity extended to the earliest grades. Using data from a three-year project in North Carolina, we descriptively examined teacher-child racial/ethnic match exposure in prekindergarten (PK), kindergarten (K), and first grade (G1). In exploratory inferential analyses, we further used a two-way fixed-effects (child and time) approach to associate teacher-child racial/ethnic match with academic achievement and teacher-child relationships, moderated by race/ethnicity and grade. Parents/caregivers reported their child's race/ethnicity, and of the sample of children (n = 447), 34% were identified as Black, 42% as Latinx, and 24% non-Latinx White, with 10% of children identified as more than one race/ethnicity. Black children commonly experienced a race match in PK, but this likelihood decreased over time through G1. In contrast, the likelihood that White children experienced a match increased through G1. Latinx children were unlikely to experience a match in any grade. Teacher-child racial/ethnic match was positively associated with children's English language scores, with no suggestion that this effect varied by race or grade. In addition, a positive association between match and reading scores was evident only for Latinx children and only in PK, but not K or G1. Match was not significantly associated with math scores or teacher-reported relationships with children.

Budhai, S. S., & Lewis Grant, K. S. (2023). **Stoking the Flames: A Community Cultural Wealth Analysis of Black Parents' Engagement in an Empowerment Organization.** *Education and Urban Society*, 55(3), 371-392. <https://doi.org/10.1177/00131245221076093>

While parent involvement has been shown to have positive academic outcomes for their children, for structural changes to be made, parents have to go from being active to taking on a more activist role, thus "stoking the flame" of the norm. Parent advocacy and empowerment groups play a vital role in the transformation of parent activists, yet their contributions are often overlooked in the literature on parent involvement. Using Yosso's Community Cultural Wealth Framework, findings from this qualitative study examine how a parent empowerment group embraced the cultural assets and strengths of Black parents, served as the spark to engage them in the educational reform process, and built a platform for them as activists. This research expands conceptualizations of parent involvement to include activism and asserts parent advocacy and empowerment groups as vital stakeholders in educational change.

Burns, E. A., Andrews, J., & James, C. (2023). **Bourdieu Might Understand: Indigenous Habitus Clivé in the Australian Academy.** *British Journal of Educational Studies*, 71(1), 51-69. <https://doi.org/10.1080/00071005.2022.2033691>

Bourdieu's concept of habitus clivé illuminates Indigenous Australians' experiences in tertiary environments for both Aboriginal students and Aboriginal staff. Habitus formed through family, schooling and social class is also shaped by urban, regional or rural upbringing, creating a durable sense of self. Aboriginal people in Australia live in all of

these places, often in marginalised circumstances. Bourdieu's more specific concept of *habitus clivé*, or divided self, is less well known than *habitus*, but offers value in giving expression to Indigenous people's experiences within a dominant White society. The complexity of participation and educational change is explored here through the experiences of three authors' intersecting positionalities within the Australian academy. Developing more nuanced scholarly language reduces the imposition of perspectives that see Indigenous people as objects within western frameworks. Scholarly understanding and respect for Australia's first peoples' concepts and cultural practices would engage more appropriately and fairly with Aboriginal knowledge and society. *Habitus clivé* chronicles one version of *habitus* that can be changed or be reconfirmed but not easily or by fiat. Understanding the concept can be learned, however. Educational opportunity, glorified in today's higher education, means little for Aboriginal people without long-term strategies addressing existentially and culturally split *habitus*.

Carter, L. (2022). **Racism and anti-racism in twentieth-century European educational systems**. Consulté à l'adresse <https://hal.science/hal-03981240>

Throughout the twentieth century, education in Europe has been organised around multiple, intersecting categories of social difference: class, gender, dis/ability, religion, ethnicity, and race. 'Race', a socially constructed category, is a legacy of European nation and empire building. Therefore, any understanding of racism and anti-racism in European education systems must start from the premise that these systems are embedded in, and essential functions of, much larger structures. These structures have themselves been shaped by racialized social systems arising from Europe's varied imperial, post-colonial, and totalitarian pasts.

Charousset, P., & Grenet, J. (2023a). **La réforme d'Affelnet-lycée à Paris: une mixité sociale et scolaire en forte progression dans les lycées publics**. *Note IPP*, (88). Consulté à l'adresse <https://www.ipp.eu/publication/reforme-daffelnet-lycee-a-paris-quels-effets-sur-la-mixite-sociale-et-scolaire/>

À l'heure où le ministère de l'Éducation nationale réfléchit aux leviers qui pourraient être mobilisés pour faire progresser la mixité sociale et scolaire au collège et au lycée, la réforme de la procédure Affelnet-lycée à Paris offre un exemple concret de mise en oeuvre de cet objectif à grande échelle. À la rentrée

Charousset, P., & Grenet, J. (2023b). **Peut-on concilier ouverture sociale et excellence scolaire? Un premier bilan de l'intégration des lycées Henri-IV et Louis-le-Grand à la procédure Affelnet**. *Note IPP*, (89). Consulté à l'adresse <https://www.ipp.eu/publication/peut-on-concilier-ouverture-sociale-et-excellence-scolaire-un-premier-bilan-de-lintegration-des-lycees-henri-iv-et-louis-le-grand-a-la-procedure-affelnet/>

Au début de l'année 2022, l'académie de Paris a mis fin au régime d'exception qui permettait aux deux lycées publics les plus prestigieux de la capitale, Henri-IV et Louis-le-Grand, de recruter sur dossier leurs élèves de seconde sans passer par la plateforme d'affectation automatisée Affelnet. Pour apporter plus de transparence au processus d'admission

Cohen, J., & Billig, M. (2023). **Faith-Driven Gentrification and Displacement in Education in Israeli Urban Neighborhoods**. *Education and Urban Society*, 55(3), 314-341. <https://doi.org/10.1177/00131245211062520>

Community-based, Judaism-intensive action groups (Hebrew: Gar'inim Toraniim—GTs) are religiously motivated to settle in Israeli development towns, seeking to narrow social gaps through education. However, their influence has never been fully clarified. This study is grounded in the theory of educational gentrification and introduces the concept of Faith-Driven Gentrification. Until now research has lacked voice from local people forced to face the intervention of settlers driven by religion and their influence on urban school systems. The findings, based on institutional data and in-depth interviews, show that GTs alter the structure of educational systems and the dominant educational ethos. They drive achievement and strict religiosity; nevertheless, their actions impair disadvantaged groups and opponents of their religious lifestyle, intensifying segregation. By giving voice to these communities, this study claims that despite gentrifiers' commitment to social justice in urban communities, they harm longtime residents through indirect displacement, fueled by religious and ethnic elitism.

Daguet, F. (2023). **Les femmes et les hommes très diplômés vivent plus souvent en couple que les peu diplômés.** *INSEE Première*, (1937), 1-4. Consulté à l'adresse <https://www.insee.fr/fr/statistiques/6799089>

En 2019, en France, 59 % des personnes âgées de 18 ans ou plus vivent en couple dans le même logement que leur conjoint. Après une baisse importante entre 1982 et 1999, la proportion de jeunes de 20 à 24 ans vivant en couple s'est stabilisée dans les années 2000, avant de diminuer à nouveau dans les années 2010. Du fait de la baisse de la mortalité, qui retarde le veuvage, les personnes de plus de 70 ans résident plus souvent en couple en 2019 que dans les décennies précédentes, surtout les femmes. En 2019, les trentenaires, femmes et hommes, vivent d'autant plus souvent en couple que leur diplôme est élevé : c'est le cas de sept titulaires d'un bac+5 sur dix, contre six personnes sans diplôme sur dix. Avant 2000, les femmes avaient au contraire d'autant plus souvent un conjoint qu'elles étaient peu diplômées. Chez les hommes, les comportements de conjugalité ne variaient guère selon le diplôme, seuls ceux qui n'en avaient pas se distinguaient par une vie en couple moins fréquente. Les comportements des femmes et des hommes se sont ainsi rapprochés. Quelle que soit la génération, c'est vers 40 ans que les hommes vivent le plus souvent en couple, et vers 35 ans pour les femmes. Aux âges avancés, les hommes sont plus souvent en couple que les femmes, car il y a davantage de veuves que de veufs.

Datnow, A., Yoshisato, M., Macdonald, B., Trejos, J., & Kennedy, B. C. (2023). **Bridging Educational Change and Social Justice: A Call to the Field.** *Educational Researcher*, 52(1), 29-38. <https://doi.org/10.3102/0013189X221138837>

The education research community, both within the American Educational Research Association (AERA) and beyond, could and should play a critical role in fundamentally transforming educational institutions and systems. Given its complexity, transformative change in education is best undertaken as a collective endeavor. Yet for researchers to be a valuable resource in educational transformation, we will need to bridge knowledge across subfields that currently have limited interaction. Through two illustrative examples, we demonstrate the need to link knowledge on educational change with knowledge on how to create more equitable, anti-racist, and decolonized spaces for formal and informal learning. While operating in different spaces and initiated at different entry points, the two change efforts exemplify a common set of commitments and actionable pathways for achieving transformational change. This article is a call to action for researchers to join together in supporting educational transformation that fundamentally

challenges the inequitable arrangements persisting in educational organizations characterized by systemic racism and colonialism. Bridging knowledge bases and being accountable to serve and support communities and their intersectional identities are essential to making deep, scalable changes in education that promote social justice.

Erdemir, B., & Wu, Q. (2023). **An examination of Turkish and Chinese equity-related barriers to higher education admissions from the capabilities perspective**. *Asia Pacific Education Review*, 24(1), 85-100. <https://doi.org/10.1007/s12564-021-09730-9>

Despite the potential of tertiary education to generate higher incomes and close the poverty gap within and between countries, it is still a challenge for many countries to ensure equity and quality in their higher education admissions. Compared to the more privileged, students from marginalized backgrounds face inequitable inputs that restrict their academic and personal growth. This comparative analysis used a capabilities approach-based model to examine the personal, discriminatory, institutional, and geographical barriers many students face in the higher education admission processes in Turkey and China. As long as student stratification persists, equity in education cannot be attained; therefore, several gender equality, equity, diversity, and quality-based policy alternatives are presented that focused on grading systems, curriculum and instruction, and quota system changes. Further recommendations are also given for the development of courses and regional development programmes that can assist disadvantaged students convert functionings into capabilities from an early age.

Fjelkner-Pihl, A. (2023). **“Ok—I Need Help from Somewhere”**: ‘The Educational Value of Multiplex Student Relationships in a Commuter College’. *Innovative Higher Education*, 48(1), 83-104. <https://doi.org/10.1007/s10755-022-09611-y>

The present mixed-methods study provides insight into how students in higher education describe and form multiplex relationships in a cohort of students attending a commuter college, thereby improving our understanding of the complex relationships within student groups and their relation to learning. The main aim was to understand the student experience of networking with other students, particularly how commuter students perceive their academic multiplex relationships. Relational data were collected in a cohort of students (n = 109), complemented by 15 semi-structured interviews. One main finding was that students perceived that their largely homophilous multiplex relationships were central to academic achievement, but if students also had limited friendship relations these multiplex relationships could limit students' academic experience. Another finding was how orientation week and group work done during the first semester mainly supported the formation of multiplex networks but were also perceived as barriers by some students. Likewise, commuting both scaffolded network building and became a barrier, especially for students with an immigrant background. One important implication for curriculum development is that faculty cannot leave relationship building to the students alone. A strategic model is discussed that supports emerging multiplex relationships, which can lead to gains in learning, retention, and integration.

Garcia, R. (2021). **La participation des parents : expérimenter la co-élaboration des savoirs à partir du dispositif de parentalité** (Phdthesis, Université paris 8). Consulté à l'adresse <https://hal.science/tel-03957954>

Cette thèse s'inscrit dans le cadre d'une convention Cifre. La recherche s'est donc déployée à partir de l'activité d'une association missionnée, dans le cadre des politiques publiques de soutien à la parentalité, pour animer un réseau parentalité départemental.

Le projet de recherche (du doctorant) et le projet de développement (de la structure) sont articulés au sein d'une commande co-construite. Cette dernière consiste à expérimenter de nouvelles modalités de coopération et de co-élaboration des savoirs, en associant toutes les catégories d'acteurs (parents, professionnels et élus) au sein d'un collectif pluri-acteurs, pour construire le problème public à partir de l'expertise d'usage des premiers concernés. La recherche a donc plusieurs centres de gravité : premièrement, elle constitue le dispositif Cifre comme objet de recherche en analysant son référentiel et ce qu'il produit comme relation entre le doctorant et l'association ; deuxièmement, elle décrypte les politiques publiques de parentalité à partir de la question de la place des parents, en repérant les tensions et les paradoxes qui peuvent expliquer pourquoi ils sont absents des dispositifs opérationnels alors que le discours prône leur participation ; troisièmement, elle analyse les modalités de l'expérimentation en utilisant les Forums Hybrides et la sociologie de la traduction comme cadre d'analyse des procédures dialogiques mises en place au sein du collectif pluri-acteurs ; quatrièmement, la thèse opère, tout au long de sa construction, un retour réflexif sur l'expérience du chercheur dans le cadre spécifique de la Cifre, pour tenter de caractériser une épistémologie de la recherche-action.

Gardner, M., Hanno, E. C., Wei, W. S., Turco, R. G., Jones, S. M., & Lesaux, N. K. (2023). **Residential and preschool neighborhoods: Exploring patterns of socioeconomic match and its association with child skills across Massachusetts.** *Early Childhood Research Quarterly*, 63, 24-38. <https://doi.org/10.1016/j.ecresq.2022.11.004>

The current study analyzed patterns of neighborhood socioeconomic match across 3- and 4-year-old children's (N = 2,029) residential and preschool neighborhoods in Massachusetts. Most children (80%) lived and attended early education and care in different neighborhoods. Children in households with the lowest incomes and those whose families identified as Black or African American were among the likeliest to have mismatched residential and preschool neighborhoods. Yet children's residential and preschool neighborhoods were typically socioeconomically similar across all categories we considered. Associations between residential and preschool neighborhood socioeconomic match and children's skills were inconsistent and depended on the socioeconomic status of children's residential neighborhood. These findings illustrate how the concept of demographic match can be applied to a range of contexts and contribute to the field's understanding of how the dynamic interplay of children's multiple day-to-day contexts may relate to early learning and development.

Gerin, M. (2023). **Concrétiser l'égalité des sexes : écrire ensemble au CP: Dialogues didactiques.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140328671?utm_source=phplist&utm_campaign=message_particuliers_harmattan_35494&utm_medium=email&utm_content=lienTitre

Que faire, comment faire, pour mettre en œuvre l'égalité des sexes à l'école, en particulier dans les situations de lire-écrire au cours préparatoire ? Deux protagonistes, Lavatar et Lindagatrix, tentent d'y répondre sous forme de dialogues à l'appui d'exemples concrets. Partant de contradictions révélées par la pratique, l'ouvrage envisage cette question à côté de conceptions ordinaires sur l'égalité des sexes, l'écriture, et leur enseignement-apprentissage. Ces Dialogues didactiques nous invitent à bifurquer vers une forme scolaire capacitante. Il s'agit de penser ensemble égalité des sexes et pratique de savoir, ici l'écriture d'une histoire inventée, pour une reconnaissance filles-garçons de leurs égales capacités.

Gong, J., & Rao, N. (2023). **Early learning opportunities of preschool children affected by migration in China.** *Early Childhood Research Quarterly*, 63, 228-239. <https://doi.org/10.1016/j.ecresq.2022.12.010>

This study considers how living arrangements among migrant families have affected young children in China and compares the early learning opportunities of urban migrant children and urban native children. We leveraged nationally representative data from the China Family Panel Studies (2012-2018). Participants were 4,306 three- to five-year-olds and their caregivers. They were classified into five groups, with three of them affected by migration. The sample included 1,357 children who had migrated along with their parents to urban areas; 253 children who were left-behind in rural areas with one parent; and 269 children who were left-behind in rural areas with a relative. An additional 1,595 children from non-migrant families living in rural areas and 832 urban native children served as comparison groups. After adjusting for selection bias through propensity score approaches, results indicated that, regardless of parental migration status, the early learning opportunities of children living in rural areas were similar. Migrating to urban areas was positively associated with stimulating home learning environments and the likelihood of preschool enrollment, but urban native children experienced more stimulating home learning environments and had higher preschool enrollment rates than migrant children. Implications of the findings are discussed.

Gu, J., & Ming, X. (2023). **Social discrimination and college enrollment: findings from the China family panel studies.** *Asia Pacific Education Review*, 24(1), 57-69. <https://doi.org/10.1007/s12564-021-09725-6>

Utilizing survey data from the 2010, 2014, and 2016 China family panel studies, this study examined the relationship between the social discrimination experienced at high school and college enrollment. It was found that administrative discrimination, such as unfair treatment from government cadres or arbitrary fee collection, negatively affected college enrollment, while gender discrimination encouraged high school students to pursue higher education, and college enrollment reduced the likelihood of social discrimination. Therefore, social-psychological factors should not be ignored in higher education demand studies. In particular, as high school student responses to social discrimination can affect their motivation to pursue higher education, stress and coping theory could have important theoretical value when studying the decision-making behaviors and patterns of high school student higher education aspirations.

Helmerhorst, K. O. W., Majdandžić, M., & Cabrera, N. J. (2023). **Introduction to Special Issue Contributions of father-child relationship to children's development within the larger family system: A focus on observational measures.** *Early Childhood Research Quarterly*, 63, 39-42. <https://doi.org/10.1016/j.ecresq.2022.11.007>

Howard, P. S. S. (2023). **Performing Postracialism: Reflections on Antiracism, Nation, and Education Through Contemporary Blackface in Canada.** Consulté à l'adresse <https://utorontopress.com/9781487536725/performing-postracialism/>

Blackface – instances in which non-Black persons temporarily darken their skin with make-up to impersonate Black people, usually for fun, and frequently in educational contexts – constitutes a postracialist pedagogy that propagates antiracist logics. In *Performing Postracialism*, Philip S.S. Howard examines instances of contemporary blackface in Canada and argues that it is more than a simple matter of racial (mis)representation. The book looks at the ostensible humour and dominant conversations around blackface,

arguing that they are manifestations of the particular formations of antiblackness in the Canadian nation state and its educational institutions. It posits that the occurrence of blackface in universities is not incidental, and outlines how educational institutions' responses to blackface in Canada rely upon a motivation to protect whiteness. Performing Postracialism draws from focus groups and individual interviews conducted with university students, faculty, administrators, and Black student associations, along with online articles about blackface, to provide the basis for a nuanced examination of the ways that blackface is experienced by Black persons. The book investigates the work done by Black students, faculty, and staff at universities to challenge blackface and the broader campus climate of antiblackness that generates it.

Inoue, A., & Tanaka, R. (2023). **The Rank of Socioeconomic Status within a Class and the Incidence of School Bullying and School Absence** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: <https://econpapers.repec.org/paper/etidpaper/23003.htm>

Does the relative wealth of students' households affect the incidence of risky behaviors of students in school? We estimate the effect of the rank of the socioeconomic status (SES) of the students' household within a class on the incidence of school bullying and school absence. We exploit the variation of SES rank within a class generated by the almost-random assignment of students to classes. Using the data from middle-school students in the Trends in International Mathematics and Science Study (TIMSS), we find that although the absolute level of SES is negatively associated with these incidences, students with a high SES rank within a class are more likely to be the victims of school bullying and to be absent from school.

Jellab, A. (2022). **L'orientation des élèves issus de l'immigration à l'aune du regard sociologique : entre expériences subjectives et contextes de scolarisation**. *Cahiers de sociologie économique et culturelle*, (Varia 1). Consulté à l'adresse <https://hal-inshea.archives-ouvertes.fr/hal-03934052>

Kim, J. J., Henry, D. A., & Dearing, E. (2023). **Early childhood predictors of black children's achievement: Home, early care and education, and neighborhood contexts**. *Early Childhood Research Quarterly*, 63, 337-351. <https://doi.org/10.1016/j.ecresq.2023.01.001>

The present study used an integrative theoretical model and a strengths-based conceptual framing to guide longitudinal analyses of how three early childhood contexts—home, early care and education (ECE), and neighborhood—were related to Black children's (n = 138) achievement from early childhood (54 months) through adolescence (15 years). We find that high-quality early childhood home environments were robustly predictive of high verbal and mathematics achievement through adolescence. For ECE, however, we found no significant associations, with few Black children experiencing sustained time in high-quality care. For neighborhoods, we found that Black children's achievement was highest in the least affluent neighborhoods and in racially-integrated neighborhoods with a moderate concentration of Black families. Implications for further study of Black children's developmental strengths are discussed.

Knox-Lane, T., Bailey, C.-S., Ponnock, A., & Denham, S.-A. (2023). **Teacher-child racial congruence and young children's preschool adjustment**. *Early Childhood Research Quarterly*, 63, 249-263. <https://doi.org/10.1016/j.ecresq.2022.12.013>

The purpose of this study was to explore how adjusted preschoolers were to preschool when their teachers were either racially congruent or racially incongruent and whether gender and moderated these associations. In this study, 259 preschoolers (50% boys; Mage = 53.84 months; 63% White, 37% Black) in 44 classrooms at 16 federally- and privately-funded centers/preschools were rated for their adjustment to preschool using teacher (N = 44; 100% women, 52% White, 38% Black, 2% Asian, 5% American Indian/Alaskan Native, 2% Latine) reports and direct child assessments. Multi-level structural equation modeling was used to simultaneously address the non-independence of the data by estimating higher-level variance components (i.e., variance on a total of six preschool adjustment outcomes out due to the classroom and due to the center) as well as correlated outcomes. Accounting for classroom-level variance as well as school-, classroom-, and child-level covariates, these analyses revealed main effects for gender and teacher-child racial congruence, and not for race, but higher-order interactions were significant. White girls with White teachers scored higher than White girls with Black teachers on four outcomes. Black girls with Black teachers scored higher than Black girls with White teachers on three outcomes and lower on two outcomes. White boys with White teachers scored lower than White boys with Black teachers on three outcomes. Black boys with Black teachers scored lower than Black boys with White teachers on five outcomes and higher on one outcome. Magnitudes of associations found ranged from small to large across the analyses. These findings add to the growing literature concerning teacher racial congruence suggesting its association with preschool adjustment may be moderated by race and gender of the child. More research is needed to understand the mechanisms accounting for these associations.

Komisarow, S., & Hemelt, S. W. (2023). **School-Based Healthcare and Absenteeism: Evidence from Telemedicine** (IZA Discussion Paper N° 15858). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15858.htm>

The prevalence of school-based healthcare has increased markedly over the past decade. We study a modern mode of school-based healthcare, telemedicine, that offers the potential to reach places and populations with historically low access to such care. School-based telemedicine clinics (SBTCs) provide students with access to healthcare during the regular school day through private videoconferencing with a healthcare provider. We exploit variation over time in SBTC openings across schools in three rural districts in North Carolina. We find that school-level SBTC access reduces the likelihood that a student is chronically absent by 2.5 percentage points (29 percent) and reduces the number of days absent by about 0.8 days (10 percent). Relatedly, access to an SBTC increases the likelihood of math and reading test-taking by between 1.8- 2.0 percentage points (about 2 percent). Heterogeneity analyses suggest that these effects are driven by male students. Finally, we see suggestive evidence that SBTC access reduces violent or weapons-related disciplinary infractions among students but has little influence on other forms of misbehavior.

Lee, Y., Kim, K., Zeng, S., & Douglass, A. (2023). **Mother-father relationships and child social-emotional adjustment: Mediation through maternal and paternal parenting**. *Early Childhood Research Quarterly*, 63, 15-23. <https://doi.org/10.1016/j.ecresq.2022.11.001>
Mother-father relationships are one of the most important contexts for children's social-emotional development during early childhood. Using data from the Fragile Families and Child Wellbeing Study (family N = 1,438; child ages of 3, 5, and 9), we examined whether

mother-father relationships influence child social-emotional adjustment through the mediating role of parenting. Maternal and paternal coparenting behaviors and maternal parenting stress mediated the association between mother-father relationships and child social-emotional adjustment. Dyadic data from mothers and fathers also revealed similarities and differences in how parents' own and partner's perceptions of their marital relationships were associated with parenting between mothers and fathers. Findings underscore the importance of considering children's social-emotional adjustment from a family systems perspective.

Lewis, C. P. (2023). **Leadership development, gender and race: Intersectional insights from South Africa.** *International Journal of Training and Development*, 27(1), 75-98. <https://doi.org/10.1111/ijtd.12285>

This research explores the existence of differential group-level experiences in a South African retail group's leadership development programme (LDP). Primary data were collected with semistructured intersectional focus groups. Findings were triangulated with secondary data from organizational document analysis. Emerging themes were identified with Thematic and Axial coding. Gender- and race identity shape how content, development needs, peer interactions, and support are experienced within the LDP. Additionally, certain findings also contradict existing knowledge of LDPs, such as the prevalence of mistrust between participants in a mixed-group programme. Findings indicate a need for further research to explore the differential effects of intersectional identities on the experience of LDPs. Findings challenge psychologically and behaviourally focused conceptions of leadership development by demonstrating how multiple identities interdependently influence the experience of an LDP. Concurrently, the study challenges existing knowledge of group dynamics within mixed-group development programmes by highlighting essentialist assumptions about gender and race in the context of leadership development. An analysis of the qualitative data also produced the counterintuitive finding that intersecting bases of privilege might actually result in negative outcomes within a learning context. Finally, the study also contributes to the body of knowledge of intersectionality by demonstrating its utility in leadership development research.

Lin, X., & Powell, S. R. (2023). **Exploring the impacts of linguistics, working memory, age, and gender on the quantity-number competencies model.** *Early Childhood Research Quarterly*, 63, 85-97. <https://doi.org/10.1016/j.ecresq.2022.12.003>

This meta-analysis systematically investigated the pathways to the Quantity-Number Competencies (QNC) model based on 78 studies involving 21,860 children. The QNC model assumes children acquire early numeracy via three developmental levels: QNC Level I (Basic numerical skills), QNC Level IIa (imprecise quantity to number-word linkage) and QNC Level IIb (precise quantity to number-word linkage), and QNC Level III (relations between numerical quantities). Findings showed (1) all the involved linguistic skills had effects on QNC Levels I and III, whereas only vocabulary yielded support for QNC Level II; (2) phonological and visuospatial working memory made comparable contributions to all QNC levels; (3) most paths within QNC stayed stable with development, with the path coefficient from QNC Level IIa to QNC Level III increased significantly with age; and (4) the path coefficient from QNC Level I to QNC Level IIb increased as the proportion of girls increased in the sample. These findings suggest the phonological awareness might primarily support representations for number words and number facts, whereas vocabulary might facilitate the linkage between number words and quantities. The

similar effects of different working memory on QNC levels suggested working memory's general storage and processing abilities underlie early numeracy development.

Margolis, J., Dench, D., & Hashim, S. (2023). **Economic and Racial Integration Through School Choice in New York City**. *Educational Evaluation and Policy Analysis*, 45(1), 182-190. <https://doi.org/10.3102/01623737221107928>

New York City's school system is among the most diverse and segregated in the United States. Using difference-in-differences and placebo tests, we evaluate two desegregation policies in two geographic districts in New York City, District 3 and District 15. Both districts attempted to lower economic segregation within their district while maintaining school choice, prioritizing economically disadvantaged students for middle school seats in advance of the 2019–2020 school year. District 15, however, set more ambitious prioritization targets and also chose to eliminate academic screens from all middle schools. We find that District 15's policy lowered economic segregation in sixth grade by 55% and racial segregation by 38%, while District 3's policy led to no significant change in segregation.

Mauger, G. (2023). **Avec Bourdieu. Un parcours sociologique**. Consulté à l'adresse https://www.puf.com/content/Avec_Bourdieu_Un_parcours_sociologique

Souvent décrite comme une révolution symbolique dans les sciences sociales, l'oeuvre de Bourdieu est aujourd'hui une référence qui y occupe, y compris pour ses détracteurs, une position dominante. Ce livre explicite classe et synthétise les réflexions issues des usages faits de sa «boîte à outils conceptuels» au fil d'un parcours sociologique et indique les perspectives qu'elles ouvrent. Bien qu'elle soit nécessairement pédagogique, il s'agit d'une «reprise» plutôt que d'une présentation synthétique. Elle s'interroge, en effet, sur les limites du «sens pratique», sur la distribution sociale de la «conscience réflexive», sur les mécanismes de la «violence symbolique», sur l'extension du concept de «champ», sur la multiplication des espèces de «capital», sur la définition des «classes sociales», mais elle laisse le chantier «ouvert»: les concepts peuvent et doivent, dans une certaine mesure, rester provisoires, ce qui ne signifie pas vagues, approximatifs ou confus. Dans le cadre de ce paradigme, «l'engagement sociologique» apparaît comme une conséquence pratique, assumée ou non, d'un exercice du métier de sociologue indissociable d'une démarche réflexive.

Maurer, S., Schwerdt, G., & Wiederhold, S. (2023). **Do Role Models Matter in Large Classes? New Evidence on Gender Match Effects in Higher Education** (IZA Discussion Paper N° 15860). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15860.htm>

We study whether female students benefit from being taught by female professors, and whether such gender match effects differ by class size. We use administrative records of a German public university, covering all programs and courses between 2006 and 2018. We find that gender match effects on student performance are sizable in smaller classes, but do not exist in larger classes. This difference suggests that direct and frequent interactions between students and professors are important for the emergence of gender match effects. Instead, the mere fact that one's professor is female is not sufficient to increase performance of female students.

McCready, A. M., & Dahl, L. S. (2023). **A Longitudinal Study on the Conformity to Masculine Norms and Social Dominance Hazing Motivations of Members of a Historically White**

Social Fraternity. *Innovative Higher Education*, 48(1), 39-54.
<https://doi.org/10.1007/s10755-022-09597-7>

Using data from 179 undergraduate men from 38 higher education institutions, we examined if adherence to masculine norms and social dominance hazing endorsement changed over three years of membership in a historically white college social fraternity. In addition, we examined if changes in conformity to specific masculine norms affected their social dominance hazing endorsement. We found no significant differences in social dominance hazing endorsement or conformity to seven masculine norms from 2017 to 2020, though conformity to power over women and heterosexual presentation were statistically significantly lower in 2020 than 2017. Increased conformity to power over women and risk-taking was associated with social dominance hazing endorsement. Findings indicate that membership in a historically white college social fraternity have limited effects on men's conformity to masculine norms and social dominance hazing motivations. We identified implications for fraternity recruitment practices and interventions, and encourage collaboration with middle and high school stakeholders to address the precollege gender socialization of adolescent boys.

Miller, M. (2023, février 6). **Dans les prépas, la « noblesse scientifique » se reproduit.** *Le Monde.fr*. Consulté à l'adresse
https://www.lemonde.fr/campus/article/2023/02/06/dans-les-prepas-la-noblesse-scientifique-se-reproduit_6160701_4401467.html

Dans les classes préparatoires scientifiques, la corrélation entre les aspirations des élèves et leurs origines sociales est très forte, observe le sociologue Arnaud Pierrel, créant ainsi un « ordre scolaire et social ».

Mlinar, K., & Peček, M. (2023). **Ethnic hierarchies among pupils in Slovenia: Their ethnic belonging matters.** *Social Psychology of Education*, 26(1), 45-79.
<https://doi.org/10.1007/s11218-022-09740-4>

Ethnic hierarchies, that is, hierarchical representations of ethnic groups, are typical for multiethnic societies. However, little is known about whether pupils elicit such hierarchies and whether these hierarchies vary with respect to the pupils' ethnicity. This awareness may shed light on whether and to what extent pupils perceive particular ethnic groups as culturally deviant. The current study therefore aimed to investigate whether pupils (n = 812, aged 9–14 years) from six ethnic groups living in Slovenia (Slovenes, Hungarians, Roma, Serbs, Albanians, and Bosniaks) display ethnic hierarchies, share intergroup consensus, and exhibit ethnic homophily. To this end, a Mokken scale analysis was conducted. The analysis revealed ethnic hierarchies for five ethnic groups, namely Slovenes, Hungarians, Roma, Serbs, and Bosniaks. Four of them, the Slovenes, Bosniaks, Serbs, and Roma, exhibited ethnic homophily. There was no intergroup consensus on ethnic hierarchies. Based on the findings, implications for teachers are discussed, namely, how to develop, improve, and adapt curricula and pedagogical practices with an eye toward progressively reducing hierarchies and developing respect for each ethnic group.

Morgan, P. L., & Hu, E. H. (2023). **Fixed effect estimates of student-teacher racial or ethnic matching in U.S. elementary schools.** *Early Childhood Research Quarterly*, 63, 98-112.
<https://doi.org/10.1016/j.ecresq.2022.11.003>

We used student fixed effects and statistical controls to investigate whether U.S. elementary students (N = 18,170) displayed greater academic achievement, social-

emotional behavior, or executive functioning and were more likely to receive gifted or special education services when taught by teachers of the same race or ethnicity. We observed mostly null effects for student-teacher racial or ethnic matching across the study's 12 dependent measures in analyses adjusting for Type 1 error. Matching resulted in lower science achievement (effect size [ES]= -.03 SD) for the full sample. Matching resulted in fewer internalizing problem behaviors (ES = 0.18 SD) for Black students. We observed null effects for Hispanic students. Robustness checks including those stratified by race or ethnicity and biological sex or by prior levels of low or high level of achievement, behavior, or executive functioning largely supported the study's null findings. Exceptions were that matching resulted in fewer externalizing problem behaviors (ES = 0.22 SD) for Black girls and lower academic achievement (ES range = -0.04 to -0.14 SD) and fewer externalizing and internalizing problem behaviors (ES range = 0.24 to 0.33 SD) for students who had previously displayed low levels of academic, behavioral, or executive functioning. Collectively, the analyses provide limited support for student-teacher racial or ethnic matching as a school-based policy to address educational disparities in U.S. elementary schools.

Morinaj, J., de Moll, F., Hascher, T., Hadjar, A., Grecu, A., & Scharf, J. (2023). **School Alienation Among Adolescents in Switzerland and Luxembourg: The Role of Parent and Peer Supportive Attitudes Toward School and Teacher Autonomy Support.** *Youth & Society*, 55(2), 187-212. <https://doi.org/10.1177/0044118X211043902>

Prior research has shown that socialization agents such as parents, peers, and teachers can play a significant role in adolescents' educational outcomes, both through direct support or indirectly via supportive attitudes that foster students' bonding to school and academic motivation. However, less is known about the effects of parent and peer supportive attitudes and teacher autonomy support on unfavorable educational outcomes such as school alienation. This study investigated the role of socialization agents in the development of school alienation among 544 secondary school students in Switzerland and 535 secondary school students in Luxembourg in grades 7 to 9. Results of structural equation modeling showed that the role of socialization agents varies across the school alienation domains and educational contexts, with peers having the most substantial impact on all three domains of alienation in both countries.

Müller, L., & Klein, D. (2023). **Social Inequality in Dropout from Higher Education in Germany. Towards Combining the Student Integration Model and Rational Choice Theory.** *Research in Higher Education*, 64(2), 300-330. <https://doi.org/10.1007/s11162-022-09703-w>

Students from a lower socioeconomic background have a higher risk of dropping out of higher education. The underlying mechanisms of this association between socioeconomic background and higher education dropout are not well understood. Previous research in higher education has followed Tinto's model of academic and social integration to explain dropout but has largely neglected social inequality therein. In contrast, social stratification research draws on rational choice theory to explain social inequality in educational attainment but has rarely been applied to explain dropout from higher education. In our paper, we combine these two strands of research. Utilizing data from the National Educational Panel Study (NEPS), we draw on a largescale, representative sample of students in Germany to quantify the relative contribution of each theoretical approach for explaining social inequality in dropout from higher education. Binary logistic regression models reveal that both students' integration and

costs-benefit considerations are associated with their dropout risk net of each other. While academic and social integration appears to better predict dropout, rational choice theory accounts for a larger proportion of social inequality therein. We conclude that combining Tinto's model and rational choice theory provides a more comprehensive perspective of dropouts from higher education and social inequality therein.

Nancekivell, S. E., Davidson, N. S., Noles, N. S., & Gelman, S. A. (2023). **"She should get her own cat": Parent-child conversations about ownership and sharing.** *Early Childhood Research Quarterly*, 63, 434-445. <https://doi.org/10.1016/j.ecresq.2023.01.007>

The present study uses a book-reading method to investigate how parents and young children discuss property interactions. 64 parent-child dyads considered 10 stories about different kinds of property interactions. 32 dyads included 2-year-olds and 32 included 4-year-olds. Dyads were of American, majority White, and a higher SES background. We discovered trade-offs in parent-child talk, wherein some property scenarios (e.g., trick-taking) promoted more talk about ownership, whereas others (e.g., borrowing) promoted more talk about sharing. We also document, for potentially the first time, which interactions elicit parent-child talk about the non-obvious history of possessions. Throughout their conversations, parents and children conversations revealed how successful reasoning about property interactions relies on a multi-part construal that includes not only the owner and their rights, but also the nature of the object, and the broader socio-moral context. Finally, we found that parents were more likely to discuss ownership concepts with younger children than older children, and that 4-year-olds were more sensitive to how different property interactions violated (or did not violate) owners' rights than 2-year-olds. We suggest that 2-year-olds' general approval of most exchanges may have led parents to highlight the ways different exchanges affected the owner. Together, these findings shed light on how parents and children engage with complex social-moral issues surrounding property interactions.

Noble, A. (2022). **Les espaces d'écoute dans l'École : Liens avec les parents et entre les enseignants.** Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1281-espaces-d-ecoute-dans-l-ecole-les.html>

Nunès, É. (2023, février 2). **Les jeunes femmes scientifiques à la conquête des « métiers d'hommes ».** *Le Monde.fr.* Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/02/les-jeunes-femmes-scientifiques-a-la-conquete-des-metiers-d-hommes_6160204_4401467.html

Alors que Parcoursup accueillera les vœux de plus de 400 000 lycéennes et étudiantes, « Le Monde » a rencontré quatre jeunes femmes lancées dans des carrières dominées par les hommes.

Nuñez, R. (2023). **College Socialization Through Fiction: A Q Methodology Study on the Anticipatory Socialization of First-Generation Students.** *Innovative Higher Education*, 48(1), 15-37. <https://doi.org/10.1007/s10755-022-09596-8>

This study aims to understand how prospective first-generation college students develop their perceptions of college engagement before college attendance through secondary sources. A group of high school students were assigned to read a college-themed mystery novel and rank a series of statements relating to college engagement before and after the activity. Viewpoints of college engagement shifted from a solely

academic focus to a more holistic focus after reading the novel. Enjoyment and relatability of the novel were major factors contributing to the shift in viewpoints. Findings suggest that college preparation programs need to expand beyond academics to include social and emotional components through engaging mediums.

Oppermann, E., Lehl, S., & Burghardt, L. (2023). **Associations between preschool quality and children's social-emotional development until 2nd grade of elementary school.** *Early Childhood Research Quarterly*, 63, 133-144. <https://doi.org/10.1016/j.ecresq.2022.12.002>
The study investigates the longitudinal associations between preschool quality and children's social-emotional development from preschool until second grade of elementary school. Data stems from 554 German children (48% female, 85% German ethnic background). Children's social-emotional skills (emotional self-regulation, aggressiveness, and prosocial behavior) were assessed at age 3.7 years and again at the age of 8.3 years. Results revealed that associations between preschool quality and children's social-emotional development depended on children's gender: Higher quality was associated with better social-emotional development for boys but not for girls. Boys attending higher quality preschools caught up with girls in their social-emotional skills by 2nd grade, whereas boys attending low(er) quality preschools did not. This gendered pattern of results was robust across the two observational measures of preschool quality and across three social-emotional outcomes. Results underline the importance of considering individual child characteristics in preschool quality research.

Pifer, M. J., Riffe, K. A., Hartz, J. T., & Ibarra, M. V. (2023). **Paradise, Nearly Forty Years Later: The Liminal Experiences of Working-Class Academics.** *Innovative Higher Education*, 48(1), 105-125. <https://doi.org/10.1007/s10755-022-09601-0>

In 1984, Ryan and Sackrey's *Strangers in Paradise* explored the challenges of the professoriate for those from working-class backgrounds. Nearly 40 years later, there is a substantial body of narrative and reflective writing by working-class academics. We present findings from analysis of 218 narratives from working-class academics. Through Ibarra and Obodaru's reconceptualization of liminality in contemporary careers, we demonstrate how those accounts inform our understanding of academic lives and careers. Findings suggest opportunities to better support working-class academics and the contributions they make towards disciplinary, institutional, and student goals and development.

Richard-Bossez, A. (2023, février 14). **Inégalités en maternelle : quelle pédagogie choisir pour les réduire ?** Consulté 15 février 2023, à l'adresse The Conversation website: <http://theconversation.com/inegalites-en-maternelle-quelle-pedagogie-choisir-pour-les-reduire-196310>

Selon l'environnement familial et le milieu social d'où ils viennent, les enfants s'adaptent plus ou moins facilement aux exigences scolaires. Les pédagogies alternatives changent-elles la donne ?

Sammons, P., Sylva, K., Hall, J., Evangelou, M., & Smees, R. (2023). **Challenges facing interventions to promote equity in the early years: exploring the 'impact', legacy and lessons learned from a national evaluation of Children's Centres in England.** *Oxford Review of Education*, 49(1), 114-135. <https://doi.org/10.1080/03054985.2022.2125371>

This paper discusses the challenges facing a national evaluation of an early years intervention programme, Sure Start Children's Centres (SSCCs), that was implemented

across England in the first decade of the 21st century. The paper describes the rationale for the evaluation's mixed methods research design and the ecological theoretical approach adopted. It investigates the SSCC policy aim of combatting the 'impact' of multiple disadvantage on outcomes for families, parents and children. Based on a clustered sample (2,600 families) it provides evidence of statistical effects for different user groups, including non-users. It points to the complexities in evaluation in non-experimental interventions where there was an emphasis on services to meet local needs and where families could choose which services to access and change patterns of service use over time. The paper synthesises findings and considers how complex, volatile and uncertain environments affected SSCC provision, particularly linked to a change of government and austerity policies after 2010. The paper identifies lessons learned, explores implications for future early years interventions in uncertain times, and proposes alternative approaches to evaluation (a realist approach based on mixed methods and theoretically driven models) where randomised experimental designs are inappropriate for the evaluation of certain complex policies.

Sanchez-Mazas, M. (2022). **Migration forcée et vulnérabilité éducative: Parcours et expériences de familles déplacées et (dé)scolarisation de leurs enfants**. Consulté à l'adresse https://www.seismoverlag.ch/site/assets/files/19158/oa_9782883517509.pdf

Les déplacements forcés impliquent invariablement une mise en péril de l'éducation. En donnant la parole aux parents et aux enfants, cette étude se penche sur les situations inextricables – guerres, répressions, crises humanitaires – les contraignant à l'exil. Elle retrace les parcours d'enfants marqués par la déscolarisation ou la scolarité chaotique dans les pays de provenance ou de transit. Elle révèle les défis que pose l'arrivée de cette population d'élèves particulièrement vulnérable pour le travail éducatif et social des établissements scolaires. En interrogeant les limitations du droit à l'éducation dans le cadre de la migration forcée et d'une politique d'asile restrictive, ce livre vient combler une lacune importante dans l'étude de la vulnérabilité éducative liée à l'exil. Il propose des pistes innovantes pour soutenir la scolarisation des enfants de requérants d'asile, en tirant parti de leurs propres ressources, souvent insoupçonnées.

Shaheen, M., Dahl, L. S., Mayhew, M. J., & Rockenbach, A. N. (2023). **Inspiring Muslim Appreciation in the First-Year of College: What Makes a Difference?** *Research in Higher Education*, 64(2), 177-203. <https://doi.org/10.1007/s11162-022-09701-y>

The purpose of this study was to examine first-year change in appreciative attitudes toward Muslims by non-Muslim students. To this end, we longitudinally assessed 6229 undergraduate students at the beginning and end of their first year in college. We performed a hierarchical linear modeling analysis and found evidence that Muslim appreciation can change as a result of exposure to and participation in the first year in college, specifically through provocative encounters that are adequately supported by administrative practices designed for helping students interact productively. Implications are discussed.

Shamsrad, F. (2023). **Race Differences in Youths' Attitudes Toward Arming Teachers: Investigating the Role of Procedural Justice**. *Youth & Society*, 55(2), 259-279. <https://doi.org/10.1177/0044118X211046637>

Although school violence statistics indicate that schools are safe places, anxiety over school shootings continues to influence school safety reform to the extent that security measures in American public schools include the arming of schoolteachers. Furthermore,

not only have youths' perceptions of school security been relatively unexplored, existing research points to racial inequalities in the use of and the effects of school security practices. This study uses data from high school students across multiple school districts in a Midwestern county to examine how race and perceptions of fairness intersect to influence attitudes on arming teachers. The results suggest that, relative to White students, Black students are less supportive of arming teachers and anticipate greater decreases in safety if teachers are armed. In addition, perceptions of fairness mediate the effect of race on support and feelings of safety. Implications for policy and future research are discussed.

Sosu, E. M., & Pimenta, S. M. (2023). **Early childhood education attendance and school readiness in low- and middle-income countries: The moderating role of family socioeconomic status.** *Early Childhood Research Quarterly*, 63, 410-423. <https://doi.org/10.1016/j.ecresq.2023.01.005>

This study examined associations between attendance at early childhood education (ECE) programs and school readiness, and the extent to which the ECE–school readiness association is moderated by family socioeconomic status (SES). Data were from 58 low- and middle-income countries (N = 165,875, Mage = 47.52 months). Multilevel analysis showed that ECE attendance was positively associated with total and domain-specific school readiness, in addition to the role of family SES. The association was of medium effect size for literacy–numeracy readiness and small effect size for learning and socioemotional readiness. The ECE–school readiness association was moderated by family SES, although this varied by school readiness domains. While the ECE–literacy–numeracy association was stronger for high SES children (i.e., leveraging effect), the ECE–learning readiness association was stronger for lower SES peers (i.e., compensatory effect). No SES differences were observed for socioemotional competency (i.e., additive effect). Our findings suggest that although ECE attendance plays a significant role in developing school readiness competencies in LMIC contexts, it is strongly geared towards cognitive outcomes and therefore requiring a focus on other developmental domains. Additionally, for ECE to help close the SES gap in children's school readiness and subsequent learning outcomes, policy makers must pay attention to increasing both the quantity and quality ECE of provision for children from low SES backgrounds.

Speirs, K. E., Grutzmacher, S. K., Munger, A. L., & Ottusch, T. M. (2023). **How Do U.S. Colleges and Universities Help Students Address Basic Needs? A National Inventory of Resources for Food and Housing Insecurity.** *Educational Researcher*, 52(1), 16-28. <https://doi.org/10.3102/0013189X221139292>

This study documents the resources U.S. colleges and universities offer to address student food and housing insecurity and explores differences across community colleges, four-year public schools, and four-year private schools. Using a stratified random sample (n = 448) of U.S. postsecondary institutions, a systematic web search for evidence of 18 resources was conducted. A framework for classifying resources was developed. Logistic regression was used to explore differences by institution type. Eighty-eight percent of the schools in the sample offered at least one resource. On average, schools offered four resources. Food pantries were the most frequently offered resource, while providing information about low-cost campus dining options was the least frequently offered. Four-year private schools offered fewer resources than four-year public schools and community colleges.

Stanistreet, P. (2022). **Education in an age of inequality**. *International Review of Education*, 68(6), 803-810. <https://doi.org/10.1007/s11159-023-09989-7>

Sy, H. (2023). **Familles populaires et scolarisation: Conflits des impératifs et effets de fragilité sociale**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-familles-populaires-et-scolarisation-conflits-des-imperatifs-et-effets-de-fragilite-sociale-harouna-sy-9782140330421-76133.html>

Le choix de l'intitulé, «Familles populaires et scolarisation» avec une double entrée conceptuelle conflits des impératifs et fragilité sociale, est une option théorique de réinterroger spécifiquement le phénomène hors école. Et cette réinterrogation a révélé que ces conflits des impératifs des champs islamique, scolaire et des familles populaires dissimulent soigneusement des luttes de classes et donc des intérêts spécifiques. Et l'espace des conflictualités à l'intérieur d'un espace de fragilité est celui de confrontation spécifique entre logiques de classes et d'institutions et stratégies des acteurs. La place des familles dans les rapports sociaux définit leur mode d'obéissance à l'impératif religieux, la fragilité sociale spécifique à leur classe sociale retraduite spécifiquement par la configuration de chaque famille et ses dynamiques et, par l'effet de ceux-là, leur rapport différentiel à l'école et, en particulier, à la scolarisation.

Xiao, J., & Liu, X. (2023). **How does family cultural capital influence the individuals' development? —case study about left-behind children in China**. *Asia Pacific Education Review*, 24(1), 167-178. <https://doi.org/10.1007/s12564-022-09744-x>

This study provides an empirical investigation into the lives of kindergarten-aged left-behind children (LBC) who could not migrate with their parents in rural China. Two research questions are answered as follows: (1) What are the characteristics of the LBC in kindergarten and at home? and (2) How does family cultural capital influence the LBC's behaviors in kindergarten and at home? The study employs Bourdieu's concept of cultural capital, with a qualitative case study approach based on interpretivism being adopted. It was found that the LBC present different characteristics in kindergarten and at home and that their particular form of family cultural capital/environment is not supportive of their school-based development in China. The data on the LBC in the study provide insight into practices for policymakers and academics.

Zhang, Z., & Zhao, Z. (2023). **Women's Education and Fertility in China** (IZA Discussion Paper N° 15857). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15857.htm>

Using data from the China Family Panel Studies, this paper exploits the Compulsory Education Law of China implemented in the 1980s to empirically examine the causal impact of women's education on fertility in rural China by difference-in-differences methods. The results show that an additional year of schooling lowered the number of children a woman would have by approximately 0.09 children, postponed the age of first childbirth by 0.7 years, and reduced the probability of having a second child or more children by 0.18 among those mothers whose first child was a girl. In addition to the income effect, these results are also partly explained by more educated women preferring quality to quantity of children, placing a greater value on leisure and no longer perceiving children as the sole focus in their lives.

Zhao, Y. V., Bhattacharjea, S., & Alcott, B. (2023). **A slippery slope: early learning and equity in rural India.** *Oxford Review of Education*, 49(1), 93-113. <https://doi.org/10.1080/03054985.2022.2101442>

There is near consensus that early childhood education and care (ECEC) is essential to children's early development. A common corollary is that early learning will be pivotal to helping redress inequities in educational outcomes. We examine whether this is true among rural communities in the Indian states of Assam, Rajasthan, and Telangana. Specifically, we assess whether learning gains for the most disadvantaged are retained in comparison to more advantaged children who had lower initial learning levels. We find that lower-achieving, more advantaged children (as measured by mother's education) soon overtake higher-achieving but less advantaged children. In contrast, higher-achieving girls remain ahead of lower-achieving boys in Assam and Telangana, although they are caught up in Rajasthan. Given the differing patterns across the states, we explore the extent to which these may be shaped by their respective social and policy contexts.

Climat de l'école

Andrew, M., & Blake, M. K. (2023). **The Long Arm of Early Exclusionary School Discipline? A Multi-Model Analysis.** *Youth & Society*, 55(2), 238-258. <https://doi.org/10.1177/0044118X211042643>

In this analysis, we consider how a potentially important triggering event in the life course—exclusionary school discipline—may affect students' high school outcomes. We extend the literature to focus on the long-term effects of exclusionary discipline that occurs in the early grades, when students are relatively young and when a significant share of exclusionary discipline first occurs. We further evaluate the potential, long-term effects of exclusionary discipline on different high school outcomes (non-completion, GED certification, high school diploma) in statistical models that account for observed and unobserved heterogeneity. Overall, we find robust and consistent evidence that very young children are not somehow more resilient or more protected from negative, long-term effects of suspension or expulsion in early elementary school. Moreover, previous research might underestimate the effects of (early) exclusionary discipline more generally by ignoring the independent effects on GED certification.

Cunha, F., Hu, Q., Xia, Y., & Zhao, N. (2023). **Reducing Bullying: Evidence from a Parental Involvement Program on Empathy Education** (NBER Working Paper N° 30827). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30827.htm>

According to UNESCO, one-third of the world's youths are victims of bullying, which deteriorates academic performance and mental health, and increases suicide ideation and the risk of committing suicide. This paper analyzes a four-month parent-directed intervention designed to foster empathy in middle schoolers in China. Our implementation and evaluation study enrolled 2,246 seventh and eighth graders and their parents, whom we assigned, at the classroom level, to the control or intervention condition randomly. We measured, before and after the intervention, parental investments, children's empathy, and self-reported bullying perpetration and victimization incidents. Our analyses show that the intervention increased investments and empathy and reduced bullying incidents. In addition, we measured costs and found that it costs \$12.50 for our intervention to reduce one bullying incident. Our study offers a

scalable and low-cost strategy that can inform public policy on bullying prevention in other similar settings.

Debarbieux, E., & Moignard, B. (2022). **A l'école de la défiance. Enquête nationale de climat et d'expérience scolaire dans le second degré** (Report, EMA EA 4507 - CYU ; OUIEP ; Autonome de Solidarité Laïque). Consulté à l'adresse <https://hal.science/hal-03920999>

Fréchou, H. (2023). **Résultats de l'enquête Sivis 2021-2022 auprès des écoles publiques et des collèges et lycées publics et privés sous contrat. Note d'Information, (23.02).** <https://doi.org/10.48464/ni-23-02>

Au cours de l'année scolaire 2021-2022, les chefs d'établissement du second degré des secteurs public et privé sous contrat ont déclaré en moyenne 12,3 incidents graves pour 1 000 élèves.

Galand, B., Devleeschouwer, C., & Senden, M. (2023). **Quels sont les programmes efficaces à large échelle pour prévenir le harcèlement à l'école ? Une revue ciblée de la littérature.** *Les Cahiers de recherche du Girsef*, (130). Consulté à l'adresse https://cdn.uclouvain.be/groups/cms-editors-cridis/130_cahier.pdf

Il n'est pas toujours facile de savoir vers quelles actions de prévention du harcèlement à l'école se tourner. Cette note vise à identifier, décrire et analyser des programmes de prévention du harcèlement qui ont fait l'objet d'évaluations à large échelle. Cinq programmes ont été retenus. L'ensemble des publications relatives à chacun d'entre eux ont été passées en revue afin de présenter ses fondements théoriques, son contenu, et les résultats concernant son efficacité. Notre synthèse met en évidence que certains programmes sont plus efficaces que d'autres, mais qu'il est aussi important de choisir un programme qui correspond au contexte et aux ressources locales de chaque établissement. Il est donc préférable de mettre à disposition des acteurs éducatifs plusieurs programmes validés de lutte contre le harcèlement.

Green, C., Henning Nyhus, O., & Vea Salvanes, K. (2023). **How does testing young children influence educational attainment and well-being?** (CEPEO Working Paper Series N° 23-01). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://econpapers.repec.org/paper/uclcepeow/23-01.htm>

Should young children be tested? Proponents view early testing as a necessary instrument for early targeting. Others consider it detrimental to child mental health and with little impact on educational performance. We exploit variation in test-taking in mathematics among primary school children in Norway, traditionally a low-testing environment. We examine both the introduction of difficult mathematics tests and simpler screening tests that were aimed at identifying children in need of assistance. We demonstrate zero effects of testing exposure on later attainment but some benefits from screening tests for low-performing students. There are no negative effects on student welfare, but testing appears to improve aspects of teaching practices, feedback and engagement.

Inoue, A., & Tanaka, R. (2023). **The Rank of Socioeconomic Status within a Class and the Incidence of School Bullying and School Absence** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: <https://econpapers.repec.org/paper/etidpaper/23003.htm>

Does the relative wealth of students' households affect the incidence of risky behaviors of students in school? We estimate the effect of the rank of the socioeconomic status (SES) of the students' household within a class on the incidence of school bullying and school absence. We exploit the variation of SES rank within a class generated by the almost-random assignment of students to classes. Using the data from middle-school students in the Trends in International Mathematics and Science Study (TIMSS), we find that although the absolute level of SES is negatively associated with these incidences, students with a high SES rank within a class are more likely to be the victims of school bullying and to be absent from school.

Mauduy, M., Bagneux, V., & Sénémeaud, C. (2023). **Fostering victim-defending behaviors among school bullying witnesses: A longitudinal and experimental test of two new strategies for changing behavior.** *Social Psychology of Education*, 26(1), 263-274. <https://doi.org/10.1007/s11218-022-09745-z>

In school bullying, witnesses play a fundamental role because their defensive reactions can stop bullying situations. However, a great majority of witnesses remain passive despite their prodefense personal beliefs. To address this gap between witnesses' beliefs and behaviors, we developed and tested two social psychology strategies, namely, the induced hypocrisy and implementation intention. In an experimental and longitudinal study (N = 101), we randomly divided 7th- and 8th-grade students into three conditions, namely, control, induced hypocrisy, or implementation intention. Linear mixed models showed that the two strategies immediately increased planned defending behaviors as well as self-reported defending behaviors at three months but with a stronger effect at three months for the induced hypocrisy strategy. These new prevention avenues for practitioners are discussed according to current approaches.

Mazzoli Smith, L. (2023). **Wellbeing and Schooling: Cross Cultural and Cross Disciplinary Perspectives.** *British Journal of Educational Studies*, 71(1), 125-127. <https://doi.org/10.1080/00071005.2022.2113615>

Perry, N., Adi-Japha, E., & Spektor-Levy, O. (2023). **What a cool classroom! Voices of 5-year-olds on the design of physical learning environments.** *Early Childhood Research Quarterly*, 63, 370-385. <https://doi.org/10.1016/j.ecresq.2023.01.003>

Although early childhood physical learning environments are designed and organized almost entirely by adults, it is the children whose learning is affected. This exploratory study examined voices of 198 Israeli preschoolers regarding their physical learning environments (96 girls, middle socio-economic-status, mean-age 65.15 months, SD = 4.5; Israeli preschool settings encompass children aged 3–5). The study investigated preschoolers' perceptions and preferences regarding the design and affordance of their physical learning environment and their ability to express and rationalize these preferences based on interviews conducted using the Photograph-Interview with Children (PIC) instrument, incorporating children's photography of their own preschools and examining photographs of other preschools. The findings from the interviews were analyzed using multilevel modeling analyses testing the effect of gender, non-verbal intelligence, and receptive language. Findings indicated that preschoolers have preferences regarding their physical learning environment and can verbally express, explain, and rationalize their opinions. The study mainly revealed gender-related differences in the participants' preferences: While girls significantly preferred the Home Themed Role-Play Center, boys expressed a significant preference for the Construction

Center. Moreover, participants perceived their classroom design as contributing to social interaction more than to well-being and knowledge. Girls perceived their classroom design as contributing to knowledge and a sense of well-being significantly more than boys. The data analysis revealed those learning centers in which the children demonstrated a lack of interest—the Display Boards and the Science and Nature Center. These findings underscore the importance of preschoolers' voices and of the PIC instrument when designing learning environments.

Segard, G. H., & Malot, M. (2023, février 9). **Pour les étudiants, les campus et les bureaux doivent devenir des lieux de vie et de rencontres.** Consulté 14 février 2023, à l'adresse The Conversation website: <http://theconversation.com/pour-les-etudiants-les-campus-et-les-bureaux-doivent-devenir-des-lieux-de-vie-et-de-rencontres-199125>

Une équipe de chercheurs a demandé à des futurs diplômés en management de décrire leur expérience étudiante et leur vie professionnelle idéales.

Évaluation des dispositifs d'éducation-formation

Arztmann, M., Hornstra, L., Jeurig, J., & Kester, L. (2023). **Effects of games in STEM education: a meta-analysis on the moderating role of student background characteristics.** *Studies in Science Education*, 59(1), 109-145. <https://doi.org/10.1080/03057267.2022.2057732>

Game-based learning has proven to be effective and is widely used in science education, but usually the heterogeneity of the student population is being overlooked. To examine the differential effects of game interventions in STEM (Science, Technology, Engineering and Mathematics) related subjects on diverse student groups, a meta-analysis has been conducted that included 39 studies that compared game-based learning interventions with traditional classrooms in primary and early secondary education. We found moderate positive effects on cognition ($g = .67$), motivation ($g = .51$), and behaviour ($g = .93$). Additionally, substantial heterogeneity between studies was found. Moderator analyses indicated that primary school students achieve higher learning outcomes and experience game interventions as more motivating than secondary school students, whereas gender did not have any moderating effect. There were too few studies reporting information on the remaining moderators (socioeconomic status, migration background, and special educational needs) to include them in a multiple meta-regression model. Therefore, we assessed their role by separate moderator analyses, but these results need to be interpreted with caution. Additional descriptive analyses suggested that game-based learning may be less beneficial for students with low socioeconomic status compared to students with high socioeconomic status.

Borraz, F., Caro, A., Caño-Guiral, M., & Roa, M. J. (2022). **A randomised evaluation of a financial literacy programme for upper secondary school students in Uruguay.** *International Review of Education*, 68(6), 885-896. <https://doi.org/10.1007/s11159-023-09984-y>

In 2012, the Central Bank of Uruguay initiated an Economic and Financial Education Programme, BCUeduca. Its objective is to contribute to an informed citizenry by offering workshops designed for teachers and students, journalists, families and workers from all over the country, trade union leaders, retired people, female prisoners and personnel from different state agencies, as well as people related to non-profit institutions. Topics

include how to manage the family budget, understanding the financial system and understanding monetary policy. Focusing on BCUeduca's financial education programme for upper secondary school students, the authors of this research note evaluate its impact using a randomised control trial (RCT). Based on an innovative playful and reflective approach involving simulation and role-play in a workshop format, this programme aims to provide information and impart knowledge about inflation and financial systems, thus facilitating participants' responsible, conscious and competent decision-making in everyday life. The authors' findings reveal a positive and significant impact on student's financial literacy.

Brafford, T., Clarke, B., Gersten, R. M., Smolkowski, K., Sutherland, M., Dimino, J., & Fainstein, D. (2023). **Exploring an early numeracy screening measure for English learners in primary grades.** *Early Childhood Research Quarterly*, 63, 278-287. <https://doi.org/10.1016/j.ecresq.2022.12.007>

We investigated the technical characteristics of a brief early numeracy screening battery for both English learners (ELs) and English proficient students (EPs). Results indicated there were differences in performance of ELs and EPs. Further, we found reasonable overall accuracy of the screener predicting student outcomes. Similar overall accuracy results were found for ELs and EPs, as well as for predicting academic performance. We discuss study results related to sensitivity, specificity, and negative and positive predictive power as they relate to implications for practice, including screening for risk for ELs and the challenge of false positives in screening systems. We conclude by proposing future avenues of research.

Canfield, C. F., Miller, E. B., Zhang, Y., Shaw, D., Morris, P., Galan, C., & Mendelsohn, A. L. (2023). **Tiered universal and targeted early childhood interventions: Enhancing attendance across families with varying needs.** *Early Childhood Research Quarterly*, 63, 362-369. <https://doi.org/10.1016/j.ecresq.2023.01.004>

This study examined whether a two-tiered parenting program, which provides universal primary prevention along with targeted secondary prevention only for families with increased needs, would have mutually beneficial impacts on attendance across two program components. A secondary analysis of the Smart Beginnings (SB) randomized controlled trial was conducted. SB takes place from birth to age 3 and combines universal delivery of the Video Interaction Project (VIP) with targeted delivery of the Family Check-Up (FCU) for families identified as having increased risks following yearly screening. The current study analyzed whether attendance in VIP in the first six months was associated with FCU attendance for eligible families at six months, and whether FCU attendance at six and 18 months was associated with subsequent VIP attendance. Analyses included logistic and mixed-effects Poisson regression, as well as group-based trajectory analysis. VIP attendance predicted later FCU attendance (AOR = 5.43, $p < .01$), and FCU attendance predicted later VIP attendance (IRR = 1.35, $p < .01$) and a high-stable VIP attendance trajectory (AOR=14.98, $p < .01$). Findings provide strong support for the ability of tiered models to engage parents, to promote effective and efficient service delivery to reduce disparities in school readiness, and their potential to overcome common barriers to attendance and scaling by addressing the heterogeneity of risk among low-income families.

Douglas, D., Logue, A. W., & Watanabe-Rose, M. (2023). **The Long-Term Impacts of Corequisite Mathematics Remediation with Statistics: Degree Completion and Wage**

Outcomes. *Educational Researcher*, 52(1), 7-15.
<https://doi.org/10.3102/0013189X221138848>

Community colleges are essential for United States higher education, but their students have low retention and graduation rates. Community college students assigned to mathematics remediation are particularly unlikely to graduate. Corequisite remediation (college-level coursework with additional support) has shown short-term increased student success. The current study examined the 7-year results of a randomized controlled trial of corequisite remediation with college-level statistics. Students assigned to the corequisite group were 50 percent more likely to complete associate's degrees within 3 years, and 100 percent more likely to complete bachelor's degrees within 5 years. Corequisite students also earned, on average, \$3,000–\$4,500 more in years 5 to 7. Mediation analysis further suggests that the wage treatment effect was due to shortened time to degree.

Garcia, R. (2021). **La participation des parents : expérimenter la co-élaboration des savoirs à partir du dispositif de parentalité** (Phdthesis, Université paris 8). Consulté à l'adresse <https://hal.science/tel-03957954>

Cette thèse s'inscrit dans le cadre d'une convention Cifre. La recherche s'est donc déployée à partir de l'activité d'une association missionnée, dans le cadre des politiques publiques de soutien à la parentalité, pour animer un réseau parentalité départemental. Le projet de recherche (du doctorant) et le projet de développement (de la structure) sont articulés au sein d'une commande co-construite. Cette dernière consiste à expérimenter de nouvelles modalités de coopération et de co-élaboration des savoirs, en associant toutes les catégories d'acteurs (parents, professionnels et élus) au sein d'un collectif pluri-acteurs, pour construire le problème public à partir de l'expertise d'usage des premiers concernés. La recherche a donc plusieurs centres de gravité : premièrement, elle constitue le dispositif Cifre comme objet de recherche en analysant son référentiel et ce qu'il produit comme relation entre le doctorant et l'association ; deuxièmement, elle décrypte les politiques publiques de parentalité à partir de la question de la place des parents, en repérant les tensions et les paradoxes qui peuvent expliquer pourquoi ils sont absents des dispositifs opérationnels alors que le discours prône leur participation ; troisièmement, elle analyse les modalités de l'expérimentation en utilisant les Forums Hybrides et la sociologie de la traduction comme cadre d'analyse des procédures dialogiques mises en place au sein du collectif pluri-acteurs ; quatrièmement, la thèse opère, tout au long de sa construction, un retour réflexif sur l'expérience du chercheur dans le cadre spécifique de la Cifre, pour tenter de caractériser une épistémologie de la recherche-action.

Johnson, M. D., Margell, S. T., Goldenberg, K., Palomera, R., & Sprowles, Amy. E. (2023). **Impact of a First-Year Place-Based Learning Community on STEM Students' Academic Achievement in their Second, Third, and Fourth Years.** *Innovative Higher Education*, 48(1), 169-195. <https://doi.org/10.1007/s10755-022-09616-7>

Learning communities for college students have been shown to improve first-year student outcomes and narrow equity gaps, but longer-term data to evaluate whether these benefits persist through multi-year retention and graduation are rare. This is especially important for students in science, technology, engineering and math, who often confront gateway courses and challenging academic cultures in their second and subsequent years. Here, we report on the second, third, and fourth year academic outcomes of three cohorts of a first-year placed-based learning community. Relative to a reference group,

participants in the learning community generally showed similar grade acquisition in second- and third-year STEM courses, and initially higher GPAs for learning community participants later diminished to be statistically indistinguishable from the reference group. Nonetheless, units completed after one, two, and three years were slightly higher for learning community participants than for the reference group, and with narrower equity gaps. The learning community also increased and narrowed equity gaps in second- and third-year retention at the institution and in STEM specifically (+6 to +17%). Four-year graduation rates from the institution and in STEM specifically also increased (+8 to +17%), but equity gaps were only narrowed slightly. These results suggest that while benefits of first-year learning communities on grades decline over time, benefits for retention and graduation can persist, though they are insufficient to erase equity gaps. Future work should examine how scaffolding practices in students' second and third years can better sustain and even magnify inclusive success improvements initiated by first year learning communities.

Matalon, C., & Turluc, M. N. (2023). **The effectiveness of a home-based parent management training for preschoolers with oppositional behaviors in Israel: A randomized controlled trial.** *Early Childhood Research Quarterly*, 63, 386-399. <https://doi.org/10.1016/j.ecresq.2023.01.010>

Objective Parent management training (PMT) is a well-established approach for treating young children's disruptive behavior. This randomized controlled trial (RCT) examined the effectiveness of Positive Parenting for Oppositional Preschoolers (PPOP), an Israeli-developed PMT intervention for treating young children's opposition and accompanying disruptive behaviors. Method Eighty-five Israeli parental couples (170 individuals: 85 fathers, and 85 mothers) with a 3–6-year-old child exhibiting non-clinical disruptive behavior were randomly assigned to either an 8-session PPOP (N = 42) or a waitlist control group (N = 43). Parents completed measures of child disruptive behavior, parenting stress, and parental self-efficacy before and after the intervention and at a 3-month follow-up. Results The intervention effects (Cohen's d) were very large for children's disruptive behavior (d = 3.35), parenting stress (d = 1.78), and self-efficacy (d = 1.32). Improvements were only evident for the PPOP group, and all gains were maintained at follow-up. Participants in the waitlist control group did not report changes in their child's behavior, parenting stress, or parental self-efficacy. PPOP had a very low dropout rate (4.76%) and a very high attendance rate for mothers (100%) and fathers (98.7%). Both parents were highly satisfied with the parent training program. Conclusions This study provides evidence of the effectiveness of PPOP, a new home-based PMT intervention developed in Israel. In the short and long term, PPOP effectively treats young children's non-clinical disruptive behavior, reduces parenting stress, and increases parental self-efficacy.

Mendive, S., Placencio-Castro, M., Strasser, K., Kucirkova, N., Pozo-Tapia, F., & Domínguez, P. (2023). **Impacts of a personalized book giveaway intervention in low-SES households.** *Early Childhood Research Quarterly*, 63, 169-180. <https://doi.org/10.1016/j.ecresq.2022.12.008>

This study reports whether a personalized book giveaway intervention boosts both parents' perception about their 33-month-old (52% female) children's interest in books and reading (through a children's reading interest scale, and report of the child's favorite book), as well as child and adult engagement during shared reading. 198 Chilean families, recruited from childcare centers serving low-income families, were randomly

assigned to personalized (n = 81), comparison (n = 63), and control (n = 54) groups. The intervention indicated partial effectiveness, as after two weeks of repeatedly reading the given book, families from the personalized group reported higher odds that their children have a favorite book than the odds in the comparison and control groups. Moreover, families who read the personalized book had higher likelihood of mentioning the title of the gifted and other book than the comparison group. However, the comparison group scored higher than the personalized group in terms of children's interest in books. Additionally, more verbal (children say more words, take more turns, including extended turns, and make more comments that link the story with their own lives) and some—but not all—affective engagement indicators (laughs, enjoyment) were identified in dyads who read the personalized book than those who read a comparison. In contrast, on the scale of perception of interest in books, the comparison group obtained a greater average rating of perceived child interest than the control group. Implications are discussed for refining interventions with low-SES families that favor early exposure to reading and exploring ways to scale up this intervention modality.

Moss & Garnsey. (2023). **Show and Tell: An Evaluation of an Enhanced Online Instructional Video Using the Regression Point Displacement Design.** *Community College Journal of Research and Practice*, 47(3), 217-227. <https://doi.org/10.1080/10668926.2021.1990162>

This paper evaluates the impact of a video versus text-based instructional method on student learning with an underutilized quasi-experimental research design. Using the regression point displacement design, one of nine online classrooms was randomly assigned to receive video instruction versus eight classrooms that were allocated to text-based instruction. Classroom average pre-and posttest scores were used to compare experimental conditions. Plots of pre- and posttest data points revealed an effect in a direction indicative of additional knowledge gained for the treatment condition. Empirical models for both classroom-level and individual-level data found the treatment group significantly benefited from the instructional video method above the text-based method by approximately three percentage points. For online courses, video-based instruction resulted in better academic performance than text-based instruction. This study demonstrates the utility of the regression point displacement design as a viable method to evaluate the impact of education interventions with relatively small sample sizes and provides policy makers and educators with a tool to make informed decisions.

Raikes, H., Chazan-Cohen, R., Harden, B. J., Byrd, J., Svoboda, E., Welch, G., ... Escalante, E. (2023). **Evidence of the Effectiveness of a Home Visiting Model in Rural Communities: Early Steps to School Success.** *Early Childhood Research Quarterly*, 63, 299-312. <https://doi.org/10.1016/j.ecresq.2022.12.012>

Ramacciotti, M. C. C., Sousa, H., Silveira, H. G., Hulme, C., Snowling, M. J., Newbury, D. F., & Puglisi, M. L. (2023). **Scaling up early language intervention in educational settings: First steps matter.** *Oxford Review of Education*, 49(1), 29-47. <https://doi.org/10.1080/03054985.2022.2088488>

Objective To report how improvements on a Brazilian language intervention for early childhood education settings (PROLIN) were made and evaluated. Study Design In the first phase, the programme layout and materials were improved. This involved redesigning the guidelines for the programme, adding videos (using a learning management system) and creating an observation checklist to monitor the fidelity of implementation. The second phase was a two-week pilot study (a seven-session

intervention) involving two teachers and 22 students. Checklists and video footage were analysed to investigate implementation. Results Quality of implementation was generally good, but we identified additional areas for improvement. Teachers had some difficulties with aspects related to session dynamics, implementation of activities and use of techniques that reinforce learning. Conclusions The pilot study was instrumental in identifying obstacles for a scaled-up, high-quality implementation. The design of these materials took into consideration ways of guiding and supporting teachers to: (1) offer students adequate participation time; (2) help include children who are shy or have behaviour problems; (3) use teaching strategies properly; (4) bring sessions to a close; and (5) reach the objectives of each session. Further modification is still needed, especially in the manual, videos and supplementary materials.

Saiegh-Haddad, E. (2023). **Embracing diglossia in early literacy education in Arabic: A pilot intervention study with kindergarten children.** *Oxford Review of Education*, 49(1), 48-68. <https://doi.org/10.1080/03054985.2022.2090324>

All Arabic-speaking children grow up in diglossia. They use a spoken Arabic vernacular (SpA) for everyday speech but Standard Arabic (StA) for reading/writing. The current study reports a pilot diglossia-centred intervention among Palestinian-Arabic-speaking kindergarteners (N = 290; mean age 64.52 months). The study examines the effectiveness of an intervention programme grounded in the linguistic distance between StA and the children's SpA vernacular in producing gains in children's metalinguistic awareness in SpA and in StA. The intervention programme lasted for 4–5 weeks and followed two principles: a) train metalinguistic awareness first in SpA and then in StA; b) train linguistic representations in StA as a basis for metalinguistic awareness in StA. Using syllable blending to test phonological awareness and morphological analogies to test morphological awareness, the study produced preliminary experimental evidence for gains in metalinguistic awareness in the intervention group that were significantly larger than those observed in the control group, in SpA and StA. The results, though preliminary, support the effectiveness of diglossia-centred interventions in promoting pre-school children's metalinguistic awareness in a sociolinguistic context in which two language varieties are used within the same community.

Voisin, V. A. (2021). **L'empreinte multiforme d'un discours éducatif: « apprendre à apprendre » à l'École Régionale de la 2ème Chance Toulouse** (Phdthesis, Université Toulouse 2 Jean Jaurès). Consulté à l'adresse <https://hal.science/tel-03540941>

Cette recherche, inscrite dans le cadre d'une convention CIFRE, a été mise en place en réponse à une demande d'évaluation d'un dispositif d'« apprendre à apprendre » s'inspirant d'un programme d'éducation cognitive. Afin de répondre à cette demande, une étude d'impact a été réalisée, composée d'un volet pragmatique et d'un volet critique. Le volet pragmatique a contribué directement au pilotage du dispositif, en identifiant et mesurant certains de ses effets sur les élèves. Prenant du recul sur la question de l'efficacité, le volet critique s'est attaché (1) à reconstruire la doctrine éducative que vise à opérationnaliser le dispositif et (2) à caractériser l'influence effective de cette doctrine sur les pratiques d'enseignement des formateurs et sur les pratiques d'apprentissage des élèves. Les résultats font notamment apparaître que, bien que scientifiquement fragile et incomplètement fonctionnelle, la doctrine joue par diverses voies le rôle d'un imaginaire mobilisateur et organisateur de l'activité individuelle et collective, ce qui contribue indirectement à l'efficacité du dispositif. Instruit par ces résultats, l'auteur formule, en conclusion, les principales caractéristiques des discours

éducatifs adéquats, c'est-à-dire compatibles avec les environnements humains, institutionnels, matériels, etc. dans lesquels ils sont amenés à jouer un rôle de référence.

Young, J. M., Reed, K. E., Rosenberg, H., & Kook, J. F. (2023). **Adding family math to the equation: Promoting Head Start preschoolers' mathematics learning at home and school.** *Early Childhood Research Quarterly*, 63, 43-58. <https://doi.org/10.1016/j.ecresq.2022.11.002>

Differences in children's mathematics knowledge are evident at kindergarten entry, favoring children who have greater access to economic resources. Fostering preschoolers' mathematics learning at home and in classroom settings, through games and other developmentally appropriate activities, is of great interest to educators, early childhood leaders, and policymakers. This cluster randomized trial examined the effects of a naturalistic, game-based mathematics intervention implemented in Head Start classrooms and examined whether including a family math component added value. A total of 573 children (64% Hispanic; 60% multilingual) were included from 66 classrooms which were randomly assigned to Classroom Math (CM), Classroom Math + Family Math (CM+FM), or business-as-usual (BAU). Results indicated that the family math component did add value to the classroom-based intervention as CM+FM resulted in a significant positive impact on children's mathematics knowledge relative to BAU, but CM alone did not. For preschoolers age 50+ months, both interventions had significant effects on children's mathematics knowledge relative to BAU, but CM+FM had a stronger effect ($d = .36$). The number of math games played was significantly associated with higher mathematics scores and the number of family math mini-books returned had a significant impact on children's spring scores, over and above the number of games played. The CM+FM intervention also had a significant effect on teachers' instructional practice ($d = .79$). Adding a family math component to a game-based classroom intervention resulted in positive impacts for preschoolers and seems to be an effective, ecologically valid intervention that fosters early mathematical competencies.

Formation continue

Baillifard, A., & Martarelli, C. S. (2022). **Notes et taux de décrochage inébranlables durant la Covid-19 en enseignement universitaire à distance.** *Savoirs*, 60(3), 13-30. <https://doi.org/10.3917/savo.060.0013>

Ce 60e numéro de la revue *Savoirs* invite nos lecteurs et lectrices à la découverte de trois articles de recherche « Varia », d'un article « Enjeux théoriques », de la rubrique « Vie de la recherche » et de deux comptes rendus de lecture. Ces contributions viennent enrichir la recherche en formation des adultes en s'inscrivant dans un panel large de secteurs : les études universitaires à distance pendant la crise sanitaire de la Covid-19, la chirurgie assistée par un robot, l'éducation populaire en bibliothèque, les activités d'ajustement dans les métiers de l'interaction humaine, la recherche doctorale portant sur la formation des adultes aux États-Unis.

Balmon, T. (2022). **L'agir communicationnel, renouveau de l'éducation populaire en bibliothèque.** *Savoirs*, 60(3), 49-65. <https://doi.org/10.3917/savo.060.0049>

Ce 60e numéro de la revue *Savoirs* invite nos lecteurs et lectrices à la découverte de trois articles de recherche « Varia », d'un article « Enjeux théoriques », de la rubrique « Vie de la recherche » et de deux comptes rendus de lecture. Ces contributions viennent enrichir

la recherche en formation des adultes en s'inscrivant dans un panel large de secteurs : les études universitaires à distance pendant la crise sanitaire de la Covid-19, la chirurgie assistée par un robot, l'éducation populaire en bibliothèque, les activités d'ajustement dans les métiers de l'interaction humaine, la recherche doctorale portant sur la formation des adultes aux États-Unis.

Bidet, É., Boned, O., & Grudé, L. (2022). **Réorientation professionnelle et valorisation des compétences: l'apport de la VAE en économie sociale et solidaire.** *Éducation Permanente*, 233(4), 57-68. <https://doi.org/10.3917/edpe.233.0057>

Pour éclairer la manière dont une vae peut accompagner une trajectoire de reconversion professionnelle en direction de l'économie sociale et solidaire, les auteurs présentent les résultats de l'analyse d'un dispositif coconstruit par une grande mutuelle (mgén) et une université (Le Mans) pour accompagner des salariés de l'Éducation nationale qui décident de s'engager dans une carrière mutualiste. Les résultats, basés notamment sur deux séries d'entretiens menés auprès de stagiaires ayant participé au dispositif, montrent que la vae constitue un réel levier de légitimité dans l'entrée en fonction, mais aussi un atout professionnel pour la suite de la carrière.

Bidet, É., & Richez-Battesti, N. (2022). **L'économie sociale et solidaire en débat: quand action rime avec formation.** *Éducation Permanente*, 233(4), 11-20. <https://doi.org/10.3917/edpe.233.0011>

Après avoir rappelé la longue histoire, innovante mais mouvementée, qui caractérise le concept d'économie sociale (et solidaire) et les mouvements qui le composent, cet article aborde quelques questions et enjeux-clés auxquels fait face l'ESS autour de la place pour l'engagement et le bénévolat, de l'ambiguïté des statuts qui ne sont pas vertus, du dilemme alternative vs composante du capitalisme ou des tensions entre spécificités et porosités. Ces questions entretiennent des liens soutenus avec les questions de formation et d'apprentissage, et constituent de ce fait une matrice de lecture de ce dossier d'Éducation permanente et des différentes contributions qu'il contient.

Borgel, C. (2021). **Pratiques d'accompagnement et abandons en validation des acquis de l'expérience (VAE): étude exploratoire des processus de décrochage** (Phdthesis, HESAM Université). Consulté à l'adresse <https://theses.hal.science/tel-03955405>

Le phénomène des abandons dans la VAE est problématique. Il remet en question les fondements mêmes de ce dispositif. Notre étude se concentre sur les effets que les différents modes de soutien peuvent produire pour endiguer le phénomène des abandons de VAE. Adapter l'accompagnement en fonction des problématiques de vie de la personne peut-il permettre d'éviter l'abandon ? Est-il possible d'identifier l'intention de « décrocher » de la procédure et d'agir précocement sur l'événement déclencheur ? Nous posons que la qualité de l'accompagnement est cruciale. Dans ce cadre, l'accompagnement apparaît alors sous de nouveaux contours en tant que ressource de développement non seulement professionnel mais personnel. Travailler à la construction du lien et à sa qualité tout au long de l'accompagnement contribuerait à éviter l'abandon, du moins pourrait le réduire considérablement. Cette étude propose d'analyser ce processus et d'en identifier les aspects fonctionnels et dysfonctionnels. Cette étude visant à comprendre les mécanismes et processus impliqués dans les abandons en VAE permettra également d'améliorer la pratique d'accompagnement.

Braley, E., Da Costa, C., & Van Acker, Y. (2022). **Vingt ans de formation dans l'ESS : le cas d'Uniformation.** *Éducation Permanente*, 233(4), 69-77. <https://doi.org/10.3917/edpe.233.0069>

Cet article fait le lien entre les spécificités d'emploi des structures de l'économie sociale et solidaire, et leur recours à la formation professionnelle continue, perçue comme un levier de développement, de professionnalisation et d'émancipation. Au gré de quarante ans d'évolutions réglementaires portant sur la formation professionnelle dont celles de ses organismes de gestion, aujourd'hui opérateurs de compétences, les stratégies mises en œuvre par l'un d'eux, Uniformation, s'appuient sur des logiques de mutualisation, de territorialisation et de coconstruction de politiques d'inclusion et d'emploi.

Demoustier, D. (2022). **Outils de gestion et dynamiques formatives de l'ESS. Du bilan coopératif au guide des bonnes pratiques.** *Éducation Permanente*, 233(4), 117-127. <https://doi.org/10.3917/edpe.233.0117>

Fortement marquée par une culture de métier et d'éducation populaire, l'économie sociale et solidaire a développé ses propres démarches d'évaluation interne, depuis les années 1960, à la fois comme outils de gestion et de prospective, et comme démarche pédagogique de mobilisation des membres. Assez précocement par rapport à la rse, ses instances ont associé les différentes organisations à une réflexion plus large sur l'élaboration de processus d'évaluation de leur impact sociétal, afin de spécifier le rôle de l'ESS dans les modes de certification institutionnalisés et de mieux mettre en évidence son utilité sociale et sa contribution aux dynamiques formatives.

Draperi, J.-F. (2022). **De l'autobiographie raisonnée à l'autobiographie coopérative. La prise en compte de l'expérience dans les formations de l'ESS.** *Éducation Permanente*, 233(4), 31-44. <https://doi.org/10.3917/edpe.233.0031>

Il existe un mode de production de connaissances et de formation propre aux coopératives s'appuyant sur l'expérience, qui intéresse directement la formation dans l'économie sociale et solidaire. Henri Desroche (1914-1994) a formalisé ce mode dans la décennie 1970 au sein de l'Université coopérative internationale, en définissant une nouvelle forme de recherche-action, et spécialement l'autobiographie raisonnée. Cette contribution présente la façon dont la transmission de cette conduite au Conservatoire national des arts et métiers a donné naissance à l'autobiographie coopérative, démarche de formation reprise dans un nombre croissant d'organisations de l'ESS. Elle décrit une institutionnalisation de la prise en compte de l'expérience dans les formations et les organisations de l'ESS.

Frayssinhes, J. (2022). **Le rôle des biais cognitifs dans l'apprentissage.** *Éducation Permanente*, 233(4), 147-154. <https://doi.org/10.3917/edpe.233.0147>

Las Vergnas, O., Bury, P., & Jeunesse, C. (2022). **Recherches doctorales intéressant la formation des adultes : noyau et cercle élargi de thèses soutenues aux États-Unis de 2000 à 2022, comparaison avec la France.** *Savoirs*, 60(3), 95-133. <https://doi.org/10.3917/savo.060.0095>

Ce 60e numéro de la revue *Savoirs* invite nos lecteurs et lectrices à la découverte de trois articles de recherche « Varia », d'un article « Enjeux théoriques », de la rubrique « Vie de la recherche » et de deux comptes rendus de lecture. Ces contributions viennent enrichir la recherche en formation des adultes en s'inscrivant dans un panel large de secteurs :

les études universitaires à distance pendant la crise sanitaire de la Covid-19, la chirurgie assistée par un robot, l'éducation populaire en bibliothèque, les activités d'ajustement dans les métiers de l'interaction humaine, la recherche doctorale portant sur la formation des adultes aux États-Unis.

Le, A. H., Billett, S., Choy, S., & Dymock, D. (2023). **Supporting worklife learning at work to sustain employability**. *International Journal of Training and Development*, 27(1), 135-155. <https://doi.org/10.1111/ijtd.12288>

The concept of employability extends beyond initial occupational preparation into the ability to remain employable as, inevitably, occupational capacities and workplace requirements change frequently across working lives. Hence, the need to continually learn to remain occupationally current and respond to changing workplace requirements becomes paramount. The evidence suggests that much of that learning arises through individual efforts and the support of co-workers through work activities. So, there is a need to understand how that learning can be supported to sustain employability across lengthening working lives. Drawing on an Australian study, reported here are perspectives from managers and workers in diverse workplaces about current modes of continuing education and training and about how workers are assisted with their learning to meet personal needs and those of employers. Employers want an occupationally current workforce that can meet specific workplace needs; workers want the capacities to remain employable, which may extend to advancing their careers elsewhere. The data indicate differences in perceptions about what is being provided, how frequently the provisions are used, and the worth of its certification. Whilst the findings indicate shared concerns about the importance of learning, there were clear differences in views about the models and processes used to support that learning. Across both sets of informants can be seen distinctions between 'training solutions' and 'learning solutions'. A more nuanced analysis suggests that the training solution is appropriate and effective at some point in workers' worklife trajectories but in other circumstances, learning through practice is proposed as being more efficacious.

Lefrançois, J., Vidal-Gomel, C., Olivier, É., & Rigaud, J. (2022). **Enjeux croisés de formation des acteurs et de résilience en chirurgie urologique assistée par un robot**. *Savoirs*, 60(3), 31-48. <https://doi.org/10.3917/savo.060.0031>

Ce 60e numéro de la revue *Savoirs* invite nos lecteurs et lectrices à la découverte de trois articles de recherche « Varia », d'un article « Enjeux théoriques », de la rubrique « Vie de la recherche » et de deux comptes rendus de lecture. Ces contributions viennent enrichir la recherche en formation des adultes en s'inscrivant dans un panel large de secteurs : les études universitaires à distance pendant la crise sanitaire de la Covid-19, la chirurgie assistée par un robot, l'éducation populaire en bibliothèque, les activités d'ajustement dans les métiers de l'interaction humaine, la recherche doctorale portant sur la formation des adultes aux États-Unis.

Lethielleux, L., & Riess, C. (2022). **Le Réseau interuniversitaire de l'économie sociale et solidaire : coopérer pour la formation et la recherche**. *Éducation Permanente*, 233(4), 21-30. <https://doi.org/10.3917/edpe.233.0021>

Cet article a pour objet de montrer comment un réseau interuniversitaire en économie sociale et solidaire est parvenu, en vingt-deux ans, à structurer une offre de formation variée et une recherche académique pluridisciplinaire en économie sociale et solidaire. L'originalité de ce réseau unique en Europe est sa capacité à faire émerger des

innovations pédagogiques et scientifiques, et à développer des coopérations entre chercheurs... montrant ainsi qu'il est possible de « faire autrement » et de questionner le travail et l'organisation universitaires.

Palluault, O., & Douchet, L. (2022). **Accompagner et former à l'innovation sociale de rupture. Les enjeux d'une R&D sociale.** *Éducation Permanente*, 233(4), 79-89. <https://doi.org/10.3917/edpe.233.0079>

L'économie sociale et solidaire constitue le terreau de l'innovation sociale visant à répondre à des problématiques de société, aujourd'hui mal satisfaites par les politiques publiques et le marché. Les mutations des crises sociales et écologiques et les difficultés des pouvoirs publics nationaux et locaux à y faire face ont conféré un rôle grandissant aux acteurs de l'ESS. De nouveaux concepts et méthodologies, orientés autour des capacités de transformation sociale et assis sur des dispositifs originaux de coopération comme le Labcom Destins, ont émergé afin d'outiller ces acteurs pour qu'ils investissent de nouveaux champs d'action et contribuent au développement de ce secteur économique.

Pujol, L., & Gaillard, H. (2022). **Former des bénévoles compétents.** *Éducation Permanente*, 233(4), 45-55. <https://doi.org/10.3917/edpe.233.0045>

Face à l'actualité des enjeux de la formation de bénévoles, dans un contexte plus technique et concurrentiel, il convient d'identifier dans l'économie sociale et solidaire les évolutions contemporaines du bénévolat au plan de la formation. Cet enjeu est encore peu étudié sous l'angle de la caractérisation de cette activité à travers un prisme managérial ou de gestion. Pourtant, cette grille de lecture permet de révéler des aspects inenvisagés du sujet et de proposer des méthodes et des outils permettant de répondre à ces enjeux dans les organisations qui les accueillent. Cet article contribue à la réflexion sur l'activité des bénévoles, leur environnement, et sur ce que les structures qui bénéficient de leurs services peuvent faire pour les accompagner vers un épanouissement plus net et un service rendu toujours plus pertinent.

Quan-Baffour. (2023). **Exploring Teaching Approaches Responsive to Adult Learning Styles in Community College Classrooms in Limpopo, South Africa.** *Community College Journal of Research and Practice*, 47(3), 183-196. <https://doi.org/10.1080/10668926.2021.1989342>

Decades of career in adult education confirmed the author's assumption that adult learners possess lots of lived experiences, exhibit different learning styles and have immediate learning needs to fulfil. Some learners may be slow and take time to grasp information while others might be shy, introverts, lack confidence or extroverts who like to lead and be heard. These characteristics of adults do not require rigid educator control. Human rights, social justice and democracy require educators to be innovative, flexible and implement teaching approaches that could suit learning styles of adults in community college programs. The objective of this case study was to explore various teaching approaches that can maximize learning among adults in three community college classrooms in Limpopo province in South Africa. Data were collected through interviews and the study confirmed that adult learners have different learning styles and to promote learning among them educators should use various teaching approaches.

Renault-Tinacci, M. (2022). **Qu'échange-t-on vraiment avec le mécénat de compétences ?** *Éducation Permanente*, 233(4), 103-115.
<https://doi.org/10.3917/edpe.233.0103>

Le mécénat de compétences se caractérise par la mise à disposition d'un salarié sur son temps de travail au profit d'une structure d'intérêt général. Une enquête menée en 2019 a analysé les motivations et les conditions de l'entrée des salariés en mdc à partir des parcours professionnels et d'engagement de 52 professionnels qui se sont engagés au travers de ce dispositif dans des associations loi de 1901 (dans des missions de courte à longue durée). Cet article propose d'analyser l'échange et le renforcement ou la production de compétences réalisées. Ce mécénat est-il effectivement centré sur le transfert de compétences d'une entreprise vers une association ? Qu'y apprend-t-on réellement et qu'y enseigne-t-on ?

Richez-Battesti, N., & Maisonnasse, J. (2022). **DLA : quand l'accompagnement prend une dimension formative.** *Éducation Permanente*, 233(4), 91-101.
<https://doi.org/10.3917/edpe.233.0091>

Généralement considéré comme un outil de normalisation et de gouvernementalité par l'action publique, le dispositif local d'accompagnement, dans son usage, est aussi un levier de travail sur le projet associatif et élargit les compétences des associations. C'est ce que les auteurs mettent en avant à partir d'une enquête menée dans le Sud de la France. Leurs résultats font du dla l'occasion de travail du projet et de son sens. S'il peut conduire à l'adoption d'un modèle plus entrepreneurial qu'il ne l'était à l'origine, il amène surtout à préciser les choix faits par l'association quant à son projet et sa mise en œuvre opérationnelle, et renforce les compétences associatives.

Saillot, É. (2022). **Structuration conceptuelle des activités d'ajustement : un modèle d'analyse pour les métiers de l'interaction humaine.** *Savoirs*, 60(3), 69-91.
<https://doi.org/10.3917/savo.060.0069>

Ce 60e numéro de la revue *Savoirs* invite nos lecteurs et lectrices à la découverte de trois articles de recherche « Varia », d'un article « Enjeux théoriques », de la rubrique « Vie de la recherche » et de deux comptes rendus de lecture. Ces contributions viennent enrichir la recherche en formation des adultes en s'inscrivant dans un panel large de secteurs : les études universitaires à distance pendant la crise sanitaire de la Covid-19, la chirurgie assistée par un robot, l'éducation populaire en bibliothèque, les activités d'ajustement dans les métiers de l'interaction humaine, la recherche doctorale portant sur la formation des adultes aux États-Unis.

Santelmann, P. (2022). **Politiques d'insertion et formations qualifiantes : quelle cohérence ?** *Éducation Permanente*, 233(4), 134-146.
<https://doi.org/10.3917/edpe.233.0134>

Señorán, M. G. (2023, février 2). **Comment mieux apprendre tout au long de la vie.** Consulté 3 février 2023, à l'adresse [The Conversation website: http://theconversation.com/comment-mieux-apprendre-tout-au-long-de-la-vie-198082](http://theconversation.com/comment-mieux-apprendre-tout-au-long-de-la-vie-198082)

L'entrée dans l'âge adulte ne signe pas la fin des apprentissages. L'être humain est en effet programmé pour apprendre tout au long de la vie, et certaines conditions facilitent le processus.

Marché du travail

Bisschoff, Z. S., & Massyn, L. (2023). **Incorporating corporate social responsibility into graduate employability**. *International Journal of Training and Development*, 27(1), 57-74. <https://doi.org/10.1111/ijtd.12284>

To remain sustainably viable in today's business environment, employers require appropriate skills to support their commitment to social responsibility. When recruiting skills, employers recognize that graduate attributes are essential indicators of the capability to render constructive workplace outcomes. Graduates need to develop these attributes to demonstrate their employability potential to prospective employers. However, existing employability capital frameworks do not include the graduate attributes needed to measure capability in corporate social responsibility (CSR) skills. The objective of this study was to determine which graduate attributes would support employability capability in CSR skills. Following a theoretical investigation, a mixed-method exploratory study was undertaken in South Africa's state-owned electricity provider to determine the employability attributes required by the organization in CSR management. The first phase involved a data collection survey, 302 managers and supervisors in South Africa's primary electricity provider rated a proposed 44 personal attributes linked to nine theoretical determined CSR skills and their importance in CSR management. In the second phase, the survey results were validated through a separate Delphi technique with three Human Resource Development experts. Confirmatory factor analysis found significant relationships between the tested attributes and the nine CSR skills. The findings could assist graduates in understanding the attributes they need to develop to be deemed employable for CSR performance. Furthermore, higher education institutions can include the results in curriculums to contribute to the development of CSR skills. Finally, the attributes and skills could be used to conceptualize a focused CSR employability capital, which employers can use to test employability potential.

Klarsfeld, A., & Galy, N. (2023, février 6). **La transparence salariale réduit-elle les inégalités hommes-femmes ? Le cas des stages de fin d'études**. Consulté 7 février 2023, à l'adresse The Conversation website: <http://theconversation.com/la-transparence-salariale-reduit-elle-les-inegalites-hommes-femmes-le-cas-des-stages-de-fin-detudes-198901>

Une étude montre que, lorsque la rémunération est annoncée en amont de l'embauche comme c'est le cas pour les stages, les discriminations de genre s'estompent.

Le, A. H., Billett, S., Choy, S., & Dymock, D. (2023). **Supporting worklife learning at work to sustain employability**. *International Journal of Training and Development*, 27(1), 135-155. <https://doi.org/10.1111/ijtd.12288>

The concept of employability extends beyond initial occupational preparation into the ability to remain employable as, inevitably, occupational capacities and workplace requirements change frequently across working lives. Hence, the need to continually learn to remain occupationally current and respond to changing workplace requirements becomes paramount. The evidence suggests that much of that learning arises through individual efforts and the support of co-workers through work activities. So, there is a need to understand how that learning can be supported to sustain employability across lengthening working lives. Drawing on an Australian study, reported here are perspectives from managers and workers in diverse workplaces about current

modes of continuing education and training and about how workers are assisted with their learning to meet personal needs and those of employers. Employers want an occupationally current workforce that can meet specific workplace needs; workers want the capacities to remain employable, which may extend to advancing their careers elsewhere. The data indicate differences in perceptions about what is being provided, how frequently the provisions are used, and the worth of its certification. Whilst the findings indicate shared concerns about the importance of learning, there were clear differences in views about the models and processes used to support that learning. Across both sets of informants can be seen distinctions between 'training solutions' and 'learning solutions'. A more nuanced analysis suggests that the training solution is appropriate and effective at some point in workers' worklife trajectories but in other circumstances, learning through practice is proposed as being more efficacious.

Martini, M., Gerosa, T., & Cavenago, D. (2023). **How does employee development affect turnover intention? Exploring alternative relationships.** *International Journal of Training and Development*, 27(1), 39-56. <https://doi.org/10.1111/ijtd.12282>

This study explores alternative relationships between perceived investment in employee development (PIED) and turnover intention by including affective commitment, perceived internal employability, and perceived external employability as potential mediators. Data were collected through a structured survey from 337 employees working in two large companies in Italy. The factorial validity and dimensionality of the latent constructs studied were evaluated in a confirmatory factor analysis framework, and the mediation hypotheses were tested in a full structural equation model. Results show that the overall effect of PIED on turnover intention is negative and almost fully mediated by external employability and affective commitment, whereas the path through internal employability is not supported. More specifically, PIED increases commitment, which in turn limits the likelihood of turnover. In addition, although perceived external employability is positively associated with turnover intention, PIED seems to reduce this effect by negatively affecting employee perceptions of their marketability in the labour market. The study supports the assumptions of social exchange theory in explaining turnover behaviour as a consequence of employee development support. Contextually, it questions the existence of the employability paradox because it does not reveal either a retention path via perceived internal employability or a turnover risk via perceived external employability.

Raybaud, A. (2023, février 14). **Le rapport au travail des jeunes actifs affecté par l'horizon incertain de la retraite.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/14/face-a-l-idee-d-une-retraite-sans-cesse-repoussee-les-jeunes-revoient-leur-rapport-au-travail_6161724_4401467.html

Entrés sur le marché du travail avec la conviction qu'ils ne bénéficieront pas du même droit au repos que leurs aînés, de jeunes actifs racontent comment cette incertitude pèse sur leur projection dans la vie professionnelle.

Métiers de l'éducation

Abou-Zaher, R., & Nahas, N. (2022). **L'autodétermination chez les éducateurs libanais pendant la crise libanaise. Le cas des établissements homologués.** *Spirale - Revue de recherches en éducation, varia(E1)*, 3-19. <https://doi.org/10.3917/spir.hs6.0003>

Dans un cadre agité depuis 2017, les enseignants des établissements homologués du Liban continuent à enseigner et à assurer les responsabilités scolaires malgré l'ambiance dure du pays. Dans cet article nous avons étudié le degré d'autodétermination d'un échantillon d'enseignants des établissements qui appliquent le programme français au Liban. Cette étude quantitative a été réalisée par questionnaire administré en ligne par 118 enseignants des établissements homologués du Liban. D'après les résultats, notre échantillon possède un bon niveau d'autodétermination. Malgré toutes les conditions du milieu socio-économique et politique, ils semblent faire preuve de leur résilience et de leur sens du devoir envers leur métier.

Allenbach, M., Merini, C., Pelletier, L., & Gélinas-Proulx, A. (2022). **Les coulisses d'un travail en réseau : de la collaboration entre chercheurs sur la collaboration à visée inclusive. Conclusion du dossier.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 127-142. <https://doi.org/10.3917/nresi.095.0127>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Amaré, S. (2022). **Faire l'apprentissage de la rencontre dans le cadre d'une coopération interprofessionnelle. Vers une culture en commun.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 111-126. <https://doi.org/10.3917/nresi.095.0111>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

André, A., & Cochetel, O. (2022). **Effet du temps d'exposition aux écrans sur le graphisme des enfants de 5 à 6 ans. Une étude transversale conduite au cours de l'année scolaire 2019-2020 chez des enfants âgés de 5 à 6 ans, en grande section de maternelle, dans sept écoles d'Auvergne.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 191-214. <https://doi.org/10.3917/nresi.095.0191>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Ben Hamouda, L. (2023a, février 2). **Métier enseignant : La Cour des Comptes opte pour les contractuels**. Consulté 2 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/02/metier-enseignant-la-cour-des-comptes-opte-pour-les-contractuels/>

« Au-delà des améliorations techniques de la réforme de 2019, une refonte plus globale des modes de formation et de recrutement des enseignants est nécessaire », estime la Cour des Comptes dans un nouveau rapport présenté le 1er février. « L'attractivité du métier enseignant ne peut se résumer à une question salariale ». Puisque ce n'est pas un problème...

Ben Hamouda, L. (2023b, février 7). **« Enseignants, de la vocation au désenchantement »**. Consulté 7 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/07/enseignants-de-la-vocation-au-desenchantement/>

Dans son dernier livre, Sandrine Garcia, sociologue, interroge la crise de la vocation pour l'enseignement. Manque de sens, de satisfaction, pressions et attitudes managériales brutales seraient la source de la hausse des démissions et des ruptures conventionnelles. Et quand on l'interroge sur « le choc d'attractivité » promis par Pap Ndiaye, la chercheuse répond que « c'est très...

Ben Hamouda, L. (2023c, février 9). **Directeurs, IEN et chefs d'établissements : moral en berne pour eux aussi**. Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/09/directeurs-ien-et-chefs-detablissements-moral-en-berne-pour-eux-aussi/>

À l'heure où les enseignants et enseignantes évoquent leur mal-être, le manque de considération dont ils se sentent victimes, que les étudiants se projetant dans le métier craquent sous la pression, le Café pédagogique propose de faire le point sur le moral des directeurs et directrices d'école, des inspecteurs de l'éducation nationale et des personnels...

Ben Hamouda, L. (2023d, février 9). **Les CPE : un rôle prépondérant lors du premier confinement**. Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/09/les-cpe-un-role-preponderant-lors-du-premier-confinement/>

Mais qu'ont fait les CPE – Conseillers principaux d'éducation – lors du premier confinement, lorsque tous les établissements étaient fermés ? Magali Boutrais, maîtresse de conférences en Sciences de l'éducation et de la formation, nous explique que leur rôle a été central dans la gestion des élèves. Ils ont servi de lien entre les élèves,...

Ben Hamouda, L. (2023e, février 14). **Reconstruire la formation des enseignants**. Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/14/reconstruire-la-formation-des-enseignants-en-lien-avec-la-recherche/>

Dans un article publié sur le blog de Mediapart « Reconstruire la formation des professeurs et reconstruire la recherche en éducation », Gérard Sensevy, professeur de sciences de l'éducation, Yves Chevallard, mathématicien et Loïs Lefeuvre, docteur en sciences de l'éducation proposent des pistes de réflexion autour de la formation des enseignants et enseignantes. Membres du collectif Didactiques...

Borri-Anadon, C., & Collins, T. (2022). **Entre surveillance disproportionnée et inaction à l'égard d'élèves issus de l'immigration considérés à besoins éducatifs particuliers : une recherche ethnographique.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 25-42. <https://doi.org/10.3917/nresi.095.0025>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Boutin-Charles, M. M., & Robillard, C. (2022). **Rédiger sa thèse.** Consulté à l'adresse <https://hal.science/hal-03898096>

Corbett, S. (2023). **Ladder of competencies for education middle managers in England.** *International Journal of Training and Development*, 27(1), 117-134. <https://doi.org/10.1111/ijtd.12287>

Utilising new empirical research this study adapts an existing literature-based competency framework into a hierarchy of competencies needed for education middle managers in England to be effective in their role. The study involved a national survey (n = 164) of further education middle managers and is the first quantitative study investigating the role since 2002. The original contribution of the study is the development of a new ladder of competencies for education middle managers which outlines a suggested ordering of competency development with due consideration to prior training and qualifications. This can enable an improved approach to recruitment, selection and development of education middle managers. The paper presents parameters for consideration when developing competency frameworks for roles more widely which include: prior training, experience, expectations, and challenges of the post-holder as well as the external working environment. It highlights the value of such considerations and demonstrates the importance in paying due regard to them.

Cour des comptes. (2023a). **Devenir enseignant : la formation initiale et le recrutement des enseignants.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3753> [Report]. Consulté à l'adresse Cour des comptes (France) website: <https://www.ccomptes.fr/system/files/2023-01/20230201-devenir-enseignant-recrutement-formation-initiale-enseignants.pdf>

La réussite scolaire des élèves doit beaucoup à la qualité des enseignements et de l'accompagnement assuré par leurs professeurs tout au long de leurs apprentissages. La qualité du recrutement et de la formation des enseignants est ainsi cruciale pour la performance de l'école. Le recrutement et la formation initiale des futurs professeurs ont connu plusieurs réformes au cours des dernières décennies. Mais depuis 2010, ce nouveau cadre se révèle instable et ne garantit pas que la formation prépare de manière satisfaisante les étudiants à leur entrée dans le métier et à l'exercice de leurs futures fonctions. Une réflexion sur l'évolution du métier d'enseignant, sur la place reconnue aux professeurs dans la société et sur les conditions concrètes d'exercice de leurs fonctions doit être menée. La crise d'attractivité souvent évoquée depuis une

vingtaine d'années devient aujourd'hui plus tangible, même si de nombreux étudiants ou personnes en reconversion professionnelle demeurent attirés par l'enseignement. Le rapport publié ce jour par la Cour des comptes vise notamment à apprécier l'attractivité du recrutement ainsi que la qualité de leur formation initiale. Lire aussi la synthèse du rapport.

Cour des comptes. (2023b). **Mobiliser la communauté éducative autour du projet d'établissement.** Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/fr/publications/mobiliser-la-communaute-educative-autour-du-projet-detablissement>

En dépit d'une dépense nationale d'éducation supérieure à la moyenne des pays de l'OCDE, le système éducatif français peine à produire des résultats satisfaisants. Malgré les objectifs d'égalité, l'uniformité nationale formelle s'accommode d'inégalités réelles de traitement des élèves et d'une faible mixité scolaire. Notre système éducatif souffre en particulier d'un pilotage très centralisé, même si les lycées et les collèges ont le statut d'établissements publics locaux d'enseignement (EPL). Dans son enquête, la Cour des comptes s'est intéressée à la manière dont les établissements scolaires peuvent se mobiliser pour bâtir un projet pédagogique adapté aux spécificités de leurs élèves, dans le but d'améliorer leur réussite. Elle a examiné les capacités d'action des établissements, et ses constats la conduisent à recommander de renforcer le rôle des chefs d'établissement et à moduler davantage l'attribution des moyens aux EPLE pour tenir compte de leurs difficultés. Un projet d'établissement encore trop peu mobilisé Chacun des collèges et des lycées doit, comme l'impose le code de l'éducation, se doter d'un projet d'établissement fixant les choix pédagogiques et la politique éducative pour une durée de trois à cinq ans. Il s'agit d'adapter le cadre scolaire national aux caractéristiques des élèves de l'établissement, pour favoriser leur réussite. Or, la moitié des établissements n'est pas dotée d'un tel projet, et, parmi ceux qui le sont, la qualité de la démarche et la portée du document sont très inégales. Des marges de manœuvre insuffisamment exploitées Au-delà de l'autonomie juridique que les textes réglementaires accordent aux EPLE, leur capacité d'action se décline à plusieurs niveaux incluant la gestion des ressources humaines, l'organisation des enseignements et le pilotage pédagogique et éducatif qui résulte précisément de la construction de leur projet d'établissement, adapté aux besoins des élèves et aux spécificités du territoire. Or, en dépit de l'affichage d'une autonomie formelle, les marges de manœuvre des établissements ne sont pas toujours suffisamment mises à profit. Avec des situations comparables et des moyens d'enseignement analogues, deux établissements peuvent avoir des résultats très différents en matière de réussite scolaire. C'est pourquoi la Cour recommande au ministère de renforcer le rôle des chefs d'établissement et de revoir les modalités d'allocation des moyens aux EPLE. Une autonomie juridique formelle et limitée En se fondant sur l'observation d'une quarantaine d'établissements, la Cour a cherché à comprendre quels étaient les leviers dont disposent les établissements et la façon dont ils s'en emparaient. De nombreux freins, autant liés à la gouvernance des EPLE qu'à l'hétérogénéité des acteurs de la communauté éducative qu'il faut parvenir à mettre en synergie (institution scolaire, enseignants, parents d'élèves, collectivités territoriales), peuvent en effet limiter la capacité de mobilisation sur un projet collectif pour améliorer la réussite des élèves. A ces difficultés s'ajoutent les effets d'un modèle de gestion rigide et très centralisé, ainsi que la capacité variable des chefs d'établissement à fédérer leurs équipes pédagogiques. Renforcer les capacités d'action des chefs d'établissement Le chef d'établissement est un acteur-clé dans la conduite d'un projet pédagogique et

éducatif. Il lui revient d'engager une dynamique collective au sein de l'établissement et d'en assurer le suivi au quotidien. Si des évolutions positives sont intervenues ces dernières années pour renforcer son rôle d'encadrant de proximité, les leviers à sa disposition, notamment en matière d'évaluation des enseignants, sont encore limités. Les marges de manœuvre dont il dispose ne lui permettent guère de motiver son équipe et de mieux rétribuer ceux de ses membres les plus investis. Face à ce constat, la Cour appelle à une évolution des conditions d'exercice professionnel des chefs d'établissement pour en faire de véritables cadres dirigeants au sein de l'institution - ce qui doit passer par un renforcement de leur parcours de formation, un meilleur accompagnement, et une modernisation de la gestion de leur carrière. Moduler davantage l'allocation des moyens aux EPLE Le système scolaire français s'appuie sur une logique d'allocation des moyens éducatifs globalement uniforme. Le critère principal demeure, le plus souvent, le nombre d'élèves fréquentant l'établissement rapporté à un nombre de divisions (classes). Les résultats et la situation sociale des élèves, tout comme le contexte géographique, ne sont pas pris en compte de manière suffisante et systématique. Pour contrecarrer cette situation, la Cour estime que l'efficacité des moyens attribués aux établissements serait mieux assurée si les modalités d'allocation intégraient davantage les résultats des évaluations et les contraintes pesant sur le lieu d'implantation de l'EPLE, et si elles étaient mieux coordonnées avec les interventions des collectivités territoriales.

Didou-Aupetit, S., Pereyra, A., Freitas, M. C. D. S., & Delattre, V. A. (2023). **La profession d'enseignant au fil des crises multiformes de légitimité**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140288784?utm_source=phplist&utm_campaign=message_particuliers_harmattan_35494&utm_medium=email&utm_content=lienTitre

Dans un contexte de prise en main de cette profession par des transformations qui se sont accélérées durant la crise sanitaire, nous avons volontairement retenu quatre pays, l'Argentine, le Brésil, la France et le Mexique. Chacun de ces pays appuie sa politique d'éducation sur des leviers différents. Toutefois dans ces quatre cas, les logiques évoquées se traduisent concrètement dans des indicateurs d'attractivité de la profession à l'entrée de celle-ci soit en baisse en Argentine et France, soit plutôt positifs, au Brésil et au Mexique, par une facilité d'accès à un emploi stable. Cette dernière tendance ne contrecarre néanmoins pas un désengagement progressif des enseignants tout au long de leur carrière. Les injonctions contradictoires faites au métier, la modification progressive des référents historiques qui le légitiment et la montée en puissance de nouveaux décideurs ouvrent la voie à une levée des tabous et à un éclatement de cette profession.

Elsayed, M. A. A., & Roch, C. H. (2023). **Former Teachers: Exits and Re-Entries**. *Educational Policy*, 37(2), 279-307. <https://doi.org/10.1177/08959048211019972>

Despite the large literature on teacher labor market in the United States, only few studies have examined the career choices of former teachers and the factors that affect their decisions to return to the profession. This is surprising given that former teachers represent over a third of teachers entering the teaching workforce, according to some estimates. This paper examines the exit and re-entry decisions of former teachers using a restricted-use data from the Beginning Teacher Longitudinal Study (BTLS). We use a discrete time hazard model that estimates the probability that a former teacher returns to teaching in a given year conditional on not having returned in the previous year. Results suggest that female teachers are more likely to return to the teaching profession by somewhere

between 10 and 12 percentage points. We also find that teachers who are highly paid are more likely to re-enter teaching.

Fauzi, M. A. (2023). **Research vs. non-research universities: knowledge sharing and research engagement among academicians.** *Asia Pacific Education Review*, 24(1), 25-39. <https://doi.org/10.1007/s12564-021-09719-4>

This study investigated the differences in knowledge sharing (KS) behavior among academicians from research universities (RUs) and non-research universities (Non-RUs) and the impact of their differences on research engagement in Malaysia. From the lens of the theory of planned behavior, research engagement is integrated into the original theory as the consequence of KS behavior. Applying a multi-group analysis through partial least square structural equation modeling, 458 academic staff from twenty public universities in Malaysia participated in the study. The study findings revealed that in the RU sample, commitment and subjective norm have no significant impact on attitude and intention, respectively. However, a significant impact of commitment and subjective norm on attitude and intention, respectively, was found in the non-RU sample. This study contributes to the knowledge management perspective among academicians and compares RU and non-RU academicians in Malaysia. A relevant mitigation plan must be taken to ensure that academicians in both RUs and non-RUs share their knowledge willingly and sincerely to elevate the status of higher education in the country to a greater height as a top world-class university. Moreover, an analysis of the implication of higher education in the country as well as institutionalization of education excellence could be achieved through better KS behavior in the South East Asian region.

Frangieh, B., & Akiki, J. (2022). **L'accompagnant scolaire des élèves à besoins éducatifs particuliers en situation d'intermétiers.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 43-56. <https://doi.org/10.3917/nresi.095.0043>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Han, E. S. (2023). **The effect of changes in public sector bargaining laws on teacher union membership.** *British Journal of Industrial Relations*, 61(1), 133-158. <https://doi.org/10.1111/bjir.12700>

This study uses a simple model of demand for and supply of union services to analyse the effect of public sector bargaining laws on teacher unionization. Relying on a nationally representative dataset covering 2001–2018, I exploit natural experiments that occurred in several US states to identify the effect of legal and institutional changes weakening collective bargaining rights of teachers on their union membership rate. Based on both difference-in-difference estimation and synthetic control method, I find that the new legislation significantly reduces teachers' union membership and that the impact of the anti-union bills on unionization evolves, growing in magnitude, over time. I also find that the magnitudes of the impacts are greater for female, younger and minority teachers.

Hirshberg, M. J., Davidson, R. J., & Goldberg, S. B. (2023). **Educators Are Not Alright: Mental Health During COVID-19.** *Educational Researcher*, 52(1), 48-52.
<https://doi.org/10.3102/0013189X221142595>

Educator mental health sits at the intersection of multiple pressing educational issues. We are among the first to provide estimates of school system employee (SSE) stress, anxiety, and depression during the COVID-19 pandemic. Most participants reported clinically meaningful anxiety and depressive symptoms (77.96% and 53.65%, respectively). Being in the lowest strata of family income was associated with higher stress, a greater likelihood of clinically significant depressive symptoms, and reduced intentions to continue in the same job, portending the current staffing shortages affecting schools. Supporting SSE mental health should become a policy priority.

Hornbeck, D. D. (2023). **Teachers Unions and Dual Enrollment Policy in Collective Bargaining Agreements.** *Educational Policy*, 37(2), 339-358.
<https://doi.org/10.1177/08959048211015610>

This study explores how teachers' unions are responding to the growing policy of dual enrollment (DE). I reviewed all available collective bargaining agreements (CBAs) of public schools in Ohio, using qualitative content analysis to look for ways that CBAs are addressing DE policy. Analysis revealed four themes. The first theme suggests that teachers' unions are incrementally bargaining provisions addressing DE into their CBAs. Of the 586 CBAs analyzed, 160 included provisions regarding DE. The three remaining themes centered around working conditions for teachers, including provisions related to monetary compensation, existential protection of bargaining unit members, and the protection of teacher time. Additionally, district typography was explored, revealing that wealthier/smaller school districts have bargained more teacher protections for DE than larger districts with less wealth. This study provides information about what might be of interest to teachers and policymakers when reforming DE policy.

Jaffe-Walter, R., & Villavicencio, A. (2023). **Leaders' Negotiation of Teacher Evaluation Policy in Immigrant-Serving Schools.** *Educational Policy*, 37(2), 359-392.
<https://doi.org/10.1177/08959048211015614>

This paper examines how school leaders working within schools serving immigrant English Learners negotiate teacher evaluation policies, including how they influence compliance with mandated policies, communicate those policies to teachers, and guide implementation within their professional communities. We explore how a leader in a school with positive outcomes negotiates external policies to support authentic professional growth and maximize learning opportunities for immigrant ELs. In addition, we draw on data from a comparison school that also serves a high proportion of ELs, but where policies have been enacted in ways that focus on compliance, increase anxiety, and add little value to EL students. In doing so, we show how leaders can mitigate the unintended consequences of mandated policies by addressing teachers' uncertainty and anxieties, while reaffirming humanizing institutional practices that honor the local knowledge of teachers and deepen teachers' collective responsibility for immigrant youth.

Jouzeau, N. (2020). **Entre mère et professionnelle petite enfance: éducatrice de jeunes enfants en relais d'assistantes maternelles et lieu d'accueil enfants-parents, une fonction grand-maternelle.** Consulté à l'adresse

<https://www.chroniquesociale.com/comprendre-les-personnes/1117-entre-mere-et-professionnelle-petite-enfance-educatrice-de-jeunes-enfants.html>

Jukes, M. C. H., Mgonda, N. L., Tibenda, J. L., & Sitabkhan, Y. (2023). **The role of teachers' implicit social goals in pedagogical reforms in Tanzania.** *Oxford Review of Education*, 49(1), 10-28. <https://doi.org/10.1080/03054985.2022.2093178>

Pedagogical reforms in sub-Saharan Africa have often been unsuccessful, arguably because they fail to account for the social and cultural context of teachers' choices. Two studies in rural Tanzania examined the pedagogical decisions of teachers taking part in a programme of teacher professional development. Teachers reflected on their own decisions to conduct teaching activities, which were observed by the research team, and on the decisions taken by teachers in vignettes. Results suggested that pedagogical decisions were influenced by the social goals of togetherness, cooperation, and fairness. Pedagogical choices were also influenced by the need to avoid embarrassing students and to address conformity among student responses and students' lack of confidence in addressing teachers. The findings broadly support the hypothesis that Tanzanian teachers pursue implicit social goals in their classroom, some of which are associated with the culture of historically agricultural societies. Teachers may be resistant to new pedagogies which do not support these social goals. Rather than seeing cultural values as 'barriers', we argue that teacher professional development programmes, particularly for early years education, should design teaching activities which are consistent with the culturally shaped social goals of teachers while remaining true to the learning goals of those activities.

Liu, Z., Wang, J., & Zhang, Q. (2023). **"We know who we are": segmentation and characterization of the academic community toward classified faculty evaluation reform in a Chinese non-research university.** *Asia Pacific Education Review*, 24(1), 71-83. <https://doi.org/10.1007/s12564-021-09728-3>

This study provides empirical evidences on the differentiation of the academic community amid the latest classified reform of faculty evaluation, highlighted by up-or-out policy in the non-research university context in China. The systematic data analysis sketches out faculty's segmentation and four characterizations including academic bureaucrats, academic elites, academic weight-bearers, and academic realists were taxonomized accordingly. By distinguishing the "powerful minority" and the "powerless majority" in the academic community, the paper indicated that there exist heterogeneous interpretations of faculty evaluation policies departure from faculty's perception toward their academic identity and trajectory. The findings of this research contribute to extant studies and provide insights that social interactions take place not only between faculty policies and the academic community but also among heterogeneous academic professional groups, which can be profoundly utilized to enhance faculty's sense making of evaluation policies and adopt more rational strategies. It also suggests that under the dual managerial structure of Chinese universities, the segmentation of the academic community may continue to be intensified along with the changing faculty evaluation policies.

Merini, C., & Thomazet, S. (2022). **Aménager un espace suffit-il à ce qu'il soit habité ? Conceptions de la co-intervention des enseignants spécialisés chargés des aides à dominante pédagogique.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 57-72. <https://doi.org/10.3917/nresi.095.0057>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Pelletier, L. (2022). **Processus de collaboration et rôle des objets frontières en classe passerelle**. *La nouvelle revue - Éducation et société inclusives*, 95(3), 73-89. <https://doi.org/10.3917/nresi.095.0073>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Pifer, M. J., Riffe, K. A., Hartz, J. T., & Ibarra, M. V. (2023). **Paradise, Nearly Forty Years Later: The Liminal Experiences of Working-Class Academics**. *Innovative Higher Education*, 48(1), 105-125. <https://doi.org/10.1007/s10755-022-09601-0>

In 1984, Ryan and Sackrey's *Strangers in Paradise* explored the challenges of the professoriate for those from working-class backgrounds. Nearly 40 years later, there is a substantial body of narrative and reflective writing by working-class academics. We present findings from analysis of 218 narratives from working-class academics. Through Ibarra and Obodaru's reconceptualization of liminality in contemporary careers, we demonstrate how those accounts inform our understanding of academic lives and careers. Findings suggest opportunities to better support working-class academics and the contributions they make towards disciplinary, institutional, and student goals and development.

Rafie Nader, S. (2022). **Collaboration et travail d'équipe : concepts et réalités des pratiques dans les écoles inclusives libanaises**. *La nouvelle revue - Éducation et société inclusives*, 95(3), 143-158. <https://doi.org/10.3917/nresi.095.0143>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Shieh, E. (2023). **How teachers see policy: school context, teacher inquiry, and policy visibility**. *Journal of Education Policy*, 38(1), 166-188. <https://doi.org/10.1080/02680939.2021.1959650>

This paper examines how teachers see policy and how the visibility of various aspects of policymaking are mediated by our school contexts. As a perspective from a K-12 classroom teacher conducting policy research with other classroom teachers, this paper also explores how teachers, in turn, might make our policy work visible to ourselves and the implications for teacher agency. Teachers in the study took part in a two-year participatory action research endeavour, joining school-based policy inquiry groups where we identified policies, mapped policymaking processes, and discussed the implications of our contexts. On one hand, these engagements highlight the central role a school's institutional narratives and professional culture play in constructing the ways we see policy. At the same time, they point to how our seeing exceeds and moves with and through such constraints. With reference to postcolonial interpretations of agency, I describe how as part of inquiry teachers constructed spaces for ambiguity and alternative accounts, and in doing so movement and difference, in policymaking.

Tévérini, R., Buznic-Bourgeacq, P., & Carnus, M.-F. (2022). **Faire ensemble : une étude de cas autour de la relation enseignant/AESH/élève accompagné en didactique clinique.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 159-173. <https://doi.org/10.3917/nresi.095.0159>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Thibodeau, S., & Gélinas-Proulx, A. (2022). **Manifestations du sentiment d'autoefficacité des directions d'établissement d'enseignement vis-à-vis de la collaboration interprofessionnelle dans une visée inclusive.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 11-24. <https://doi.org/10.3917/nresi.095.0011>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Xia, J., Wang, M., & Zhang, S. (2023). **School culture and teacher job satisfaction in early childhood education in China: the mediating role of teaching autonomy.** *Asia Pacific Education Review*, 24(1), 101-111. <https://doi.org/10.1007/s12564-021-09734-5>

Job satisfaction among teachers is important for their motivation to effect changes. However, in China, job satisfaction in early childhood education is a pressing issue, which leads to high attrition rates among preschool teachers. Thus, this study examined the role of school culture regarding job satisfaction and teaching autonomy among teachers as a potential mediator of this relationship in the preschool settings in China. Using survey data from 597 participants and by conducting structural equation modeling, this study

found that school culture exerted a direct and significant impact on job satisfaction among teachers, whereas curriculum autonomy mediated the relationships in this regard. The results indicate the need for additional in-depth studies of the job satisfaction of preschool teachers in China, which exhibits a hierarchical structure.

Numérique et éducation

Allouche, E. (2022). **Comprendre les enjeux du numérique en éducation** [Report]. Consulté à l'adresse Ministère de l'Éducation nationale (France) website: <https://hal.science/hal-03891930>

Panorama de quelques apports de la recherche sur les enjeux du numérique en éducation : contexte socio-économique et culturel, parentalité et vie familiale, pratiques des jeunes, enseignement et apprentissages, intelligence artificielle, impact de la crise sanitaire.

Antrilli, N. K., & Wang, S. (2023). **Tangible and digital materials for spatial play: Exploring the effects on parental talk and children's spatial reasoning**. *British Journal of Educational Technology*, 54(2), 642-661. <https://doi.org/10.1111/bjet.13269>

Abstract Technology is transforming children's lived experience with spatial play. In particular, parents may interact with children differently depending on whether they play together with tangible or digital materials. The present research examined whether the medium for play (tangible or digital) affected kindergarten-aged children's language experience during puzzle play and explored immediate effects on spatial reasoning. Sixty parent-child dyads played with a tangible or a digital set of tangram puzzles for 10 minutes; children received the Children's Mental Transformation Task (CMTT) before and after the play session. Their performance on the most challenging problems of the CMTT improved after tangible, but not digital, play. This effect was related to parental use of orientation and transformation words during the play session and unrelated to the success of puzzle completion. Moreover, we found that the digital interface, specifically the prescribed movements to use the app, affected parental use of deictic words (eg, here, there), and that this relation may be driven by children's production of a pointing-like action. Together, these results shed light on the interaction between material for play, parent spatial talk and children's spatial reasoning. Practitioner notes What is already known The use of touchscreen devices for play by children has become increasingly common. Parents tend to engage children in device-relevant talk more than task-relevant talk when using electronic devices. Hands-on experience with tangible materials provides short-term and long-term benefits on children's spatial reasoning. What this paper adds With their parents, children at 5 to 6 years completed more puzzles of tangible materials than of digital materials; the design interface of the digital puzzles affected children's action experience. Tangible materials invited parents to talk about orientation and transformation more than digital materials. The design interface that prompted children to produce pointing-like gestures invited parents to use more deictic words (eg, here, there). Children's spatial reasoning was elevated after playing with tangible (but not digital) puzzles. This elevation was related to parental talk about orientation and transformation. Implications for practice and/or policy This study sheds light on the considerations for parents and educators when choosing tangible or digital materials for children to engage in spatial play. The results inform about design principles of educational technology for spatial learning by children at the kindergarten age.

Chiu, M.-C., Hwang, G.-J., & Hsia, L.-H. (2023). **Promoting students' artwork appreciation: An experiential learning-based virtual reality approach.** *British Journal of Educational Technology*, 54(2), 603-621. <https://doi.org/10.1111/bjet.13265>

Abstract In artwork appreciation activities, visiting physical exhibitions in art museums is often limited by time, distance and cost. Thus, conventional teaching is mostly conducted through textbooks, presentation slides or videos. However, by presenting artwork appreciation through a lecture, it is difficult for students to feel the beauty of artworks, and they can hardly develop accurate appreciation knowledge and critical thinking. To tackle this problem, this study proposed an experiential learning-based spherical video-based virtual reality (EL-SVVR) learning approach based on the experiential learning theory to guide students to browse world-famous artworks and experience the features of artwork creation. This study developed an EL-SVVR learning system and adopted a quasi-experimental design to determine whether the EL-SVVR learning approach improved students' performance in artwork appreciation in comparison with the conventional teaching approach. A total of 45 university students from two classes who participated in an elective art course were recruited in the study. One class was assigned to be the experimental group and adopted the EL-SVVR learning approach, while the other class was assigned to be the control group and adopted the conventional technology-supported learning (CTL) approach. The results showed that in comparison with the CTL approach, the EL-SVVR learning approach enhanced students' learning achievement, learning motivation, self-efficacy, critical thinking and performance in digital painting creation during artwork appreciation. Practitioner notes What is already known about this topic Spherical video-based virtual reality (SVVR) situates students in a simulated environment that enables them to have deep experience regarding the learning contexts. SVVR has great potential in promoting students' learning performance by providing them situational contexts. What this paper adds An SVVR-based experiential learning approach is proposed to facilitate students' artwork creation. In addition to promoting students' learning outcomes, the EL-SVVR learning approach could better facilitate students' learning achievement, learning motivation, critical thinking, self-efficacy, and performance in painting creation. Implications for practice and/or policy SVVR is a potential technology for implementing experiential learning activities; in particular, in improving students' creative thinking for artwork creation. It is potentially worth trying to apply the SVVR technology to other courses related to artwork creation to promote learners' learning performances and perceptions. It is worth promoting the SVVR approach in school settings since it is a low-tech and low-cost solution with potentially positive impacts on students' learning outcomes.

Chu, S.-T., Hwang, G.-J., Chien, S.-Y., & Chang, S.-C. (2023). **Incorporating teacher intelligence into digital games: An expert system-guided self-regulated learning approach to promoting EFL students' performance in digital gaming contexts.** *British Journal of Educational Technology*, 54(2), 534-553. <https://doi.org/10.1111/bjet.13260>

Abstract In recent years, several studies have reported the potential of employing digital games in EFL (English as Foreign Language) courses to promote students' learning motivation. However, scholars have pointed out that students generally lack self-learning ability, which is the key to the success of learning a foreign language. Therefore, it is crucial to foster students' self-learning ability during the game-based learning process. In this study, an expert system was developed to facilitate self-regulated learning in digital game-based learning contexts. To evaluate the effectiveness of the proposed

approach, a quasi-experimental design was employed in a university English course. The experimental group students learned with the self-regulated English vocabulary game (SR-EVG) approach, while the control group students learned with the conventional English vocabulary game (C-EVG) approach. The experimental results indicated that the use of the SR-EVG approach could improve learners' English vocabulary achievement and self-regulation compared with the C-EVG approach without increasing students' English learning anxiety. Moreover, through qualitative interviews, it was found that students who used the SR-EVG approach would focus on their learning due to goal-setting in the game and would pay more attention to the learning strategies they used.

Practitioner notes What is already known about this topic Digital game-based learning situates students in a realistic situational environment, enabling students to learn by experiencing and interacting with the situations. Without appropriate scaffolding during digital game-based learning, students may become overly focused on the game, or perform many non-learning behaviors Self-regulated learning refers to students' ability to learn on their own via goal setting, strategic planning, self-monitoring, and self-adjustment. What this paper adds An expert system-guided self-regulated learning approach was proposed to facilitate EFL students' performance in digital gaming contexts Due to goal-setting step, students using the proposed approach would focus on their learning and pay more attention to the learning strategies they used. Implications for practice and/or policy It is potentially worth using the expert system-guided self-regulated learning approach in EFL training to facilitate students' performances and perceptions. The proposed approach can further analyze and compare the students' gaming and learning behaviors in the digital gaming contexts.

Coulibaly, M. (2021). **Obstacles to teachers' ICT use: Effects of equipment and teacher ICT training.** *Revue des Sciences Sociales-Programme d'Appui Stratégique à la Recherche Scientifique*, 1(30). Consulté à l'adresse <https://hal.science/hal-03871821>

This study, which we conducted in the cities of Abidjan and Grand-Bassam, attempts to identify the main obstacles to the use of ICTE by teachers despite the accompanying measures of the Ivorian government. Based on a quantitative methodology that mobilized 102 teachers in four (4) schools in the cities of Abidjan and Grand-Bassam, our research adopted a hypothetical-deductive approach. Two main hypotheses were put forward, namely: the lack of ICT equipment and the lack of teacher training are obstacles to the use of ICT. The results obtained show that 78.5% of teachers consider the lack of ICT equipment to be a major obstacle to ICTE use. Also, 77.4% of teachers consider that the lack of training in computer science prevents the use of ICT in a pedagogical context. These results do not, however, validate the hypotheses put forward, since the statistical tests carried out using the chi-square test were unable to establish a direct link between the lack of ICT equipment and teachers' non-use. The same result was also found for the lack of training, which did not explain the non-use of teachers either.

Deacon, B., Laufer, M., & Schäfer, L. O. (2023). **Infusing educational technologies in the heart of the university—A systematic literature review from an organisational perspective.** *British Journal of Educational Technology*, 54(2), 441-466. <https://doi.org/10.1111/bjet.13277>

Abstract Educational technologies have experienced unprecedented prominence on university agendas with many institutions motivated to keep the lessons learned from the COVID-19 sparked transition with regard to online teaching. In response to this renewed interest in ensuring the longevity of educational technologies in higher education, this

systematic review analysed the various organisational factors?for example, leadership, infrastructure, strategy?considered essential in the literature for the successful implementation of educational technologies. Specifically, we reviewed 1614 papers published in five prominent educational technology journals in the last decade. From this sample, we identified 47 papers that discussed organisational factors. Drawing on these studies, we constructed an organisational framework, which outlines the different organisational factors, actors and processes involved in implementing educational technologies. The identified organisational factors are structured into three main categories: (1) Leadership and Strategy, (2) Infrastructure and Resources and (3) Recognition and Motivation. Our aim was to further the scholarly understanding of the organisational layer involved in digital change as well as provide concrete recommendations for practitioners. Practitioner notes What is already known about this topic Previous research has stressed the importance of taking organisational factors such as infrastructure, leadership, strategy and staff commitment into account when implementing educational technologies. However, review papers have failed to systematically organise these studies to create a comprehensive understanding of the organisational factors involved in implementing educational technologies and ensuring their longevity at an institution. There is currently a high level of interest in how educational technologies can be implemented in the higher education landscape, as many institutions are facing the question of what lessons they can learn from the crisis and how they can continue on their path of digitalisation. What this paper adds This review paper addresses a gap in our scholarly understanding of the organisational layers involved in the implementation of educational technologies in higher education institutions (HEIs). This paper provides a framework on organisational factors, which influence the implementation of educational technologies in HEIs. This review paper demonstrates that bottom-up and opinion leadership, support structures tailored to the need and time of faculty as well as recognition and incentives have the largest impact on a sustainable implementation of educational technologies in HEIs. Implications for practice and/or policy Universities should create structures that enable innovation and creativity by promoting bottom-up and opinion leadership as well as shared decision-making processes as they are important for the successful implementation of educational technologies in HEIs. Besides providing a reliable and suitable infrastructure, institutional support and resources in terms of technical advice and training tailored to specific needs, should be in place when planning the implementation of educational technologies in HEIs. The additional workload instructors face when implementing digital teaching should be recognised and incentivised as it strengthens instructor engagement which is crucial for the implementation of educational technologies in HEIs.

Gaubert-Macon, C., Chesneaux, J.-M., Desprez, J.-M., Picaronny, C., & Montreuil, V. (2023). **Pratique de l'informatique aux cycles 3 et 4**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3749> [Report]. Consulté à l'adresse <https://www.education.gouv.fr/media/120388/download>

Le rapport propose un état des lieux des pratiques pédagogiques aux cycles 3 et 4, de leur contribution au développement de la pensée informatique chez les élèves, mais aussi de la formation des cadres et des enseignants. Il présente aussi la situation de la France par rapport aux autres pays européens concernant l'enseignement de l'informatique dans la scolarité obligatoire.

Goulet, M.-J., Thibault, M., & Potvin-Rosselet, E. (2022). **Enseignement universitaire à distance en temps de pandémie: comment les interactions entre les personnes enseignantes et étudiantes ont-elles été affectées?** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 60-79. <https://doi.org/10.18162/ritpu-2022-v19n3-04>

Huang, Y., Richter, E., Kleickmann, T., & Richter, D. (2023). **Comparing video and virtual reality as tools for fostering interest and self-efficacy in classroom management: Results of a pre-registered experiment.** *British Journal of Educational Technology*, 54(2), 467-488. <https://doi.org/10.1111/bjet.13254>

Abstract Video is a widely used medium in teacher training for situating student teachers in classroom scenarios. Although the emerging technology of virtual reality (VR) provides similar, and arguably more powerful, capabilities for immersing teachers in lifelike situations, its benefits and risks relative to video formats have received little attention in the research to date. The current study used a randomized pretest?posttest experimental design to examine the influence of a video- versus VR-based task on changing situational interest and self-efficacy in classroom management. Results from 49 student teachers revealed that the VR simulation led to higher increments in self-reported triggered interest and self-efficacy in classroom management, but also invoked higher extraneous cognitive load than a video viewing task. We discussed the implications of these results for pre-service teacher education and the design of VR environments for professional training purposes. Practitioner notes What is already known about this topic Video is a popular teacher training medium given its ability to display classroom situations. Virtual reality (VR) also immerses users in lifelike situations and has gained popularity in recent years. Situational interest and self-efficacy in classroom management is vital for student teachers' professional development. What this paper adds VR outperforms video in promoting student teachers' triggered interest in classroom management. Student teachers felt more efficacious in classroom management after participating in VR. VR also invoked higher extraneous cognitive load than the video. Implications for practice and/or policy VR provides an authentic teacher training environment for classroom management. The design of the VR training environment needs to ensure a low extraneous cognitive load.

Kervyn, N., Bogaerts, C., Guisset, M., & Vangrunderbeeck, P. (2022). **Transition numérique d'un cours d'introduction au marketing : conception d'un dispositif d'enseignement mixte adapté à la méthode des études de cas.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 80-89. <https://doi.org/10.18162/ritpu-2022-v19n3-05>

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.

Kong, S.-C., & Lai, M. (2023). **Effects of a teacher development program on teachers' knowledge and collaborative engagement, and students' achievement in computational thinking concepts.** *British Journal of Educational Technology*, 54(2), 489-512. <https://doi.org/10.1111/bjet.13256>

Abstract An important educational goal for the next generation is the ability to think computationally. Cultivating K-12 students' computational thinking (CT) requires the capacity building of teachers through teacher development programs. However, if students' learning outcomes were not assessed, it is not known whether the enhancement of teacher capacity could impact on students' learning. This study aimed to examine how a teacher development program changed teachers' content knowledge and collaborative engagement, which in turn influenced their students' learning achievement. The participants were 81 teachers and 3226 students from primary schools. We employed multi-level modelling to study the relationships between teacher-level variables and student achievement assessed by a CT concepts test. The teachers' content knowledge and collaborative engagement were significantly enhanced through the program, which in turn had a significant impact on student achievement. Teachers' years of teaching experience, but not their gender or whether they had majored in computer science, could also affect student achievement. The results indicate that a teacher development program can play a significant role in enhancing the teachers' CT content knowledge and collaborative engagement, which can then have a positive effect on student learning. Practitioner notes What is already known about this topic The cultivation of students' computational thinking (CT) in K-12 education requires the capacity building of teachers. A teacher development program can improve teachers' knowledge and attitudes related to CT. Whether the enhancement of teacher capacity can in turn affect students' learning achievement in CT is less studied. What this paper adds We found that a teacher development program could significantly enhance teachers' knowledge in CT and their collaborative engagement in

the program. Using multilevel modelling, we found further that the enhancement of teachers' knowledge and collaborative engagement could affect students' understanding of CT concepts positively. Teachers' years of teaching experience, but not their gender or whether they had majored in computer science, could also influence student achievement. Implications for practice and/or policy In designing similar teacher development programs for teachers, collaborative engagement opportunities should be provided as it can have a positive impact on student achievement. Although the majority of teachers do not have a background in computer science, a teacher development program can play a significant role in enhancing their knowledge in CT, no matter they had majored in computer science or not. The significance of the program is not limited to the development of teachers, as the enhancements of teachers' knowledge and collaborative engagement through the program can in turn have a positive impact on students' understanding of CT concepts.

Lin, H.-C., Hwang, G.-J., Chou, K.-R., & Tsai, C.-K. (2023). **Fostering complex professional skills with interactive simulation technology: A virtual reality-based flipped learning approach.** *British Journal of Educational Technology*, 54(2), 622-641. <https://doi.org/10.1111/bjet.13268>

Abstract It has always been a challenging issue to develop complex professional skills accompanied with sufficient professional knowledge and correct judgement. Previous studies have indicated that students have more opportunities for practice in flipped learning contexts. Basically, complex professional skills training is often risky in different real-world applications. Therefore, most medical training lessons are done through case discussions, interpretation of mannequins, and watching videos. Such learning models are, however, not only ineffective, but students fail to solve real problems without sufficient drills. The advanced progress of 3D simulation technology provides good opportunities to solve these problems. Virtual reality (VR) provides simulations for real clinical scenarios, offering medical students the chance to practice standard complex medical skills repeatedly, as well as thinking about and responding to clinical problems in VR, where they can obtain immediate feedback from VR learning systems. Thus, to enhance medical students' complex medical skills, the study proposes a virtual reality-based flipped learning approach. To investigate the effectiveness of the proposed approach, a quasi-experimental design was conducted with two groups in a lumbar puncture course for postgraduate year (PGY) residents of a hospital. The experimental group with 39 students was conducted with virtual reality-based flipped learning (VR-FL), while the control group with 37 students was managed by traditional flipped learning (T-FL). The results showed that the complex medical skills of the experimental group were significantly better than those of the control group. In addition, the experimental group showed higher learning motivation and self-efficacy. It can be inferred that VR-FL has a positive impact on complex medical skills for PGY residents. Educators and researchers should consider integrating VR technology with learning strategies in medical simulation training.

Practitioner notes What is already known about this topic Flipped learning provides opportunities for medical students to practice professional technical operations to enhance students' knowledge and skills. Virtual reality (VR) situates students in a simulated environment that enables them to have deep experience regarding the learning contexts. What this paper adds A virtual reality-based flipped learning approach is proposed to facilitate students' complex professional skills. In addition to promoting students' learning motivation, the results showed that the proposed approach is able to promote students' complex professional skills and self-efficacy. Implications for practice

and/or policy It is potentially worth using the VR technology in flipped learning to facilitate learners' knowledge and professional skills. VR-FL is a potential learning strategy for implementing experiential learning activities; especially in improving students' ability to integrate knowledge and professional technology applications, as well as enhancing students' self-confidence in performing professional technology. It is worth promoting the VR-FL approach to strengthening skill practice since students use cell phones individually, without gathering in the same classroom. It can prevent infectious diseases prevention in schools.

Lousã, E. P., & Lousã, M. D. (2023). **Effect of technological and digital learning resources on students' soft skills within remote learning: The mediating role of perceived efficacy.** *International Journal of Training and Development*, 27(1), 1-17.
<https://doi.org/10.1111/ijtd.12280>

The study analyses the effects of the technological and digital learning resources (DLRs) on the development of students' soft skills (SSk) in remote learning, mediated by the perceived efficacy of students in this modality of education. The study employed a survey research method, and the data were collected through a self-administered questionnaire. Participants included 637 students experiencing remote learning during the second COVID-19 lockdown in the north of Portugal (between 1 and 15 March 2021). The structural equation modelling analysis technique tested the hypothesized model. The study showed that technological and DLRs were strongly interconnected. The results supported our hypotheses, evidencing that, in remote learning, the adequacy of DLRs had a direct effect on the development of SSk, presenting the efficacy perceived by the students as a mediator of this relationship. The study demonstrated that, with the experience of remote learning, students perceived the development of their SSk, which is consistent with the literature review we carried out. Implications of these findings are discussed, considering the literature on technology-mediated learning and the development of human resources SSk in the context of the digital transition.

Noben, N. (2022). **Les plus-values pédagogiques liées à l'intégration du numérique : les représentations d'étudiants du master en sciences de l'éducation de l'Université de Liège.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 44-59.
<https://doi.org/10.18162/ritpu-2022-v19n3-03>

Outhwaite, L., Early, E., Herodotou, C., & Van Herwegen, J. (2023). **Can Maths Apps Add Value to Learning? A Systematic Review** (CEPEO Working Paper Series N° 23-02). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website:
<https://econpapers.repec.org/paper/uclcepeow/23-02.htm>

Educational maths applications (apps) are an emerging trend in young children's learning environments aiming to raise attainment. The current systematic review aimed to thematically synthesise quantitative, qualitative, and mixed methods studies examining the impact of maths app interventions used at home or at school for young children in the first three years of compulsory education. The thematic narrative synthesis included 50 studies evaluating 77 maths apps with 23,981 children across 18 countries. Experimental methods were the most common designs, with 20 randomised control trials and 13 quasi-experimental designs. Most studies focused on mathematical learning outcomes with typically developing children and were conducted in the classroom, where practitioners implemented the app-based interventions. Studies predominately reported greater learning outcomes for young children using the evaluated maths apps

compared to a range of control conditions. This provides promising evidence that maths apps can support young children's learning. However, usage and mathematical outcomes before and after the intervention were not consistently or reliably reported across studies, which should be addressed in future research. Based on the current evidence, eight directions for future research are also outlined to enhance the evidence base in this field and raise attainment in mathematics for young children.

Pigaki, M., Sempou, E., Mazagol, P.-O., Azzari, M., García, C., & Valero, P. (2022). **A MOOC designed for Geotechnologies teaching for Cultural Heritage Bachelor and Master students and teachers working in Higher Education institutions: « MappINg Cultural HERitage: Geosciences VAlue in Higher Education » project, Intellectual Output 3** (Report, European Union (UE)). Consulté à l'adresse <https://hal.science/hal-03924259>

The third Intellectual Output of the MINERVA Project (IO3) is the "MOOC designed for Geotechnologies teaching for CH Bachelor and Master students and teachers working in HE institutions," and the Moodle MINERVA platform whose expected outcome is to empower learners in a new pedagogical context. This process is expressed by the well-known question: "how can CH teachers benefit from GIS to enhance their student learning? And "how can spatial knowledge and understanding be used to solve problems in CH?". The challenge lies in the pedagogical content, which needs a different process. On the one hand, tackling the knowledge of geoscience and, on the other hand, using spatial software as an interdisciplinary tool for teaching CH.

Plak, S., van Klaveren, C., & Cornelisz, I. (2023). **Raising student engagement using digital nudges tailored to students' motivation and perceived ability levels.** *British Journal of Educational Technology*, 54(2), 554-580. <https://doi.org/10.1111/bjet.13261>

Abstract Participation in educational activities is an important prerequisite for academic success, yet often proves to be particularly challenging in digital settings. Therefore, this study set out to increase participation in an online proctored formative statistics exam by digital nudging. We exploited targeted nudges based on the Fogg Behaviour Model, highlighting the relevance of acknowledging differences in motivation and ability in allocating nudges to elicit target behaviour. First, we assessed whether pre-existing levels of motivation and perceived ability to participate are effective in identifying different propensities of responsiveness to plain untargeted nudges. Next, we evaluated whether tailoring nudges to students' motivation and perceived ability levels increases target behaviour by means of a randomized field experiment in which 579 first-year university students received 6 consecutive emails over the course of three weeks to nudge behaviour regarding successful participation in the online exam. First, the results point out that motivation explains differences in engagement as indicated by student responsiveness and participation, whereas the perceived ability to participate does not. Second, the results from the randomized field experiment indicate that tailored nudging did not improve observed engagement. Implications for the potential of providing motivational information to improve participation in online educational activities are discussed, as are alternatives for capturing perceived ability more effectively. Practitioner notes What is already known about this topic Participation in educational activities is an important prerequisite for academic success, yet often proves to be particularly challenging in digital settings. Students' internal barriers to online participation and persistence in higher education are lack of motivation and perceived ability. Nudging interventions tackle students' behavioural barriers, and are particularly effective when guided by a theory of behaviour change, and when targeting students

who suffer most from those barriers. What this paper adds This study examines whether the Fogg Behaviour Model is suited to guide a nudging intervention with the aim to increase student engagement in online higher education. This study examines whether students with different levels of motivation and perceived ability vary in their online behaviour in response to nudges. This study experimentally evaluates whether targeted nudges?targeted at students' motivation and perceived ability?are more effective than plain (not-targeted) nudges. Implications for practice and/or policy The results indicate the importance of motivation for performing nudged behaviours regarding successful participation in an online educational activity. The results do not provide evidence for the role of perceived digital ability, yet do show prior performance on a similar educational activity can effectively distinguish between students' responsiveness. Targeted nudges were not more effective than plain nudges, but the potential of other motivational nudges and how to increase perceived performance are discussed.

Tremblay, C., Poellhuber, B., & Kozanitis, A. (2022). **Les outils d'échafaudage numériques pour l'apprentissage de la résolution de problèmes complexes: analyse des déterminants de l'intention d'utilisation.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 16-43. <https://doi.org/10.18162/ritpu-2022-v19n3-02>

Turco, R. G., Lesaux, N. K., & Jones, S. M. (2023). **Home literacy in the digital era: The role of mobile screen media frequency in a U.S. state.** *British Journal of Educational Technology*, 54(2), 513-533. <https://doi.org/10.1111/bjet.13259>

Abstract Studies suggest that mobile screen media can play a positive role in young children's language and literacy development. However, the role of mobile screen media in the home literacy environment of pre-school aged children has not been widely explored. Currently, it is unclear whether the amount of time on mobile devices has any association with their language and literacy development. The present study therefore explored the frequency of mobile digital media use and its relationship to children's language and emergent literacy skills, and whether and how child and family characteristics may have mediated this relationship. The sample consisted of 881 children in Massachusetts (Mage = 5.16; 69% White, non-Hispanic; 48% female) who completed language and literacy assessments on letter/word recognition, phonological awareness, vocabulary, syntax and language. Parents completed a survey on their child's literacy and technology activities at home. Results suggest that any associations between mobile screen media and language and literacy development may not be explained by quantity of use, but rather the nature of use. No robust statistically significant associations were found between the frequency of mobile media device use and children's language and literacy skills after controlling for key child and family background characteristics. Although rhyme awareness scores were significantly related to frequency of mobile device use, the association was weak. Thus, further research should explore types of activities, app features, and interactions that are important for children's development of language and literacy skills when using mobile media devices. Practitioner notes What is already known about this topic Pre-school aged children are spending an increasing amount of time with mobile screens. Mobile screen media can play a positive role in young children's language and literacy development. What this paper adds This paper describes the frequency in which pre-school children in one US state use mobile screen media. The results of this paper provide suggest that there are no associations between mobile screen media and language and literacy development. This paper discusses how several home environmental factors play a role in children's

early development of language and literacy. Implications for practice and/or policy Practitioners and teachers working with families of pre-school children can focus on supporting the quality of interactions children have with mobile media rather than focusing on limiting the amount of time children spend with mobile media. Parents, practitioners and teachers should become familiar with educational media available and learn about effective ways to use it especially among children from low-income household who engage with mobile media at higher rates.

Vahed, S., Gashmardi, M. R., Safa, P., & Rahmatian, R. (2022). **Interaction entre les étudiants iraniens dans un cours virtuel de français langue étrangère.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 1-15. <https://doi.org/10.18162/ritpu-2022-v19n3-01>

Wang, Y.-Y., Weng, T.-H., Tsai, I.-F., Kao, J.-Y., & Chang, Y.-S. (2023). **Effects of virtual reality on creativity performance and perceived immersion: A study of brain waves.** *British Journal of Educational Technology*, 54(2), 581-602. <https://doi.org/10.1111/bjet.13264>

Abstract The purpose of this study was to explore the effects of virtual reality (VR) application on creative performance and immersion, evaluated through electroencephalography brain wave data to achieve accurate and robust results. In this study, 72 middle school teachers were recruited as participants, and a non-randomized control-group pre-test?post-test design was employed. The experimental group received VR-based design instruction, and the control group received lecture-based design training. Our results revealed that VR significantly affects immersion, especially with regard to attention. Additionally, VR had a positive effect on the feasibility of the creative process, although its effects on variety and novelty were inconclusive. VR was significantly correlated with theta, beta, and gamma brain wave activity. VR also increased attention-related and meditation-related brain wave activity and desynchronized alpha waves. Practitioner notes What is already known about this topic VR is used in many areas. VR in education is getting more important day after day. What this paper adds VR significantly affects immersion, especially with regard to attention. VR had a positive effect on the feasibility of the creative process, although its effects on variety and novelty were inconclusive. VR was significantly correlated with theta, beta, and gamma brain wave activity. VR also increased attention-related and meditation-related brain wave activity and desynchronized alpha waves. Implications for practice and/or policy User lack of familiarity with VR may also have influenced the results; more VR learning materials should be provided for learners. In addition to using a larger sample, future studies should focus on creative novelty when developing VR content to improve creative processes and outcomes. Familiarizing learners with the use of VR could effectively reduce the cognitive load, as well as contribute to the stimulation of creative brain waves.

Yang, X., Jiang, P., & Zhu, L. (2023). **Parental Problematic Smartphone Use and Children's Executive Function: The Mediating Role of Technoference and the Moderating Role of Children's Age.** *Early Childhood Research Quarterly*, 63, 219-227. <https://doi.org/10.1016/j.ecresq.2022.12.017>

Smartphones can affect the relationship between parents and their children, and this technoference of technology has been associated with children's socio-emotional development. Nonetheless, few studies have examined the association between the problematic use of smartphones by parents in relation to children's executive function

(EF). The current study thus explored whether parental problematic smartphone use and technofence were associated with children's EF. A total of 472 parents of children aged 3–9 years answered questionnaires that measured their problematic smartphone use, technofence, and children's EF. Results indicated that parental problematic smartphone use was significantly correlated with children's EF difficulties. Furthermore, the positive relationship between parental problematic smartphone use and children's EF problems was partly due to the interference of technology with parent–child activities. Furthermore, the relationships between parental problematic smartphone use, technofence, and children's working memory problems were moderated by the children's age group. These findings emphasize the important influence of parental media use on children's EF.

Yoon, M., & Yun, H. (2023). **Relationships between adolescent smartphone usage patterns, achievement goals, and academic achievement.** *Asia Pacific Education Review*, 24(1), 13-23. <https://doi.org/10.1007/s12564-021-09718-5>

As smartphones are emerging as a common device for adolescent, prior studies have provided theoretical and empirical evidence for the factors affecting adolescent smartphone use. However, mainstream research has tended to focus on the negative effects of smartphone. Even though smartphone use can have adverse outcomes, it may also allow students to engage in flexible mobile learning, gain access to important information about their possible future careers and achieve their personal goals. To fill this gap in adolescent smartphone usage, this study explored the smartphone usage patterns of adolescent subpopulations and the associations with their self-control, achievement goals, and academic achievements. Data were collected from 2341 5-year high school students as part of a larger longitudinal panel study. Three distinct smartphone usage profiles were identified in the latent profile analysis: learning, recreational use, and minimal use. Respondents with high perseverance were assigned to the learning group, and respondents with lower compliance and perseverance were assigned to the recreational group. The achievement goal score was found to be the highest in the learning group and lowest in the recreational group. Academic achievement was found to be higher in both the learning and minimal use groups than the recreational use group. Based on these findings, the implications of this study for research and practice are discussed.

Zyad, H. (2023). **An exploration of the effects of social media on youth online and offline sociopolitical engagement.** *Education, Citizenship and Social Justice*, 18(1), 71-84. <https://doi.org/10.1177/17461979211048676>

On April 20th, 2018, Moroccan youths launched a boycott campaign on social media targeting three commercial brands. This incident has reinvigorated the debate on youth engagement in civic activism. Thus, this article compares Moroccan college-level students' civic engagement through formal processes and online social networking as well as predicting students' levels of engagement based on their demographic characteristics and political orientation variables. The analysis revealed that social media use was significantly correlated with youth virtual civic activities. Political interest and self-efficacy also had a significant impact on youth civic engagement. However, of the five demographic variables involved, only two were found to be significantly correlated with youth online civic activities. The study therefore identifies evidence corroborating other researchers' finding that Moroccan youth play a role in influencing policy and decision-making through informal channels of civic engagement.

Orientation scolaire et professionnelle

Bidet, É., Boned, O., & Grudé, L. (2022). **Réorientation professionnelle et valorisation des compétences: l'apport de la VAE en économie sociale et solidaire.** *Éducation Permanente*, 233(4), 57-68. <https://doi.org/10.3917/edpe.233.0057>

Pour éclairer la manière dont une vae peut accompagner une trajectoire de reconversion professionnelle en direction de l'économie sociale et solidaire, les auteurs présentent les résultats de l'analyse d'un dispositif coconstruit par une grande mutuelle (mgen) et une université (Le Mans) pour accompagner des salariés de l'Éducation nationale qui décident de s'engager dans une carrière mutualiste. Les résultats, basés notamment sur deux séries d'entretiens menés auprès de stagiaires ayant participé au dispositif, montrent que la vae constitue un réel levier de légitimité dans l'entrée en fonction, mais aussi un atout professionnel pour la suite de la carrière.

Blanchard, C. (2023, février 7). **Parcoursup : la forme change mais pas le fond.** Consulté 8 février 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/parcoursup-forme-change-fond/00105855>

Comme chaque année depuis sa création en 2018, la plate-forme Parcoursup a ouvert fin décembre.

Buisson-Fenet, H., & Rauscher, J.-B. (2022). **Apparier sans dépareiller. APB et le pilotage à distance du marché scolaire des classes préparatoires aux grandes écoles (2003-2017).** *Gouvernement et action publique*, 11(4), 73-96. <https://doi.org/10.3917/gap.224.0073>

Les deux premiers articles de ce numéro varia abordent la question du changement dans l'action publique, l'un à partir de la notion de déseuropéanisation pour analyser les politiques publiques britanniques post-Brexit, l'autre en posant la question des effets de l'alternance sur les politiques régionales de biodiversité dans les Hauts-de-France. Les trois articles suivants portent sur des instruments emblématiques des politiques publiques actuelles : le maintien, contesté, de bandeaux informatifs dans le cadre des politiques nutritionnelles, la mise en place de la plate-forme APB permettant un appariement des choix pour l'entrée dans l'enseignement supérieur et les effets de la numérisation des démarches administratives sur les pratiques ordinaires des usagers.

Charousset, P., & Grenet, J. (2023a). **La réforme d'Affelnet-lycée à Paris: une mixité sociale et scolaire en forte progression dans les lycées publics.** *Note IPP*, (88). Consulté à l'adresse <https://www.ipp.eu/publication/reforme-daffelnet-lycee-a-paris-quels-effets-sur-la-mixite-sociale-et-scolaire/>

À l'heure où le ministère de l'Éducation nationale réfléchit aux leviers qui pourraient être mobilisés pour faire progresser la mixité sociale et scolaire au collège et au lycée, la réforme de la procédure Affelnet-lycée à Paris offre un exemple concret de mise en oeuvre de cet objectif à grande échelle. À la rentrée

Charousset, P., & Grenet, J. (2023b). **Peut-on concilier ouverture sociale et excellence scolaire? Un premier bilan de l'intégration des lycées Henri-IV et Louis-le-Grand à la procédure Affelnet.** *Note IPP*, (89). Consulté à l'adresse <https://www.ipp.eu/publication/peut-on-concilier-ouverture-sociale-et-excellence-scolaire-un-premier-bilan-de-lintegration-des-lycees-henri-iv-et-louis-le-grand-a-la-procedure-affelnet/>

Au début de l'année 2022, l'académie de Paris a mis fin au régime d'exception qui permettait aux deux lycées publics les plus prestigieux de la capitale, Henri-IV et Louis-le-Grand, de recruter sur dossier leurs élèves de seconde sans passer par la plateforme d'affectation automatisée Affelnet. Pour apporter plus de transparence au processus d'admission

Erdemir, B., & Wu, Q. (2023). **An examination of Turkish and Chinese equity-related barriers to higher education admissions from the capabilities perspective**. *Asia Pacific Education Review*, 24(1), 85-100. <https://doi.org/10.1007/s12564-021-09730-9>

Despite the potential of tertiary education to generate higher incomes and close the poverty gap within and between countries, it is still a challenge for many countries to ensure equity and quality in their higher education admissions. Compared to the more privileged, students from marginalized backgrounds face inequitable inputs that restrict their academic and personal growth. This comparative analysis used a capabilities approach-based model to examine the personal, discriminatory, institutional, and geographical barriers many students face in the higher education admission processes in Turkey and China. As long as student stratification persists, equity in education cannot be attained; therefore, several gender equality, equity, diversity, and quality-based policy alternatives are presented that focused on grading systems, curriculum and instruction, and quota system changes. Further recommendations are also given for the development of courses and regional development programmes that can assist disadvantaged students convert functionings into capabilities from an early age.

Jellab, A. (2022). **L'orientation des élèves issus de l'immigration à l'aune du regard sociologique : entre expériences subjectives et contextes de scolarisation**. *Cahiers de sociologie économique et culturelle*, (Varia 1). Consulté à l'adresse <https://hal-inshea.archives-ouvertes.fr/hal-03934052>

Marie, L. (2023). **Parcoursup: réguler et rationaliser l'accès à l'enseignement supérieur**. *Dossier de veille de l'IFÉ*, (142). Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/DA-Veille/142-janvier-2023.pdf>

Nasi, M. (2023a, février 3). **Dans les hypokhâgnes, « les candidatures affluent »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/03/dans-les-hypokhagnes-les-candidatures-affluent_6160357_4401467.html

Moins élitistes et plus ouvertes au niveau des débouchés, les classes préparatoires littéraires aux grandes écoles captivent, par leur approche pluridisciplinaire, une jeunesse qui privilégie la curiosité aux parcours linéaires.

Nasi, M. (2023b, février 9). **Le bachelor à l'étranger, stratégie payante de la jeunesse dorée : « J'ai pu échapper à Parcoursup, à la prépa, pour le même résultat »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/09/bachelor-a-l-etranger-la-jeunesse-doree-s-offre-une-strategie-pour-contourner-parcoursup_6161087_4401467.html

Bocconi à Milan, McGill à Montréal ou Esade à Barcelone : à l'étranger, les bachelors en management font le plein d'étudiants français. A terme, la plupart de ceux-ci intègrent une grande école de commerce, sans être passés par la prépa et Parcoursup.

Nunès, É. (2023, février 2). **Les jeunes femmes scientifiques à la conquête des « métiers d'hommes »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/02/les-jeunes-femmes-scientifiques-a-la-conquete-des-metiers-d-hommes_6160204_4401467.html

Alors que Parcoursup accueillera les vœux de plus de 400 000 lycéennes et étudiantes, « Le Monde » a rencontré quatre jeunes femmes lancées dans des carrières dominées par les hommes.

Politique de l'éducation et système éducatif

Ait Hammou Taleb, S. (2022). **Les chargés d'accueil et d'accompagnement et l'identification des besoins des étudiants en situation de handicap : quelles praxéologies professionnelles ?** *La nouvelle revue - Éducation et société inclusives*, 95(3), 175-190. <https://doi.org/10.3917/nresi.095.0175>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Akiba, M., & Howard, C. (2023). **After the Race to the Top: State and District Capacity to Sustain Professional Development Innovation in Florida**. *Educational Policy*, 37(2), 393-436. <https://doi.org/10.1177/08959048211015619>

The Race to the Top (RTTT) program incentivized states to use innovation for systemwide improvement of student outcomes, but little is known about how RTTT-funded innovation was sustained after the RTTT program ended. This mixed-methods study examined state and district approaches to sustaining an international innovation called lesson study, a teacher-driven, collaborative, inquiry-based teacher learning process imported from Japan and promoted statewide in Florida. While the state's role in sustaining lesson study was limited, we found that districts that integrated lesson study into the district instructional system through a clear expectation and strategic adaptation, supported school and teacher ownership of lesson study practice, and provided necessary support and funding were more likely to sustain lesson study. In contrast, the districts that focused on implementation fidelity and district-led facilitation eventually phased out lesson study. Policy implications for sustaining federally funded professional development innovations are discussed.

Al Mazrooei, A. K., Hatem Almaki, S., Gunda, M., Alnoor, A., & Manji Sulaiman, S. (2022). **A systematic review of K–12 education responses to emergency remote teaching during the COVID-19 pandemic**. *International Review of Education*, 68(6), 811-841. <https://doi.org/10.1007/s11159-023-09986-w>

Emergency remote teaching (ERT) has potential for transforming future instruction and learning across the K–12 educational domain. The study presented here evaluated empirical evidence from peer-reviewed literature pertaining to the challenges and opportunities experienced by teachers and students during the implementation of ERT

prompted by the COVID-19 pandemic. To locate relevant reports and research, the authors explored three databases: Web of Science, ScienceDirect and Scopus. Based upon predefined selection criteria, they selected 51 studies for thematic and content analysis. Next, they developed a taxonomy which comprised three categories: (1) K–12 education responses to ERT; (2) educational inequality; and (3) learning outcomes. Using this taxonomy, the authors conducted a deep analysis and critical review to highlight multiple challenges and critical gaps in the literature surrounding ERT in K–12 education settings. Their review reveals innovative strategies for overcoming obstacles to technological readiness, online learning adaptation and teachers' and students' physical and mental health. This knowledge will be valuable to policymakers, researchers, practitioners and educational institutions in reducing the adverse effects of catastrophic situations on childhood education in the future.

Allenbach, M., Gabola, P., Leblanc, M., & Rebetez, F. (2022). **Quels soutiens au développement de pratiques inclusives ?** *La nouvelle revue - Éducation et société inclusives*, 95(3), 91-109. <https://doi.org/10.3917/nresi.095.0091>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Allenbach, M., Merini, C., Pelletier, L., & Gélinas-Proulx, A. (2022). **Les coulisses d'un travail en réseau : de la collaboration entre chercheurs sur la collaboration à visée inclusive. Conclusion du dossier.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 127-142. <https://doi.org/10.3917/nresi.095.0127>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Amaré, S. (2022). **Faire l'apprentissage de la rencontre dans le cadre d'une coopération interprofessionnelle. Vers une culture en commun.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 111-126. <https://doi.org/10.3917/nresi.095.0111>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

André, A., & Cochetel, O. (2022). **Effet du temps d'exposition aux écrans sur le graphisme des enfants de 5 à 6 ans. Une étude transversale conduite au cours de l'année scolaire 2019-2020 chez des enfants âgés de 5 à 6 ans, en grande section de maternelle, dans sept écoles d'Auvergne.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 191-214. <https://doi.org/10.3917/nresi.095.0191>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Andreu, S., Ballereau, M.-A., Bret, A., Chaaya, C., Durand de Monestrol, H., Heidmann, L., ... Vourc'h, R. (2023). **Évaluation exhaustive de début de sixième 2022 : des performances en légère hausse depuis 2017, y compris en REP+.** *Note d'Information*, (23.03). Consulté à l'adresse <https://www.education.gouv.fr/media/120531/download>

En septembre 2022, l'ensemble des élèves de sixième a été évalué en français et en mathématiques sur support numérique pour la sixième année consécutive. Au niveau national, en français comme en mathématiques, les performances des élèves à la rentrée 2022 restent supérieures à celles observées à la rentrée 2017, lors de la première évaluation de début de sixième. En mathématiques, entre 2017 et 2022, la proportion d'élèves augmente dans les bas et les hauts niveaux, quel que soit le secteur. En français, la part des élèves dans les groupes de bas niveau a davantage diminué en REP+ (- 6,9 points) que dans les autres secteurs. En français, une faible part des élèves maîtrise la grammaire et l'orthographe. En mathématiques, c'est le domaine « Espace et géométrie » qui est le moins bien maîtrisé.

Andreu, S., Bret, A., Durand de Monestrol, H., Fernandez, A., Heidmann, L., Marin, N., ... Vourc'h, R. (2023). **Test de positionnement de début de seconde 2022 : des résultats contrastés selon les caractéristiques des élèves et des établissements.** *Note d'Information*, (23.04), 1-4. <https://doi.org/10.48464/ni-23-04>

En seconde générale et technologique, plus de neuf élèves sur dix ont une maîtrise « satisfaisante » ou « très bonne » des connaissances et des compétences en français. En mathématiques, ils sont près de huit élèves sur dix. En seconde professionnelle, près de six élèves sur dix ont une maîtrise « satisfaisante » ou « très bonne » des connaissances et des compétences en français. Ils sont trois sur dix en mathématiques. Quelle que soit la voie, les garçons présentent de meilleurs résultats que les filles en mathématiques, alors qu'en français, les résultats des filles sont supérieurs à ceux des garçons. Les résultats sont différents selon le secteur du lycée où entrent les jeunes, surtout en mathématiques, et des écarts importants sont observés selon le profil social du lycée. L'analyse de données complémentaires issues de tests spécifiques vient confirmer ces constats dans chaque discipline. En 2022, on constate une stabilité des résultats dans la voie générale et technologique par rapport à 2021. Dans la voie professionnelle, ils sont en baisse en français et en légère hausse en mathématiques.

Banász, Z., Kosztyán, Z. T., Csányi, V. V., & Telcs, A. (2023). **University leagues alongside rankings.** *Quality & Quantity*, 57(1), 721-736. <https://doi.org/10.1007/s11135-022-01374-0>

University rankings can both orient and disorient potential students. In rankings, universities with very different characteristics are compared, which makes interpretation difficult. We propose the application of a clustering method, which creates groups of universities that are close to each other with respect to a subset of indicators, but the indicators also show homogeneity with respect to the universities in that group. We call such groups leagues. These leagues are defined by the data themselves and are not based on subjective criteria. We demonstrate our proposition using one member of the family of the two-way clustering method, namely, biclustering. The case we present is based on the Round University Ranking (RUR) 2020 dataset. The use of leagues could provide better guidance not only for potential applicants but also for university funding organizations and policy-makers. Our case study led to a somewhat surprising observation. In the top league (based on the RUR data and indicators), the three most important indicators measure reputation, not scientific or educational performance.

Ben Hamouda, L. (2023a, février 7). **Évaluations nationales : un outil de pilotage des circonscriptions ?** Consulté 7 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/07/evaluations-nationales-un-outil-de-pilotage-des-circonscriptions/>

« Quel effet de la priorité donnée à l'enseignement du lire-écrire-compter sur le lien entre l'IEN et sa circonscription ? » Telle est la question à laquelle s'est chargée de répondre l'Inspection Générale dans son rapport « Appropriation des évaluations nationales de CP, CE1 et de sixième dans le pilotage des circonscriptions du premier degré » paru en janvier dernier....

Ben Hamouda, L. (2023b, février 8). **Claude Lelièvre : En marche forcée vers la contractualisation ?** Consulté 8 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/08/claude-lelievre-en-marche-forcee-vers-la-contractualisation/>

Dans sa chronique du mercredi, Claude Lelièvre revient sur le rapport de la cour des comptes qui appelle à la contractualisation pour le recrutement des enseignants. Un rapport qui porte une vision politique plus qu'il n'apporte un regard d'expertise selon le chercheur. C'est du moins ce qui transpire du rapport rendu public par la...

Ben Hamouda, L. (2023c, février 8). **Jean-François Simonpoli : « De l'école maternelle à l'école des petits ».** Consulté 8 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/08/jean-francois-simonpoli-de-lecole-maternelle-a-lecole-des-petits/>

Dans un article publié sur Médiapart, Jean-François Simonpoli, docteur en sciences du langage qui a consacré ses travaux à l'école maternelle, livre une analyse de l'école maternelle et de l'effet de l'avancement de l'âge de l'instruction obligatoire à 3 ans. Il ouvre le débat et fait une proposition pour le moins intéressante et originale : la...

Ben Hamouda, L. (2023d, février 9). **Réforme du lycée général : un impact genré sur le choix des options.** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/09/reforme-du-lycee-general-un-impact-genre-sur-le-choix-des-options/>

Dans une récente publication le collectif Maths & Sciences analyse l'impact de la réforme du lycée général sur la répartition genrée des élèves suivant un enseignement de sciences économiques et sociales (SES) associé à un enseignement de

mathématiques. Le collectif constate « Une aggravation des inégalités pour la poursuite d'études supérieures et l'accès aux filières sélectives...

Ben Hamouda, L. (2023e, février 13). **Peut-on concilier ouverture sociale et excellence scolaire ?** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/13/peut-on-concilier-ouverture-sociale-et-excellence-scolaire/>

Dans une note publiée par l'IPP, Institut des Politiques Publiques, Pauline Charouset et Julien Grenet dressent un premier bilan de l'intégration scolaire des lycées Henri-IV et Louis-Le-Grand. En effet, à la rentrée 2022, l'académie de Paris a mis fin au régime d'exception des prestigieux lycées parisiens Henri IV et Louis-le-Grand : désormais ces lycées sont également...

Ben Hamouda, L. (2023f, février 14). **Reconstruire la formation des enseignants.** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/14/reconstruire-la-formation-des-enseignants-en-lien-avec-la-recherche/>

Dans un article publié sur le blog de Mediapart « Reconstruire la formation des professeurs et reconstruire la recherche en éducation », Gérard Sensevy, professeur de sciences de l'éducation, Yves Chevallard, mathématicien et Loïs Lefeuvre, docteur en sciences de l'éducation proposent des pistes de réflexion autour de la formation des enseignants et enseignantes. Membres du collectif Didactiques...

Bertrand, M., & Lozenski, B. D. (2023). **YPAR Dreams Deferred? Examining Power Bases for YPAR to Impact Policy and Practice.** *Educational Policy*, 37(2), 437-462. <https://doi.org/10.1177/08959048211019975>

Practitioners and scholars have argued that youth participatory action research (YPAR) challenges systemic injustice in education, as youth and adults research mechanisms of oppression and propose recommendations. However, oftentimes YPAR does not lead to new policies, as institutional decision-makers ignore youth's moral pleas and empirical evidence. In this conceptual article, we propose a consideration of the ways in which YPAR can mobilize power bases using youth organizing and institutionally sanctioned decision-making. We argue that being attuned to power bases provides YPAR groups a more reliable means, in comparison to moral pleas, to move from YPAR findings to shifts in policy and practice.

Bicak, I., Schudde, L., & Flores, K. (2023). **Predictors and Consequences of Math Course Repetition: The Role of Horizontal and Vertical Repetition in Success Among Community College Transfer Students.** *Research in Higher Education*, 64(2), 260-299. <https://doi.org/10.1007/s11162-022-09706-7>

Delays in meeting math requirements can impede the progress among community college students who aspire to earn a baccalaureate degree. To investigate this issue, we used state administrative data from Texas to examine the prevalence and predictors of math course repetition and how math course repetition predicts transfer students' outcomes. More than a third of community college transfer students take additional introductory mathematics coursework despite having fulfilled the requirement—a phenomenon we referred to as “horizontal repetition”—and one sixth of community college students take redundant coursework within a given mathematics course sequence, referred to as “vertical repetition.” Using regression models controlling for

student backgrounds, academic experiences, and institutional fixed effects, we found that horizontal repetition was linked to lower GPA and, among degree recipients, increased time to degree and excess credits. Vertical repetition was negatively associated with GPA and degree completion and positively linked to increased time to degree and excess credits. Location of course repetition shaped student outcomes, where math course repetitions occurring at the university appear to drive many of the negative associations between both horizontal and vertical repetition and student outcomes. As community colleges and universities across the country consider the efficacy of course sequences and transfer pathways, our research offers insights into patterns and implications of course repetition in core math courses.

Borri-Anadon, C., & Collins, T. (2022). **Entre surveillance disproportionnée et inaction à l'égard d'élèves issus de l'immigration considérés à besoins éducatifs particuliers : une recherche ethnographique.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 25-42. <https://doi.org/10.3917/nresi.095.0025>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Buisson-Fenet, H., & Rauscher, J.-B. (2022). **Apparier sans dépareiller. APB et le pilotage à distance du marché scolaire des classes préparatoires aux grandes écoles (2003-2017).** *Gouvernement et action publique*, 11(4), 73-96. <https://doi.org/10.3917/gap.224.0073>

Les deux premiers articles de ce numéro varia abordent la question du changement dans l'action publique, l'un à partir de la notion de déseuropéanisation pour analyser les politiques publiques britanniques post-Brexit, l'autre en posant la question des effets de l'alternance sur les politiques régionales de biodiversité dans les Hauts-de-France. Les trois articles suivants portent sur des instruments emblématiques des politiques publiques actuelles : le maintien, contesté, de bandeaux informatifs dans le cadre des politiques nutritionnelles, la mise en place de la plate-forme APB permettant un appariement des choix pour l'entrée dans l'enseignement supérieur et les effets de la numérisation des démarches administratives sur les pratiques ordinaires des usagers.

Cardoso, S. (2022). **L'intégration professionnelle pour réfugié-es : des politiques nationales aux pratiques d'accompagnement.** *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, 1(1), 49-60. <https://doi.org/10.57154/journals/red.2022.e991>

The vocational integration of refugees is an important political objective in Switzerland, but the notion itself is complex, polysemous and constantly evolving. Although literature has demonstrated the integrating role of employment in this context, access to employment is difficult and support systems have been put in place to facilitate this process. Therefore, the role of integration professionals is to empower refugees, whereas their work environment is full of contradictions. From a psychosocial perspective, we question the evolution of the notion of integration for refugees in Switzerland, and the impact of these changes on the activity of integration professionals. Our analyses show that recent political and legislative developments do not allow to provide a clear

definition of professional integration, which consists mainly on a series of steps to be taken. Professionals are thus faced with the task of defining the boundaries of their integration activities themselves. They combine this with the many challenges of access to the labor market, resulting in multiple tensions. Furthermore, the new regulations threaten the fragile balance built up in practice and seem to run counter to the values defended by these professionals.

Carter, L. (2022). **Racism and anti-racism in twentieth-century European educational systems**. Consulté à l'adresse <https://hal.science/hal-03981240>

Throughout the twentieth century, education in Europe has been organised around multiple, intersecting categories of social difference: class, gender, dis/ability, religion, ethnicity, and race. 'Race', a socially constructed category, is a legacy of European nation and empire building. Therefore, any understanding of racism and anti-racism in European education systems must start from the premise that these systems are embedded in, and essential functions of, much larger structures. These structures have themselves been shaped by racialized social systems arising from Europe's varied imperial, post-colonial, and totalitarian pasts.

Cheslock, J. J., & Riggs, S. O. (2023). **Ever-Increasing Listed Tuition and Institutional Aid: The Role of Net Price Differentials by Year of Study**. *Educational Evaluation and Policy Analysis*, 45(1), 3-26. <https://doi.org/10.3102/01623737221094565>

Over the last forty years, non-elite private institutions have steadily increased listed tuition and institutional aid. This practice has continued even though the net tuition revenue gains from incoming students have become minimal. We present a new explanation for why these yearly increases continue: The pricing structure of non-elite privates relies upon net price differentials by year of study that are generated through annual increases in listed tuition. We describe how the presence of transfer costs encourages the use of this pricing structure and then document the presence of this pricing structure using data from IPEDS and NPSAS. Similar analyses of public and elite private institutions reveal differences across sectors in the use of differential pricing by year of study.

Clutterbuck, J., Hardy, I., & Creagh, S. (2023). **Data infrastructures as sites of preclusion and omission: the representation of students and schooling**. *Journal of Education Policy*, 38(1), 93-114. <https://doi.org/10.1080/02680939.2021.1972166>

In this article, we reveal the nature and effects of data infrastructures on the authorisation of data that represent students and educational practitioners, including how such data can misrepresent and govern educational policy and practices in sometimes problematic ways. To better understand the governance capacities of data infrastructures, we draw upon notions of discursive practices and materiality, and apply these to a specific school management system, OneSchool, in Queensland, Australia. We show how data infrastructures both promote and impede educational practitioners' use of data in decision making and daily practices. This includes precluding information about students' (positive) behaviours and omitting important enrolment information about students' Indigenous languages. By doing so, we show how data infrastructures govern in ways that authorise the preclusion and omission of data, thereby representing students and schooling.

Commission européenne. (2023). **Working group on schools (2021-25) "pathways to school success"**. [Report]. Consulté à l'adresse European Commission (Transnational)

website: <https://op.europa.eu/fr/publication-detail/-/publication/166bebc7-96e2-11ed-b508-01aa75ed71a1/language-en/format-PDF/source-279000746>

Blended learning - as defined in 2021 Council Recommendation on this subject - is a mix of various learning environments and (non-)digital tools. The Working Group on Schools, one of the Working Groups of the EEA strategic framework, chose to work on "blended learning for inclusion" in 2022. This final report, supported by a factsheet, sets out key messages to guide policy making on inclusive and effective blended learning approaches, illustrated by practical examples that emerged from a series of meetings held throughout 2022. It is aimed at policy makers and school leaders. Community leaders and teachers will also find the discussion on the aims of blended learning and the specific cases shared to be of interest. Blended learning has gained more urgency in the context of the COVID-19 crisis, and now with the arrival of displaced learners from Ukraine in Member States. Striving towards a vision of a better-quality and inclusive education and training is by no means limited to these disruptive events, but they have highlighted the need for education to be more responsive and resilient.

1. Blended learning for inclusion
2. Key messages
3. Country and stakeholder organisation examples

- 3.1 System-level support for blended learning for inclusion
International research and policy advocacy
Training, support and action research for teachers to implement blended learning
Public private partnerships to support innovations in education
National policy frameworks and investments to support blended learning for inclusion
Project-based funding for school and school-network innovations in blended learning
- 3.2 School and community partnerships to support blended learning
Community-sponsored initiatives to engage children and support learning
Engagement of community leaders in school-based learning
- 3.3 School level approaches to blended learning for inclusion
Blending school site and other physical environments away from the school site.
Blending different digital and non-digital learning tools

Datnow, A., Yoshisato, M., Macdonald, B., Trejos, J., & Kennedy, B. C. (2023). **Bridging Educational Change and Social Justice: A Call to the Field.** *Educational Researcher*, 52(1), 29-38. <https://doi.org/10.3102/0013189X221138837>

The education research community, both within the American Educational Research Association (AERA) and beyond, could and should play a critical role in fundamentally transforming educational institutions and systems. Given its complexity, transformative change in education is best undertaken as a collective endeavor. Yet for researchers to be a valuable resource in educational transformation, we will need to bridge knowledge across subfields that currently have limited interaction. Through two illustrative examples, we demonstrate the need to link knowledge on educational change with knowledge on how to create more equitable, anti-racist, and decolonized spaces for formal and informal learning. While operating in different spaces and initiated at different entry points, the two change efforts exemplify a common set of commitments and actionable pathways for achieving transformational change. This article is a call to action for researchers to join together in supporting educational transformation that fundamentally challenges the inequitable arrangements persisting in educational organizations characterized by systemic racism and colonialism. Bridging knowledge bases and being accountable to serve and support communities and their intersectional identities are essential to making deep, scalable changes in education that promote social justice.

Datta, S., & Kingdon, G. G. (2023). **Class Size and Learning: Has India Spent Too Much on Reducing Class Size?** *The World Bank Economic Review*, 37(1), 24-48. <https://doi.org/10.1093/wber/lhac025>

Whether class-size reductions improve student learning outcomes is an important policy question for India. This paper investigates the issue using a credible identification strategy to address the endogeneity of class size. Pupil fixed effects combined with value-added estimation show no significant relationship between class size and student achievement, which suggests that under current teaching practices, there is no learning gain from reducing class size. If these findings, based on a small sample in one city, hold true for the entire country, they have important policy implications. When generalized, our findings suggest that India experienced a value-subtraction from spending on reducing class sizes, and that the US\$3.6 billion it spends annually on the salaries of the 0.4 million new teachers appointed between 2010 and 2017 is wasteful spending rather than an investment in improving learning. These findings imply that India could save US\$19.4 billion per annum by increasing PTR to 40, without any reduction in pupil learning.

Decuyper, M., & Lewis, S. (2023). **Topological genealogy: a methodology to research transnational digital governance in/through/as change.** *Journal of Education Policy*, 38(1), 23-45. <https://doi.org/10.1080/02680939.2021.1995629>

This article presents topological genealogy (TG) as a methodology to research transnational digital governance, and particularly how digital infrastructures are implicated in enacting such forms of governance. Inspired by the field of social topology, TG is centrally interested in investigating the conjoined production of digital infrastructures and present-day education policymaking as governance; as well as how both produce, and are produced by, processes of flows and change. Notably, the TG methodology helps to disentangle digital governance in, through and as change. Through a worked example of the European Commission's eTwinning platform, the article shows TG in action, and complements the topological analysis with methodological foregroundings. These show how the methodology impacts as much the fabrication of research data and its subsequent analysis as it impacts the doings of the researcher.

Diebolt, C., & Altinok, N. (2023, février 7). **Maths, lecture : le niveau des élèves baisse-t-il vraiment ?** Consulté 8 février 2023, à l'adresse The Conversation website: <http://theconversation.com/maths-lecture-le-niveau-des-eleves-baisse-t-il-vraiment-198432>

Les élèves seraient-ils moins performants aujourd'hui en maths et en français ? Remettre en contexte les résultats des dernières enquêtes internationales révèle des évolutions plus complexes.

Duval, J. C., Martin, C. de S., & Epstein, M. (2023). **Besoins éducatifs particuliers.** Consulté à l'adresse <https://dicoema.hypotheses.org/639>

L'expression « besoins éducatifs particuliers » (BEP) désigne aujourd'hui une multitude d'élèves aux caractéristiques très diverses dans le système scolaire français et impulse une politique éducative inscrite dans la logique de l'école inclusive [voir « inclusion scolaire »]. Les formes de scolarisation possibles aujourd'hui en France sont tributaires des dispositifs qui les ont précédées et tendent à évoluer vers une prise en compte des besoins de l'élève. Mais si l'utilisation de la notion de « besoin éducatif particulier » dénote une volonté de s'affranchir des diagnostics médicaux pour privilégier une réponse pédagogique de droit commun, est-elle exempte de toute catégorisation ? Cette

question met en évidence la tension, voire les contradictions, entre la nécessité d'identifier des besoins éducatifs et le risque de stigmatisation. Après avoir défini le concept de BEP, nous présenterons les différents dispositifs de scolarisation dédiés à ces élèves et certains dispositifs et outils à l'adresse des professionnels. Nous proposerons enfin des pistes de réflexion.

Eckhoff, A., & Goodman-Scott, E. (2023). **School Counselors' Perceptions and Understandings of Lockdown Drills: Navigating the Paradox of Safety and Fear.** *Educational Policy*, 37(2), 523-553. <https://doi.org/10.1177/08959048211032667>

This research sought to develop an initial understanding of how mandated policies related to lockdown safety drills are enacted in response to active shooter scenarios within PK-Grade 12 public schools. In light of a scant research base exploring the effectiveness and impacts of such policies and procedures, we explored the question, What are school counselors' lived experiences with lockdown drills?. Using a phenomenological design, we interviewed 26 school counselors from five school districts from the Southeastern United States during the 2019 academic year. Findings center around four key themes: Awareness of School Violence, Necessity and Variability in Preparation, Paradox of Safety, and Communication as Support and Challenge. We will discuss the tensions, or push and pulls/contradictions, that are a part of both drills and actual incidents across these themes. To conclude, we present recommendations for further research and policy to support informed, reflexive action.

Ecton, W. G., & Dougherty, S. M. (2023). **Heterogeneity in High School Career and Technical Education Outcomes.** *Educational Evaluation and Policy Analysis*, 45(1), 157-181. <https://doi.org/10.3102/01623737221103842>

High school Career and Technical Education (CTE) has received increased attention from policymakers and researchers in recent years. This study fills a needed gap in the growing research base by examining heterogeneity within the wide range of programs falling under the broad moniker of CTE, highlighting the need for nuance in research and policy conversations that often consider CTE as monolithic. Using student-level course-taking records, unemployment insurance, and National Student Clearinghouse data, we examine outcomes including earnings, postsecondary education, and poverty avoidance. We find substantial differences for students in fields as diverse as health care, Information Technology (IT), and construction. We also highlight heterogeneity for student populations historically overrepresented in CTE, and we find large differences in outcomes for CTE students, particularly by gender.

Ellis, H. (2023). **Student Exchange and British Government Policy: Uk Students' Study Abroad 1955-1978.** *British Journal of Educational Studies*, 71(1), 71-97. <https://doi.org/10.1080/00071005.2021.2024139>

When the United Kingdom has figured in the modern history of study abroad, it has featured almost exclusively in the role of host country with little attention paid to the study abroad patterns of UK students. In order to gain a rounded picture of the UK's role in post-war study abroad, this article explores the position of the UK within the context of the rich data gathered by UNESCO. It argues that there is strong evidence that the UK was actually one of the most active countries in sending its students overseas and that this activity increased (both in absolute terms and relative to other countries) significantly in the 1960s and 70s. Following a brief analysis of the UK's role as both a host and exporter of study abroad students on a global scale, its relationship as a sender country with two

particular geographical areas is considered: firstly, the Commonwealth that has been the focus of much of the existing secondary literature, and secondly, continental Europe and the USA which have featured much less frequently in the work of historians. Various reasons for the significant rise in the number of UK students studying abroad are explored – in particular, the role of government attitudes towards overseas study including the possibility of developing student exchange as an instrument of cultural diplomacy. The article pays particular attention to the period between the publication of the Robbins Report in 1963 and the beginnings of the institutionalisation of study abroad (in Europe) in the late 1970s.

Elsayed, M. A. A., & Roch, C. H. (2023). **Former Teachers: Exits and Re-Entries**. *Educational Policy*, 37(2), 279-307. <https://doi.org/10.1177/08959048211019972>

Despite the large literature on teacher labor market in the United States, only few studies have examined the career choices of former teachers and the factors that affect their decisions to return to the profession. This is surprising given that former teachers represent over a third of teachers entering the teaching workforce, according to some estimates. This paper examines the exit and re-entry decisions of former teachers using a restricted-use data from the Beginning Teacher Longitudinal Study (BTLs). We use a discrete time hazard model that estimates the probability that a former teacher returns to teaching in a given year conditional on not having returned in the previous year. Results suggest that female teachers are more likely to return to the teaching profession by somewhere between 10 and 12 percentage points. We also find that teachers who are highly paid are more likely to re-enter teaching.

Evain, F. (2023). **À la rentrée 2022, la taille des classes continue de diminuer dans le premier degré**. *Note d'Information*, (23.05), 1-4. <https://doi.org/10.48464/ni-23-05>

À la rentrée 2022, la taille des classes du premier degré continue de diminuer dans les écoles publiques, que ce soit dans les classes de niveau préélémentaire ou élémentaire.

Fauzi, M. A. (2023). **Research vs. non-research universities: knowledge sharing and research engagement among academicians**. *Asia Pacific Education Review*, 24(1), 25-39. <https://doi.org/10.1007/s12564-021-09719-4>

This study investigated the differences in knowledge sharing (KS) behavior among academicians from research universities (RUs) and non-research universities (Non-RUs) and the impact of their differences on research engagement in Malaysia. From the lens of the theory of planned behavior, research engagement is integrated into the original theory as the consequence of KS behavior. Applying a multi-group analysis through partial least square structural equation modeling, 458 academic staff from twenty public universities in Malaysia participated in the study. The study findings revealed that in the RU sample, commitment and subjective norm have no significant impact on attitude and intention, respectively. However, a significant impact of commitment and subjective norm on attitude and intention, respectively, was found in the non-RU sample. This study contributes to the knowledge management perspective among academicians and compares RU and non-RU academicians in Malaysia. A relevant mitigation plan must be taken to ensure that academicians in both RUs and non-RUs share their knowledge willingly and sincerely to elevate the status of higher education in the country to a greater height as a top world-class university. Moreover, an analysis of the implication of higher education in the country as well as institutionalization of education excellence could be achieved through better KS behavior in the South East Asian region.

Felouzis, G. (2022). **La société contre le politique ?** *Revue pluridisciplinaire d'Éducation par et pour les Doctorant-e-s*, 1(1), 62-65. <https://doi.org/10.57154/journals/red.2022.e992>

Ferhat, I., & Gutierrez, L. (2023, février 6). « **Territoires perdus de la République** » : vingt ans après, un best-seller sur l'école à interroger. Consulté 7 février 2023, à l'adresse The Conversation website: <http://theconversation.com/territoires-perdus-de-la-republique-vingt-ans-apres-un-best-seller-sur-lecole-a-interroger-196791>

Depuis sa parution en 2002, cet ouvrage collectif a beaucoup influencé la perception des écoles de banlieue. Il convient de prendre du recul par rapport à cet écho médiatique.

Figlio, D., & Özek, U. (2023). **The Unintended Consequences of Test-Based Remediation** (NBER Working Paper N° 30831). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30831.htm>

School systems around the world use achievement tests to assign students to schools, classes, and instructional resources, including remediation. Using a regression discontinuity design, we study a Florida policy that places middle school students who score below a proficiency cutoff into remedial classes. Students scoring below the cutoff receive more educational resources, but they are also placed in classes that are more segregated by race, socio-economic status, and prior achievement. Increased tracking occurs not only in the remedial subject, but also in other core subjects. These tracking effects are significantly larger and more likely to persist beyond the year of remediation for Black students.

Frangieh, B., & Akiki, J. (2022). **L'accompagnant scolaire des élèves à besoins éducatifs particuliers en situation d'intermétiers.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 43-56. <https://doi.org/10.3917/nresi.095.0043>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Freeman, J. A., Gottfried, M. A., & Plasman, J. S. (2023). **STEM-Focused Career Courses and College Pipeline for Students with Learning Disabilities.** *Educational Policy*, 37(2), 308-338. <https://doi.org/10.1177/08959048211019988>

Recent educational policies in the United States have fostered the growth of science, technology, engineering, and mathematics (STEM) career-focused courses to support high school students' persistence into these fields in college and beyond. As one key example, federal legislation has embedded new types of "applied STEM" (AS) courses into the career and technical education curriculum (CTE), which can help students persist in STEM through high school and college. Yet, little is known about the link between AS-CTE coursetaking and college STEM persistence for students with learning disabilities (LDs). Using a nationally representative data set, we found no evidence that earning more units of AS-CTE in high school influenced college enrollment patterns or major selection in non-AS STEM fields for students with LDs. That said, students with LDs who

earned more units of AS-CTE in high school were more likely to seriously consider and ultimately declare AS-related STEM majors in college.

Fumeaux, C. (2022). **La Nouvelle École de l'Accueil Une réforme à contre-courant ?** *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, 1(1), 26-36. <https://doi.org/10.57154/journals/red.2022.e988>

The opening of an "École de l'Accueil" only reserved to migrant students is unexpected within an educational context increasingly defending a policy aiming toward inclusion. Through the analysis and confrontation of discourses taking place in the field of research, as well as in that of educational institutions or in school structures, this counter current reform reveals, at the political level, power relations explaining the acknowledged educational paradox.

Galand, B., Devleeschouwer, C., & Senden, M. (2023). **Quels sont les programmes efficaces à large échelle pour prévenir le harcèlement à l'école ? Une revue ciblée de la littérature.** *Les Cahiers de recherche du Girsef*, (130). Consulté à l'adresse https://cdn.uclouvain.be/groups/cms-editors-cridis/130_cahier.pdf

Il n'est pas toujours facile de savoir vers quelles actions de prévention du harcèlement à l'école se tourner. Cette note vise à identifier, décrire et analyser des programmes de prévention du harcèlement qui ont fait l'objet d'évaluations à large échelle. Cinq programmes ont été retenus. L'ensemble des publications relatives à chacun d'entre eux ont été passées en revue afin de présenter ses fondements théoriques, son contenu, et les résultats concernant son efficacité. Notre synthèse met en évidence que certains programmes sont plus efficaces que d'autres, mais qu'il est aussi important de choisir un programme qui correspond au contexte et aux ressources locales de chaque établissement. Il est donc préférable de mettre à disposition des acteurs éducatifs plusieurs programmes validés de lutte contre le harcèlement.

Gallot, C. (2023, février 1). **L'essor des études de genre répond aux besoins croissants des entreprises.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/01/l-essor-des-etudes-de-genre-repond-aux-besoins-croissants-des-entreprises_6160060_4401467.html

Longtemps perçues comme des filières sans débouchés, ces formations répondent à une nouvelle demande des entreprises et des collectivités.

Gensbittel, L., & Epstein, M. (2022, avril 12). **Conjuguer des méthodes quantitatives et qualitatives pour évaluer un dispositif d'innovation pédagogique à l'Université.** Présenté à 33e colloque de l'ADMEE-EUROPE : « Pluralité de contextes, pluralité d'évaluations en éducation : quelles interactions et quels enjeux ? » Consulté à l'adresse <https://hal.science/hal-03906865>

Accompagner des pratiques d'innovation en éducation par la recherche permet d'inscrire les enseignants dans une dynamique de recherche où ils évaluent leur propre pratique (Rege Colet et al., 2011). Lors de cette recherche, une équipe pluridisciplinaire a comparé les effets de deux formes de travaux dirigés (TD) en troisième année de licence d'économie: une classe a réalisé de courtes vidéos sur des mécanismes clés en macroéconomie, tandis que les autres classes recevaient les TD sous format usuel. Le cours d'amphithéâtre était le même pour tous les étudiants, ainsi que l'examen final. L'expérience a été étendue, mais modifiée, l'année suivante à cinq classes tests. Cinq étudiants de la première vague ont été interrogés lors d'entretiens avant et après

l'examen final. Les étudiants des deux vagues ont également répondu à un questionnaire en ligne. Les enseignants ont participé à des entretiens cliniques analysés selon la méthode de la théorie enracinée (Glaser & Strauss, 2010). Enfin, les données statistiques anonymisées des situations sociologiques et des résultats aux examens de Licence 3 concernant la totalité des étudiants ont été étudiées. Les modèles quantitatifs ne concordent pas avec les entretiens qualitatifs. Les premiers montrent de bons résultats la première année bien que les étudiants « expérimentaux » ne se sentent pas préparés. La seconde année, c'est surtout un effet sur le développement professionnel des chargés de TD qui est perceptible dans les entretiens sans que cela ne se traduise quantitativement dans les notes des étudiants. L'objectif de cette communication est de présenter l'articulation entre des méthodes quantitatives et qualitatives pour évaluer un dispositif d'innovation pédagogique. De fait, l'évaluation de l'expérience dépend de ce que l'on considère tant pour les étudiants (ressenti, résultats aux examens) que pour les chargés de TD (formation, sentiment de compétence, résultats réels pour les étudiants à l'examen).

Gfeller, F., Grossen, M., Cabra, M., & Zittoun, T. (2022). **Réformes politiques face au vieillissement démographique : diversité des perspectives dans la mise en œuvre d'une politique socio-sanitaire.** *Revue pluridisciplinaire d'Éducation par et pour les Doctorant-e-s*, 1 (1), 38-48. <https://doi.org/10.57154/journals/red.2022.e990>

Based on the observation of demographic change and the policy reforms aiming at addressing it, we examine the policy agenda of a Swiss canton, the “medico-social planification” of the canton of Neuchâtel, in particular the promotion of so called “flats with referees”, which constitutes a central measure of this planification. Considering that this reform, and these flats in particular, requires intensive collaboration between an important number of people and institutions (architects, regional administration, politicians, older people, among others), we examine how different actors make sense of their own activity. We also investigate what priorities they put on the fore, in other words “what matters” for them (Edwards, 2012), analysing data collected in the frame of a regional case study, including interviews, observations and desk research. Finally we examine situations of encounter between diverse perspectives on “what matters” and highlight the way in which these encounters can lead to changes in people's perspectives regarding “what matters”, and thus in the practices.

Goodson, I., & Mikser, R. (2023). **Historical and Cultural Refractions in Recent Education Transitions: The Example of Former Socialist European Countries.** *British Journal of Educational Studies*, 71 (1), 99-116. <https://doi.org/10.1080/00071005.2021.2024138>

Thirty years after the demise of the Soviet bloc, there still persists a rhetoric of differentiation and a discursive polarisation between the Western and the non-Western educational thinking and practices. This rhetoric overshadows a potential similarity, or homogeneity, between the dominant and several marginalised contexts. Regional, local and personal variations are prematurely attributed to fundamental, if often poorly argued, cultural differences. We seek to introduce and to preliminarily summarise the existing understandings of refraction in education and social research. Sporadically used but seldom defined, the refraction metaphor appears to feature: (a) a multiplicity of viewpoints as an incentive for social research, (b) non-relativistic, scientific progress as an end value for understanding social reality, (c) a balanced approach towards homogeneity and heterogeneity in social research, and (d) a substantially historical orientation towards analysing homogeneity and heterogeneity. Education in the former

socialist European countries demonstrates how heterogeneity is rhetorically overstated and how variations can be more adequately addressed by analysing refractions.

Graveleau, S. (2023, février 8). **L'essor des CPES, formations sélectives à mi-chemin entre la fac et la prépa, « le meilleur des deux mondes »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/08/l-essor-des-cpes-formations-selectives-a-mi-chemin-entre-la-fac-et-la-prepa-le-meilleur-des-deux-mondes_6160931_4401467.html

Les cycles pluridisciplinaires d'études supérieures (CPES) se multiplient depuis deux ans. Ces formations postbac en trois ans, dispensées à la fois par des enseignants chercheurs et des professeurs de classes préparatoires, permettent de s'affranchir des concours et d'obtenir une licence.

Greer, K., King, H., & Glackin, M. (2023). **The 'web of conditions' governing England's climate change education policy landscape**. *Journal of Education Policy*, 38(1), 69-92. <https://doi.org/10.1080/02680939.2021.1967454>

Environmental and climate change education remains on the margins of education and climate change policy. This paper draws on Foucauldian theoretical resources to examine England's climate change education policy landscape and understand the causes of this marginalisation. Informed by policy historiography, we examine key events and shifts in climate change, education and environmental education since the turn of the millennium. Using policy archaeology, we 'excavate' the contemporary policy landscape and identify that: i) policy is lacking; ii) responding to the climate crisis is overlooked in education; iii) pro-environmental ambition is absent; and, iv) economic values dominate. In a global context where activists have called for 'more!' climate change education, the analyses reveal the complexity of the problem. A 'web of conditions' governing climate change education policy is illuminated. Foucault-informed analytical tools offer insights on how this web may be rebuilt.

Gulboy, E., Yucesoy-Ozkan, S., & Rakap, S. (2023). **Embedded instruction for young children with disabilities: A systematic review and meta-analysis of single-case experimental research studies**. *Early Childhood Research Quarterly*, 63, 181-193. <https://doi.org/10.1016/j.ecresq.2022.12.014>

Embedded instruction is a recommended practice to support development and learning of young children with disabilities in inclusive early childhood settings and natural environments. The number of individual studies investigating the impact of embedded interventions on child learning outcomes has increased in recent years. In the current systematic review and meta-analysis, we examined the methodological quality, characteristics, and effects of single-case experimental research studies focused on embedded instruction to determine whether the evidence from these studies suggest embedded instruction as an evidence-based practice for young children with disabilities. We evaluated rigor of the studies using What Works Clearinghouse (2017) design standards and quality indicators of single-case experimental research, and calculated treatment effect estimates using Tau-U. A total of 10 single-case experimental research studies with 21 participants published between 1993 and 2017 met the inclusion criteria and were included in this systematic review and metaanalysis. The studies were conducted by seven different research groups with no overlapping authorship at seven different institutions across two countries. The mean treatment effect of embedded instruction on child learning outcomes across the 10 studies was .80. This systematic review

and meta-analysis provide sufficient evidence to consider embedded instruction as an evidence-based practice for young children with disabilities and to support its continued use in enhancing the development and learning of young children with disabilities in inclusive early childhood settings. Implications for future research and practice are discussed.

Hamouda, L. B. (2023, février 15). **Marc Bablet: l'éducation prioritaire, une question de critères.** Consulté 15 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/15/marc-bablet-leducation-prioritaire-une-question-de-criteres/>

Dans la continuité des quatre premiers articles « repères pour la carte de l'éducation prioritaire », Marc Bablet publie un nouvelle analyse dont l'objet est « éducation prioritaire et questions de critère » sur le site de l'OZP. « Il faut retenir des critères sociaux et culturels bien corrélés à la réussite scolaire (c'est-à-dire qui expliquent assez largement les résultats...

Harrison, M. H. (2023). **Nuance in "No Excuses": Unexpected Progressive Pedagogy and Policy.** *Education and Urban Society*, 55(3), 342-370. <https://doi.org/10.1177/00131245221076096>

"No Excuses" charter schools are at the center of many debates in education policy. First, what accounts for their test success, excellent learning environments or merely test preparation? Second, are strict behavior policies necessary to create efficient learning environments or are they harmful to students and their ability to navigate authority? This study uses classroom observations, student surveys, and interviews of administrators, teachers and students to understand the dynamics of pedagogy and discipline in two high-performing charter schools in New York City. Surprisingly, what makes these top "no excuses" schools successful is what distances them from the "no excuses" standard definitions. The schools displayed progressive mathematics pedagogy, reflective and abridged discipline practices, and strong school cultures that retained both students and teachers. These findings suggest that there are more nuances in the "no excuses" model than previously known and which need to be understood before continued replication.

Her, O.-S., Tsai, J.-W., & Allasonnière-Tang, M. (2022). **On Taiwanese Universities' Two-One Academic Dismissal Policies.** *Journal of Educational Research and Development*, 18(4), 79. [https://doi.org/10.6925/SCJ.202212_18\(4\).0003](https://doi.org/10.6925/SCJ.202212_18(4).0003)

Academic dismissal policies are used by universities worldwide for quality control purposes. Taiwanese universities base their policies solely on the credit fail rate (CFR) of individual semesters (S-CFR). The most common S-CFR is 50% and is called er-yi (two-one), which indicates half or more of the course credits of a semester were failed. Though actual policies vary among universities, their core designs generally rely on the concept of S-CFR. The present study first compares the dismissal policies among universities in the United States, the Netherlands, and Taiwan to demonstrate how the two-one design lacks consultation and review processes. We then argue that the disregard for cumulative grade point average, semester grade point average, and cumulative credit pass rate may lead to bias because it may lead to students with better overall academic performance being dismissed. We further validate the argument by conducting a quantitative analysis of data on the academic performance of students (N=22,703) from National Chengchi University over 11 years under four different policies. Our findings

strongly indicate that the core design common in such policies, i.e., the S-CFR, should be reconsidered.

Holquist, S. E., & Walls, J. (2023). **Power and Adult Support in Student Voice Efforts for Policy Change.** *Educational Policy*, 37(2), 490-522. <https://doi.org/10.1177/08959048211029027>

This study examines the role of adult facilitators in supporting student voice efforts for educational policy change. Using case study and Accidental Ethnography data, we explore the actions that adult facilitators take to support student voice efforts in policy spaces. Our findings include that adults (1) intentionally shift power to students, (2) help students understand the power of their voice, and (3) help students to resist and overcome tokenization. We discuss our findings in the context of power and helping historically unpowerful groups exercise policy voice.

Honey, N., & Carrasco, A. (2023). **A New Admission System in Chile and Its Foreseen Moderate Impact on Access for Low-Income Students.** *Educational Evaluation and Policy Analysis*, 45(1), 108-133. <https://doi.org/10.3102/01623737221093374>

Chile is known for universal school choice policies and a high level of economic segregation. In part, segregation has been linked to selective school admission policies. Chile implemented a centralized school admission system (New School Admission System), where PK–12 schools must accept any applicant, and lottery assignment is used for oversubscription. We exploit a natural experiment due to the phased implementation across grades and regions to attempt to detect any effects of this policy on access for and representation of low-income students using grade-within-school and year fixed effects. Eliminating admissions barriers may contribute to increased educational opportunity, but the impact may be limited by the multiple structural factors shaping inequality in Chile. We find little short-term change in access for low-income students.

Hornbeck, D. D. (2023). **Teachers Unions and Dual Enrollment Policy in Collective Bargaining Agreements.** *Educational Policy*, 37(2), 339-358. <https://doi.org/10.1177/08959048211015610>

This study explores how teachers' unions are responding to the growing policy of dual enrollment (DE). I reviewed all available collective bargaining agreements (CBAs) of public schools in Ohio, using qualitative content analysis to look for ways that CBAs are addressing DE policy. Analysis revealed four themes. The first theme suggests that teachers' unions are incrementally bargaining provisions addressing DE into their CBAs. Of the 586 CBAs analyzed, 160 included provisions regarding DE. The three remaining themes centered around working conditions for teachers, including provisions related to monetary compensation, existential protection of bargaining unit members, and the protection of teacher time. Additionally, district typography was explored, revealing that wealthier/smaller school districts have bargained more teacher protections for DE than larger districts with less wealth. This study provides information about what might be of interest to teachers and policymakers when reforming DE policy.

Jaffe-Walter, R., & Villavicencio, A. (2023). **Leaders' Negotiation of Teacher Evaluation Policy in Immigrant-Serving Schools.** *Educational Policy*, 37(2), 359-392. <https://doi.org/10.1177/08959048211015614>

This paper examines how school leaders working within schools serving immigrant English Learners negotiate teacher evaluation policies, including how they influence compliance with mandated policies, communicate those policies to teachers, and

guide implementation within their professional communities. We explore how a leader in a school with positive outcomes negotiates external policies to support authentic professional growth and maximize learning opportunities for immigrant ELs. In addition, we draw on data from a comparison school that also serves a high proportion of ELs, but where policies have been enacted in ways that focus on compliance, increase anxiety, and add little value to EL students. In doing so, we show how leaders can mitigate the unintended consequences of mandated policies by addressing teachers' uncertainty and anxieties, while reaffirming humanizing institutional practices that honor the local knowledge of teachers and deepen teachers' collective responsibility for immigrant youth.

Janmaat, J. G., & Mons, N. (2022). **Tracking and political engagement: an investigation of the mechanisms driving the effect of educational tracking on voting intentions among upper secondary students in France.** *Research Papers in Education*, 1. <https://doi.org/10.1080/02671522.2022.2028890>

Many scholars argue that the practice of educational tracking exerts a distinct effect on young people's political engagement. They point out that students in academic tracks are becoming more politically engaged than those in vocational ones, and suggest that this may be due to differences across tracks in the curriculum, pedagogy, peer environment or student self-confidence. The current paper aims to investigate whether tracking is related to political engagement through any of these four mechanisms. It uses survey data collected among students in the final year of upper secondary education in France and employs a stepwise multilevel analysis to explore this question. It finds little differences between tracks in the curriculum and in pedagogy relevant for political engagement. Students in academic tracks nonetheless express a stronger commitment to vote than those in vocational ones. This difference between tracks disappears when the social composition of the school population is taken into account, suggesting that the peer environment is the primary mechanism driving the effect of tracking in France. However, in contexts with greater variation between the tracks in curriculum and pedagogy, the latter may well be equally or more important mechanisms.

Joo, H., & Choi, Y. (2023). **What should be done to develop ICT-based PE class in the era of the Fourth Industrial Revolution?: using AHP and IPA analysis within the Korean educational contexts.** *Asia Pacific Education Review*, 24(1), 1-12. <https://doi.org/10.1007/s12564-021-09711-y>

This study aims to explore educational and political efforts for PE teachers to implement ICT-based PE class by analyzing three significant phases (PE teacher, the curriculum, and teaching environment). To reach the goal of this study, we conducted AHP and IPA analysis to find out the priorities in order to implement ICT-based PE class. As a result, a total of 27 detailed contents were created by IPA analysis. Based on the IPA results, we interrogated what detailed contents should be firstly applied into actual PE practices by analyzing four dimensions by utilizing IPA. Based on the results, this study concluded with some significance, which are required to establish a better PE environment in the future society.

Jukes, M. C. H., Mgonda, N. L., Tibenda, J. L., & Sitabkhan, Y. (2023). **The role of teachers' implicit social goals in pedagogical reforms in Tanzania.** *Oxford Review of Education*, 49(1), 10-28. <https://doi.org/10.1080/03054985.2022.2093178>

Pedagogical reforms in sub-Saharan Africa have often been unsuccessful, arguably because they fail to account for the social and cultural context of teachers' choices. Two studies in rural Tanzania examined the pedagogical decisions of teachers taking part in a programme of teacher professional development. Teachers reflected on their own decisions to conduct teaching activities, which were observed by the research team, and on the decisions taken by teachers in vignettes. Results suggested that pedagogical decisions were influenced by the social goals of togetherness, cooperation, and fairness. Pedagogical choices were also influenced by the need to avoid embarrassing students and to address conformity among student responses and students' lack of confidence in addressing teachers. The findings broadly support the hypothesis that Tanzanian teachers pursue implicit social goals in their classroom, some of which are associated with the culture of historically agricultural societies. Teachers may be resistant to new pedagogies which do not support these social goals. Rather than seeing cultural values as 'barriers', we argue that teacher professional development programmes, particularly for early years education, should design teaching activities which are consistent with the culturally shaped social goals of teachers while remaining true to the learning goals of those activities.

Katzir, S., & Perry-Hazan, L. (2023). **Discourse, legitimacy, and bottom-to-bottom change: haredi activism to promote secular education in New-York Hasidic Schools.** *Journal of Education Policy*, 38(1), 141-165. <https://doi.org/10.1080/02680939.2021.1958261>

Controversy surrounding the teaching of secular education (SE) has fomented recurrent conflicts between liberal states and religious enclave communities (ECs). The current study explored Haredi (Jewish ultra-Orthodox) community-based activism aiming to promote SE in New York Hasidic schools for boys. It sheds light on how Haredi activists' discourse legitimized change within their community, following the activists' efforts to promote policy change through lobbying, litigation, and media campaigns. The data was derived from documents, observations of social media platforms, and interviews with activists. The findings showed that the activists' discourse was disseminated in various forms to targeted audiences within the Haredi community, circumventing the religious establishment's censorship mechanisms. This discourse's content revealed interrelated facets of legitimacy: pragmatic, religious, educational, rights-based, and sociopolitical. It also combined revolutionary arguments with ideas derived from existing community tradition. The conclusions explicate the scheme of employing creative strategies, targeting different audiences, and combining various facets of legitimacy to produce counter-narratives that undermine power structures in ECs. The study's implications highlight the need for policymakers to understand the barriers Haredi activists encounter upon advocating educational change. The implications also underscore the need to integrate top-down, bottom-up, and bottom-to-bottom efforts to engender change in religious enclave schools.

Lahaye, M., & Mottet, C. (2023). **Appropriation des évaluations nationales de CP, CE1 et sixième dans le pilotage des circonscriptions du premier degré** (p. 82). Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/appropriation-des-evaluations-nationales-de-cp-ce1-et-sixieme-dans-le-pilotage-des-circonscriptions-344245>

À partir d'une étude conduite sur 103 circonscriptions, ce rapport analyse les modalités actuelles du pilotage exercé par l'inspecteur du premier degré et son équipe. Il interroge la façon dont la mise en place des évaluations nationales depuis 2017 et, de façon plus

générale, la priorité donnée aux enseignements fondamentaux, ont renforcé le pilotage pédagogique de l'IEP.

Lee, M. G., & Soland, J. G. (2023). **Does Reclassification Change How English Learners Feel About School and Themselves? Evidence From a Regression Discontinuity Design.** *Educational Evaluation and Policy Analysis*, 45(1), 27-51. <https://doi.org/10.3102/01623737221097419>

Reclassification can be an important juncture in the academic experience of English Learners (ELs). Literature has explored the potential for reclassification to influence academic outcomes like achievement, yet its impact on social-emotional learning (SEL) skills, which are as malleable and important to long-term success, remains unclear. Using a regression discontinuity design, we examine the causal effect of reclassification on SEL skills (self-efficacy, growth mindset, self-management, and social awareness) among 4th to 8th graders. In the districts studied, reclassification improved academic self-efficacy by 0.2 standard deviations for students near the threshold. Results are robust to alternative specifications and analyses. Given this evidence, we discuss ways districts might establish practices that instill more positive academic beliefs among ELs.

Little, M., & Gragson, A. (2023). **State leaders in early childhood education: Perspectives on instructional policy supports and alignment.** *Early Childhood Research Quarterly*, 63, 288-298. <https://doi.org/10.1016/j.ecresq.2022.12.016>

States may regulate instructional policies—standards, curricula, assessments, and professional development—of early childhood education programs with the goal of improving student learning outcomes. The purpose of this paper is to report findings from a national survey (61 respondents from 30 states) and follow-up interviews (N = 12) on how state early education leaders think about key issues related to instructional policy supports. Notable findings include broad support from state leaders for using a combination of global and content-specific curricula and for developing consistency in curricula regulations across disparate early childhood programs. State leaders also report moderate alignment among the instructional policy supports investigated. Understanding the views of these state leaders is important given the latitude the departments and agencies they represent have in shaping instructional policy of early education programs.

Liu, Z., Wang, J., & Zhang, Q. (2023). **"We know who we are": segmentation and characterization of the academic community toward classified faculty evaluation reform in a Chinese non-research university.** *Asia Pacific Education Review*, 24(1), 71-83. <https://doi.org/10.1007/s12564-021-09728-3>

This study provides empirical evidences on the differentiation of the academic community amid the latest classified reform of faculty evaluation, highlighted by up-or-out policy in the non-research university context in China. The systematic data analysis sketches out faculty's segmentation and four characterizations including academic bureaucrats, academic elites, academic weight-bearers, and academic realists were taxonomized accordingly. By distinguishing the "powerful minority" and the "powerless majority" in the academic community, the paper indicated that there exist heterogeneous interpretations of faculty evaluation policies departure from faculty's perception toward their academic identity and trajectory. The findings of this research contribute to extant studies and provide insights that social interactions take place not only between faculty policies and the academic community but also among

heterogeneous academic professional groups, which can be profoundly utilized to enhance faculty's sense making of evaluation policies and adopt more rational strategies. It also suggests that under the dual managerial structure of Chinese universities, the segmentation of the academic community may continue to be intensified along with the changing faculty evaluation policies.

Maddox, B. (2023). **The uses of process data in large-scale educational assessments** (Vol. 286). <https://doi.org/10.1787/5d9009ff-en>

The digital transition in educational testing has introduced many new opportunities for technology to enhance large-scale assessments. These include the potential to collect and use log data on test-taker response processes routinely, and on a large scale. Process data has long been recognised as a valuable source of validation evidence in assessments. However, it is now being used for multiple purposes across the assessment cycle. Process data is being deliberately captured and used in large-scale, standardized assessments – moving from viewing it as a « by-product » of digital assessment, to its use « by design » to extend understanding of test-taker performance and engagement. While these techniques offer significant benefits, they also require appropriate validation practices to ensure that their use supports reliable inferences and do not introduce unintended negative consequences.

Manouchehri, B., & Burns, E. A. (2023). **A “Participatory School” in Iran: A Bottom-Up Learning Approach in a Top-Down Education System**. *Education and Urban Society*, 55(3), 263-288. <https://doi.org/10.1177/00131245211048434>

This article discusses how a bottom-up approach to learning can be positioned within a top-down educational structure. For the first time, Iran's educational system has witnessed a shift from a one-dimensional teacher-centered approach to the triangular student-facilitator-parent approach. While the majority of children's participative activities in Iran have pedagogical functions, the participatory type of school was established to prioritize the voice of students. Through an analysis of interviews in a study of participatory schooling in Iran, this research identified several similarities and contradictions in terms of children's inclusion between the theoretical framework and philosophy of democratic and child-centered school with the conventional Iranian one. The contribution of this article is to highlight how the socio-political features of the context can influence the structure and approach to education and effectiveness of inclusion. This approach to learning can be significant in societies where child integration has not yet found its meaningful position in schools.

Margolis, J., Dench, D., & Hashim, S. (2023). **Economic and Racial Integration Through School Choice in New York City**. *Educational Evaluation and Policy Analysis*, 45(1), 182-190. <https://doi.org/10.3102/01623737221107928>

New York City's school system is among the most diverse and segregated in the United States. Using difference-in-differences and placebo tests, we evaluate two desegregation policies in two geographic districts in New York City, District 3 and District 15. Both districts attempted to lower economic segregation within their district while maintaining school choice, prioritizing economically disadvantaged students for middle school seats in advance of the 2019–2020 school year. District 15, however, set more ambitious prioritization targets and also chose to eliminate academic screens from all middle schools. We find that District 15's policy lowered economic segregation in sixth

grade by 55% and racial segregation by 38%, while District 3's policy led to no significant change in segregation.

Merini, C., & Thomazet, S. (2022). **Aménager un espace suffit-il à ce qu'il soit habité ? Conceptions de la co-intervention des enseignants spécialisés chargés des aides à dominante pédagogique.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 57-72. <https://doi.org/10.3917/nresi.095.0057>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Migliarini, V. (2023). **Excluded by choice: urban students with disabilities in the education marketplace.** *Journal of Education Policy*, 38(1), 189-190. <https://doi.org/10.1080/02680939.2021.2001959>

Miller, A. F., & Burke, K. J. (2023). **Making Catholic Schools Research Relevant: Assessing Contemporary Trends in the Field of Catholic Education.** *Educational Researcher*, 52(1), 39-47. <https://doi.org/10.3102/0013189X221136560>

Despite the outsized influence the Catholic school sector in the United States has on policymaking, research into the organization of Catholic schools has not kept pace with contemporary educational research trends. In this brief paper, we diagnose how conceptual and empirical decisions made within the field of Catholic education resulted in the field's relative isolation from other research communities and highlight additional explanations for the diminished relevance of research into Catholic schooling in the United States in recent years. Following this diagnosis and synthesis, we argue that Catholic educational research would be enhanced by considering contemporary organizational and policy research trends and propose new directions that may allow U.S. Catholic school researchers to increase their field's relevance.

Mizrav, E. (2023). **Segregate, Discriminate, Signal: A Model for Understanding Policy Drivers of Educational Inequality.** *Educational Policy*, 37(2), 554-581. <https://doi.org/10.1177/08959048211029026>

Decades after the Brown v. Board of Education ruling banned mandatory race-based separation of students to different schools, school segregation, and inequality in the United States are rapidly increasing. In this research synthesis, I propose a model for explaining how segregation and inequality are formed in urban and suburban school systems and exacerbated even in the absence of formal segregation policy. The model describes segregation as a component in a triangle of discriminatory education policy processes: segregation, discrimination, and signaling. Connecting these three seemingly distinct policy practices could provide a better explanation for the growing inequality in the U.S. school system.

Morozumi, A., & Tanaka, R. (2023). **School Accountability and Student Achievement: Neighboring schools matter** [Discussion paper]. Consulté à l'adresse Research Institute of

Economy, Trade and Industry (RIETI) website:
<https://econpapers.repec.org/paper/etidpaper/23004.htm>

Previous research on school accountability has shown that the disclosure of school-level results of a national standardized student achievement test has a heterogeneous impact on student achievement across schools. This paper, highlighting a type of standardized test that has no stakes for students (called a national assessment), sheds further light on circumstances under which the disclosure of such information has a desirable impact on student learning. Specifically, utilizing an unanticipated disclosure of the school-level results of Japan's national assessment, which occurred only in one prefecture in 2013, and treating schools in other prefectures as a control group, we show that the information disclosure has a significantly more positive impact on student achievement when the school has a larger number of schools in close proximity (i.e., neighboring schools). The results are robust to the consideration of other possible conditioning factors of the information effect such as school budget autonomy.

Morton, E. (2023). **Effects of 4-Day School Weeks on Older Adolescents: Examining Impacts of the Schedule on Academic Achievement, Attendance, and Behavior in High School.** *Educational Evaluation and Policy Analysis*, 45(1), 52-78.
<https://doi.org/10.3102/01623737221097420>

Four-day school weeks have proliferated across the United States in recent years, reaching over 650 public school districts in 24 states as of 2019, but little is known about their implementation and there is no consensus on their effects on students. This study uses district-level panel data from Oklahoma and a difference-in-differences research design to provide estimates of the causal effect of the 4-day school week on high school students' ACT scores, attendance, and disciplinary incidents during school. Results indicate that 4-day school weeks decrease per-pupil bullying incidents by approximately 39% and per-pupil fighting incidents by approximately 31%, but have no detectable effect on other incident types, ACT scores, or attendance.

Nunès, É. (2023, janvier 31). **Études supérieures : la pénurie de diplômés en pharmacie inquiète la profession.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/01/31/pharmacie-la-penurie-de-diplomes-fait-craindre-la-catastrophe_6159908_4401467.html

En concurrence avec médecine ou odontologie, la pharmacie est négligée par les étudiants en première année d'études de santé. La filière souffre d'un déficit d'image et les professionnels appréhendent la raréfaction de pharmaciens diplômés.

OECD. (2023). **Equity and Inclusion in Education: Finding Strength through Diversity.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3752> [Report]. Consulté à l'adresse <https://www.oecd.org/publications/equity-and-inclusion-in-education-e9072e21-en.htm>

Governments and education policy makers are increasingly concerned with equity and inclusion in education due to several major global trends such as demographic shifts, migration and refugee crises, rising inequalities, and climate change. These developments have contributed to increasing diversity within national populations and flagged some concerns around the ability of education systems to be equitable and inclusive of all students. This report by the Strength through Diversity project examines how education systems can respond to increasing diversity and foster greater equity and inclusion in education. Based on a holistic framework for studying diversity, equity and

inclusion in education, the report examines five key policy areas (i.e., governance; resourcing; capacity building; school-level interventions, and monitoring and evaluation), provides examples of policies and practices, and offers policy advice on promoting more equitable and inclusive education systems.

Oppermann, E., Lehl, S., & Burghardt, L. (2023). **Associations between preschool quality and children's social-emotional development until 2nd grade of elementary school.** *Early Childhood Research Quarterly*, 63, 133-144. <https://doi.org/10.1016/j.ecresq.2022.12.002>

The study investigates the longitudinal associations between preschool quality and children's social-emotional development from preschool until second grade of elementary school. Data stems from 554 German children (48% female, 85% German ethnic background). Children's social-emotional skills (emotional self-regulation, aggressiveness, and prosocial behavior) were assessed at age 3.7 years and again at the age of 8.3 years. Results revealed that associations between preschool quality and children's social-emotional development depended on children's gender: Higher quality was associated with better social-emotional development for boys but not for girls. Boys attending higher quality preschools caught up with girls in their social-emotional skills by 2nd grade, whereas boys attending low(er) quality preschools did not. This gendered pattern of results was robust across the two observational measures of preschool quality and across three social-emotional outcomes. Results underline the importance of considering individual child characteristics in preschool quality research.

Pelletier, L. (2022). **Processus de collaboration et rôle des objets frontières en classe passerelle.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 73-89. <https://doi.org/10.3917/nresi.095.0073>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Poullaouec, T. (2022). **Les ratés de l'enseignement supérieur.** *Sociétés contemporaines*, 127(3), 177-184. <https://doi.org/10.3917/soco.127.0177>

ouverte à l'issue de la double protestation à l'adoption de la loi pluriannuelle sur la recherche et à la tentative de réforme des régimes de retraite, la rubrique En Lutte ouvre ce numéro à un entretien mené par Fanny Gallot, membre du comité de rédaction, avec Cédric Hugrée et Tristan Poullaouec autour de leurs travaux et de ceux de leurs collègues sur les transformations organisationnelles de l'enseignement supérieur et les effets désormais massifs de ces transformations sur la sélection sociale.

Quintero-Fragozo, C., Cortés, Y., & Sarrias, M. (2023). **Effects of spatial competition on public educational efficiency: an analysis for the Chilean Metropolitan Region.** *Journal of Education Policy*, 38(1), 115-140. <https://doi.org/10.1080/02680939.2021.1966102>

This study analyzes the effect of spatial competition on public schools' efficiency in Chile, an extreme case of market-oriented reforms in the educational sector. To address this issue, we use a measure of competition that captures three major characteristics of

market competition in a spatial context: the number of competitors, based on distance buffers; the size of competitors, measured by the enrollment of voucher schools; and the geographical distance among public schools and their competitors. To control for the potential endogeneity of our measure of spatial competition on public schools' efficiency, we use an instrumental variable based on the discontinuities generated by admissions municipality boundaries. We do not find evidence that public schools' efficiency increases or decreases as the result of the increment of voucher schools located near to public schools, an increase in the enrollment of existing voucher schools, or both factors simultaneously. This result is robust to: (1) the limit of education market or other measures of spatial competition; (2) the methodology used to compute the efficiency measures; and (3) whether we explain efficiency or educational performance.

Ra, E., Kim, J., Hong, J., & DesJardins, S. L. (2023). **Functioning or Dysfunction? The Effects of Performance-Based Funding**. *Educational Evaluation and Policy Analysis*, 45(1), 79-107. <https://doi.org/10.3102/01623737221094563>

We examined how performance-based funding (PBF) for higher education institutions in Tennessee, Ohio, and Indiana affects bachelor's degree completion, admission practices, and the enrollment of underserved students. Utilizing data from the Integrated Postsecondary Education Data System, we employed an event study analysis, in addition to a canonical difference-in-differences and coarsened exact matching strategy. The event study results revealed no effect in Tennessee, whereas bachelor's degree completion may have a delayed positive effect in Ohio and Indiana. Interestingly, Indiana institutions funded based on performance increased their institutional selectivity immediately after the funding was enacted, whereas underrepresented students' enrollment results differed among subgroups across states. We conclude by offering a critical review of the policy regimes and recommending fruitful areas for future research.

Rafie Nader, S. (2022). **Collaboration et travail d'équipe : concepts et réalités des pratiques dans les écoles inclusives libanaises**. *La nouvelle revue - Éducation et société inclusives*, 95(3), 143-158. <https://doi.org/10.3917/nresi.095.0143>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Rahm, L. (2023). **Educational imaginaries: governance at the intersection of technology and education**. *Journal of Education Policy*, 38(1), 46-68. <https://doi.org/10.1080/02680939.2021.1970233>

This article argues that sociotechnical imaginaries, defined as collectively held, institutionally stabilized, and publicly performed visions of desirable sociotechnical futures, are significantly connected to visions, policies, and projects of educating citizens. These visions, policies, and projects – or educational imaginaries – constitute ways to problematize, negotiate and ultimately govern citizens and citizenship at the intersection between technology and education. This article presents a model which conceptualizes and analyzes educational imaginaries, and specifically introduces the notion (and

method) of 'problematizations' into these imaginaries. The model, consisting of four key components – technology, problematizations, collective actors, and target populations – is exemplified through a genealogy of the education of the 'digitalized citizen'.

Reis, H., Borghesan, E., & Todd, P. E. (2022). **Learning Through Repetition? A Dynamic Evaluation of Grade Retention in Portugal** [Working Paper]. Consulté à l'adresse Banco de Portugal, Economics and Research Department website: <https://econpapers.repec.org/paper/ptuwpaper/w202220.htm>

High grade retention rates are a matter of much worldwide debate. Although some students learn more with extended school time, others get discouraged and drop out. This paper develops and implements a dynamic modeling approach for estimating retention effects in Portuguese high schools where over 40% of students were retained. The estimated model is used to simulate academic achievement under existing and alternative retention policies. Results show that the current policy's average impact on 12th grade math and Portuguese test scores is positive (0.2-0.5 s.d.), but it substantially increases dropout. We solve for the optimal policy to maximize lifetime earnings.

Richards, B., Rao, N., & Chan, S. W. Y. (2023). **Measuring indicators of Sustainable Development Goal Target 4.2.1: factor structure of a direct assessment tool in four Asian countries.** *Oxford Review of Education*, 49(1), 69-92. <https://doi.org/10.1080/03054985.2022.2093844>

Sustainable Development Goal Target 4.2.1 is monitored by determining the proportion of children aged 24 to 59 months who are developmentally on track in the domains of health, learning, and psychosocial well-being. UNICEF has developed a caregiver report measure, the Early Childhood Development Index 2030 (ECDI2030), to measure progress towards this target. This paper examines whether a newly developed tool, the Early Childhood Development Assessment Scale-Direct Assessment (ECDAS-DA) can add value to the measurement of Target Indicator 4.2.1 by complementing UNICEF's ECDI2030, and explores the psychometric properties of the ECDAS-DA. A total of 956 children (476 girls) aged 3 to 5 years from Bangladesh, China, India and Myanmar were administered the ECDAS-DA in individual sessions. Caregivers provided responses to a survey based on UNICEF's ECDI2030. Confirmatory Factor Analyses indicated that learning, health, and psychosocial well-being domains of the ECDAS-DA were three component parts of one underlying construct of early child development. Significant correlations between the ECDAS-DA and the caregiver-reported ECDI2030 survey were found in the learning and health domains but findings were mixed for the psychosocial well-being domain. Multiple measures of early development could be important in measuring SDG Target 4.2.1 and the ECDAS-DA has the potential to complement UNICEF's ECDI2030.

Rioux, I., & Bélisle, R. (2022). **Intégration des écrits de métier en formation professionnelle du secondaire supérieur.** *International Review of Education*, 68(6), 865-883. <https://doi.org/10.1007/s11159-022-09977-3>

Integration of trade-related writing in upper secondary vocational training – This article presents a critical review of academic literature on the integration of writing into technical and vocational education and training (TVET) programmes that may be attended by adults who do not have a diploma or who have difficulties with reading or writing. It is guided by two fundamental points: on the one hand, the authors take into account the literacy issues specific to the sub-groups of people attending TVET; on the

other hand, they consider the integrated literacy continuum which makes it possible to situate literacy practices in relation to linguistic or pragmatic characteristics. One finding of this critical review is the virtual absence of a problematisation of the realities of certain TVET sub-groups, including non-qualified adults and others who may make little use of the written word. Paying more attention to their characteristics and attitudes towards the written word seems important for a better understanding of TVET interactions. Another finding is that the practices and strategies for teaching and learning writing can be situated within an integrated literacy approach. The range of such practices and strategies is diverse and may promote a use of writing that is quite different from the kind applied in the workplace. The article opens with a proposal to conduct more work on vocational writing that includes modes of use in work situations and takes into account the pragmatic dispositions of students.

Rowe, E. E. (2023). **Venture philanthropy in public schools in Australia: tracing policy mobility and policy networks.** *Journal of Education Policy*, 38(1), 1-22.
<https://doi.org/10.1080/02680939.2021.1973569>

The paper studies the emergence of venture philanthropy in public schools in Australia, focusing on policy networks and policy mobility. It seeks to analyse how policy is mobilised and leveraged via networks, focusing on the initiative of a national education charity with deductible gift recipient status, and a national research education institute. By drawing on network ethnography, and following people, things, and money, the paper studies the restructuring of traditional government and its relationship to, and with, policy networks. Policy networks, as shown in this paper, are highly diverse in shape and form, consisting of powerful human actors, but also influential non-human actors that take on lateral scope including government reports, policy documents, and parliamentary legislation. The restructuring of the state apparatus is not a hollowing out of the state, but rather the state performs a central node within a policy network, challenging the notion that non-state actors supersede the role of the state. Policy networks represent highly valuable commodities and tend to be characterised by their reproductive values. These networks are tangibly reshaping the way money and commodities are circulated, offering a transactional currency and commodity within a marketplace, and reaching into public schools.

Santelmann, P. (2022). **Politiques d'insertion et formations qualifiantes: quelle cohérence ?** *Éducation Permanente*, 233(4), 134-146.
<https://doi.org/10.3917/edpe.233.0134>

Shen, Z., Curran, F. C., You, Y., Splett, J. W., & Zhang, H. (2023). **Intraclass Correlations for Evaluating the Effects of Teacher Empowerment Programs on Student Educational Outcomes.** *Educational Evaluation and Policy Analysis*, 45(1), 134-156.
<https://doi.org/10.3102/01623737221111400>

Programs that improve teaching effectiveness represent a core strategy to improve student educational outcomes and close student achievement gaps. This article compiles empirical values of intraclass correlations for designing effective and efficient experimental studies evaluating the effects of these programs. The Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K) data are used to estimate empirical design parameter values in the setting of students nested within teachers nested within schools. The results show that intraclass correlations at the school level are relatively stable, and those at the teacher level increase along with grade level. We

illustrate the utility of the results by demonstrating how to leverage this information to design more efficient and effective experimental studies.

Shieh, E. (2023). **How teachers see policy: school context, teacher inquiry, and policy visibility.** *Journal of Education Policy*, 38(1), 166-188. <https://doi.org/10.1080/02680939.2021.1959650>

This paper examines how teachers see policy and how the visibility of various aspects of policymaking are mediated by our school contexts. As a perspective from a K-12 classroom teacher conducting policy research with other classroom teachers, this paper also explores how teachers, in turn, might make our policy work visible to ourselves and the implications for teacher agency. Teachers in the study took part in a two-year participatory action research endeavour, joining school-based policy inquiry groups where we identified policies, mapped policymaking processes, and discussed the implications of our contexts. On one hand, these engagements highlight the central role a school's institutional narratives and professional culture play in constructing the ways we see policy. At the same time, they point to how our seeing exceeds and moves with and through such constraints. With reference to postcolonial interpretations of agency, I describe how as part of inquiry teachers constructed spaces for ambiguity and alternative accounts, and in doing so movement and difference, in policymaking.

Sieber, J. (2022). **Les acteurs et les réformes : processus de changement pédagogique dans l'école francophone bernoise.** *Revue pluridisciplinaire d'Éducation par et pour les Doctorant-e-s*, 1(1), 11-25. <https://doi.org/10.57154/journals/red.2022.e987>

The schools in the French-speaking part of the canton of Bern have been going through reforms since the beginning of the 2000s. These reforms are established by politicians and public education departments; they pertain to school laws, institutional operations, but also teaching practices. What is the situation in the field? How do teachers understand and implement these reforms? Do the reforms bring about pedagogical changes? This article attempts to give answers with the example of the reform of the Plan d'Études Romand (PER) in the canton of Bern: we conducted 13 case studies based on comprehensive interviews with teachers in order to understand the effects of this reform on teaching practices. The results show that although the reform seems to be well in place and is supported by teachers, it has little impact on their practices or on students at the institutional level. However, in some specific situations, it seems to have led to pedagogical changes. These results moderate the concept of reform as a factor of change, proposing a comprehensive and contextualized approach.

Slicker, G., Whitaker, A. A., & Tang, J. (2023). **Center-based early care and education programs and quality indicators: A latent class analysis.** *Early Childhood Research Quarterly*, 63, 59-72. <https://doi.org/10.1016/j.ecresq.2022.11.006>

High quality early educational experiences are essential for young children's academic and social-emotional development. Although there is no one set of quality indicators that exists at a national level to assess center-based early care and education (ECE) program quality, researchers at the National Institute of Early Education Research (NIEER) have developed a set of quality benchmarks for state pre-kindergarten programs. However, patterns in the types of quality indicators ECE programs meet and how program, community, and policy features might be related to which indicators are met is not well understood. In the present study, we conducted a latent class analysis using nationally representative data from the 2012 National Survey of Early Care and Education (NSECE;

n = 5,076 ECE centers) to identify subgroups of centers on the basis of the combinations of quality indicators met, which are similar to those developed by NIEER. Descriptive results show the mean number of NIEER benchmarks met was 5.74 out of 9 possible in the NSECE data. Our latent class analysis results reveal five distinct classes: (1) most quality indicators met; (2) smaller classroom ratios, but fewer teacher education and workforce support indicators met; (3) less screening support, but more teacher education and workforce support indicators met; (4) fewest indicators met; and (5) larger classroom ratios. Predictors of class membership were also examined. Findings of this exploratory study reveal heterogeneity in the specific combinations of quality indicators ECE programs meet.

Smith, E. (2023). **Apprenticeships: The problem of attractiveness and the hindrance of heterogeneity**. *International Journal of Training and Development*, 27(1), 18-38. <https://doi.org/10.1111/ijtd.12281>

This paper examines a question posed in 2019 in the *International Journal on Training and Development*: 'How do we solve a problem like apprenticeship?' Data sources covering a substantial number of countries are used to present findings on, and analyse, initiatives that have been implemented or that have been considered, and then to develop some analytical constructs to help address the question. Fundamental issues such as the status of vocational education and training and the status of apprenticed occupations are important, but the nature of the apprenticeship arrangements, within countries and within industries are also major factors affecting perceived attractiveness. The paper therefore argues that the heterogeneity of apprenticeship systems and arrangements is a major barrier to solving the attractiveness problem. Moreover, the heterogeneity of potential apprenticeship applicants means that marketing campaigns or other efforts to attract more, and higher quality, apprentices need to be cognisant of individuals' backgrounds, characteristics, and aspirations. Some tentative ways of addressing these matters are presented, but the conclusion is that the topic needs large-scale research.

Spica. (2023). **Inclusive Access: A Multi-institutional Study of Academic Outcomes from A Statewide Community College Automatic Billing eTextbook Pilot**. *Community College Journal of Research and Practice*, 47(3), 197-216. <https://doi.org/10.1080/10668926.2021.1990161>

In response to the high cost of textbooks and other course materials, Inclusive Access automatic billing programs allow the cost of a discounted eTextbook and/or courseware to be automatically added to a student's tuition bill at the time of course registration. Touted for their ability to lower costs and provide students with access to materials on or before the first day of class, these automatic billing programs have become increasingly prolific across the higher education landscape. At the same time, research into many aspects of the program's impact and efficacy remains lacking. This study examined academic outcomes from an Inclusive Access pilot launched fall 2019 by Tennessee's largest system of public higher education. Results from across 13 community colleges and 141 courses spanning 41 course areas indicated no significant differences in either overall or population-specific academic outcomes between the Inclusive Access pilot semester and the two prior falls in which the courses were taught. The findings demonstrate that benefits accrued from relative cost-savings and/or Day One Access were insufficient to produce significant improvements in academic outcomes, with no significant differences in outcomes evidenced for nonwhite, federal Pell grant award recipients, and/or non-traditional students over the age of 25. These results suggest that measures beyond cost-

savings and Day One access, such as hidden costs, the need for perpetual access, and the repercussions to student debt from deferring college expenses, should also be considered when evaluating ways to provide students with affordable course materials that enable high-quality, equitable learning experiences.

Tchiboza, G. (2022). **La politique européenne de la formation professionnelle**. In <https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1711>. Consulté à l'adresse <https://www.decitre.fr/livres/la-politique-europeenne-de-la-formation-professionnelle-9789523901667.html>

Soixante ans de politique de formation professionnelle dans l'Union européenne : l'ouvrage en présente les principales évolutions, orientations, et réalisations, et en explique les rouages et logiques de fonctionnement. L'ouvrage montre comment la Commission européenne, les États membres, les partenaires sociaux, et les sociétés civiles, interagissent suivant à la fois la méthode communautaire et la méthode ouverte de coordination dans le cadre du Processus de Copenhague, et façonnent les contenus de l'enseignement professionnel, les conditions pour y accéder, et les modalités d'acquisition, de validation, de certification, et de reconnaissance internationale des compétences et qualifications.

Temoso, O., & Myeki, L. W. (2023). **Estimating South African Higher Education Productivity and Its Determinants Using Färe-Primont Index: Are Historically Disadvantaged Universities Catching Up?** *Research in Higher Education*, 64(2), 206-227. <https://doi.org/10.1007/s11162-022-09699-3>

Recent high dropout and low graduation rates in the South African higher education institutions as well as government funding cuts and the economic uncertainty due to COVID-19 pandemic have heightened the urgency for the higher education sector to improve its productivity. However, empirical evidence on the productivity growth of the sector remains unexplored. To address this gap, we applied a Färe-Primont index approach to a panel data of 22 public universities over an 8-year period to measure total factor productivity (TFP) and its components—technological change, technical, scale and mix efficiency changes. We also used a feasible generalised least squares model to assess the determinants of productivity and efficiency growth. The results show that the average TFP of the sector for the study period was 0.631, led by historically advantaged universities (0.894), whilst historically disadvantaged universities had lower average TFP (0.823). During the period, TFP increased by 3.43%, largely driven by scale and mix efficiency changes (5.32%) and technical efficiency change (0.83%), whilst technical change declined by 1.80%. In terms of university types, the comprehensive universities achieved the largest TFP growth (6.13%) followed by traditional universities (4.85%), and technology universities by 1.41%. TFP growth was positively influenced by student graduation rates, quality of academics and academic-student ratios. Therefore, policy considerations to improve the sector's productivity and efficiency should consider investment on research and development, adoption of teaching and research innovations, re-skilling through training and education and aligning admission policies with staffing.

Tévérini, R., Buznic-Bourgeacq, P., & Carnus, M.-F. (2022). **Faire ensemble : une étude de cas autour de la relation enseignant/AESH/élève accompagné en didactique clinique**.

La nouvelle revue - Éducation et société inclusives, 95(3), 159-173.
<https://doi.org/10.3917/nresi.095.0159>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Thibodeau, S., & Gélinas-Proulx, A. (2022). **Manifestations du sentiment d'autoefficacité des directions d'établissement d'enseignement vis-à-vis de la collaboration interprofessionnelle dans une visée inclusive.** *La nouvelle revue - Éducation et société inclusives*, 95(3), 11-24. <https://doi.org/10.3917/nresi.095.0011>

Pour relever les défis de l'école inclusive, continuité et cohérence sont nécessaires entre les actions des personnels dans des espaces intermétiers, où entrent en collaboration les mondes du soin, du travail social, de l'éducation, de la gestion des établissements. Comment peuvent s'organiser des projets au service des parcours des élèves, mais aussi en soutien aux personnels ? Comment les tensions interprofessionnelles peuvent-elles devenir des ressources et à quelles conditions l'organisation des services peut-elle contribuer au développement de cette communauté inclusive ? Enfin, quelles formes de leadership peuvent en soutenir le développement ?

Thompson, P. N., Tomayko, E. J., Gunter, K. B., Schuna, J., & McClelland, M. (2023). **Impacts of the four-day school week on early elementary achievement.** *Early Childhood Research Quarterly*, 63, 264-277. <https://doi.org/10.1016/j.ecresq.2022.12.009>

This study explores the impact of four-day school weeks on early elementary achievement. Using covariate adjusted regression analyses and data on all students who entered kindergarten in Oregon, USA between 2014 and 2016, we examine differences in 3rd grade math and English Language Arts test scores (i.e., achievement) for students enrolled in a four-day school week versus a five-day school week at kindergarten entry. On average, we find minimal differences between 3rd grade test scores of four-day and five-day students, but there are notable differential effects across the spectrum of these students' kindergarten readiness scores and educational program participation. We find that above median performers on kindergarten assessments, White students, general education students, and gifted students – student groups that make up more than half our sample – are the most negatively impacted by the four-day school week during the early elementary period. We generally find no statistically significant evidence of detrimental four-day school week achievement impacts for students who were below median performers on kindergarten assessments, minority students, economically disadvantaged students, special education participants, and English as a second language students.

Trogden, B. G., Kennedy, C., & Biyani, N. K. (2023). **Mapping and Making Meaning from Undergraduate Student Engagement in High-Impact Educational Practices.** *Innovative Higher Education*, 48(1), 145-168. <https://doi.org/10.1007/s10755-022-09608-7>

Institutions of higher education often have multiple entry points for first-time and transfer college students to engage in high-impact educational practices (HIPs), well

documented to advance student learning outcomes. Some students may seek out repeated opportunities while others engage very little or not at all in activities such as student-faculty research, study abroad, internships, first-year cohort programs, service-learning, and the like. When institutions maintain decentralized data and records on students' participation, obtaining a true understanding of the « who, what, when, and where » of HIPs can be difficult. In this paper, we present an institutional strategy for longitudinal collection of data for nearly 5,000 entering students across six years and nine different categories of HIPs, and we discuss the opportunities and implications of performing such a study. Additionally, we provide examples of how disaggregation of student data is crucial for using the results to improve curriculum and resource alignment for institutional research and institutional change purposes, supporting the goal of inclusive and equitable college engagement portfolios for all students.

van de Kuilen, L., Leseman, P. P. M., & de Wolf, I. M. (2023). **Influence of local ECEC policy on the quality of ECEC centers in the Netherlands.** *Early Childhood Research Quarterly*, 63, 240-248. <https://doi.org/10.1016/j.ecresq.2022.12.011>

This study investigated the influence of local governance at the level of municipalities on the process quality of ECEC centers for 2- to 4-year-olds in the context of a privatized, marketized and decentralized ECEC system with both for-profit and not-for-profit providers. We studied the relation between local policy and ECEC-quality in a sample of 157 ECEC centers nested in 36 municipalities, with a total of 299 observations of process quality at two measurement waves. The results showed significant differences between municipalities in the observed emotional and behavioral support and engaged support for learning of the ECEC centers: 23% of the variance in emotional and behavioral support and 14% of the variance in engaged support for learning could be attributed to the municipal level. Contrary to our expectations, differences between municipalities in ECEC quality were not related to formal indicators of compliance with national legal requirements nor with formal indicators of coordination and quality assurance. However, exploratory analyses revealed that 'soft' horizontal governance of local networks of collaborating services was significantly associated with the engaged support for learning provided at ECEC centers. The local network governance measure included indicators of a mission-driven focus on reaching out to children and families with less financial resources, low educated parents or a migration background, collaboration of ECEC with other local social services to provide support for children and families with additional needs, and coordination of professional development and quality monitoring. Therefore, a more pronounced focus in ECEC policy on encouraging and monitoring local network governance is recommendable in hybrid, decentralized systems.

Voirol-Rubido, I. (2022). **Réformes empêchées: le poids des coûts, l'absence de bénéfices.** *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, 1(1), 66-69. <https://doi.org/10.57154/journals/red.2022.e994>

Yamoah, O., Balsler, S., Ogland-Hand, C., Doernberg, E., Lewis-Miller, C., & Freedman, D. A. (2023). **"A win-win for all of us": COVID-19 sheds light on the essentialness of child care as key infrastructure.** *Early Childhood Research Quarterly*, 63, 113-120. <https://doi.org/10.1016/j.ecresq.2022.12.001>

Child care centers in the United States allow many parents and caregivers to work in and outside of the home and support the growth and development of children. Child care closures and COVID-19 mitigation measures at the onset of the pandemic heightened

the need for and awareness of the role of child care as core infrastructure. The purpose of our study was to examine the perceived role and benefits of child care based on the lived experiences of parents/caregivers and staff navigating child care during the pandemic. We conducted in-depth qualitative interviews with parents/caregivers (n = 20) of children who attended child care and staff (n = 12) who were working at child care programs in Ohio from September to November 2020. Qualitative data were coded and analyzed through the lens of four frameworks (i.e., capabilities, developmental, economics, and mutualism) related to child well-being. Our results highlight the perceived value of child care (a) for fostering capabilities and developmental growth in children; (b) for providing economic benefits for children, parents, and staff of child care programs; and (c) as an essential infrastructure that mutually benefits children, parents, families, staff, and the community. Findings support existing evidence regarding the broader impacts of child care and further investigation into the role of child care. We highlight the potential need for further investments in policies, resources, and supports for child care that reflects its essentialness and generative role.

Yang, R. (2023). **The Chinese Idea of a University: Phoenix Reborn**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/C/bo196817570.html>

A breakthrough analysis of the structure and role of Chinese universities that bridges the divisions between Sino and Western systems. While many analyses of Chinese university systems focus on the difference between Sino and Western educational structures, *The Chinese Idea of a University* takes a new path by putting these two constructions of higher education in conversation. Citing the practices of four differing Chinese regions, professor and administrator Rui Yang opposes the existence of an impassable chasm between Chinese and Western ideas of a university and argues that it is possible to combine Chinese and Western ideas of higher education. This is the first book in English to systematically introduce, explain and theorize the Chinese tradition of higher education while drawing on empirical evidence of contemporary university development collected from Mainland China, Hong Kong, Taiwan, and Singapore. Yang acutely recalls historic events that have shaped Chinese university structures, and he contextualizes the enormous impact Western academic models and institutions have had from the development of modern Chinese universities up to today.

Yoshizawa, L. (2023). **Fidelity, Rigor, and Relevance: How SEAs are Approaching the ESSA Evidence Requirements**. *Educational Policy*, 37(2), 463-489. <https://doi.org/10.1177/08959048211029025>

The Every Student Succeeds Act's evidence requirements mandate the use of research in the selection of school improvement interventions, with the aim of ensuring that schools and districts invest their efforts and funding more wisely. This study of eight states presents three different approaches to the evidence requirements: using lists of pre-sanctioned evidence-based interventions, training schools and districts to evaluate the research supporting potential interventions, and building local evidence of effectiveness. Through interviews with state administrators, I show how each approach relied on different understandings and prioritizations of research rigor and local relevance.

Zhuang, T., & Zhou, H. (2023). **Developing a synergistic approach to engineering education: China's national policies on university-industry educational collaboration**. *Asia Pacific Education Review*, 24(1), 145-165. <https://doi.org/10.1007/s12564-022-09743-y>

This article examines the intents and effects of China's national policies to promote a synergistic approach to university–industry collaborative education. These policies set out to reduce the academia–industry disconnection for engineering education. Based on document analysis and interviews with various types of stakeholders, the study reveals that China has strived for a synergistic approach to education by strengthening the main-actor role of enterprises, framing a policy support system, incorporating external stakeholders in universities' governance structures, and building a coordinated framework for a synergistic approach to education. These policies have enhanced enterprises' motivation to participate in university education, deepened enterprises' engagement with engineering education at course level, and created an educational innovation ecosystem. Some challenges remain such as the mismatch between course update and technological development, the mismatch between costs and return for faculty members, and difficulty in assessment of outcomes. Overwhelmingly, China has tried exploring a model conducive to the improvement of higher education quality, and the overlapping triple helix model, compared with the statist or laissez-faire patterns, has a more robust effect in galvanizing stakeholders towards their collective goal in the Chinese context.

Zulfa, Y. L., Akmalia, F., & Sauri, S. (2023). **Teaching Arabic as a Foreign language: origins, developments and current directions**. *Journal of Education Policy*, 38(1), 190-192. <https://doi.org/10.1080/02680939.2021.2002619>

Pratiques enseignantes

Abbiati, G., Azzolini, D., Balanskat, A., Engelhart, K., Piazzalunga, D., Rettore, E., & Wastiau, P. (2023). **Effects of an Online Self-Assessment Tool on Teachers' Digital Competencies** (IZA Discussion Paper N° 15863). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15863.htm>

We evaluate the effects of an online self-assessment tool on teachers' competencies and beliefs about ICT in education. The causal impact of the tool is evaluated through a randomized encouragement design, involving 7,391 lower secondary teachers across 11 European countries. Short-run impact estimates show that the use of the tool led teachers to critically revise their technology-enhanced teaching competencies (-0.14 standard deviations) and their beliefs about ICT in education (-0.35 s.d.), while there is no impact on their probability of taking specific training. The effects are concentrated among teachers in the top-end tail of the distribution of pre-treatment outcomes. We provide suggestive evidence that the feedback score provided by the tool triggered such results by providing a negative information shock.

Baljon, A. R. C., Alter, J. W., & Bresciani Ludvik, M. J. (2023). **Embodied Engagement with Scientific Concepts: An Exploration into Emergent Learning**. *College Teaching*, 71(1), 1-8. <https://doi.org/10.1080/87567555.2022.2038065>

In response to an invitation to integrate science and art pedagogy, science and dance students enrolled in specific disciplinary courses, collaboratively produced choreography based on scientific principles. This paper reports students' experience of this process. Science students reported an increased understanding of concepts, while dance students found inspiration for choreography within scientific concepts. Tensions and misconceptions were evident in the process with respect to disciplinary language, the notion of scientific thought, and the level of physical awareness. The relationship

between movement and forms of knowledge production in science was investigated as well. The paper ends with recommendations for future classes.

Bampi, L. S. (2022). ***L'artefact contenant et le projet pédagogique de l'enseignant: pour une démarche instrumentale attentive de la salle de classe*** (Phdthesis, Aix Marseille Université). Consulté à l'adresse <https://theses.hal.science/tel-03765485>

La salle de classe est une composante artefactuelle (Rabardel, 1995) de l'architecture scolaire (Baudin, 1907 ; Kaestle, 1973 ; Chatelet, 2004), instrument pivot (Bourmaud, 2006) organisationnel du système d'instruments (Munoz, Bourmaud, 2012) de l'enseignant. Lieu d'enseignement destiné à l'usage de l'enseignant, elle est systématisée à partir du 19ème siècle pour permettre la généralisation de l'instruction publique (Loi Guizot, 1830, Loi Ferry, 1881) sur l'ensemble du territoire français. Sa forme, ses dimensions et ses qualités spatiales ont été verrouillées sur les principes retenus par les premières théories de l'institution éducative (Betancourt, 1654 ; Demia, 1668 ; La Salle, 1702 ; Lauraire, 2006 ; Faillet, 2017). Ainsi, le lieu d'enseignement, déterminé et édifié selon un projet politique (Jahan, Leclair, 2010), serait reproductible et transposable sur les bases d'une théorie éducative séculaire. Pourtant, la prise en compte des conditions de l'enfant (Loi Dupin, 1840 ; Loi Falloux, 1850 ; Lemercier, 2006 ; Becquemin, Chauviere, 2013), l'évolution des conditions d'apprentissage (Montessori, 1910 ; Freinet, 1946), l'émergence des pédagogies dites innovantes (Mialaret, 1991 ; Meirieu, 1993 ; Durand, 1996 ; Connac, 2017 ; Tricot, 2017), la numérisation des outils pédagogiques (Endrizzi, 2012), pourraient être autant de facteurs de modification de la forme architecturale scolaire contemporaine. Nous considérons dans cette étude la salle de classe comme un artefact (Vygotsky, 1985 ; Rabardel, 1995 ; Schmidt, Wagner, 2003 ; Guéry, 2003 ; Guilheux, 2007 ; Brandt-Pomares, 2013) contenant (Durand, 2008) dont les propriétés architecturales servent la mise en œuvre du projet pédagogique de l'enseignant. Si nous considérons que l'instrumentalisation (Vygotsky, 1930/1995 ; Voss, Prieto 1976 ; Astolfi, 1993 ; Goigoux, 2007) attentive (Gibson, 1979/1986 ; Ingold, 2018) de l'artefact, est un facteur de la diversification pédagogique de l'enseignant, pourquoi observe-t-on une permanence des formes de l'artefact professionnel ? Puisque l'artefact contenant est systématisé depuis le 19ème siècle, nous supposons que l'enseignant utilise déjà, dans sa pratique, la projection de l'aménagement de l'artefact contenant pour la mise en œuvre d'un projet pédagogique. Ainsi, en maîtrisant la démarche instrumentale de l'artefact contenant, l'enseignant se l'approprierait rapidement, lorsque ce dernier serait adapté au projet pédagogique. Nous pourrions envisager que l'enseignant saurait conceptualiser le projet d'aménagement de la salle de classe afin de servir la diversification de sa pratique professionnelle. Nous avons, dans le cadre d'un établissement scolaire, fabriqué un artefact contenant (Reed, 1993 ; Reed, Bril, 1996 ; Recopé, 2001 ; Durand, 2008) afin d'y proposer des mises en situations observables, de l'agir enseignant lors de leur démarche instrumentale. Nous regardons ici, sous le triple regard de l'architecture, des sciences de l'éducation et de l'anthropologie, les corps (Zumthor, 2008 ; Barthe, Deloizy, 2011 ; Chramette, 2013 ; Eres, 2015) et les postures (Bucheton, Soulé, 2009) des enseignants dans leur lieu d'enseignement. Nous avons identifié, grâce à la conception d'une méthode de recherche participative, cadrée par les caractéristiques établies en design based research (Baumgartner, et al., 2003) in a short-term project (Pool, Laubscher, 2016), les variables à considérer pour la mise en œuvre d'une démarche instrumentale attentive de l'artefact contenant.

Ben Hamouda, L. (2023a, février 2). **Quand l'évaluation devient une mesure des progrès : les ceintures de compétences.** Consulté 2 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/02/quand-levaluation-devient-une-mesure-des-progres-les-ceintures-de-competences/>

Les ceintures de compétences, ou ceintures de couleurs de Fernand Oury, beaucoup de professeurs des écoles connaissent et pratiquent depuis longtemps. Dans le second degré, c'est beaucoup plus rare. Julie Plouvier, professeure d'anglais en est adepte. Elle explique ce qui l'y a amenée, comment elle les met en place et pour quels bénéfices. L'école...

Ben Hamouda, L. (2023b, février 3). **L'oral au centre des apprentissages.** Consulté 3 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/03/loral-au-centre-des-apprentissages/>

Comment aborder l'oral avec les élèves ? Sous quelles formes et pour quels objectifs pédagogiques ? Pascal Dupont, Professeur des Universités en Sciences de l'Éducation et de la Formation et Dorothee Sales-Hitier – Docteure en Sciences de l'Éducation et de la Formation ont travaillé la question dans le cadre d'un LéA (Lieu d'Éducation Associé) avec pour objectif l'élaboration...

Ben Hamouda, L. (2023c, février 6). **Comment enseigner la gestion de la classe ?** Consulté 6 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/06/comment-enseigner-la-gestion-de-la-classe/>

Comment la gestion de classe par les enseignants influence-t-elle les apprentissages ? Comment transmettre aux nouveaux enseignants rites et rituels ayant fait leurs preuves ? Marc Pidoux, Laurence Court, Elodie Brülhart et Boris Martin, enseignants en HEP (hautes écoles pédagogiques) suisses décryptent les rouages d'une gestion de classe réussie. « Les enseignants qui rencontrent le plus de réussite...

Bernard, F. (2023, février 1). **La pédagogie de la résonance selon Hartmut Rosa : comment l'école connecte les élèves au monde.** Consulté 2 février 2023, à l'adresse The Conversation website: <http://theconversation.com/la-pedagogie-de-la-resonance-selon-hartmut-rosa-comment-lecole-connecte-les-eleves-au-monde-197732>

Alors que l'accélération des modes de vie nous déconnecte de notre environnement immédiat, le philosophe Hartmut Rosa appelle à une pédagogie de la résonance qui transforme la relation au monde.

Besse-Patin, B. (2022). **Les nouvelles formes du travail scolaire.** *Les Cahiers Pédagogiques*. Consulté à l'adresse <https://hal.science/hal-03907582>

En écho aux hommages aux travaux de Guy Avanzini, récemment disparu, on peut inscrire cet ouvrage collectif dans la filiation de « Immobilisme et novation dans l'éducation scolaire » (1975). À plusieurs égards, les contributions réunies viennent alimenter une question presque sempiternelle pour tous les professionnels de l'éducation ou les pédagogues : comment comprendre la « persistance du misonéisme » pour reprendre l'expression de Avanzini ou, autrement dit dans les termes actuels, des « résistances au changement » qu'a pu étudier Vincent Dupriez (voir CRAP) et d'éventuelles modalités pour les dépasser. L'éducation s'avère toujours « prisonnière de la forme scolaire » et ce livre propose une lecture organisationnelle du travail pour observer les évolutions ou la stabilité de l'enseignement et de l'institution scolaire. Dans

cette note, nous revenons sur les principales parties de l'ouvrage et nous en soulignons les intérêts dans le contexte français.

Bleses, D., Willemsen, M. M., Purtell, K. M., Justice, L. M., Slot, P., Dybdal, L., & Højen, A. (2023). **Early childhood educator's implementation readiness and intervention fidelity: Findings from a person-centered study.** *Early Childhood Research Quarterly*, 63, 156-168. <https://doi.org/10.1016/j.ecresq.2022.12.006>

Research has indicated that early educators' intervention fidelity is a significant predictor of children's responsiveness to classroom interventions. To improve understanding of predictors of intervention fidelity in early childhood settings, this study adopted a person-centered approach to identify profiles of "implementation readiness" in 1,192 Danish educators, and to examine relations with implementation fidelity. Multilevel latent profile analyses including setting-level characteristics as well as characteristics particular to the individual educator, showed reliable profiles of general and intervention-specific implementation readiness, which were associated with proportion of fulltime educators, employees with a teaching-related pre-service education, and investment in professional development. Higher and more positive implementation readiness predicted implementation dosage and adherence to early childhood interventions.

Bratsch-Hines, M., Cohen-Vogel, L., Little, M., Lindsay, C. A., & Carr, R. (2023). **Teacher-child racial/ethnic match from prekindergarten through first grade: Understanding early exposure and outcomes.** *Early Childhood Research Quarterly*, 63, 145-155. <https://doi.org/10.1016/j.ecresq.2022.12.004>

The purpose of this study was to explore whether evidence that children have significantly higher achievement and more positive relationships with their teachers when assigned to a teacher of their same race/ethnicity extended to the earliest grades. Using data from a three-year project in North Carolina, we descriptively examined teacher-child racial/ethnic match exposure in prekindergarten (PK), kindergarten (K), and first grade (G1). In exploratory inferential analyses, we further used a two-way fixed-effects (child and time) approach to associate teacher-child racial/ethnic match with academic achievement and teacher-child relationships, moderated by race/ethnicity and grade. Parents/caregivers reported their child's race/ethnicity, and of the sample of children (n = 447), 34% were identified as Black, 42% as Latinx, and 24% non-Latinx White, with 10% of children identified as more than one race/ethnicity. Black children commonly experienced a race match in PK, but this likelihood decreased over time through G1. In contrast, the likelihood that White children experienced a match increased through G1. Latinx children were unlikely to experience a match in any grade. Teacher-child racial/ethnic match was positively associated with children's English language scores, with no suggestion that this effect varied by race or grade. In addition, a positive association between match and reading scores was evident only for Latinx children and only in PK, but not K or G1. Match was not significantly associated with math scores or teacher-reported relationships with children.

Castonguay, R. (2022). **Pratiques d'enseignement des savoirs de prévention en formation professionnelle au secondaire au Québec** (Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/19332>

Au Québec, un nombre important d'incidents et d'accidents pouvant avoir des impacts et des conséquences sur la santé mentale et physique pour les personnes accidentées, leurs familles et leurs entourages sont observés chez les jeunes travailleurs de 24 ans et

moins. Malgré cela, l'enseignement initial des savoirs de prévention à ces jeunes travailleurs attire peu l'attention des chercheurs à en juger par le peu d'écrits concernant ce phénomène. Il nous est donc apparu pertinent de s'intéresser à la formation initiale des jeunes travailleurs en santé et sécurité au Québec à partir d'une question qui cherche à comprendre les pratiques enseignantes pour l'enseignement des savoirs de prévention en formation professionnelle au Québec. Pour y arriver, nous avons retenu deux concepts pour aborder cette question : le concept de pratiques enseignantes et le concept de savoirs de prévention. En ce qui a trait au concept de pratiques enseignantes, nous avons ciblé les pratiques d'enseignement (activités de planification, activités d'enseignement-apprentissage et activités d'évaluation) ainsi que les quatre variables (élève, enseignant, savoir et milieu éducationnel) et les trois processus (relations pédagogiques) associés au triangle pédagogique de Houssaye (1992). Pour ce qui est du concept de savoirs de prévention, nous l'avons envisagé à partir de l'ensemble des savoirs (savoir théorique, du savoir-faire et du savoir-être). Ainsi, il nous a été possible de mettre en lumière la complexité des savoirs mobilisés pour l'enseignement des savoirs de prévention et des divers moyens de prévention pour la préservation de sa propre santé et celle des autres. En somme, dans le cadre de cette recherche, nous nous intéressons aux pratiques d'enseignement des savoirs de prévention des enseignants en formation professionnelle. C'est donc dans une perspective compréhensive de la recherche et selon la méthode de l'étude de cas que huit entrevues individuelles d'enseignants de la formation professionnelle ont été menées dans trois centres de services scolaires différents. Une analyse thématique a été réalisée à partir des verbatim d'entrevues de chaque cas avant de réaliser l'analyse transversale des cas et l'interprétation des résultats. À cet égard, les résultats montrent que les enseignants de la formation professionnelle préparent leurs élèves aux risques du marché du travail, mais qu'ils le font de façon très différente en fonction de leur motivation personnelle et de leur formation. En ce qui a trait aux pratiques de planification, les résultats montrent que la majorité des enseignants planifient l'enseignement du cadre législatif de la santé et de la sécurité du travail et des risques liés au métier, mais planifient peu l'enseignement de méthodes de travail et les stratégies de prévention visant à prévenir les lésions professionnelles. En ce qui concerne les pratiques d'intervention, les résultats mettent de l'avant que les enseignants utilisent une variété très limitée de stratégies d'enseignement pour l'enseignement des savoirs de prévention, que ces stratégies sont peu interactives et demandent peu d'engagement de la part des élèves dans leurs apprentissages. De plus, les résultats de notre recherche ont également permis de mettre à l'avant-scène les différents types de savoirs mobilisés pour l'enseignement des savoirs de prévention par les enseignants, notamment les savoir-faire et les savoirs théoriques. En ce qui a trait aux pratiques d'évaluation, les résultats montrent que plusieurs enseignants évaluent les savoirs de prévention aux fins de la sanction en appliquant une règle de verdict, règle qui est peu explicite et qui ne permet pas d'exercer un jugement éclairé. Enfin, les résultats font également ressortir que les pratiques d'enseignement des savoirs de prévention sont fortement influencées par un nombre considérable de variables en fonction de contextes propres à chaque établissement qui sont sans cesse en mouvement. En somme, les enseignants ont des perceptions différentes des savoirs de prévention à intégrer dans leurs pratiques dû à leurs formations et leurs expériences de travail et qu'ils sont confrontés à plusieurs défis qu'ils contrôlent peu en plus de bénéficier de ressources pédagogiques limitées.

Chesnais, N. (2022). **Pauses actives à l'école primaire : effets sur l'autorégulation des élèves : focus sur les élèves présentant des difficultés comportementales** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-03970286>

Les élèves présentant des difficultés comportementales (DC) manifestent des comportements inappropriés, inadaptés au contexte de l'école qui contraignent leurs apprentissages ainsi que leurs relations sociales et qui placent leurs enseignants dans des situations complexes et stressantes. Ces difficultés comportementales sont associées à de moindres capacités à s'autoréguler, c'est-à-dire à contrôler ses pensées, ses comportements et ses émotions. L'autorégulation peut être améliorée, notamment par le biais de programmes d'intervention mobilisant l'activité physique. Les pauses actives (PA) semblent particulièrement intéressantes au regard de leur faisabilité et de leurs bénéfices comportementaux sur les élèves. L'objectif de ce travail doctoral est de décrire et d'analyser les effets des PA sur l'autorégulation des élèves, en particulier chez les élèves DC. Cette recherche s'ancre dans la théorie socio-cognitive de Bandura (1986) et s'appuie sur le concept multidimensionnel de l'autorégulation (McClelland et al., 2010). Pour répondre à l'objectif, cinq études ont été réalisées selon un devis expérimental mixte simultané combinant des données quantitatives et qualitatives. Ainsi, une triangulation des données a été effectuée autour de données auto-rapportées par les élèves, de relevés d'observation réalisés par les chercheurs et de données rapportées par les enseignants. Les résultats obtenus soulignent l'intérêt des PA pour améliorer l'autorégulation comportementale et émotionnelle des élèves, en particulier chez les élèves DC. Cela ouvre sur des perspectives professionnelles en termes de gestion de classe et d'inclusion scolaire.

Connac, S. (2023). **Enseigner sans exclure: La pédagogie du colibri**. Consulté à l'adresse <https://www.esf-scienceshumaines.fr/education/295-enseigner-sans-exclure.html>

Si chacun convient que l'Ecole ne peut pas résoudre à elle seule tous les problèmes de la société, Sylvain Connac, en chercheur et en pédagogue, montre dans ce livre que l'enseignement peut lutter néanmoins contre toutes les formes d'exclusion qui gangrènent le lien social et compromettent l'avenir de nombreux enfants tout autant que notre avenir collectif. L'auteur tourne résolument le dos aux fausses solutions de la sélection précoce ou de l'externalisation des aides aux élèves. Tout au contraire, il propose de faire de l'hétérogénéité une richesse et d'investir la classe comme lieu possible d'une pédagogie authentiquement démocratique. Pour cela, il expose la « pédagogie du colibri » inspirée d'André de Peretti, dans laquelle chacun « fait sa part » en assumant délibérément une tension fondatrice entre la présence et la distance, l'engagement et la retenue, l'exercice de l'autorité et la promotion de l'autonomie. Dans la « pédagogie du colibri », le maître construit du collectif et encourage le travail personnel, il promeut un fonctionnement coopératif en interaction avec les plans de travail personnel, il programme rigoureusement son enseignement tout en étant attentif aux besoins de chacune et de chacun. Ainsi, la lutte contre l'exclusion ne relève plus de l'incantation : elle est à portée de main de tout enseignant. Remarquablement argumentée, illustrée d'exemples et de propositions concrètes, la deuxième édition actualisée de ce livre, devenu une véritable référence, est, tout à la fois, une leçon d'optimisme éducatif et de créativité pédagogique.

Coulibaly, M. (2021). **Obstacles to teachers' ICT use: Effects of equipment and teacher ICT training**. *Revue des Sciences Sociales-Programme d'Appui Stratégique à la Recherche Scientifique*, 1(30). Consulté à l'adresse <https://hal.science/hal-03871821>

This study, which we conducted in the cities of Abidjan and Grand-Bassam, attempts to identify the main obstacles to the use of ICTE by teachers despite the accompanying measures of the Ivorian government. Based on a quantitative methodology that mobilized 102 teachers in four (4) schools in the cities of Abidjan and Grand-Bassam, our research adopted a hypothetical-deductive approach. Two main hypotheses were put forward, namely: the lack of ICT equipment and the lack of teacher training are obstacles to the use of ICT. The results obtained show that 78.5% of teachers consider the lack of ICT equipment to be a major obstacle to ICTE use. Also, 77.4% of teachers consider that the lack of training in computer science prevents the use of ICT in a pedagogical context. These results do not, however, validate the hypotheses put forward, since the statistical tests carried out using the chi-square test were unable to establish a direct link between the lack of ICT equipment and teachers' non-use. The same result was also found for the lack of training, which did not explain the non-use of teachers either.

Dejaegher, C. (2022). **À la croisée de l'ingénierie didactique et de l'ingénierie de formation : analyse de l'activité d'enseignants belges du cycle 2 (5-8 ans) lors de l'utilisation des outils du programme P.A.R.L.E.R.** (Doctorat en Sciences Psychologiques et de l'Education, Université de Liège). Consulté à l'adresse <https://orbi.uliege.be/handle/2268/297254>

L'apprentissage de la lecture se révèle parfois difficile pour certains élèves, et ce, particulièrement en Fédération Wallonie-Bruxelles où les enquêtes internationales révèlent des résultats en deçà de la moyenne de l'OCDE tant au niveau fondamental (Schillings et al., 2016) qu'au niveau secondaire (Lafontaine et al., 2017). Parallèlement, un nombre considérable de recherches se sont intéressées à la manière d'enseigner le plus efficacement possible la lecture aux élèves ; on retrouve, à des degrés divers, un relatif consensus autour des composantes de son enseignement (avec, entre autres, l'enseignement d'au moins cinq piliers cognitifs), de certains principes fondamentaux ou gestes pédagogiques. De ces différentes recherches sont nés plusieurs programmes d'intervention visant à concrétiser ces « recommandations » de la recherche, dont notamment le programme P.A.R.L.E.R. Basé sur une série de résultats de ces recherches plus ou moins solides et destiné aux enseignants du cycle 2 (5-8 ans), ce programme propose des ateliers autour des habiletés piliers de la lecture. La recherche initiale menée par Zorman (2015) ainsi que ses « variants » partiels ont abouti à des résultats peu convergents (DEPP, 2014 ; Ecalle et al., 2015, 2019 ; Gentaz et al., 2013 ; Dejaegher et al., accepté ; Leyh et al., 2022). Ces résultats montrent qu'il ne suffit pas de diffuser des outils basés sur des recommandations de la recherche pour parvenir à franchir avec succès le passage à l'échelle. Le projet de thèse s'est construit autour d'un double objectif afin de mieux soutenir les enseignants qui souhaitent mettre en œuvre ce programme : améliorer les outils du programme P.A.R.L.E.R. (objectif 1) et concevoir un dispositif de formation (objectif 2). Parallèlement, il vise à répondre à trois questions : - comment soutenir l'appropriation d'un outil didactique innovant tel que P.A.R.L.E.R., et surtout, quelles sont les conditions de réussite de ce passage à l'échelle ? - comment adapter la démarche de conception continuée dans l'usage pour qu'elle devienne une démarche de reconception ? - comment opérationnaliser davantage la démarche de conception d'un dispositif de formation telle que théorisée et préconisée par la didactique professionnelle ? Afin d'atteindre nos deux objectifs et de répondre à nos questions de recherche, trois études empiriques ont été menées. La première étude empirique permet de rendre compte de l'analyse du travail prescrit par les concepteurs du programme P.A.R.L.E.R. et du travail réel mis en œuvre par des enseignants

« chevrons dans leur utilisation des outils du programme ». La seconde étude met en évidence la manière dont les enseignants qui débute le programme P.A.R.L.E.R. rencontrent des difficultés qui peuvent ou non être source d'un développement professionnel. Elle met également en évidence les habitudes du métier et donne à voir la manière dont les résultats de la première étape qualitative pourraient être retrouvés auprès d'un plus large public. La troisième étude empirique relate le processus itératif de conception mis en œuvre pour atteindre les deux objectifs de la thèse : d'une part, la reconception des outils du programme et, d'autre part, la conception d'un dispositif de formation. Nous concluons ce travail de recherche, à la croisée de l'ingénierie didactique et de l'ingénierie de formation, en mettant en évidence la manière dont les résultats peuvent faire écho afin de soutenir la mise en œuvre d'outils didactiques innovants tels que P.A.R.L.E.R.

Dunn, P. K., Brunton, E., Marshman, M., McDougall, R., Kent, D., Masters, N., & McKay, D. (2023). **The First Paragraph Is As Good As It Gets: STEM Articles in Wikipedia and Opportunistic Learning.** *College Teaching*, 71(1), 56-65.
<https://doi.org/10.1080/87567555.2021.2004387>

Despite questions about academic rigor, undergraduates use Wikipedia for opportunistic learning: self-regulated study to learn, relearn, or be introduced to concepts. STEM topics are potentially immune from some of Wikipedia's criticism, as many are based on well-established facts. This article evaluates 28 articles from seven STEM disciplines on four criteria important for undergraduate opportunistic learners. Some articles contained inaccuracies, while common criticisms included poor conceptual development, poor procedural explanations, poor diagrams and failing to utilize internet technologies. Often, the best advice is to read the first paragraph: the rest of the article generally did not enhance opportunistic learning.

Gensbittel, L., & Epstein, M. (2022, avril 12). **Conjuguer des méthodes quantitatives et qualitatives pour évaluer un dispositif d'innovation pédagogique à l'Université.** Présenté à 33e colloque de l'ADMEE-EUROPE : « Pluralité de contextes, pluralité d'évaluations en éducation : quelles interactions et quels enjeux ? » Consulté à l'adresse <https://hal.science/hal-03906865>

Accompagner des pratiques d'innovation en éducation par la recherche permet d'inscrire les enseignants dans une dynamique de recherche où ils évaluent leur propre pratique (Rege Colet et al., 2011). Lors de cette recherche, une équipe pluridisciplinaire a comparé les effets de deux formes de travaux dirigés (TD) en troisième année de licence d'économie: une classe a réalisé de courtes vidéos sur des mécanismes clés en macroéconomie, tandis que les autres classes recevaient les TD sous format usuel. Le cours d'amphithéâtre était le même pour tous les étudiants, ainsi que l'examen final. L'expérience a été étendue, mais modifiée, l'année suivante à cinq classes tests. Cinq étudiants de la première vague ont été interrogés lors d'entretiens avant et après l'examen final. Les étudiants des deux vagues ont également répondu à un questionnaire en ligne. Les enseignants ont participé à des entretiens cliniques analysés selon la méthode de la théorie enracinée (Glaser & Strauss, 2010). Enfin, les données statistiques anonymisées des situations sociologiques et des résultats aux examens de Licence 3 concernant la totalité des étudiants ont été étudiées. Les modèles quantitatifs ne concordent pas avec les entretiens qualitatifs. Les premiers montrent de bons résultats la première année bien que les étudiants « expérimentaux » ne se sentent pas préparés. La seconde année, c'est surtout un effet sur le développement professionnel des

chargés de TD qui est perceptible dans les entretiens sans que cela ne se traduise quantitativement dans les notes des étudiants. L'objectif de cette communication est de présenter l'articulation entre des méthodes quantitatives et qualitatives pour évaluer un dispositif d'innovation pédagogique. De fait, l'évaluation de l'expérience dépend de ce que l'on considère tant pour les étudiants (ressenti, résultats aux examens) que pour les chargés de TD (formation, sentiment de compétence, résultats réels pour les étudiants à l'examen).

Goulet, M.-J., Thibault, M., & Potvin-Rosselet, E. (2022). **Enseignement universitaire à distance en temps de pandémie: comment les interactions entre les personnes enseignantes et étudiantes ont-elles été affectées?** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 60-79. <https://doi.org/10.18162/ritpu-2022-v19n3-04>

Harrison, M. H. (2023). **Nuance in "No Excuses": Unexpected Progressive Pedagogy and Policy.** *Education and Urban Society*, 55(3), 342-370. <https://doi.org/10.1177/00131245221076096>

"No Excuses" charter schools are at the center of many debates in education policy. First, what accounts for their test success, excellent learning environments or merely test preparation? Second, are strict behavior policies necessary to create efficient learning environments or are they harmful to students and their ability to navigate authority? This study uses classroom observations, student surveys, and interviews of administrators, teachers and students to understand the dynamics of pedagogy and discipline in two high-performing charter schools in New York City. Surprisingly, what makes these top "no excuses" schools successful is what distances them from the "no excuses" standard definitions. The schools displayed progressive mathematics pedagogy, reflective and abridged discipline practices, and strong school cultures that retained both students and teachers. These findings suggest that there are more nuances in the "no excuses" model than previously known and which need to be understood before continued replication.

Jerrim, J. (2023). **The Benefits of Meeting Key Grade Thresholds in High-Stakes Examinations. New Evidence from England.** *British Journal of Educational Studies*, 71(1), 5-28. <https://doi.org/10.1080/00071005.2022.2033692>

In England, failing to achieve a 'good pass' (C/4 grade) in key subjects is thought to have serious negative implications. Yet evidence on this issue remains relatively sparse. This paper therefore presents new evidence on the link between meeting a key threshold on high-stakes examination and a wide array of future outcomes. Using Next Steps survey data collected from around 4,000 young people in England, we explore the short-to-medium term benefits of achieving a 'good pass' (grade C/4) in English Language, double science and mathematics. Results from our regression analyses point towards a sizable association with future educational attainment; those who achieve a good pass in GCSE mathematics are around 5 percentage points more likely to hold a university degree by age 26 than observationally similar individuals who fail to meet this threshold. No link is found with future wellbeing and mental health, while results for labour market outcomes are somewhat mixed. The findings potentially motivate the need for GCSEs to move away from awarding a set of discrete grades and towards a continuous measurement scale. Alternatively, if discrete grades are to be retained, computer adaptive testing should be introduced for GCSEs to increase measurement precision around high-stakes grade boundaries.

Joo, H., & Choi, Y. (2023). **What should be done to develop ICT-based PE class in the era of the Fourth Industrial Revolution?: using AHP and IPA analysis within the Korean educational contexts.** *Asia Pacific Education Review*, 24(1), 1-12. <https://doi.org/10.1007/s12564-021-09711-y>

This study aims to explore educational and political efforts for PE teachers to implement ICT-based PE class by analyzing three significant phases (PE teacher, the curriculum, and teaching environment). To reach the goal of this study, we conducted AHP and IPA analysis to find out the priorities in order to implement ICT-based PE class. As a result, a total of 27 detailed contents were created by IPA analysis. Based on the IPA results, we interrogated what detailed contents should be firstly applied into actual PE practices by analyzing four dimensions by utilizing IPA. Based on the results, this study concluded with some significance, which are required to establish a better PE environment in the future society.

Kane, C., Sandilos, L., Hammer, C. S., Komaroff, E., Bitetti, D., & López, L. (2023). **Teacher language quality in preschool classrooms: Examining associations with DLLs' oral language skills.** *Early Childhood Research Quarterly*, 63, 352-361. <https://doi.org/10.1016/j.ecresq.2023.01.006>

Teachers' use of language in the classroom (i.e., teacher talk) can have a positive impact on young children's oral language skills. This study examined the relationship between types of teacher talk and Spanish-English preschool dual language learners' (DLLs) oral language abilities. Classroom observations were conducted in 64 preschool classrooms serving students from low-income backgrounds with a high number of DLLs (N=401) using the Language Interaction Snapshot. Across classrooms, high quality teacher talk occurred infrequently with few instances of observed responsive and decontextualized language interactions. The most commonly observed types of teacher talk in English included giving directions and contextualized language. Results indicated that teachers' use of responsive language demonstrated the strongest relationship to DLLs' English language outcomes, despite its low occurrence in classrooms. Our results suggest the need for increased teacher training on the benefits of high-quality language interactions for children's language development, especially for young DLLs. Training should focus on responsive language strategies that preschool teachers can use when teaching DLLs.

Kervyn, N., Bogaerts, C., Guisset, M., & Vangrunderbeeck, P. (2022). **Transition numérique d'un cours d'introduction au marketing : conception d'un dispositif d'enseignement mixte adapté à la méthode des études de cas.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 80-89. <https://doi.org/10.18162/ritpu-2022-v19n3-05>

Kim, N., & Son, Y. (2023). **Multilevel latent profile analysis of Korean middle school student perceptions of teaching methods.** *Asia Pacific Education Review*, 24(1), 41-55. <https://doi.org/10.1007/s12564-021-09721-w>

This study explored the heterogeneous nature of student perceptions of teaching methods and investigated the predictors at the student and school level using data from the Analysis on the Qualitative Level and Actual Condition of School Education: Middle School in Korea. Additionally, the study compared the means of creative competencies according to every profile of teaching methods. Five distinct profiles were identified via the application of multilevel latent profile analysis to capture the structure of nested

data: the high integrated profile, high teacher-centered and high discovery learning profile, lecture-centered and low collaborative profile, average profile, and low questioning and low discussion profile. Profile membership was found to be closely related to student characteristics (academic achievement, class understanding, academic self-concept, and class attitudes) and school-level factors (degree of performance assessment use and teacher efficacy). The study's findings revealed that the high integrated profile demonstrated significantly higher levels of creative competencies vis-à-vis other profile groups. This study offers suggestions for the improvement of current classroom instruction practices.

Knox-Lane, T., Bailey, C.-S., Ponnock, A., & Denham, S.-A. (2023). **Teacher-child racial congruence and young children's preschool adjustment.** *Early Childhood Research Quarterly*, 63, 249-263. <https://doi.org/10.1016/j.ecresq.2022.12.013>

The purpose of this study was to explore how adjusted preschoolers were to preschool when their teachers were either racially congruent or racially incongruent and whether gender moderated these associations. In this study, 259 preschoolers (50% boys; Mage = 53.84 months; 63% White, 37% Black) in 44 classrooms at 16 federally- and privately-funded centers/preschools were rated for their adjustment to preschool using teacher (N = 44; 100% women, 52% White, 38% Black, 2% Asian, 5% American Indian/Alaskan Native, 2% Latine) reports and direct child assessments. Multi-level structural equation modeling was used to simultaneously address the non-independence of the data by estimating higher-level variance components (i.e., variance on a total of six preschool adjustment outcomes out due to the classroom and due to the center) as well as correlated outcomes. Accounting for classroom-level variance as well as school-, classroom-, and child-level covariates, these analyses revealed main effects for gender and teacher-child racial congruence, and not for race, but higher-order interactions were significant. White girls with White teachers scored higher than White girls with Black teachers on four outcomes. Black girls with Black teachers scored higher than Black girls with White teachers on three outcomes and lower on two outcomes. White boys with White teachers scored lower than White boys with Black teachers on three outcomes. Black boys with Black teachers scored lower than Black boys with White teachers on five outcomes and higher on one outcome. Magnitudes of associations found ranged from small to large across the analyses. These findings add to the growing literature concerning teacher racial congruence suggesting its association with preschool adjustment may be moderated by race and gender of the child. More research is needed to understand the mechanisms accounting for these associations.

Kong, S.-C., & Lai, M. (2023). **Effects of a teacher development program on teachers' knowledge and collaborative engagement, and students' achievement in computational thinking concepts.** *British Journal of Educational Technology*, 54(2), 489-512. <https://doi.org/10.1111/bjet.13256>

Abstract An important educational goal for the next generation is the ability to think computationally. Cultivating K-12 students' computational thinking (CT) requires the capacity building of teachers through teacher development programs. However, if students' learning outcomes were not assessed, it is not known whether the enhancement of teacher capacity could impact on students' learning. This study aimed to examine how a teacher development program changed teachers' content knowledge and collaborative engagement, which in turn influenced their students' learning achievement. The participants were 81 teachers and 3226 students from primary

schools. We employed multi-level modelling to study the relationships between teacher-level variables and student achievement assessed by a CT concepts test. The teachers' content knowledge and collaborative engagement were significantly enhanced through the program, which in turn had a significant impact on student achievement. Teachers' years of teaching experience, but not their gender or whether they had majored in computer science, could also affect student achievement. The results indicate that a teacher development program can play a significant role in enhancing the teachers' CT content knowledge and collaborative engagement, which can then have a positive effect on student learning. Practitioner notes What is already known about this topic The cultivation of students' computational thinking (CT) in K-12 education requires the capacity building of teachers. A teacher development program can improve teachers' knowledge and attitudes related to CT. Whether the enhancement of teacher capacity can in turn affect students' learning achievement in CT is less studied. What this paper adds We found that a teacher development program could significantly enhance teachers' knowledge in CT and their collaborative engagement in the program. Using multilevel modelling, we found further that the enhancement of teachers' knowledge and collaborative engagement could affect students' understanding of CT concepts positively. Teachers' years of teaching experience, but not their gender or whether they had majored in computer science, could also influence student achievement. Implications for practice and/or policy In designing similar teacher development programs for teachers, collaborative engagement opportunities should be provided as it can have a positive impact on student achievement. Although the majority of teachers do not have a background in computer science, a teacher development program can play a significant role in enhancing their knowledge in CT, no matter they had majored in computer science or not. The significance of the program is not limited to the development of teachers, as the enhancements of teachers' knowledge and collaborative engagement through the program can in turn have a positive impact on students' understanding of CT concepts.

Manouchehri, B., & Burns, E. A. (2023). **A “Participatory School” in Iran: A Bottom-Up Learning Approach in a Top-Down Education System.** *Education and Urban Society*, 55(3), 263-288. <https://doi.org/10.1177/00131245211048434>

This article discusses how a bottom-up approach to learning can be positioned within a top-down educational structure. For the first time, Iran's educational system has witnessed a shift from a one-dimensional teacher-centered approach to the triangular student-facilitator-parent approach. While the majority of children's participative activities in Iran have pedagogical functions, the participatory type of school was established to prioritize the voice of students. Through an analysis of interviews in a study of participatory schooling in Iran, this research identified several similarities and contradictions in terms of children's inclusion between the theoretical framework and philosophy of democratic and child-centered school with the conventional Iranian one. The contribution of this article is to highlight how the socio-political features of the context can influence the structure and approach to education and effectiveness of inclusion. This approach to learning can be significant in societies where child integration has not yet found its meaningful position in schools.

Morgan, P. L., & Hu, E. H. (2023). **Fixed effect estimates of student-teacher racial or ethnic matching in U.S. elementary schools.** *Early Childhood Research Quarterly*, 63, 98-112. <https://doi.org/10.1016/j.ecresq.2022.11.003>

We used student fixed effects and statistical controls to investigate whether U.S. elementary students (N = 18,170) displayed greater academic achievement, social-emotional behavior, or executive functioning and were more likely to receive gifted or special education services when taught by teachers of the same race or ethnicity. We observed mostly null effects for student-teacher racial or ethnic matching across the study's 12 dependent measures in analyses adjusting for Type 1 error. Matching resulted in lower science achievement (effect size [ES]= -.03 SD) for the full sample. Matching resulted in fewer internalizing problem behaviors (ES = 0.18 SD) for Black students. We observed null effects for Hispanic students. Robustness checks including those stratified by race or ethnicity and biological sex or by prior levels of low or high level of achievement, behavior, or executive functioning largely supported the study's null findings. Exceptions were that matching resulted in fewer externalizing problem behaviors (ES = 0.22 SD) for Black girls and lower academic achievement (ES range = -0.04 to -0.14 SD) and fewer externalizing and internalizing problem behaviors (ES range = 0.24 to 0.33 SD) for students who had previously displayed low levels of academic, behavioral, or executive functioning. Collectively, the analyses provide limited support for student-teacher racial or ethnic matching as a school-based policy to address educational disparities in U.S. elementary schools.

Moss & Garnsey. (2023). **Show and Tell: An Evaluation of an Enhanced Online Instructional Video Using the Regression Point Displacement Design.** *Community College Journal of Research and Practice*, 47(3), 217-227. <https://doi.org/10.1080/10668926.2021.1990162>

This paper evaluates the impact of a video versus text-based instructional method on student learning with an underutilized quasi-experimental research design. Using the regression point displacement design, one of nine online classrooms was randomly assigned to receive video instruction versus eight classrooms that were allocated to text-based instruction. Classroom average pre-and posttest scores were used to compare experimental conditions. Plots of pre- and posttest data points revealed an effect in a direction indicative of additional knowledge gained for the treatment condition. Empirical models for both classroom-level and individual-level data found the treatment group significantly benefited from the instructional video method above the text-based method by approximately three percentage points. For online courses, video-based instruction resulted in better academic performance than text-based instruction. This study demonstrates the utility of the regression point displacement design as a viable method to evaluate the impact of education interventions with relatively small sample sizes and provides policy makers and educators with a tool to make informed decisions.

Nag, S. (2023). **Teaching and learning: what matters for intervention.** *Oxford Review of Education*, 49(1), 1-9. <https://doi.org/10.1080/03054985.2023.2161197>

Noben, N. (2022). **Les plus-values pédagogiques liées à l'intégration du numérique : les représentations d'étudiants du master en sciences de l'éducation de l'Université de Liège.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 44-59. <https://doi.org/10.18162/ritpu-2022-v19n3-03>

Noble, A. (2022). **Les espaces d'écoute dans l'École : Liens avec les parents et entre les enseignants.** Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1281-espaces-d-ecoute-dans-l-ecole-les.html>

Paulin-Moulard, F., Dupuis, M., Gauchard, X., & Vieaux, C. (2022). **Les pratiques collaboratives au service des apprentissages** (p. 47). Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/les-pratiques-collaboratives-au-service-des-apprentissages-344236>

Même si les pratiques collaboratives sont moins répandues en France que dans les autres pays de l'OCDE, elles se développent aujourd'hui à tous les échelons du système scolaire français, entre les élèves et entre les différents acteurs. Elles visent, directement ou indirectement, l'amélioration de la qualité des apprentissages.

Pereira, A. S. M., & de Medeiros, R. M. N. (2022). **Ethnicity and education: How Indigenous knowledge and cultural identity are passed on through the Torém ritual of the Tremembé people.** *International Review of Education*, 68(6), 843-863. <https://doi.org/10.1007/s11159-022-09983-5>

The Tremembé people live on the west coast of the Brazilian state of Ceará in three municipalities (Itapipoca, Acaraú and Itarema). Despite having suffered from being labelled dismissively as mixed-blood through intermarriage with Portuguese settlers, and thus denied their Indigenous identity, this Amerindian group has achieved social notoriety by organising themselves around their sacred ancestral ritual, the Torém. It is a circular dance, with singing in Amerindian and Portuguese, that evokes "enchanted" beings, and during which participants drink mocororó (a hallucinogenic drink made from fermented cashew nuts). This ritual permeates the transmission of particular identity knowledge such as language preservation, self-designation and identity affirmation. The study presented here examined how the Tremembé pass on their Indigenous knowledge at Maria Venâncio Differentiated Indigenous School, located on the beach of Almofala in the municipality of Itarema, through the practice of the Torém ritual. Choosing a phenomenological approach for their research, the authors describe their observations of Torém teaching sessions at the school and evaluate the oral reports of six Indigenous people whom they interviewed. This article instigates and contributes to the debate on an expanded conception of intercultural education.

Perignat, E., Fleming, F. F., Nicholas, D., King, D., Katz-Buonincontro, J., & Gondek, P. (2023). **Effective Practices for High Performing Interdisciplinary Faculty Teams.** *College Teaching*, 71(1), 18-27. <https://doi.org/10.1080/87567555.2022.2086525>

Interdisciplinary teaching by teams of diverse faculty is highly effective in providing students with intellectual tools for creating innovative solutions to 21st century problems. This article examines the effective practices for interdisciplinary teaching used by a five-membered, disciplinarily diverse faculty team with expertise in chemistry, design, education, and business/psychology. The team found convergence, reaching a common understanding of information through discussion, to be more important, and difficult, than conveyance, sharing new information. The influence of convergence and conveyance on the faculty team impacted their team dynamic and their content delivery, encouraging similar characteristics from their students. A collaborative case study approach, augmented with interviews and meeting notes, provide the qualitative data from which best practices for fostering an effective interdisciplinary faculty team in higher education are identified. The findings reveal the importance of, and processes for, balancing individual and team priorities within the broad areas of convergence and conveyance: recognizing intrinsic rewards, maintaining a shared focus, developing a team mindset, translating ideas across disciplines, and proactively working on good team practices. The article addresses the dearth of research on the effective practices

of interdisciplinary teams in higher education concluding with practical examples and strategies for high performing faculty teams.

Pouzergues, P., & Cappellini, M. (2022). **La classe multi-niveaux et la pédagogie différenciée dans un cours hybride. Des leviers pour l'autonomisation des apprenants.** *Recherches et Applications - FDLM, Recherche et applications*(72), 83. Consulté à l'adresse <https://hal.science/hal-03351344>

Cet article enquête sur un dispositif d'apprentissage du FLE basé sur les principes de la pédagogie différenciée, de l'autonomisation et de l'hybridation. L'étude explore comment une dynamique de différenciation dans un cours hybride adapté à la classe multi-niveaux peut contribuer à l'autonomisation des apprenants. Nous nous intéressons à un dispositif hybride d'un groupe multi-niveaux de FLE de treize apprenants malaisiens en milieu homoglotte. Les résultats montrent que certains éléments du dispositif agissent comme leviers pour l'autonomisation des apprenants.

Premo, E., Pilarz, A. R., & Lin, Y.-C. (2023). **Pre-kindergarten teachers' family engagement practices and English Language Learners' attendance and early learning skills: Exploring the role of the linguistic context.** *Early Childhood Research Quarterly*, 63, 1-14. <https://doi.org/10.1016/j.ecresq.2022.10.005>

As linguistic diversity increases in the U.S., it is essential for pre-kindergarten (pre-k) programs to expand their capacity to serve families whose home languages are not English. Family engagement is a key component of early childhood education; however, it is unclear whether family engagement practices uniformly benefit students from diverse backgrounds, including English Language Learners (ELL). In this mixed methods study, we explored whether teachers' family engagement practices were associated with ELL children's attendance and early learning, focusing on whether two aspects of the linguistic context—classroom composition of ELL students and teachers' practices for communicating in families' home languages—moderates these associations. Additionally, we used parent focus groups to shed light on ELL families' experiences with family engagement. We found consistent evidence that associations between teachers' family engagement practices and ELL children's attendance and socioemotional skills were moderated by classroom composition of ELL students. Specifically, family engagement practices were associated with better attendance and higher socioemotional skills among ELL children in minority ELL classrooms (less than 20% ELL) but not in classrooms with more ELL students (20% or more). Results aligned with themes from our qualitative analysis, which found that having few ELL families in the classroom made it difficult for ELL parents to make connections with other families, which might make it challenging to build a sense of community. This suggests that families without access to networks of linguistically similar peers at school might need additional support from teachers to feel welcome and encouraged to participate.

Quan-Baffour. (2023). **Exploring Teaching Approaches Responsive to Adult Learning Styles in Community College Classrooms in Limpopo, South Africa.** *Community College Journal of Research and Practice*, 47(3), 183-196. <https://doi.org/10.1080/10668926.2021.1989342>

Decades of career in adult education confirmed the author's assumption that adult learners possess lots of lived experiences, exhibit different learning styles and have immediate learning needs to fulfil. Some learners may be slow and take time to grasp information while others might be shy, introverts, lack confidence or extroverts who like

to lead and be heard. These characteristics of adults do not require rigid educator control. Human rights, social justice and democracy require educators to be innovative, flexible and implement teaching approaches that could suit learning styles of adults in community college programs. The objective of this case study was to explore various teaching approaches that can maximize learning among adults in three community college classrooms in Limpopo province in South Africa. Data were collected through interviews and the study confirmed that adult learners have different learning styles and to promote learning among them educators should use various teaching approaches.

Raybaud, A. (2023, février 7). **Dans les écoles de théâtre, les pédagogies brutales ont toujours cours.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/02/07/dans-les-ecoles-de-theatre-les-pedagogies-brutales-ont-toujours-cours_6160811_4401467.html

Humiliations, paroles blessantes... De jeunes comédiens racontent la violence psychologique de certaines méthodes pédagogiques toujours en vogue dans les formations d'art dramatique.

Reeves, P. M., Cavanagh, A. J., Bauer, M., Wang, C., & Graham, M. J. (2023). **Cumulative Cross Course Exposure to Evidence-Based Teaching is Related to Increases in STEM Student Buy-in and Intent to Persist.** *College Teaching*, 71(1), 66-74. <https://doi.org/10.1080/87567555.2021.1991261>

A growing body of evidence had demonstrated that increased student exposure and commitment to evidence-based teaching (EBT) leads to improved academic performance, greater persistence, and higher buy-in to instructional methods. Despite the increasing number of teaching development opportunities available to STEM instructors, which often encourage the use of EBT, implementation is still highly variable across instructors. The frequency with which students are exposed to EBT across multiple courses in a department or university has not been studied in relation to students' success in a given course or their ultimate persistence in STEM. This study shows that there is a cumulative benefit of exposure to EBT across multiple courses. Students who are frequently exposed to EBT also find these practices to be more valuable and report a higher intention to persist in STEM. If students demonstrate higher commitment after multiple EBT exposures, this may increase the likelihood that faculty will incorporate these teaching practices into their courses. The findings are useful for instructors, faculty, department chairs, and administrators who are attempting to support a more unified, evidence-based approach to teaching in their department or institution.

Richard-Bossez, A. (2023, février 14). **Inégalités en maternelle : quelle pédagogie choisir pour les réduire ?** Consulté 15 février 2023, à l'adresse <http://theconversation.com/inegalites-en-maternelle-quelle-pedagogie-choisir-pour-les-reduire-196310>

Selon l'environnement familial et le milieu social d'où ils viennent, les enfants s'adaptent plus ou moins facilement aux exigences scolaires. Les pédagogies alternatives changent-elles la donne ?

Richardson, D. S., Bledsoe, R. S., & Manning, K. (2023). **Pushing Active Learning to the Extreme: Is It Worth It?** *College Teaching*, 71(1), 9-17. <https://doi.org/10.1080/87567555.2022.2110032>

The authors' scholarly reflective narrative addresses the rewards and challenges of an immersive experiential active learning pedagogy. They ask, "was it worth it?" for students and for themselves. Although research evidence makes it clear that active learning benefits student learning and engagement, designing a course to incorporate active learning often requires extensive effort from instructors. Thus, it is reasonable to consider whether the benefits outweigh the costs. They conclude that the direct and indirect benefits of observing student learning and development in addition to the rewards of scholarly collaboration outweighed the costs of continual course redesign and student discomfort. They offer questions for others to consider before implementing active learning practices.

Rojas, N. M., Ramos, S., & Salgado, A. (2023). **Early Childhood Education Teacher's Beliefs about a Match in Home Language Proficiency with Emergent Bilingual Learners.** *Early Childhood Research Quarterly*, 63, 194-203. <https://doi.org/10.1016/j.ecresq.2022.12.005>
Spanish-speaking emergent bilingual learners (EBLLs) are the fastest-growing group of children under five in the United States. Yet, there is a limited number of early childhood education (ECE) teachers who speak Spanish. This study examines mainstream English-instruction ECE teachers' beliefs about how a language match supports EBLLs' learning and development. Semi-structured interviews with 20 ECE teachers who varied in levels of Spanish-language proficiency were conducted. Qualitative results illustrated that most teachers demonstrated sociolinguistic consciousness regarding their beliefs about the value of using Spanish in the classroom and highlighted important sociopolitical factors that influence their beliefs and practices. The findings indicate several policy and practice implications, such as the need for language policies that encourage the use of Spanish and English in the classroom and pre-service/in-service education on the best practices for supporting EBLLs.

Ross, J., Hicks-Roof, K., Cosby, M., & Arikawa, A. (2023). **Instructor and Student Perceptions of Teacher Empathy in Higher Education.** *College Teaching*, 71(1), 28-37. <https://doi.org/10.1080/87567555.2022.2049673>

Empathy is recognized as the ability to relate emotionally to an experience or another person's emotions. Evidence supports the notion that students learn better and have greater positive perceptions when instructors display empathetic values and seek more meaningful relationships with their students. The purpose of this study was to assess instructor self-reported empathy and students' perceptions of instructor empathy, using the Toronto Empathy Questionnaire (TEQ) and a newly developed Instructor Empathy Practices questionnaire (IEP7), among a convenience sample from a public university. This convergent mixed-methods study consisted of a cross-sectional survey sent to both students and instructors and focus groups conducted with students. A total of 168 students and 68 faculty members completed the survey and 19 students participated in the focus groups. Contextual factors such as race ($p = 0.036$), classification ($p = 0.003$) and GPA ($p = 0.028$) played significant roles in student empathy scores. Among instructors, only total student enrollment ($p = 0.028$) had an association with teacher empathy. Focus groups revealed themes related to recognizing empathy including understanding its definition, instructional techniques, perception in relation to class motivation, and importance. This study was the first to employ a convergent study design to assess and better characterize empathy from both instructors' and students' perspectives.

Sanchez, E. (2023). **Enseigner et former avec le jeu: Développer l'autonomie, la confiance et la créativité avec des pratiques pédagogiques innovantes**. Consulté à l'adresse <https://www.esf-scienceshumaines.fr/education/429-enseigner-et-former-par-le-jeu.html>

Le jeu est utilisé en éducation depuis l'Antiquité et ses bienfaits en matière d'apprentissage sont largement reconnus. L'arrivée du numérique a considérablement renouvelé l'univers des jeux et, si les principes de base restent identiques, les possibilités d'utilisation en sont multipliées. Dans cet ouvrage, Éric Sanchez explore de nombreux types de jeu : escape games, jeux de simulation et de stratégie, jeux mathématiques et scientifiques, jeux de rôles et de programmation, etc. Il montre les usages éducatifs possibles et comment on peut enseigner et apprendre par le jeu. Mais tous les jeux ne se valent pas ; la validité de leurs contenus n'est pas toujours garantie et leur utilisation pédagogique requiert un véritable travail de mise en situation, d'animation et d'accompagnement. C'est pourquoi Éric Sanchez insiste sur l'importance du professeur ou du formateur, qui doit savoir tout à la fois : – introduire et orchestrer la partie en construisant un véritable « univers narratif », – expliciter les rôles et décrire les enjeux, – organiser le temps du debriefing (réflexion et questionnement sur les stratégies et les acquis) – modifier, voire concevoir, s'il le souhaite, des jeux pédagogiques. Le lecteur trouvera dans cet ouvrage des résultats de recherche, des propositions pratiques et des outils pour réguler et évaluer son action. Afin que, par le jeu, l'enseignant puisse développer la motivation et l'autonomie, donner le goût d'apprendre et faciliter les apprentissages.

Shen, Z., Curran, F. C., You, Y., Splett, J. W., & Zhang, H. (2023). **Intraclass Correlations for Evaluating the Effects of Teacher Empowerment Programs on Student Educational Outcomes**. *Educational Evaluation and Policy Analysis*, 45(1), 134-156. <https://doi.org/10.3102/01623737221111400>

Programs that improve teaching effectiveness represent a core strategy to improve student educational outcomes and close student achievement gaps. This article compiles empirical values of intraclass correlations for designing effective and efficient experimental studies evaluating the effects of these programs. The Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K) data are used to estimate empirical design parameter values in the setting of students nested within teachers nested within schools. The results show that intraclass correlations at the school level are relatively stable, and those at the teacher level increase along with grade level. We illustrate the utility of the results by demonstrating how to leverage this information to design more efficient and effective experimental studies.

Stephens, C. M., Crosby, D. A., Yaya-Bryson, D., & Reid, A. (2023). **Supporting Spanish-English DLLs in Head Start: Peer Language Match, Instructional Language Match, and Emotional Support as Predictors of Approaches to Learning and Social Skills**. *Early Childhood Research Quarterly*, 63, 121-132. <https://doi.org/10.1016/j.ecresq.2022.11.005>

Within a national sample of Spanish-English dual language learner (DLL) children enrolled in Head Start, this study examined how classroom language context and emotional support quality are related to changes in approaches to learning and social skills. Specific aspects of the learning context that were examined in relation to children's school readiness were proportion of Spanish-speaking classroom peers, teacher's instructional use of Spanish, and children's English proficiency at the start of the school year. Multilevel modeling results revealed a significant positive association between the percent Spanish-

speaking classroom peers and approaches to learning, accounting for child- and classroom-level characteristics, and other aspects of the classroom language context. There were no significant associations between aspects of the classroom language context and social skills outcomes, and in no models was emotional support quality a significant predictor. Additional analyses of potential interactive effects suggested that peer language match is especially important for Spanish-English DLLs who may otherwise experience English-dominant teacher-child interactions (either because their teacher instructs in English only and/or the child is proficient in English). In other words, peers may provide important Spanish language or bilingual interaction opportunities when these are not available via bilingual teacher-child interactions. Findings also indicated that DLL children's English proficiency status moderated the effects, underscoring the need for research to consider heterogeneity among Latine preschoolers (Ansari, 2017; Castro et al., 2013). Implications for ECE practices and future research are discussed.

Tovmasyan, A., Walker, D., & Kaye, L. (2023). **Can Personality Traits Predict Students' Satisfaction with Blended Learning during the COVID-19 Pandemic?** *College Teaching*, 71(1), 49-55. <https://doi.org/10.1080/87567555.2022.2156450>

The present study aimed to assess the impact of personality traits on student satisfaction with blended learning which many higher education institutions have adopted since the COVID-19 pandemic in the UK. Personality traits were assessed using the International Personality Item Pool and student satisfaction was recorded on a 7-point Likert scale. Data analysis of 72 undergraduate students revealed that low extraversion and high neuroticism predicted higher levels of student satisfaction. Implications are discussed considering the current pandemic with a view of increasing student satisfaction and in-turn improving National Student Survey results that impact on Teaching Excellence Framework scores and league tables.

Tremblay, C., Poellhuber, B., & Kozanitis, A. (2022). **Les outils d'échafaudage numériques pour l'apprentissage de la résolution de problèmes complexes: analyse des déterminants de l'intention d'utilisation.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 16-43. <https://doi.org/10.18162/ritpu-2022-v19n3-02>

Vahed, S., Gashmardi, M. R., Safa, P., & Rahmatian, R. (2022). **Interaction entre les étudiants iraniens dans un cours virtuel de français langue étrangère.** *Revue internationale des technologies en pédagogie universitaire*, 19(3), 1-15. <https://doi.org/10.18162/ritpu-2022-v19n3-01>

Watts, G. W., Garfield, T. A., & Davis, M. T. (2023). **Experiences, Supports, and Strategies of First-Generation College Students.** *College Teaching*, 71(1), 38-48. <https://doi.org/10.1080/87567555.2022.2050669>

The experiences of first-generation college students (FGCS) can guide the development of effective practices for supporting and retaining these students. Open-ended interviews with 10 FGCS produced themes related to challenges and strategies for success. Applied thematic analysis identified barriers in school, home, and work settings, including a lack of knowledge of administrative processes, financial stress, instructor communication, and familial support. Strategies and needs of FGCS included developing social supports, time management skills, clear and explicit communication, and acknowledgment and reinforcement of academic successes. Findings align with

previous research showing FGCS to be underprepared and under-supported in applying for, enrolling in, and paying for college. Implications and future research are discussed.

Weiland, C., Moffett, L., Rosada, P. G., Weissman, A., Zhang, K., Maier, M., ... Sachs, J. (2023). **Learning experiences vary across young children in the same classroom: evidence from the individualizing student instruction measure in the Boston Public Schools.** *Early Childhood Research Quarterly*, 63, 313-326. <https://doi.org/10.1016/j.ecresq.2022.11.008>

Classroom-level quality measures are widely used in early education settings but may mask important variation in learning experiences across children in the same classroom. This study investigates this possibility using detailed data from an observational measure of individual children's learning experiences – Individualizing Student Instruction (ISI). We also examine two other suggested directions for improving early childhood measurement – measuring specific content and learning formats. Our sample includes 263 prekindergarteners and 390 kindergarteners (M age=5.2; 51% female; 20% Asian; 20% Black; 32% Latino; 24% White; 4% Other). We found that learning experiences differed substantially across young children enrolled in the same classroom and across student subgroups, particularly for some learning content areas and learning formats. However, this variation did not consistently predict children's language, literacy, math, or executive function gains. The exception was a small relation between time off-task and math gains in both grades, though these findings are sensitive to which math measure is used. Findings underscore the need for more measurement work in early education settings, including development and validation of new instruments and rigorous psychometric studies of existing measures.

Zulfa, Y. L., Akmalia, F., & Sauri, S. (2023). **Teaching Arabic as a Foreign language: origins, developments and current directions.** *Journal of Education Policy*, 38(1), 190-192. <https://doi.org/10.1080/02680939.2021.2002619>

Relation formation-emploi

Fauchon, A., & Reist, C. (2022). **Insertion professionnelle des apprentis de niveau CAP à BTS** [Report]. Consulté à l'adresse https://dares.travail-emploi.gouv.fr/sites/default/files/0d6bfba62c30f97c560aefcfe876ecfb/DR_Insertion_apprentis_6%20mois.pdf

Parmi les apprentis inscrits en dernière année d'une formation de niveau CAP à BTS en 2020-2021, 39 % sont encore en études l'année scolaire suivante, pour l'essentiel à nouveau dans le cadre d'une formation en apprentissage. Parmi ceux qui ne poursuivent pas leurs études, 65 % occupent un emploi salarié dans le privé en janvier 2022, 6 mois après leur sortie. Cette part augmente de 4 points par rapport à la génération précédente, sortie en 2020, qui avait été particulièrement touchée par la crise sanitaire. La levée des restrictions sanitaires liées à la Covid-19 et la reprise de l'activité bénéficient tout particulièrement aux apprentis formés à l'hôtellerie-restauration-tourisme. Dans six cas sur dix, l'emploi occupé est un contrat à durée indéterminée (CDI). Trois sortants sur dix travaillent chez l'employeur où ils ont effectué leur apprentissage.

Réussite scolaire

Andreu, S., Ballereau, M.-A., Bret, A., Chaaya, C., Durand de Monestrol, H., Heidmann, L., ... Vourc'h, R. (2023). **Évaluation exhaustive de début de sixième 2022 : des performances en légère hausse depuis 2017, y compris en REP+**. *Note d'Information*, (23.03). Consulté à l'adresse <https://www.education.gouv.fr/media/120531/download>

En septembre 2022, l'ensemble des élèves de sixième a été évalué en français et en mathématiques sur support numérique pour la sixième année consécutive. Au niveau national, en français comme en mathématiques, les performances des élèves à la rentrée 2022 restent supérieures à celles observées à la rentrée 2017, lors de la première évaluation de début de sixième. En mathématiques, entre 2017 et 2022, la proportion d'élèves augmente dans les bas et les hauts niveaux, quel que soit le secteur. En français, la part des élèves dans les groupes de bas niveau a davantage diminué en REP+ (- 6,9 points) que dans les autres secteurs. En français, une faible part des élèves maîtrise la grammaire et l'orthographe. En mathématiques, c'est le domaine « Espace et géométrie » qui est le moins bien maîtrisé.

Andreu, S., Bret, A., Durand de Monestrol, H., Fernandez, A., Heidmann, L., Marin, N., ... Vourc'h, R. (2023). **Test de positionnement de début de seconde 2022 : des résultats contrastés selon les caractéristiques des élèves et des établissements**. *Note d'Information*, (23.04), 1-4. <https://doi.org/10.48464/ni-23-04>

En seconde générale et technologique, plus de neuf élèves sur dix ont une maîtrise « satisfaisante » ou « très bonne » des connaissances et des compétences en français. En mathématiques, ils sont près de huit élèves sur dix. En seconde professionnelle, près de six élèves sur dix ont une maîtrise « satisfaisante » ou « très bonne » des connaissances et des compétences en français. Ils sont trois sur dix en mathématiques. Quelle que soit la voie, les garçons présentent de meilleurs résultats que les filles en mathématiques, alors qu'en français, les résultats des filles sont supérieurs à ceux des garçons. Les résultats sont différents selon le secteur du lycée où entrent les jeunes, surtout en mathématiques, et des écarts importants sont observés selon le profil social du lycée. L'analyse de données complémentaires issues de tests spécifiques vient confirmer ces constats dans chaque discipline. En 2022, on constate une stabilité des résultats dans la voie générale et technologique par rapport à 2021. Dans la voie professionnelle, ils sont en baisse en français et en légère hausse en mathématiques.

Andrew, M., & Blake, M. K. (2023). **The Long Arm of Early Exclusionary School Discipline? A Multi-Model Analysis**. *Youth & Society*, 55(2), 238-258. <https://doi.org/10.1177/0044118X211042643>

In this analysis, we consider how a potentially important triggering event in the life course—exclusionary school discipline—may affect students' high school outcomes. We extend the literature to focus on the long-term effects of exclusionary discipline that occurs in the early grades, when students are relatively young and when a significant share of exclusionary discipline first occurs. We further evaluate the potential, long-term effects of exclusionary discipline on different high school outcomes (non-completion, GED certification, high school diploma) in statistical models that account for observed and unobserved heterogeneity. Overall, we find robust and consistent evidence that very young children are not somehow more resilient or more protected from negative, long-term effects of suspension or expulsion in early elementary school. Moreover,

previous research might underestimate the effects of (early) exclusionary discipline more generally by ignoring the independent effects on GED certification.

Baillifard, A., & Martarelli, C. S. (2022). **Notes et taux de décrochage inébranlables durant la Covid-19 en enseignement universitaire à distance.** *Savoirs*, 60(3), 13-30. <https://doi.org/10.3917/savo.060.0013>

Ce 60e numéro de la revue *Savoirs* invite nos lecteurs et lectrices à la découverte de trois articles de recherche « Varia », d'un article « Enjeux théoriques », de la rubrique « Vie de la recherche » et de deux comptes rendus de lecture. Ces contributions viennent enrichir la recherche en formation des adultes en s'inscrivant dans un panel large de secteurs : les études universitaires à distance pendant la crise sanitaire de la Covid-19, la chirurgie assistée par un robot, l'éducation populaire en bibliothèque, les activités d'ajustement dans les métiers de l'interaction humaine, la recherche doctorale portant sur la formation des adultes aux États-Unis.

Ben Hamouda, L. (2023a, février 13). **Peut-on concilier ouverture sociale et excellence scolaire ?** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/13/peut-on-concilier-ouverture-sociale-et-excellence-scolaire/>

Dans une note publiée par l'IPP, Institut des Politiques Publiques, Pauline Charousset et Julien Grenet dressent un premier bilan de l'intégration scolaire des lycées Henri-IV et Louis-Le-Grand. En effet, à la rentrée 2022, l'académie de Paris a mis fin au régime d'exception des prestigieux lycées parisiens Henri IV et Louis-le-Grand : désormais ces lycées sont également...

Ben Hamouda, L. (2023b, février 14). **Évaluations 6ème : écarts de résultats selon le profil social de l'établissement.** Consulté 14 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/14/evaluations-6eme-ecarts-de-resultats-selon-le-profil-social-de-letablissement/>

En septembre dernier, plus de 800 000 collégiens scolarisés dans des établissements publics et privés sous contrat ont passé les évaluations standardisées de sixième. Il s'agit selon la DEPP « d'établir une photographie des connaissances et compétences des élèves en français et en mathématiques à l'entrée au collège, aussi bien à l'échelle nationale qu'au niveau de...

Ben Hamouda, L. (2023c, février 15). **Tests de positionnement de seconde : de fortes disparités selon les lycées.** Consulté 15 février 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/02/15/tests-de-positionnement-de-seconde-de-fortes-disparites-selon-les-lycees/>

Dans une note publiée en février, la DEPP analyse les résultats des tests de positionnement passés par les quelques 700 000 élèves de seconde en septembre dernier. Là encore, le service statistique de l'Éducation nationale souligne que « les résultats sont contrastés selon les caractéristiques des élèves et des établissements ». Alors que les élèves des lycées...

Bicak, I., Schudde, L., & Flores, K. (2023). **Predictors and Consequences of Math Course Repetition: The Role of Horizontal and Vertical Repetition in Success Among Community College Transfer Students.** *Research in Higher Education*, 64(2), 260-299. <https://doi.org/10.1007/s11162-022-09706-7>

Delays in meeting math requirements can impede the progress among community college students who aspire to earn a baccalaureate degree. To investigate this issue, we used state administrative data from Texas to examine the prevalence and predictors of math course repetition and how math course repetition predicts transfer students' outcomes. More than a third of community college transfer students take additional introductory mathematics coursework despite having fulfilled the requirement—a phenomenon we referred to as “horizontal repetition”—and one sixth of community college students take redundant coursework within a given mathematics course sequence, referred to as “vertical repetition.” Using regression models controlling for student backgrounds, academic experiences, and institutional fixed effects, we found that horizontal repetition was linked to lower GPA and, among degree recipients, increased time to degree and excess credits. Vertical repetition was negatively associated with GPA and degree completion and positively linked to increased time to degree and excess credits. Location of course repetition shaped student outcomes, where math course repetitions occurring at the university appear to drive many of the negative associations between both horizontal and vertical repetition and student outcomes. As community colleges and universities across the country consider the efficacy of course sequences and transfer pathways, our research offers insights into patterns and implications of course repetition in core math courses.

Commission européenne. (2023). **Working group on schools (2021-25) “pathways to school success”**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3755> [Report]. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/166bec7-96e2-11ed-b508-01aa75ed71a1/language-en/format-PDF/source-279000746>

Blended learning - as defined in 2021 Council Recommendation on this subject - is a mix of various learning environments and (non-)digital tools. The Working Group on Schools, one of the Working Groups of the EEA strategic framework, chose to work on “blended learning for inclusion” in 2022. This final report, supported by a factsheet, sets out key messages to guide policy making on inclusive and effective blended learning approaches, illustrated by practical examples that emerged from a series of meetings held throughout 2022. It is aimed at policy makers and school leaders. Community leaders and teachers will also find the discussion on the aims of blended learning and the specific cases shared to be of interest. Blended learning has gained more urgency in the context of the COVID-19 crisis, and now with the arrival of displaced learners from Ukraine in Member States. Striving towards a vision of a better-quality and inclusive education and training is by no means limited to these disruptive events, but they have highlighted the need for education to be more responsive and resilient.

1. Blended learning for inclusion
2. Key messages
3. Country and stakeholder organisation examples

- 3.1 System-level support for blended learning for inclusion International research and policy advocacy Training, support and action research for teachers to implement blended learning Public private partnerships to support innovations in education National policy frameworks and investments to support blended learning for inclusion Project-based funding for school and school-network innovations in blended learning
- 3.2 School and community partnerships to support blended learning Community-sponsored initiatives to engage children and support learning Engagement of community leaders in school-based learning
- 3.3 School level approaches to blended learning for inclusion Blending school site and other physical

environments away from the school site. Blending different digital and non-digital learning tools

Douglas, D., Logue, A. W., & Watanabe-Rose, M. (2023). **The Long-Term Impacts of Corequisite Mathematics Remediation with Statistics: Degree Completion and Wage Outcomes.** *Educational Researcher*, 52(1), 7-15. <https://doi.org/10.3102/0013189X221138848>

Community colleges are essential for United States higher education, but their students have low retention and graduation rates. Community college students assigned to mathematics remediation are particularly unlikely to graduate. Corequisite remediation (college-level coursework with additional support) has shown short-term increased student success. The current study examined the 7-year results of a randomized controlled trial of corequisite remediation with college-level statistics. Students assigned to the corequisite group were 50 percent more likely to complete associate's degrees within 3 years, and 100 percent more likely to complete bachelor's degrees within 5 years. Corequisite students also earned, on average, \$3,000–\$4,500 more in years 5 to 7. Mediation analysis further suggests that the wage treatment effect was due to shortened time to degree.

Johnson, M. D., Margell, S. T., Goldenberg, K., Palomera, R., & Sprowles, Amy. E. (2023). **Impact of a First-Year Place-Based Learning Community on STEM Students' Academic Achievement in their Second, Third, and Fourth Years.** *Innovative Higher Education*, 48(1), 169-195. <https://doi.org/10.1007/s10755-022-09616-7>

Learning communities for college students have been shown to improve first-year student outcomes and narrow equity gaps, but longer-term data to evaluate whether these benefits persist through multi-year retention and graduation are rare. This is especially important for students in science, technology, engineering and math, who often confront gateway courses and challenging academic cultures in their second and subsequent years. Here, we report on the second, third, and fourth year academic outcomes of three cohorts of a first-year placed-based learning community. Relative to a reference group, participants in the learning community generally showed similar grade acquisition in second- and third-year STEM courses, and initially higher GPAs for learning community participants later diminished to be statistically indistinguishable from the reference group. Nonetheless, units completed after one, two, and three years were slightly higher for learning community participants than for the reference group, and with narrower equity gaps. The learning community also increased and narrowed equity gaps in second- and third-year retention at the institution and in STEM specifically (+6 to +17%). Four-year graduation rates from the institution and in STEM specifically also increased (+8 to +17%), but equity gaps were only narrowed slightly. These results suggest that while benefits of first-year learning communities on grades decline over time, benefits for retention and graduation can persist, though they are insufficient to erase equity gaps. Future work should examine how scaffolding practices in students' second and third years can better sustain and even magnify inclusive success improvements initiated by first year learning communities.

Kim, J. J., Henry, D. A., & Dearing, E. (2023). **Early childhood predictors of black children's achievement: Home, early care and education, and neighborhood contexts.** *Early Childhood Research Quarterly*, 63, 337-351. <https://doi.org/10.1016/j.ecresq.2023.01.001>

The present study used an integrative theoretical model and a strengths-based conceptual framing to guide longitudinal analyses of how three early childhood contexts—home, early care and education (ECE), and neighborhood—were related to Black children's (n = 138) achievement from early childhood (54 months) through adolescence (15 years). We find that high-quality early childhood home environments were robustly predictive of high verbal and mathematics achievement through adolescence. For ECE, however, we found no significant associations, with few Black children experiencing sustained time in high-quality care. For neighborhoods, we found that Black children's achievement was highest in the least affluent neighborhoods and in racially-integrated neighborhoods with a moderate concentration of Black families. Implications for further study of Black children's developmental strengths are discussed.

Meschi, E., & Pavese, C. (2023a). **Ability Composition in the Class and the School Performance of Immigrant Students** (Ifo Working Paper Series N° 388). Consulté à l'adresse ifo Institute - Leibniz Institute for Economic Research at the University of Munich website: <https://econpapers.repec.org/paper/cesifowps/5f388.htm>

Using longitudinal data from the Italian National Institute for the Evaluation of the Education System (INVALSI), this paper investigates whether the ability of classmates affects the educational attainment of immigrant students. We focus not only on the average quality of peers in the class, but we further investigate which part of the ability distribution of peers drives the effect, by assessing the role played by the extreme tails of the ability distribution. Our empirical strategy addresses students' endogenous sorting into classes by exploiting the within-student across-subjects variation in achievements and the simultaneity problem by using predetermined measures of peers' ability. We show that peers' ability matters. While native students are mostly influenced by the average quality of their peers, immigrant children are detrimentally affected by the fraction of very low achievers in the classroom. Our findings provide valuable guidance to policymakers concerning the allocation of students to classes in order to foster immigrant students' integration and learning

Meschi, E., & Pavese, C. (2023b). **Ability composition in the class and the school performance of immigrant students** (GLO Discussion Paper Series N° 1225). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1225.htm>

Using longitudinal data from the Italian National Institute for the Evaluation of the Education System (INVALSI), this paper investigates whether the ability of classmates affects the educational attainment of immigrant students. We focus not only on the average quality of peers in the class, but we further investigate which part of the ability distribution of peers drives the effect, by assessing the role played by the extreme tails of the ability distribution. Our empirical strategy addresses students' endogenous sorting into classes by exploiting the within-student across-subjects variation in achievements and the simultaneity problem by using predetermined measures of peers' ability. We show that peers' ability matters. While native students are mostly influenced by the average quality of their peers, immigrant children are detrimentally affected by the fraction of very low achievers in the classroom. Our findings provide valuable guidance to policymakers concerning the allocation of students to classes in order to foster immigrant students' integration and learning.

Morozumi, A., & Tanaka, R. (2023). **School Accountability and Student Achievement: Neighboring schools matter** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: <https://econpapers.repec.org/paper/etidpaper/23004.htm>

Previous research on school accountability has shown that the disclosure of school-level results of a national standardized student achievement test has a heterogeneous impact on student achievement across schools. This paper, highlighting a type of standardized test that has no stakes for students (called a national assessment), sheds further light on circumstances under which the disclosure of such information has a desirable impact on student learning. Specifically, utilizing an unanticipated disclosure of the school-level results of Japan's national assessment, which occurred only in one prefecture in 2013, and treating schools in other prefectures as a control group, we show that the information disclosure has a significantly more positive impact on student achievement when the school has a larger number of schools in close proximity (i.e., neighboring schools). The results are robust to the consideration of other possible conditioning factors of the information effect such as school budget autonomy.

Morton, E. (2023). **Effects of 4-Day School Weeks on Older Adolescents: Examining Impacts of the Schedule on Academic Achievement, Attendance, and Behavior in High School.** *Educational Evaluation and Policy Analysis*, 45(1), 52-78. <https://doi.org/10.3102/01623737221097420>

Four-day school weeks have proliferated across the United States in recent years, reaching over 650 public school districts in 24 states as of 2019, but little is known about their implementation and there is no consensus on their effects on students. This study uses district-level panel data from Oklahoma and a difference-in-differences research design to provide estimates of the causal effect of the 4-day school week on high school students' ACT scores, attendance, and disciplinary incidents during school. Results indicate that 4-day school weeks decrease per-pupil bullying incidents by approximately 39% and per-pupil fighting incidents by approximately 31%, but have no detectable effect on other incident types, ACT scores, or attendance.

Müller, L., & Klein, D. (2023). **Social Inequality in Dropout from Higher Education in Germany. Towards Combining the Student Integration Model and Rational Choice Theory.** *Research in Higher Education*, 64(2), 300-330. <https://doi.org/10.1007/s11162-022-09703-w>

Students from a lower socioeconomic background have a higher risk of dropping out of higher education. The underlying mechanisms of this association between socioeconomic background and higher education dropout are not well understood. Previous research in higher education has followed Tinto's model of academic and social integration to explain dropout but has largely neglected social inequality therein. In contrast, social stratification research draws on rational choice theory to explain social inequality in educational attainment but has rarely been applied to explain dropout from higher education. In our paper, we combine these two strands of research. Utilizing data from the National Educational Panel Study (NEPS), we draw on a largescale, representative sample of students in Germany to quantify the relative contribution of each theoretical approach for explaining social inequality in dropout from higher education. Binary logistic regression models reveal that both students' integration and costs-benefit considerations are associated with their dropout risk net of each other. While academic and social integration appears to better predict dropout, rational

choice theory accounts for a larger proportion of social inequality therein. We conclude that combining Tinto's model and rational choice theory provides a more comprehensive perspective of dropouts from higher education and social inequality therein.

Oh, Y. K. (2023). **Examining the effect of L2 motivational factors on the development of L2 achievement: using multilevel latent growth curve model.** *Asia Pacific Education Review*, 24(1), 113-127. <https://doi.org/10.1007/s12564-021-09737-2>

Using Gyeonggi Educational Panel Study data on 4051 Korean students (N = 4051; 1967 female, 2084 male) from 63 middle schools, this longitudinal study investigated the growth trajectory for second/foreign language (L2) achievement and associations with various L2 motivational factors by using a multilevel latent growth curve model in Mplus 8.4. Because of the hierarchical data structure, the predictive factors were sorted into three student-level subcategories: individual characteristics; L2 classroom engagement components; and family background. At the school level, school SES and teacher efficacy were specified. Results indicate that global and L2 self-efficacy affected the high initial scores; however, no effect was observed on the growth rate. Unexpectedly, L2 interest was found to have no effects, which suggested a possible engagement mediation effect. Finally, of the L2 classroom engagement factors, L2 class comprehension was found to have a strong explanatory power for the initial L2 achievement scores, but exhibited no impact on the growth rate. These findings have second language acquisition implications for practice and interventions.

Outhwaite, L., Early, E., Herodotou, C., & Van Herwegen, J. (2023). **Can Maths Apps Add Value to Learning? A Systematic Review** (CEPEO Working Paper Series N° 23-02). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://econpapers.repec.org/paper/uclcepeow/23-02.htm>

Educational maths applications (apps) are an emerging trend in young children's learning environments aiming to raise attainment. The current systematic review aimed to thematically synthesise quantitative, qualitative, and mixed methods studies examining the impact of maths app interventions used at home or at school for young children in the first three years of compulsory education. The thematic narrative synthesis included 50 studies evaluating 77 maths apps with 23,981 children across 18 countries. Experimental methods were the most common designs, with 20 randomised control trials and 13 quasi-experimental designs. Most studies focused on mathematical learning outcomes with typically developing children and were conducted in the classroom, where practitioners implemented the app-based interventions. Studies predominately reported greater learning outcomes for young children using the evaluated maths apps compared to a range of control conditions. This provides promising evidence that maths apps can support young children's learning. However, usage and mathematical outcomes before and after the intervention were not consistently or reliably reported across studies, which should be addressed in future research. Based on the current evidence, eight directions for future research are also outlined to enhance the evidence base in this field and raise attainment in mathematics for young children.

Petterson, N., Karlsson, N., & Andrén, D. (2023). **Does eligibility requirements matter for academic achievements? A quasi-experimental retrospective study of students studying intermediate statistics** (Working Paper N° 2023:1). Consulté à l'adresse Örebro University,

School of Business website:
https://econpapers.repec.org/paper/hhsoruesi/2023_5f001.htm

Student achievements are expected to be affected by both educational activities and learning during a course and previous teaching and learning, and earlier eligibility requirements. Using data from a quasi-experimental retrospective study, we estimated the effect on exam scores in an intermediate course in statistical theory from both earlier eligibility requirements, the realignment of a prerequisite course in introductory statistics and students' characteristics. We found that success in intermediate statistics was explained by the realignment and eligibility requirements in Mathematics, and also by the intersection between gender and foreign background.

Plante, I. (2023). **Persévérance et réussite scolaires en mathématiques et en sciences : rôle et besoins des parents pour offrir un soutien optimal** (p. 65). Consulté à l'adresse Fonds de recherche Société et culture website: <https://frq.gouv.qc.ca/histoire-et-rapport/perseverance-et-reussite-scolaires-en-mathematiques-et-en-sciences-role-et-besoins-des-parents-pour-offrir-un-soutien-optimal/>

Le rôle des parents dans l'éducation des jeunes est constamment souligné. Or, au secondaire, les parents tendent à se désengager progressivement du suivi

Quintana, R. (2023). **The Structure of Academic Achievement: Searching for Proximal Mechanisms Using Causal Discovery Algorithms**. *Sociological Methods & Research*, 52(1), 85-134. <https://doi.org/10.1177/0049124120926208>

Causal search algorithms have been effectively applied in different fields including biology, genetics, climate science, medicine, and neuroscience. However, there have been scant applications of these methods in social and behavioral sciences. This article provides an illustrative example of how causal search algorithms can shed light on important social and behavioral problems by using these algorithms to find the proximal mechanisms of academic achievement. Using a nationally representative data set with a wide range of relevant contextual and psychological factors, I implement four causal search procedures that varied important dimensions in the algorithms. Consistent with previous research, the algorithms identified prior achievement, executive functions (in particular, working memory, cognitive flexibility, and attentional focusing), and motivation as direct causes of academic achievement. I discuss the advantages and limitations of graphical models in general and causal search algorithms in particular for understanding social and behavioral problems.

Raikes, H., Chazan-Cohen, R., Harden, B. J., Byrd, J., Svoboda, E., Welch, G., ... Escalante, E. (2023). **Evidence of the Effectiveness of a Home Visiting Model in Rural Communities: Early Steps to School Success**. *Early Childhood Research Quarterly*, 63, 299-312. <https://doi.org/10.1016/j.ecresq.2022.12.012>

Shen, Z., Curran, F. C., You, Y., Splett, J. W., & Zhang, H. (2023). **Intraclass Correlations for Evaluating the Effects of Teacher Empowerment Programs on Student Educational Outcomes**. *Educational Evaluation and Policy Analysis*, 45(1), 134-156. <https://doi.org/10.3102/01623737221111400>

Programs that improve teaching effectiveness represent a core strategy to improve student educational outcomes and close student achievement gaps. This article compiles empirical values of intraclass correlations for designing effective and efficient experimental studies evaluating the effects of these programs. The Early Childhood

Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K) data are used to estimate empirical design parameter values in the setting of students nested within teachers nested within schools. The results show that intraclass correlations at the school level are relatively stable, and those at the teacher level increase along with grade level. We illustrate the utility of the results by demonstrating how to leverage this information to design more efficient and effective experimental studies.

Thompson, P. N., Tomayko, E. J., Gunter, K. B., Schuna, J., & McClelland, M. (2023). **Impacts of the four-day school week on early elementary achievement.** *Early Childhood Research Quarterly*, 63, 264-277. <https://doi.org/10.1016/j.ecresq.2022.12.009>

This study explores the impact of four-day school weeks on early elementary achievement. Using covariate adjusted regression analyses and data on all students who entered kindergarten in Oregon, USA between 2014 and 2016, we examine differences in 3rd grade math and English Language Arts test scores (i.e., achievement) for students enrolled in a four-day school week versus a five-day school week at kindergarten entry. On average, we find minimal differences between 3rd grade test scores of four-day and five-day students, but there are notable differential effects across the spectrum of these students' kindergarten readiness scores and educational program participation. We find that above median performers on kindergarten assessments, White students, general education students, and gifted students – student groups that make up more than half our sample – are the most negatively impacted by the four-day school week during the early elementary period. We generally find no statistically significant evidence of detrimental four-day school week achievement impacts for students who were below median performers on kindergarten assessments, minority students, economically disadvantaged students, special education participants, and English as a second language students.

Yoon, M., & Yun, H. (2023). **Relationships between adolescent smartphone usage patterns, achievement goals, and academic achievement.** *Asia Pacific Education Review*, 24(1), 13-23. <https://doi.org/10.1007/s12564-021-09718-5>

As smartphones are emerging as a common device for adolescent, prior studies have provided theoretical and empirical evidence for the factors affecting adolescent smartphone use. However, mainstream research has tended to focus on the negative effects of smartphone. Even though smartphone use can have adverse outcomes, it may also allow students to engage in flexible mobile learning, gain access to important information about their possible future careers and achieve their personal goals. To fill this gap in adolescent smartphone usage, this study explored the smartphone usage patterns of adolescent subpopulations and the associations with their self-control, achievement goals, and academic achievements. Data were collected from 2341 s-year high school students as part of a larger longitudinal panel study. Three distinct smartphone usage profiles were identified in the latent profile analysis: learning, recreational use, and minimal use. Respondents with high perseverance were assigned to the learning group, and respondents with lower compliance and perseverance were assigned to the recreational group. The achievement goal score was found to be the highest in the learning group and lowest in the recreational group. Academic achievement was found to be higher in both the learning and minimal use groups than the recreational use group. Based on these findings, the implications of this study for research and practice are discussed.

Zhao, Y. V., Bhattacharjea, S., & Alcott, B. (2023). **A slippery slope: early learning and equity in rural India.** *Oxford Review of Education*, 49(1), 93-113. <https://doi.org/10.1080/03054985.2022.2101442>

There is near consensus that early childhood education and care (ECEC) is essential to children's early development. A common corollary is that early learning will be pivotal to helping redress inequities in educational outcomes. We examine whether this is true among rural communities in the Indian states of Assam, Rajasthan, and Telangana. Specifically, we assess whether learning gains for the most disadvantaged are retained in comparison to more advantaged children who had lower initial learning levels. We find that lower-achieving, more advantaged children (as measured by mother's education) soon overtake higher-achieving but less advantaged children. In contrast, higher-achieving girls remain ahead of lower-achieving boys in Assam and Telangana, although they are caught up in Rajasthan. Given the differing patterns across the states, we explore the extent to which these may be shaped by their respective social and policy contexts.

Valeurs

Clark, C. H. (2023). **Civic education's relationship to affective partisan divides later in life.** *Education, Citizenship and Social Justice*, 18(1), 37-58. <https://doi.org/10.1177/17461979211041332>

Civic education is often touted as a counterweight to the contentiousness of American politics. Yet, civic education's relationship to dislike and distrust of opposing partisans (affective polarization) remains largely untested. Simultaneously, there are calls for educators to promote more civic informed action, taking civic education beyond the walls of the classroom. This study utilizes data from a survey of the 2016 election to examine the relationship between individuals' recalled civic education experiences (classroom pedagogy and community service) and affective polarization. In addition, this study explores two potential moderators of the relationship between civic education and affective polarization, partisan social identity strength and age. Analysis of the sample shows a significant relationship between both types of civic education experience and affective polarization, though the nature of that relationship may depend on respondents' partisan social identity and age.

Feu i Gelis, J., Casademont Falguera, X., & Abril, F. (2023). **Is another democracy possible in schools? Challenges to create a truly democratic school.** *Education, Citizenship and Social Justice*, 18(1), 98-112. <https://doi.org/10.1177/17461979211048666>

In most schools everywhere, democracy and participation continue to be carried out through the usual channels based on representative democracy and the vote of elected representatives. However, this reality is not monolithic, and we do find centers committed to practise a full and more profound democracy. Based on a case study, the article analyzes the theoretical and practical approach of Germinal School. Despite some difficulties, this school has successfully implemented a project of radical democracy, both through micropolitics and daily pedagogical action. This article also examines why it is so difficult to democratize school and how to create a truly democratic institution. Finally, we address the possibility of extending the democratic model presented here to other schools.

Fitzgerald, C. (2023). **Social bonding and children's collaborations as citizen-peers at primary school.** *Education, Citizenship and Social Justice*, 18(1), 22-36. <https://doi.org/10.1177/17461979211040464>

This qualitative research explored 9- to 12-year-old children's citizenship participation at primary school in the Republic of Ireland. During 2016–2017, 160 children from 6 co-educational primary schools participated. Through a process of grounded analysis, children are identified as active citizen-peers of their peer groups. As citizen-peers, children used social strategies to assert their agency and autonomy within the adult-controlled school environment. Social bonding between children also influenced the ways citizen-peers negotiated peer group social hierarchies. Inductive analysis of observational data identifies children's social strategies as covert and overt forms of Collective Social Action (CSA); motivated by competition and/or protest against the activities children did not want to participate in at school. This research found that low social bonding between children affects peer solidarity, which suggests that social bonding is an important aspect of children's collaboration as citizen-peers at school.

Francis, D. A. (2023). **'And I would ask myself, what's being gay got to do with this anyway?' Constructions of queer subject positions in student's stories.** *Education, Citizenship and Social Justice*, 18(1), 59-70. <https://doi.org/10.1177/17461979211048670>

In this paper, the author explores some of the issues associated with teaching about compulsory heterosexuality and schooling in an undergraduate sociology programme. Using a novel approach to gathering data, the article analyses the stories students submitted about themselves or others who were counter normative in terms of gender and sexuality in school. Informed by the work of Ahmed and Foucault, this article explores what kinds of gendered and sexualised subject positions become possible through the stories of students, and how are these subject positions interpellated and constituted relationally? Despite progressive legislation, queer activism and the significant visibility of gender and sexuality counter-normative identities in the South African media, the analysis highlights that students' position school attending queer youth as (1) stereotyped caricatured subjects, (2) objects of fear and (3) subjects of violence. These subject positions serve as straightening devices that interpellate queer school attending youth as unfamiliar, not belonging and unworthy and therefore requiring change. Insights from this article can inform the research and practice which is pivotal to addressing cisheteronormativity not only in schools but cultural ideas, norms and practices too.

Hadengue, M., & Guntzburger, Y. (2023, février 12). **The climate crisis demands we green higher education: here's how the French are going about it.** Consulté 14 février 2023, à l'adresse The Conversation website: <http://theconversation.com/the-climate-crisis-demands-we-green-higher-education-heres-how-the-french-are-going-about-it-193812>

The challenge is not so much to integrate sustainable development into engineering or management education as to teach engineering and management for sustainable development.

Kumalo, S. H. (2023). **Developing epistemic impartiality to deliver on justice in higher education South Africa.** *Education, Citizenship and Social Justice*, 18(1), 85-97. <https://doi.org/10.1177/17461979211048665>

In South Africa, the scholarship of epistemic justice has taken on an historical gaze with higher education framed as a social institution that might ameliorate the historical traumas of colonialism. Undoing the legacies of colonialism has been framed as the

democratisation of the knowledge project. Using the White Paper 3 of 1997 that posits academic freedom, institutional autonomy and public accountability as fundamental to institutional governance, in part I of this analysis I broadened public accountability to include the social, political and economic factors that inhibit or act as catalyst to the attainment of educational desire. In this second part publication, I am interested in developing and proposing epistemic impartiality. This concept is developed from Mitova's proposition of 'decolonising knowledge without too much relativism', which ultimately fosters epistemic justice through rigorously scrutinising each epistemic tradition. My suggestion is that epistemic impartiality enables dialogue between divergent traditions.

Zahedi, S., Jaffer, R., Bryant, C. L., & Bada, K. (2023). **Service-learning effects on student civic engagement and community - A case study from India.** *Education, Citizenship and Social Justice*, 18(1), 3-21. <https://doi.org/10.1177/17461979211041334>

The development of student civic engagement has featured in Indian educational policies for decades as a critical goal of schooling. However, the narrowness of the prescribed K-12 curricula, and the intense focus on competitive exams, do not support such an outcome. To overcome this problem, ABC School in India decided to pilot service-learning in its middle-school classroom. The idea was to assess the effects of such a program on students and the community's welfare. Analysis of data from surveys, focus groups, and interviews showed that the service-learning project might have supported increased civic engagement in some students while also enhancing the welfare of the community served. No prior peer-reviewed empirical studies have been published on the nature and effects of service-learning at schools in India.

Zyad, H. (2023). **An exploration of the effects of social media on youth online and offline sociopolitical engagement.** *Education, Citizenship and Social Justice*, 18(1), 71-84. <https://doi.org/10.1177/17461979211048676>

On April 20th, 2018, Moroccan youths launched a boycott campaign on social media targeting three commercial brands. This incident has reinvigorated the debate on youth engagement in civic activism. Thus, this article compares Moroccan college-level students' civic engagement through formal processes and online social networking as well as predicting students' levels of engagement based on their demographic characteristics and political orientation variables. The analysis revealed that social media use was significantly correlated with youth virtual civic activities. Political interest and self-efficacy also had a significant impact on youth civic engagement. However, of the five demographic variables involved, only two were found to be significantly correlated with youth online civic activities. The study therefore identifies evidence corroborating other researchers' finding that Moroccan youth play a role in influencing policy and decision-making through informal channels of civic engagement.