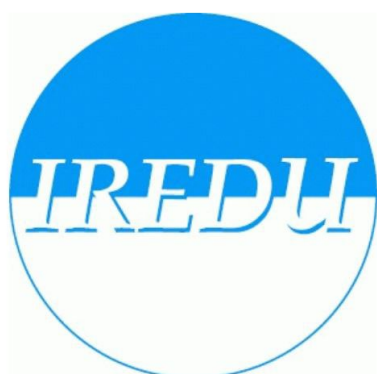


# Veille de l'IREDU



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## Acquisition de compétences

Audrin, C., & Bressoud, N. (2022). **Les compétences émotionnelles dans la formation enseignante.** *Administration & Éducation*, 176(4), 95-102. <https://doi.org/10.3917/admed.176.0095>

Benzitoun, C. (2023, février 21). **Le temps est venu de moderniser et de démocratiser l'orthographe.** Consulté 28 février 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Le-temps-est-venu-de-moderniser-et-de-democratiser-l-orthographe>

L'orthographe française est parmi les plus difficiles au monde. Cela produit d'importantes inégalités sociales dès l'école primaire. Nous pouvons moderniser notre langue sans la dénaturer. Les propositions du linguiste Christophe Benzitoun.

Berger, J.-L., & Cartier, S. C. (2023). **L'apprentissage autorégulé** (1ère édition). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807351233-l-apprentissage-autoregule>

L'apprentissage autorégulé, soit la façon dont l'élève ou l'étudiant prend en charge son propre apprentissage, est un thème d'actualité dans les pratiques éducatives et la recherche en éducation. Comment l'élève mobilise des stratégies d'apprentissage cognitives et métacognitives, comment il se motive ou encore comment il gère son travail et son environnement en vue d'atteindre les objectifs fixés ou qu'il se fixe sont en effet des questions essentielles, d'autant plus d'actualité suite à l'essor des cours en ligne ou de l'enseignement hybride lié à la pandémie de Covid 19. Le livre se compose de trois parties: Aspects conceptuels de l'apprentissage autorégulé Modèles de l'apprentissage autorégulé en contexte de lecture et d'écriture Approche et recensions des écrits sur les pratiques en enseignants Un outil indispensable pour tous les chercheurs en Sciences de l'éducation.

Borriello, G. A., Grenell, A., Vest, N. A., Moore, K., & Fyfe, E. R. (2023). **Links between repeating and growing pattern knowledge and math outcomes in children and adults.** *Child Development*, 94(2), e103-e118. <https://doi.org/10.1111/cdev.13882>

This study examined repeating and growing pattern knowledge and their associations with procedural and conceptual arithmetic knowledge in a sample of U.S. children (N = 185; Mage = 79.5 months; 55% female; 88% White) and adults (N = 93; Mage = 19.5 years; 62% female; 66% White) from 2019 to 2020. Three key findings emerged: (1) repeating pattern tasks were easier than growing pattern tasks, (2) repeating pattern knowledge robustly predicted procedural calculation skills over and above growing pattern knowledge and covariates, and (3) growing pattern knowledge modestly predicted procedural and conceptual math outcomes over and above repeating pattern knowledge and covariates. We expand existing theoretical models to incorporate these specific links and discuss implications for supporting math knowledge.

Clark, C. A. C., & Caddell, K. (2023). **Relation of Young Children's Parasympathetic Reactivity During a Learning Task to Their Self-Regulation and Early Academic Skills.** *Mind, Brain, and Education*, 17(1), 43-52. <https://doi.org/10.1111/mbe.12340>

There is growing interest among educational researchers in using heart rate variability (HRV) as an index of children's capacity to regulate their physiological arousal. Links between HRV and young children's self-regulation have, however, been inconsistent,

and there is limited research on children's HRV in learning-related contexts. HRV was collected from 86 children aged 3.41 to 5.83 years before, during, and after they engaged in a learning interaction with an examiner. Higher HRV during a pre-learning episode and a larger drop in HRV during the learning interaction were associated with stronger behavioral performance on self-regulation and early academic skill assessments. Children's capacity to modulate their HRV in response to learning opportunities may be linked to their broader self-regulation and early academic skill development. Effects varied by episode and gender, underscoring a need for further research to rigorously evaluate the utility and generalizability of HRV in authentic educational settings.

Dailey, S., & Bergelson, E. (2023). **Talking to talkers: Infants' talk status, but not their gender, is related to language input.** *Child Development*, 94(2), 478-496. <https://doi.org/10.1111/cdev.13872>

Prior research points to gender differences in some early language skills, but is inconclusive about the mechanisms at play, providing evidence that both infants' early input and productions may differ by gender. This study examined the linguistic input and early productions of 44 American English-learning infants (93% White) in a longitudinal sample of home recordings collected at 6–17 months (in 2014–2016). Girls produced more unique words than boys (Cohen's  $d = .67$ ) and this effect grew with age, but there were no significant gender differences in language input ( $d = .22-.24$ ). Instead, caregivers talked more to infants who had begun to talk ( $d = .93-.97$ ), regardless of gender. Therefore, prior results highlighting gender-based input differences may have been due, at least partly, to this talking-to-talkers effect.

Delignières, D. (2022). **Permettre aux élèves de construire des passions à l'École.** *Administration & Éducation*, 176(4), 57-62. <https://doi.org/10.3917/admed.176.0057>

Guzmán-Valenzuela, C., Ortega, L., Montero, M., & Perez Mejias, P. (2023). **The new knowledge production in the social sciences and in the arts and humanities in Latin America.** *Higher Education*, 85(3), 587-612. <https://doi.org/10.1007/s10734-022-00853-5>

This paper examines patterns of knowledge production in the social sciences (SS) and in the arts and humanities (A&H) in Latin America (LATAM). We report on a longitudinal analysis of 127,515 journal articles published between 2002 and 2018. The analysis reveals six major patterns: (i) a rapid growth in the production of journal articles; (ii) large differences in article production across nations; (iii) significant variations in the magnitude and the growth of articles across disciplines within the SS and the A&H; (iv) a present predominance of single-authored articles that has nevertheless been declining in favour of collaborative articles; (v) a significant variation in the magnitudes of collaborative articles with researchers outside LATAM, a collaboration that tends to be with the global North; and (vi) differences in research leadership across LATAM nations. A set of possible explanations is offered for each of these patterns, set within a dynamic global knowledge production context.

Jirout, J. J., Ruzek, E., Vitiello, V. E., Whittaker, J., & Pianta, R. C. (2023). **The association between and development of school enjoyment and general knowledge.** *Child Development*, 94(2), e119-e127. <https://doi.org/10.1111/cdev.13878>

Learning environments can support the development of foundational knowledge and promote children's attitudes toward learning and school. This study explores the relation

between school enjoyment and general knowledge from preschool (2016–2017) to kindergarten (2017–2018) in 1359 children (Mage = 55, 61 months, female = 50%; 58.5% Hispanic, 17% Black, 10% Asian, 10% White, 5% multiracial/other; linguistically diverse). Cross-lagged panel models showed significant bidirectional associations between preschool enjoyment and change in general knowledge from preschool to kindergarten with a standardized coefficient of  $\beta = .21$  ( $p < .001$ ) and associations between preschool general knowledge and change in enjoyment,  $\beta = .09$  ( $p = .015$ ). Exploratory analyses with teacher characteristics and demographic subgroup comparisons are discussed. These associations suggest the potential intervention strategy of promoting early school enjoyment to support broader academic development.

Jourdan, C. (2021). **Saisies d'opportunités d'apprentissages en stage : facteurs, obstacles, leviers (cas des STS Bâtiment)** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04000993>

L'objet de la recherche concerne la caractérisation d'opportunités d'apprentissages que des étudiants de Section de Technicien Supérieur Bâtiment, en formation initiale, peuvent ou non saisir, lors d'un stage de deux mois, sur des chantiers de construction, en position d'aide conducteur de travaux. C'est à partir des interactions avec leur environnement, vécues par douze stagiaires et caractérisées à partir des discours et des traces d'activité, que nous inférons ces opportunités et que nous analysons les facteurs qui favorisent ou limitent leur saisie possible par les stagiaires. Le cadre d'analyse, constitué pour permettre les inférences d'opportunités d'apprentissages, mobilise d'une part, la théorie de l'activité (Galperine, Leontiev et Rubinstein) et des concepts de l'expérience, notamment celui proposé par Dewey. D'autre part, il est complété par un modèle caractérisant le métier de la conduite de travaux, destiné à intégrer les spécificités du domaine professionnel dans lequel les étudiants-stagiaires interagissent. Nous avons créé ce modèle à partir d'une enquête réalisée auprès de conducteurs de travaux, issus des grandes entreprises du secteur du bâtiment. Les stagiaires qui découvrent un métier de l'encadrement, effectuent des tâches multiples, voire dispersées, dans les configurations variées que nous avons identifiées. Les opportunités d'apprentissages dépendent des modes de participation privilégiés par les tuteurs, telles que l'aide en appui ou la délégation encadrée, et du degré d'accomplissement des actions réalisées par les stagiaires, au cours du stage, favorisant ou non une compréhension des buts correspondants. En induisant des continuités ou des ruptures dans l'enchaînement des actions, ces modalités influencent également les opportunités d'établir des liens avec le système des tâches que la conduite de travaux implique. Les résultats obtenus conduisent à des pistes d'amélioration pour la conception d'instruments permettant notamment, l'identification des chaînes d'actions et leurs liens avec l'exercice du métier, dans la perspective de la mise en place et du suivi des stages.

McCarthy, K. M., & Skoruppa, K. (2023). **Language-specific phonological skills and the relationship with reading accuracy in Sylheti-English sequential bilinguals.** *Child Development*, 94(2), e85-e102. <https://doi.org/10.1111/cdev.13880>

This study investigated the influence of first language (L1) phonology on second language (L2) early reading skills in Sylheti-English bilinguals (N = 58; 48% girls; British Bangladeshi) and their monolingual-English peers (N = 43; 45% girls; 96% White British, 4% multiethnic British) in a diaspora context. Language-specific phonological awareness and nonword repetition were tested at two time points (6;2–7;8 years-old). At Time 1, the bilinguals had lower productive accuracy for phonological sequences that violated their

L1 phonology ( $d = .56; .84$ ), and these skills accounted for a significant amount of variance in their reading accuracy. At Time 2, the language-specific effects were no longer present. These findings highlight the importance of considering language structure in multilingual early literacy development.

Mou, Y., Zhang, B., & Hyde, D. C. (2023). **Directionality in the interrelations between approximate number, verbal number, and mathematics in preschool-aged children.** *Child Development*, 94(2), e67-e84. <https://doi.org/10.1111/cdev.13879>

A fundamental question in numerical development concerns the directional relation between an early-emerging non-verbal approximate number system (ANS) and culturally acquired verbal number and mathematics knowledge. Using path models on longitudinal data collected in preschool children (Mage = 3.86 years; N = 216; 99 males; 80.8% White; 10.8% Multiracial, 3.8% Latino; 1.9% Black; collected 2013–2017) over 1 year, this study showed that earlier verbal number knowledge was associated with later ANS precision (average  $\beta = .32$ ), even after controlling for baseline differences in numerical, general cognitive, and language abilities. In contrast, earlier ANS precision was not associated with later verbal number knowledge ( $\beta = -.07$ ) or mathematics abilities (average  $\beta = .10$ ). These results suggest that learning about verbal numbers is associated with a sharpening of pre-existing non-verbal numerical abilities.

Neveu, M., Geurten, M., Durieux, N., & Rousselle, L. (2023). **Finger Use and Arithmetic Skills in Children and Adolescents: a Scoping Review.** *Educational Psychology Review*, 35(1), 2. <https://doi.org/10.1007/s10648-023-09722-8>

Although the role played by finger use in children's numerical development has been widely investigated, their benefit in arithmetical contexts is still debated today. This scoping review aimed to systematically identify and summarize all studies that have investigated the relation between fingers and arithmetic skills in children. An extensive search on Ovid PsycINFO and Ovid Eric was performed. The reference lists of included articles were also searched for relevant articles. Two reviewers engaged in study selection and data extraction independently, based on the eligibility criteria. Discrepancies were resolved through discussion. Of the 4707 identified studies, 68 met the inclusion criteria and 7 additional papers were added from the reference lists of included studies. A total of 75 studies were included in this review. They came from two main research areas and were conducted with different aims and methods. Studies published in the mathematical education field ( $n = 29$ ) aimed to determine what finger strategies are used during development and how they support computation skills. Studies published in cognitive psychology and neuroscience ( $n = 45$ ) specified the cognitive processes and neurobiological mechanisms underlying the fingers/arithmetic relation. Only one study combined issues raised in both research areas. More studies are needed to determine which finger strategy is the most effective, how finger sensorimotor skills mediate the finger strategies/arithmetic relation, and how they should be integrated into educational practice.

Nunoo, J., Taale, F., Sebu, J., & Adama, A. S. Y. (2023). **Influence of teacher absenteeism and school distance on cognitive skills in Ghana.** *International Journal of Educational Development*, 97, 102715. <https://doi.org/10.1016/j.ijedudev.2022.102715>

Cognitive skills are important predictors of academic success and wellbeing in adulthood. Unfortunately, the cognitive skills of many students in Ghana and other African countries are seriously lagging behind global mean estimates. This study

examined the influence of teacher absenteeism and travel distance to school on the cognitive skills of school children between 5 and 15 years of age in Ghana. Dataset for the analysis were derived from the first and second waves of the Ghana Socioeconomic Panel Survey conducted by the Economic Growth Center, Yale University. The study finds that teacher absenteeism and distance to school are detrimental to cognitive skills development.

Quines, Z. M., & Quines, E. A. (2023). **Developing Linguistic Competence and Critical Thinking Skills Through Cooperative Learning: An Assessment.** *British Journal of Education*, 11(2), 13-28. <https://doi.org/10.37745/bje.2013/vol11n21328>

This study aimed to assess the effectiveness of cooperative learning method in developing linguistic competence and critical thinking skills of students. All the subjects were taught lessons using the lecture discussion method and cooperative learning approach alternately. The pseudo-experimental method utilizing the repeated measures design was used in the study. T-test was used to compare the mean scores on the pretest/posttest of achievement tests. The study found out that there is a significant improvement in the linguistic competence and critical thinking skills of students taught with the use of lecture discussion method and cooperative learning. The mean gain scores on cooperative learning approach has significantly improved the linguistic competence and critical thinking skills of students. Findings show that both methods can develop linguistic competence and critical thinking skills of students, but cooperative learning has a higher mean gain score in linguistic competence as compared to the lecture–discussion method. Under linguistic competence, there is a significant difference in the mean gain scores in linguistic competence of subjects taught under cooperative learning but not in lecture-discussion method. Under critical thinking skills, there is no significant difference in the mean gain scores in critical thinking skills between the two groups.

Shelton, T., Benatowicz, C., Healy, P., Ryan, N. D., & Cameron, J. L. (2023). **Development and Testing of a Curriculum to Improve Decision-Making Skills in Middle and High School Students.** *Mind, Brain, and Education*, 17(1), 53-60. <https://doi.org/10.1111/mbe.12339>

Adolescence is a key developmental period for developing and strengthening brain circuits that underlie effective decision-making skills, which profoundly impact lifelong health and academic, professional, and economic achievement. But decision-making skills are learned rather than inherent. School presents an ideal environment for the direct instruction and frequent practice of decision-making skills, however, finding time in the school day is a challenge for contemporary educators. We have developed a learning curriculum that involves active student participation to strengthen decision-making skills that is sufficiently flexible and adaptable to be utilized in a wide variety of content-specific classwork. Using this curriculum, students show evidence of improved decision-making skills, including increased consideration of the number of factors that are relevant to their decision, the resources needed to make a particular decision, and both the short-term and long-term consequences of decisions.

Turós, M. (2023). **The impact of public, Catholic and Waldorf schools on pupils' moral judgement.** *International Journal of Educational Development*, 97, 102706. <https://doi.org/10.1016/j.ijedudev.2022.102706>

Our study examines the impact of public, Catholic and Waldorf schools on students' (N = 1367) moral judgements in Hungary. Although the main focus of the research is on

the extent to which parenting style, different demographic characteristics and school model influence students' moral judgements, the analysis also addresses the reasons for parents' (N = 1228) school choice. The comparability of schools is supported by a complex sampling algorithm and the detection of demographic differences. The moderating role of school models in student personality formation is described by structural equation modelling (SEM), multigroup path analysis (MGA) and multiple linear regression (MLR). The results show that educational attainment has an effect on restrictive parenting in public and Catholic schools. In these two schooling models, parents with lower educational attainment are more likely to have a restrictive parenting style, while parents with higher educational attainment are less likely. This correlation does not hold for Waldorf schools. Waldorf parents are less restrictive, regardless of their educational level. In public and Waldorf schools, pupils in higher grade levels are more accepting of being out of control, and therefore more accepting of misdemeanour, which leads to becoming less reliable, gradually causing a deterioration in behaviour. It is also true for Catholic schools that pupils with more uncontrolled attitudes are more accepting of misdemeanour and less positive about reliability, but for Catholic school pupils the last element of the chain of effects does not exist: attitudes do not manifest themselves in behaviour.

Vilches, O. (2022). **Le dispositif Garantie jeunes : une analyse des effets directs et indirects sur ses bénéficiaires. Prise en compte des compétences non académiques des jeunes** (Phdthesis, Université de Bourgogne Franche-Comté). Consulté à l'adresse <https://hal-univ-bourgogne.archives-ouvertes.fr/tel-03933552>

L'évaluation du dispositif Garantie jeunes a donné lieu à trois principaux rapports (Farvaque et al., 2016 ; Loison-Leruste et al., 2016 ; Gaini et al., 2018). Dans le cadre de cette thèse, nous cherchons à savoir si ce dispositif a un effet sur l'insertion professionnelle et sociale de ses bénéficiaires, qui transite par l'acquisition de compétences non académiques. A partir d'une méthode d'enquête mixte, nous nous sommes à la fois intéressés aux jeunes et aux recruteurs susceptibles de les embaucher. D'un côté, notre approche longitudinale qualitative repose sur cinquante-cinq entretiens semi-directifs menés en trois temps avec les bénéficiaires du dispositif. D'un autre, notre approche quantitative, qui s'appuie sur la méthode des vignettes, est fondée sur un échantillon de cent-soixante-quatorze recruteurs. Premièrement, nos résultats principaux montrent que la GJ a un effet direct sur l'insertion professionnelle et sociale mais également sur les compétences non académiques, même si celui-ci reste à nuancer. Par ailleurs, l'effet indirect sur l'insertion, qui transite par les soft skills, ne concerne pas l'ensemble de nos enquêtés. Ainsi, il est avéré chez les jeunes qui ont perçu le dispositif comme un tremplin, mais également ceux pour qui la GJ n'a pas permis de changer leur situation initiale. Deuxièmement, nous remarquons que les recruteurs considèrent les soft skills comme importantes et que le dispositif GJ agit positivement au moment du recrutement pour ses bénéficiaires.

Xodabande, I., & Hashemi, M. R. (2023). **Learning English with electronic textbooks on mobile devices: Impacts on university students' vocabulary development.** *Education and Information Technologies*, 28(2), 1587-1611. <https://doi.org/10.1007/s10639-022-11230-1>

The current study examined the use of electronic textbooks designed as mobile applications for learning vocabulary in English among Iranian university students. To this end, 95 university students in an experimental (N = 50) and a control group (N = 45)

participated in the study. An explanatory sequential mixed methods design was employed and over an academic semester, the participants used either traditional materials or mobile-based electronic textbooks for learning 600 words in English. To assess the outcomes from different learning conditions, receptive knowledge of the target vocabulary items was tested in three junctures of time (i.e. pre-, post-, and delayed post-test). Additionally, open-ended questionnaires and interviews were used to collect qualitative data from the experimental group to further investigate their perceptions of using mobile-based electronic textbooks for vocabulary learning. The findings revealed a significant main effect for time and both groups significantly improved their vocabulary knowledge from pre-test to post-test. Moreover, a significant main effect was found for using electronic textbooks on mobile devices, and the experimental group outperformed the control group on the post- and delayed post-tests. The qualitative findings revealed three perceived benefits, namely episodic learning, easy access to materials, and enhanced enjoyment for mobile assisted vocabulary learning through electronic textbooks. The perceived challenges were related to health concerns, distractions associated with mobile environments, and external pressure resulting from excessive mobile use among the participants. In general, the findings of the study shed light on the potential offered by mobile-based textbooks for learning English vocabulary, with implications for teachers and materials developers in language teaching programs.

## Aspects économiques de l'éducation

Doyle, L., Easterbrook, M. J., & Harris, P. R. (2023). **Roles of socioeconomic status, ethnicity and teacher beliefs in academic grading.** *British Journal of Educational Psychology*, 93(1), 91-112. <https://doi.org/10.1111/bjep.12541>

Background Educational outcomes in the United Kingdom vary as a function of students' family background, with those of lower socioeconomic status (SES) and certain ethnic minority groups among the worst affected. Aims This pre-registered study investigates: (i) whether knowledge about students' socioeconomic and ethnic background influences teachers' judgements about the quality of their work and potential for the future, and (ii) the role of teachers' beliefs—most notably about meritocracy—in their practices. Sample Our findings are based on the responses of 416 in-service (88%) and trainee (12%) teachers who successfully passed several stringent exclusion criteria. Methods As part of a 2 × 2 independent measures design, teachers were randomly assigned to assess an identical piece of work ostensibly written by a student who varied by SES (higher vs. lower) and ethnicity (White British vs. Black Caribbean). Following this, they responded to several measures assessing their beliefs about education. Results Teachers judged students of lower SES to be inferior to students of higher SES across a range of indicators. By contrast, we found no evidence of racial bias in teachers' judgements, though potential reasons for this are discussed. Teachers who believed that schooling is meritocratic were significantly less likely to support equity-enhancing teaching practices and initiatives. Conclusions Unconscious teacher biases and beliefs may be contributing to the relative underperformance of students from poorer backgrounds. These findings provide a mandate for educational institutions to help teachers reflect upon, and develop the skills required to mitigate potentially harmful biases.

Heckman, S. J., Letkiewicz, J. C., & Kim, K. T. (2023). **A Fracturing Social Contract? How Perceptions of the Value of Higher Education are Changing.** *Journal of Family and Economic Issues*, 44(1), 156-174. <https://doi.org/10.1007/s10834-021-09811-2>



This study leverages two national datasets to assess the changing value perceptions of higher education. Human capital and social contract theories are used to frame the analysis and discussion around the shifting perceptions. The study finds that, in 2016, approval rates for education borrowing dropped to the lowest level since 1992. Respondents who are younger, have debt, and are more willing to take risks are more likely to approve of borrowing. Women and Blacks are more likely to approve of borrowing. Women are more likely to indicate that the cost of higher education is not worth it. Income, education, and homeownership were associated with the belief that education was worth the cost, while having student loans was associated with the belief that education was not worth the cost. The results indicate that the social contract regarding higher education may be fracturing for specific groups in the US—specifically for women and those who need to borrow to finance their education. Implications for policymakers are discussed.

Hissard, D. (2022). **L'impact économique des étudiants internationaux en France**. Consulté à l'adresse <https://www.campusfrance.org/fr/ressource/l-impact-economique-des-etudiants-internationaux-en-france>

Cette enquête, menée auprès de 10 000 étudiants internationaux afin de mieux connaître leurs ressources, dépenses et conditions de vie, permet d'évaluer l'impact économique de leur présence en France : leur apport se monte à 5 milliards d'euros pour le pays. L'enquête permet aussi d'évaluer l'impact positif de long terme sur l'image de la France à l'international.

Kong, W., & Ni, S. (2023). **A Structural Econometric Approach to Analyzing the Impact of Teacher Pension Reform**. *Educational Researcher*, 52(2), 63-70. <https://doi.org/10.3102/0013189X221080913>

The growing fiscal cost of K–12 teacher pension plans and pension-induced labor market distortions have led to calls for teacher pension reforms. Dynamic structural econometric models are a useful way to analyze the fiscal and staffing consequences of current and alternative retirement plans. This article lays out the benefits of the structural econometric modeling approach for analyzing changes to teacher pension plans and estimates such a model for Missouri public school teachers. The results are then used to simulate effects of a pension reform on teacher retirement and employer pension costs.

Martin, M., & Van der Hijden, P. (2023). **Short courses, micro-credentials, and flexible learning pathways: a blueprint for policy development and action**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000384326/PDF/384326eng.pdf.multi>

Au centre du débat politique international, dans de nombreux pays, les microcrédits (ou micro-certifications) sont considérés comme un moyen de se reconverter et de se perfectionner. Des dizaines de définitions sont utilisées dans le monde entier. À l'heure où les systèmes d'enseignement supérieur se développent et se diversifient rapidement, cette note d'orientation propose une nouvelle définition neutre et universelle des microcrédits et examine les éléments standards (points de crédit, organismes d'attribution, méthodes d'évaluation) qui rendent cette définition opérationnelle. Elle explore les acteurs et les rôles qui composent l'écosystème nécessaire pour soutenir le développement réussi des microcrédits, ainsi que dix préoccupations liées à cette tendance croissante des titres de compétences, et dix contre-arguments et actions possibles pour une meilleure mise en œuvre. Les sujets abordés vont des préoccupations concernant la qualité de la pédagogie aux doutes sur le niveau, les points de crédit, la

progression, la cohérence, l'évaluation, la certification et la valeur sur le marché du travail.

Newman, S., Saul, D., Dearien, C., & Hernandez, N. (2023). **Self-Employment or Selfless Employment? Exploration of Factors that Motivate, Facilitate, and Constrain Latina Entrepreneurship from a Family Embeddedness Perspective.** *Journal of Family and Economic Issues*, 44(1), 206-219. <https://doi.org/10.1007/s10834-021-09813-0>

As the economic and social importance of Latina-owned businesses continues to grow, research is needed on the factors that motivate entrepreneurship among Latinas and that facilitate and constrain their success. This study draws on in-depth interviews and survey data to explore the experiences of Latina entrepreneurs in Idaho, USA, from an embeddedness perspective combining family embeddedness and intersectionality frameworks to illustrate how family and social positioning affects motivations, opportunities, and access to resources. We found Latinas were motivated to start businesses by a range of interacting factors, including centrally a strong sense of responsibility to their nuclear and families of origin. Prominent family motivations included the desire to provide opportunities for younger and older generations and the need for flexibility to manage family and work obligations. Compared to their middle-class peers, working-class Latina entrepreneurs were more likely to need flexibility because they could not afford third-party care for a family member, to experience greater barriers to accessing traditional financing and professional advice, and to be more dependent on family support for their success, although not all had family-based resources upon which they could rely. Latinas struggled to fulfill traditional family role expectations and obligations while assuming the expanded responsibilities of running a business. While a central tension in their lives, this struggle provides the impetus to renegotiate and update traditional gender and family expectations as they navigate role conflict and strain.

Okitsu, T., Edwards, D. B., Mwanza, P., & Miller, S. (2023). **Low-fee private preschools as the symbol of imagined 'modernity'? – Parental perspectives on early childhood care and education (ECCE) in an urban informal settlement in Zambia.** *International Journal of Educational Development*, 97, 102723. <https://doi.org/10.1016/j.ijedudev.2022.102723>

This paper explores (1) the public and private options available at the ECCE level, (2) parents' expectation for ECCE, and (3) preferred and actual choice of preschools in an urban informal settlement in Zambia. The findings reveal strong demand for ECCE among the urban poor. This demand overwhelms low-fee private (LFP) preschool options due both to an insufficient number of public preschools as well as parents' relative preference for the LFP options. Typically, LFP preschools offer highly academic oriented curriculum with English as a medium of instruction, divergent from the government's play-based and mother-tongue based curriculum. By adopting critical cultural political economy approach as an analytical framework, we found that urban poor parents increasingly view investing in LFP preschools as an important household strategy to 'transform' their children into 'modern' citizens, eventually exiting from their stigmatized lifestyle and marginalized social status.

Saez, E. (2023, février 7). **Éducation, retraites, santé... quand l'efficacité passe par l'État.** Consulté 28 février 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/etat-social>

Dans de très nombreux domaines, le marché répond mal aux besoins. L'État social est beaucoup plus efficace dans la santé, l'éducation ou les retraites. L'analyse de l'économiste Emmanuel Saez, extrait du magazine du Fonds monétaire international.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). **Global review of training funds: spotlight on levy-schemes in 75 countries.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000384184?posInSet=1&queryId=199833e3-7074-444e-a43d-1002776a9fdc>

Ces dernières années, de nombreux pays ont relevé le défi de l'augmentation des ressources pour atteindre l'objectif de développement durable 4. et créé des fonds de formation afin de générer des ressources régulières pour l'enseignement et la formation professionnels et techniques, au-delà des allocations des budgets publics et pour rapprocher la formation et le monde du travail. La plupart de ces fonds de formation sont financés par une taxe, ce qui signifie qu'ils sont financés par une taxe sur les employeurs. Cette étude mondiale recense 75 pays qui utilisent de tels fonds. Elle donne un aperçu complet du fonctionnement de ces dispositifs, notamment de leur gouvernance, de leur efficacité, de leur mobilisation, ainsi que des mécanismes de décaissement et d'allocation. L'étude propose également une série de recommandations générales destinées à alimenter les discussions nationales, transnationales et régionales.

## Aspects psychologiques de l'éducation

Allard-Latour, É., & Kermarrec, G. (2022). **L'intérêt en situation au service des émotions positives des élèves.** *Administration & Éducation*, 176(4), 33-39. <https://doi.org/10.3917/admed.176.0033>

Alqassab, M., Strijbos, J.-W., Panadero, E., Ruiz, J. F., Warrens, M., & To, J. (2023). **A Systematic Review of Peer Assessment Design Elements.** *Educational Psychology Review*, 35(1), 18. <https://doi.org/10.1007/s10648-023-09723-7>

The growing number of peer assessment studies in the last decades created diverse design options for researchers and teachers to implement peer assessment. However, it is still unknown if there are more commonly used peer assessment formats and design elements that could be considered when designing peer assessment activities in educational contexts. This systematic review aims to determine the diversity of peer assessment designs and practices in research studies. A literature search was performed in the electronic databases PsycINFO, PsycARTICLES, Web of Science Core Collection, Medline, ERIC, Academic Search Premier, and EconLit. Using data from 449 research studies (derived from 424 peer-reviewed articles), design differences were investigated for subject domains, assessment purposes, objects, outcomes, and moderators/mediators. Arts and humanities was the most frequent subject domain in the reviewed studies, and two-third of the studies had a formative purpose of assessment. The most used object of assessment was written assessment, and beliefs and perceptions were the most investigated outcomes. Gender topped the list of the investigated moderators/mediators of peer assessment. Latent class analysis of 27 peer assessment design elements revealed a five-class solution reflecting latent patterns that best describe the variability in peer assessment designs (i.e. prototypical peer assessment

designs). Only ten design elements significantly contributed to these patterns with an associated effect size  $R^2$  ranging from .204 to .880, indicating that peer assessment designs in research studies are not as diverse as they theoretically can be.

Bakchich, J., Carré, A., Claes, N., & Smeding, A. (2023). **The moderating role of socioeconomic status on the relationship between teacher social support and sense of belonging to school.** *British Journal of Educational Psychology*, 93(1), 153-166. <https://doi.org/10.1111/bjep.12545>

Background Teacher social support (TSS) has been identified as one of the most important factors of success and well-being for students. Yet, there is a gap in the literature regarding the impact of students' socioeconomic status (SES) on their perceptions of TSS, and whether SES may impact the strength of the relationship between teacher social support and students' sense of belonging to school (SBS). Aims In this preregistered study, we aimed at filling this gap by testing the moderating role of SES on the TSS-SBS link, along with the direct associations between these variables. Sample We used data from the French sample of the Programme for International Student Assessment 2018 (PISA;  $N = 6308$ ). Methods TSS was primarily assessed as a latent construct based on three indicators provided by PISA: teacher support, teacher emotional support and teacher feedback. Regarding SES, we primarily focused on family wealth possessions and parents' highest level of education. Results Using structural equation modelling, findings confirmed that the TSS-SBS link was stronger for high-SES than low-SES students. We also found a negative association between teacher support and SES. Importantly, preregistered additional analyses highlight that findings depend on the SES and TSS indicators considered. Conclusions Findings support the importance of SES effect on students' perceptions of their interactions with teachers and the extent to which they perceive they belong to the school. The implications and limitations of this research are discussed.

Barbieri, C. A., Miller-Cotto, D., Clerjuste, S. N., & Chawla, K. (2023). **A Meta-analysis of the Worked Examples Effect on Mathematics Performance.** *Educational Psychology Review*, 35(1), 11. <https://doi.org/10.1007/s10648-023-09745-1>

The current meta-analysis quantifies the average effect of worked examples on mathematics performance from elementary grades to postsecondary settings and to assess what moderates this effect. Though thousands of worked examples studies have been conducted to date, a corresponding meta-analysis has yet to be published. Exclusionary coding was conducted on 8033 abstracts from published and grey literature to yield a sample of high quality experimental and quasi-experimental work. This search yielded 43 articles reporting on 55 studies and 181 effect sizes. Using robust variance estimation (RVE) to account for clustered effect sizes, the average effect size of worked examples on mathematics performance outcomes was medium with  $g = 0.48$  and  $p = 0.01$ . Moderators assessed included example type (correct vs. incorrect examples alone or in combination with correct examples), pairing with self-explanation prompts, and timing of administration (i.e., practice vs. skill acquisition). The inclusion of self-explanation prompts significantly moderated the effect of examples yielding a negative effect in comparison to worked examples conditions that did not include self-explanation prompts. Worked examples studies that used correct examples alone yielded larger effect sizes than those that used incorrect examples alone or correct examples in combination with incorrect examples. The worked examples effect yields a medium effect on mathematics outcomes whether used for practice or initial skill acquisition.

Correct examples are particularly beneficial for learning overall, and pairing examples with self-explanation prompts may not be a fruitful design modification. Theoretical and practical implications are discussed.

Bartlett, K. A., & Camba, J. D. (2023). **Gender Differences in Spatial Ability: a Critical Review**. *Educational Psychology Review*, 35(1), 8. <https://doi.org/10.1007/s10648-023-09728-2>

Spatial ability has long been regarded as important in STEM, and mental rotation, a subcategory of spatial ability, is widely accepted as the cognitive ability with the largest gender difference in favor of men. Multiple meta-analyses of various tests of spatial ability have found large gender differences in outcomes of the mental rotation test (MRT). In this paper, we argue that more recent literature suggests that the MRT is not a valid measure of mental rotation ability. More importantly, we argue that the construct of "spatial ability" itself has been co-constructed with gender, and thus has not been devised in a neutral way, but in a manner that is influenced by gender beliefs. We discuss that though spatial thinking is also required in feminized fields, past research has cast spatial ability as only necessary in masculinized STEM fields. Due to a prevailing belief that spatial ability was an inherently male ability, researchers "selectively bred" some spatial assessment instruments to maximize gender differences, rather than to precisely measure a spatial construct. We argue that such instruments, of which the MRT is one, cannot validly assess between-group differences, and ideas about biological or evolutionary causes of sex differences in spatial ability lack empirical evidence. Instead, the co-construction of gender and spatial ability better explains observed patterns. We also provide recommendations for spatial researchers moving forward.

Basso, D., Corradini, G., & Cottini, M. (2023). **"Teacher, forgive me, I forgot to do it!" The impact of children's prospective memory on teachers' evaluation of academic performance**. *British Journal of Educational Psychology*, 93(1), 17-32. <https://doi.org/10.1111/bjep.12537>

Background According to Munsat (1965, The concept of memory. University of Michigan), a person who makes frequent prospective memory (PM) errors is considered as having a flawed character rather than a bad memory. Given that PM completes its development only in young adulthood, this bias might occur not only within social relationships but also in school. However, little is known about the impact of this bias on academic performance. Aims This study aimed to evaluate the impact of children's PM on teacher's evaluations of their academic performance (i.e., grades) and social skills. Sample A total of 158 eight- and twelve-year-old children (48% females) participated in this study. Methods A working memory (WM) updating task was used as ongoing task (OT), in which the PM task was embedded and required participants to respond whenever certain pictures appeared. Children's social skills were measured through teacher ratings, whereas grades were collected as indicators of teachers' assessment of academic performance. Children's WM span and inhibitory control were also assessed. Results Results showed that 8- and 12-year-old children's academic performance was predicted by both PM performance and teachers' evaluations of social skills. However, social skills evaluations were not predicted by PM performance. WM span was related to grades in 8 year olds, while inhibitory control was related to PM performance in 12 year olds. Conclusions These outcomes highlight that children's grades are not explained only by academic performance itself but also by other personal skills. Awareness of the biases

which can occur when evaluating children's academic performance can help teachers to be more objective in their assessment.

Bego, C. R., Chastain, R. J., & DeCaro, M. S. (2023). **Designing novel activities before instruction: Use of contrasting cases and a rich dataset.** *British Journal of Educational Psychology*, 93(1), 299-317. <https://doi.org/10.1111/bjep.12555>

Background In exploratory learning, students first explore a new topic with an activity and then receive instruction. This inversion of the traditional tell-then-practice order typically benefits conceptual knowledge and transfer, but not always. Aims The current work examines the impact of including contrasting cases in an exploration activity, which can enhance student perception of novel problem features. Samples Undergraduate physics students (Experiment 1, N = 129; Experiment 2, N = 92) participated as part of their regular classroom instruction. Methods Students completed an activity either before or after instruction (explore-first or instruct-first conditions). In Experiment 1, the activity included contrasting cases; in Experiment 2, the activity instead included a rich dataset. Students completed a post-test assessing procedural knowledge, conceptual knowledge and transfer. Results In Experiment 1, students in the explore-first condition demonstrated similar procedural knowledge, higher conceptual knowledge and higher transfer than students in the instruct-first condition. In Experiment 2, there were no significant differences in learning outcomes between explore-first and instruct-first conditions. In both experiments, students in the explore-first and instruct-first conditions reported similar cognitive load and interest and enjoyment after the activity. Conclusions Contrasting cases may be important when designing exploratory learning activities, helping to improve both conceptual understanding and transfer to new topics.

Berger, J.-L., & Cartier, S. C. (2023). **L'apprentissage autorégulé** (1ère édition). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807351233-l-apprentissage-autoregule>

L'apprentissage autorégulé, soit la façon dont l'élève ou l'étudiant prend en charge son propre apprentissage, est un thème d'actualité dans les pratiques éducatives et la recherche en éducation. Comment l'élève mobilise des stratégies d'apprentissage cognitives et métacognitives, comment il se motive ou encore comment il gère son travail et son environnement en vue d'atteindre les objectifs fixés ou qu'il se fixe sont en effet des questions essentielles, d'autant plus d'actualité suite à l'essor des cours en ligne ou de l'enseignement hybride lié à la pandémie de Covid 19 . Le livre se compose de trois parties: Aspects conceptuels de l'apprentissage autorégulé Modèles de l'apprentissage autorégulé en contexte de lecture et d'écriture Approche et recensions des écrits sur les pratiques en enseignants Un outil indispensable pour tous les chercheurs en Sciences de l'éducation.

Bergeron, G., & Douville, L. (2023). **Analyse clinique et jugement professionnel au coeur de l'évaluation psychoéducative. Concepts théoriques et illustrations cliniques.** Consulté à l'adresse <https://www.pulaval.com/livres/analyse-clinique-et-jugement-professionnel-au-coeur-de-l-evaluation-psychoeducative-concepts-theoriques-et-illustrations-cliniques>

Les auteurs de cet ouvrage ont choisi d'aborder l'évaluation psychoéducative en insistant sur l'appropriation et l'utilisation de deux concepts majeurs, soit l'analyse clinique ainsi que le jugement professionnel. Ce livre se veut avant tout un référentiel qui

s'adresse principalement aux futurs ou actuels psychoéducateurs et psychoéducatrices qui utilisent la démarche d'évaluation dans le cadre de leur mandat.

Blackwell, A., Colleen, G., Scharf, J., Hussein, T., Lomena, A. P., Ayella, C., ... Falb, K. (2023). **Children's schooling experiences and child hope in South Sudan**. *International Journal of Educational Development*, 97, 102717. <https://doi.org/10.1016/j.ijedudev.2022.102717>

The study aims to understand corporal violence in schools among students 10–20 in a conflict-affected community in South Sudan, and how violence, mental health, and perception of safety influence hope using baseline data from a school wellbeing training evaluation. In univariate logistic regressions, child hope was significantly associated with perception of safety ( $\beta = 0.10$ ,  $p < 0.001$ ) and mental health ( $\beta = -0.04$ ,  $p < 0.001$ ), and association with past-week violence was significant but mixed (emotional:  $\beta = -0.10$ ,  $p = 0.006$ ; physical:  $\beta = 0.13$ ,  $p = 0.004$ ). Girls had significantly lower hope overall. Child hope is influenced by experiences and environments both within and outside of school, and girls may be particularly vulnerable to external factors. Resilience may explain the relationship between violence and hope.

Caliman, L. V., Citton, Y., & Prado-Martin, M. R. (2023). **L'attention médicamenteuse : La Ritaline à l'école**. Consulté à l'adresse <https://public-production.azurewebsites.net/product/9022/l-attention-medicamentee>

Les troubles de l'attention et de l'hyperactivité (TDAH) sont souvent dénoncés comme un mal du siècle. Parmi la gamme de réponses mobilisées pour y faire face, les traitements médicamenteux (Ritaline, méthylphénidate) occupent une place croissante à l'échelle mondiale, avec 800% d'augmentation en dix ans au Brésil. Cet ouvrage collectif mobilise des chercheur·es venant de disciplines très variées (sciences de l'éducation, psychologie, neurosciences, médecine, sociologie, économie, humanités) pour analyser les pratiques actuelles de diagnostic et de traitement. Il adopte une approche comparatiste en contrastant les situations de la France, du Brésil et du Chili. Il resitue enfin les questions attentionnelles dans l'histoire longue des transformations de nos modes de production. Cette approche historicisée, internationale et interdisciplinaire invite à regarder de plus près ce qui se passe sur le terrain concret de la médecine scolaire et des conditions institutionnelles d'enseignement. Sans cautionner ni diaboliser le recours aux traitements chimiques individuels, l'ouvrage propose de limiter le déferlement de Ritaline sur nos écoles en sollicitant les alternatives collectives offertes par des pratiques pédagogiques alternatives ou novatrices.

Chen, X., Zhou, J., Liu, J., Li, D., & Liu, S. (2023). **Academic performance and depression in Chinese children: Same-domain and cross-domain effects in friendships**. *Child Development*, 94(2), 348-362. <https://doi.org/10.1111/cdev.13864>

This 1-year longitudinal study examined the effects of academic performance and depression in friendships among elementary school children in China. Participants included 1122 children (44% boys) within 561 stable friendship dyads initially in fourth and fifth grades (initial Mage = 11 years). Data on academic performance, depression, and friendship were collected from multiple sources in the period of 2012 to 2014. Dyadic analysis using the actor-partner interdependence model showed that friends' academic performance significantly and positively predicted children's later academic performance, indicating same-domain effects, and significantly and negatively predicted children's later depression, indicating cross-domain effects, with a medium

effect size ( $\epsilon^2 = .70$ ) for the effects of academic performance. The results help understand the role of friendship in children's development in the Chinese context.

Chestakova, M. (2022). **L'exploration des émotions : un projet pédagogique en école maternelle.** *Administration & Éducation*, 176(4), 63-67.  
<https://doi.org/10.3917/admed.176.0063>

Clark, C. A. C., & Caddell, K. (2023). **Relation of Young Children's Parasympathetic Reactivity During a Learning Task to Their Self-Regulation and Early Academic Skills.** *Mind, Brain, and Education*, 17(1), 43-52. <https://doi.org/10.1111/mbe.12340>

There is growing interest among educational researchers in using heart rate variability (HRV) as an index of children's capacity to regulate their physiological arousal. Links between HRV and young children's self-regulation have, however, been inconsistent, and there is limited research on children's HRV in learning-related contexts. HRV was collected from 86 children aged 3.41 to 5.83 years before, during, and after they engaged in a learning interaction with an examiner. Higher HRV during a pre-learning episode and a larger drop in HRV during the learning interaction were associated with stronger behavioral performance on self-regulation and early academic skill assessments. Children's capacity to modulate their HRV in response to learning opportunities may be linked to their broader self-regulation and early academic skill development. Effects varied by episode and gender, underscoring a need for further research to rigorously evaluate the utility and generalizability of HRV in authentic educational settings.

Comité interordres de la relève étudiante. (2023). **L'expérience collégiale en temps de pandémie : points de vue étudiants.** Consulté à l'adresse <https://www.cse.gouv.qc.ca/wp-content/uploads/2023/02/50-3000-ER-experience-collegiale-etudiants.pdf>

Cette publication traite des changements soudains causés par la pandémie de COVID-19 dans l'enseignement collégial, dans les services et dans la vie de campus, qui ont pu avoir des répercussions sur la santé mentale et la réussite scolaire de plusieurs jeunes, et ce, malgré des mesures de soutien. En 2021, les membres du CIRÉ ont réalisé un sondage auprès de 1098 personnes inscrites dans les établissements collégiaux. Près de la moitié des répondantes et des répondants auraient aimé recevoir davantage de soutien psychologique. De plus, la moitié des étudiantes et des étudiants estimait que l'enseignement à distance Néanmoins, plusieurs croient que l'enseignement à distance devrait être maintenu à condition qu'il soit conjugué avec de l'enseignement en présence. La transition du secondaire au collégial et les études à ce dernier ordre d'enseignement, semblent avoir été vécues plus difficilement chez les groupes étudiant dans un grand centre urbain ou entrés au collégial à l'automne 2020.

Cuzzocrea, V., & Krzaklewska, E. (2023). **Erasmus students' motivations in motion: understanding super-mobility in higher education.** *Higher Education*, 85(3), 571-585.  
<https://doi.org/10.1007/s10734-022-00852-6>

This paper looks at youth mobility as an ongoing, dynamic, processual experience in the making of an educational trajectory. By exploring the experiences of students who have undertaken more than one mobility experience under the Erasmus + program, we reflect on how underlying motivations change over the course of subsequent mobility experiences. In contrast to existing research, where the focus has been on reported motivations for one-off mobility experience, we discuss the latent motivations driving



super-mobile educational trajectories. In doing so, we observe the ongoing reconfiguration of these trajectories through the concept of spatial reflexivity, which results in articulated and augmentative dynamics over time. Methodologically, the paper is based on qualitative material collected in person and online with such mobile young people across Europe.

Davison, K., Malmberg, L.-E., & Sylva, K. (2023). **Academic help-seeking interactions in the classroom: A microlongitudinal study**. *British Journal of Educational Psychology*, 93(1), 33-55. <https://doi.org/10.1111/bjep.12538>

Background Help-seeking research has traditionally inferred behavioural responses to the need for help from post-hoc reflections and experiments outside of the classroom context. Aim We aimed to gain an ecologically valid understanding of the help-seeking process by examining the association between pupils' task-specific perceptions and their help-seeking interactions with teachers and peers during lessons. Sample Participants were 290 pupils in Years 4–6 (aged 8.22–11.48) and 12 teachers in 12 classrooms in three schools across two local authorities in South East England, UK. Method The microlongitudinal data consisted of 6,592 task-specific reports. Pupils reported on their task understanding and need for help and their help-seeking (teacher and peer) and help-giving behaviours at the end of each lesson. On average, pupils completed 25.44 reports across 14.64 lessons, 13 school subjects and 4.80 days. Teachers reported on pupils' academic performance. Data were analysed using two-level logistic and multinomial logistic regressions. Results and conclusions Task-specific understanding and need for help were associated with help-seeking and help-giving behaviour during lessons. Understanding was associated also with the type of help sought and given among classmates and appeared to influence whether pupils were help-seekers or help-givers during peer interactions. There was an apparent reciprocity in peer help-seeking interactions, occurring namely among girls and higher performers. Overall, girls were more likely than boys to seek and give help across tasks. Pupils for whom English was an additional language were less likely than classmates to seek help when they needed it. The study (1) sheds new light on the dynamics of everyday help-seeking interactions in the classroom, (2) provides a conceptual framework for researchers interested in reciprocal processes of social interaction in self-regulated learning, and (3) highlights groups who might benefit from intervention.

DiGiacomo, D. K., Usher, E. L., Han, J., Abney, J. M., Cole, A. E., & Patterson, J. T. (2023). **The benefits of belonging: Students' perceptions of their online learning experiences**. *Distance Education*, 44(1), 24-39. <https://doi.org/10.1080/01587919.2022.2155615>

Learning environments that support a sense of belonging have been shown to help students fully and meaningfully participate in their learning. Less is known, however, about the social organization of online learning environments that support a sense of belonging, particularly in postsecondary contexts. With an explicit attention to issues of equity, this mixed-methods study examined what makes undergraduate students in the United States of America (N = 4,544) feel included in online learning environments during a global pandemic. Survey responses collected in the fall of 2020 were analyzed through a sociocultural learning theory framework. Rating scale and open-ended responses revealed that students' sense of belonging and inclusion varied by student race and gender and by instructional modality (synchronous vs. asynchronous). Opportunities for discussion, interaction with peers, and feeling that one's racial or ethnic group was

represented in the curriculum were among the environmental affordances that supported a sense of belonging.

Doyle, L., Easterbrook, M. J., & Harris, P. R. (2023). **Roles of socioeconomic status, ethnicity and teacher beliefs in academic grading.** *British Journal of Educational Psychology*, 93(1), 91-112. <https://doi.org/10.1111/bjep.12541>

Background Educational outcomes in the United Kingdom vary as a function of students' family background, with those of lower socioeconomic status (SES) and certain ethnic minority groups among the worst affected. Aims This pre-registered study investigates: (i) whether knowledge about students' socioeconomic and ethnic background influences teachers' judgements about the quality of their work and potential for the future, and (ii) the role of teachers' beliefs—most notably about meritocracy—in their practices. Sample Our findings are based on the responses of 416 in-service (88%) and trainee (12%) teachers who successfully passed several stringent exclusion criteria. Methods As part of a 2 × 2 independent measures design, teachers were randomly assigned to assess an identical piece of work ostensibly written by a student who varied by SES (higher vs. lower) and ethnicity (White British vs. Black Caribbean). Following this, they responded to several measures assessing their beliefs about education. Results Teachers judged students of lower SES to be inferior to students of higher SES across a range of indicators. By contrast, we found no evidence of racial bias in teachers' judgements, though potential reasons for this are discussed. Teachers who believed that schooling is meritocratic were significantly less likely to support equity-enhancing teaching practices and initiatives. Conclusions Unconscious teacher biases and beliefs may be contributing to the relative underperformance of students from poorer backgrounds. These findings provide a mandate for educational institutions to help teachers reflect upon, and develop the skills required to mitigate potentially harmful biases.

Dugas, É., Hebert, T., & Nakas, R. (2022). **Architecture et espaces scolaires. Quand l'environnement se conjugue aux émotions des élèves.** *Administration & Éducation*, 176(4), 105-111. <https://doi.org/10.3917/admed.176.0105>

Emhardt, S. N., Kok, E., van Gog, T., Brandt-Gruwel, S., van Marlen, T., & Jarodzka, H. (2023). **Visualizing a Task Performer's Gaze to Foster Observers' Performance and Learning—a Systematic Literature Review on Eye Movement Modeling Examples.** *Educational Psychology Review*, 35(1), 23. <https://doi.org/10.1007/s10648-023-09731-7>

Eye movement modeling examples (EMMEs) are instructional videos (e.g., tutorials) that visualize another person's gaze location while they demonstrate how to perform a task. This systematic literature review provides a detailed overview of studies on the effects of EMME to foster observers' performance and learning and highlights their differences in EMME designs. Through a broad, systematic search on four relevant databases, we identified 72 EMME studies (78 experiments). First, we created an overview of the different study backgrounds. Studies most often taught tasks from the domains of sports/physical education, medicine, aviation, and STEM areas and had different rationales for displaying EMME. Next, we outlined how studies differed in terms of participant characteristics, task types, and the design of the EMME materials, which makes it hard to infer how these differences affect performance and learning. Third, we concluded that the vast majority of the experiments showed at least some positive effects of EMME during learning, on tests directly after learning, and tests after a delay. Finally, our results provide a first indication of which EMME characteristics may positively influence learning. Future

research should start to more systematically examine the effects of specific EMME design choices for specific participant populations and task types.

Espinosa, G., & Visioli, J. (2022). **Les émotions et le rapport au savoir de l'élève.** *Administration & Éducation*, 176(4), 49-56. <https://doi.org/10.3917/admed.176.0049>

Ewing, L., & Hamza, C. A. (2023). **A Person-Centered Investigation Into the Co-Development of Perceived Stress and Internalizing Symptoms Among Post-Secondary Students.** *Journal of Youth and Adolescence*, 52(4), 852-865. <https://doi.org/10.1007/s10964-023-01738-1>

The early post-secondary years are regarded as a period of heightened vulnerability for stress and internalizing symptoms among emerging adults. However, there is a lack of research examining variability in stress and internalizing symptoms among students, the co-occurrence of stress and internalizing symptoms, or predictors of distinct profiles of stress and internalizing symptoms. To address these gaps in the literature, 1 125 ethnically diverse first-year students (71% female; Mage = 17.96 years, SD = 0.69; 55% East or South Asian, 21% Caucasian, 24% other ethnicity) were surveyed three times across the first year of university. Latent growth mixture models revealed four distinct profiles (i.e., high distress, moderate increasing distress, low distress, high decreasing distress), in which patterns of perceived stress and internalizing symptoms co-occurred. Higher levels of exposure to stressful life events, identifying as female and/or LGBTQ+ were associated with increasing and high distress profiles. The findings underscore variability in distress among students, as well as the strong associations between stressful experiences, perceived stress, and internalizing symptoms.

Fang, J., Brown, G. T. L., & Hamilton, R. (2023). **Changes in Chinese students' academic emotions after examinations: Pride in success, shame in failure, and self-loathing in comparison.** *British Journal of Educational Psychology*, 93(1), 245-261. <https://doi.org/10.1111/bjep.12552>

**Background** Several attempts have been made to examine students' academic emotions (AEs) in Western contexts, but less is known about how students' self-reported emotions vary over time. **Aims** The study aimed to understand Chinese students' emotional responses to academic events and the impact of high-stakes testing on their AEs in the first year with a repeated-measures survey after the Semester 1 and Semester 2 mid-term examinations. **Samples** 351 first-year university students completed both surveys in an elite Chinese university, where the top 10% of first-year students were assigned to an honours programme. **Methods** Self-reported AEs survey responses were evaluated with confirmatory factor analysis. Invariance testing between honours and ordinary students and between semesters was used to examine between-group differences across time. **Results** A three-factor model of AEs (i.e., admired, shame, and self-loathing) was found in both semesters, with strong invariance between semesters. Mean scores between groups were equivalent and semester. However, self-loathing had the lowest mean (mean = 2.50; between mostly disagree and slightly agree), admired was at moderately agree (mean = 4.00), and shame was strongest at just over moderately agree (mean = 4.20). **Conclusions** This study reveals a three-factor structure of AEs and the stability of these emotions among highly successful Chinese learners. Despite being elite students, this sample of Chinese learners felt shame and pride in response to mid-term examinations.

Feraco, T., Casali, N., Ganzit, E., & Meneghetti, C. (2023). **Adaptability and emotional, behavioural and cognitive aspects of self-regulated learning: Direct and indirect relations with academic achievement and life satisfaction.** *British Journal of Educational Psychology*, 93(1), 353-367. <https://doi.org/10.1111/bjep.12560>

**Background** Adaptability regulates individuals' cognitive, behavioural and emotional responses to new, unexpected and uncertain situations, but to date no study has analysed whether adaptability contemporarily favours cognitive, behavioural and emotional aspects of learning. **Aims** This study aims to address this gap by examining (i) the direct relations between adaptability and achievement emotions, self-regulated learning strategies and academic self-efficacy and (ii) the direct and indirect relations between adaptability and academic achievement and life satisfaction through and over the other study-related factors. **Sample** A total of 1083 students (415 males, Mage = 13.37, SDage = 1.97, age range = 10–18) in grades 6–12 participated to the study. **Method** Questionnaires were used to measure students' adaptability, positive and negative achievement emotions, self-regulated learning strategies, academic self-efficacy and life satisfaction. Schools provided grades obtained by each student at the end of the academic year. **Results** A path analysis based on 1083 students (10–18 years old) confirmed that adaptability directly relates to the three study-related factors considered and to life satisfaction and indirectly relates to academic achievement and life satisfaction—through the mediation of the other variables. **Conclusions** The results, discussed in accordance with the self-regulated learning theory, enlarge the nomological framework of adaptability and highlight its importance for emotional, behavioural and cognitive aspects of self-regulated learning.

Ford, C. J., Usher, E. L., Scott, V. L., & Chen, X.-Y. (2023). **The 'perfect' lens: Perfectionism and early adolescents' math self-efficacy development.** *British Journal of Educational Psychology*, 93(1), 211-228. <https://doi.org/10.1111/bjep.12550>

**Background** Self-efficacy, or the beliefs learners hold about what they can do, develops largely from how learners perceive and interpret four main sources of information: mastery experiences, vicarious experiences, social persuasions and physiological and affective states. Although the relationship between these sources and self-efficacy is well-established, less is known about the factors that may influence how early adolescent learners perceive and interpret information from these sources. **Aims** The purpose of this study was to investigate how the predisposition of perfectionism might predict how learners perceive efficacy-relevant information in the domain of math. **Methods** Using a correlational design, this study considered whether perfectionism was associated with how middle school students (N = 1683) perceive information from the four hypothesized sources of self-efficacy. Participants completed a paper-based survey at two time points. Perfectionism was measured at Time 1. Self-efficacy and its sources were measured at Time 2. Structural equation modelling techniques were used to examine the relationship between factors. **Results and Conclusions** Students who held themselves to high standards (i.e., greater self-oriented perfectionism) reported higher levels of mastery experiences, vicarious experiences, social messages and self-efficacy. Conversely, students who felt external pressure to be perfect (i.e., socially prescribed perfectionism) reported lower levels of mastery experiences, vicarious experiences and self-efficacy, as well as higher levels of negative physiological and affective states. The relationship between perfectionism and self-efficacy was partially mediated by students' perceptions of mastery. This study extends the current literature on the sources of math self-efficacy in early adolescence by showing how a predisposition like perfectionism is

associated with how adolescent learners perceive and interpret efficacy-relevant information.

Franz, D. J., Richter, T., Lenhard, W., Marx, P., Stein, R., & Ratz, C. (2023). **The Influence of Diagnostic Labels on the Evaluation of Students: a Multilevel Meta-Analysis.** *Educational Psychology Review*, 35(1), 17. <https://doi.org/10.1007/s10648-023-09716-6>

Research suggests that children suffering from different types of disorders (learning disorders, behavioral disorders, or intellectual disabilities) are sometimes evaluated differently simply due to the presence of a diagnostic label. We conducted a multilevel meta-analysis of experimental studies (based on data from 8,295 participants and on 284 effects nested in 60 experiments) to examine the magnitude and robustness of such label effects and to explore the impact of potential moderators (type of evaluation, diagnostic category, expertise, student's gender, and amount and type of information). We found a moderately negative overall label effect (Hedges'  $g = -0.42$ ), which was robust across several types of evaluation, different samples, and different diagnostic categories. There was no indication that expertise and the gender of the child moderated the effect. Presenting participants with only a label yielded the strongest negative effect of  $g = -1.26$ , suggesting that the effect was dependent on the amount of information being presented to participants. We conclude that labeling a child can exacerbate negative academic evaluations, behavioral evaluations, evaluations of personality, and overall assessments of the child. Further implications for theory and future research are discussed.

García, A. J., Fong, C. J., & Regalado, Y. M. (2023). **Motivational, Identity-Based, and Self-Regulatory Factors Associated with Academic Achievement of US Collegiate Student-Athletes: A Meta-Analytic Investigation.** *Educational Psychology Review*, 35(1), 14. <https://doi.org/10.1007/s10648-023-09730-8>

In the USA, over 600,000 student-athletes participate in nationally organized intercollegiate sports and occupy socially prominent spaces on college campuses. Although their athletic accomplishments often garner much attention, there is growing interest in collegiate student-athletes' academic achievement and its precursors. One set of factors that have been extensively examined in the literature as antecedents to academic performance are motivational, identity-based, and self-regulatory variables. Based on 73 studies using 79 unique samples of US collegiate student-athletes ( $N = 43,617$ ), our meta-analytic findings indicated several factors were positive correlates (academic identity, academic motivation, role negotiation, and self-regulation) and negative correlates (athletic identity and athletic motivation) to grade point averages. Sample and sport characteristics moderated some of these relationships. We discuss implications for educational practice and future directions when considering how to best support student-athletes and to conduct research in this area.

Garthe, R. C., Kim, S., Welsh, M., Wegmann, K., & Klingenberg, J. (2023). **Cyber-Victimization and Mental Health Concerns among Middle School Students Before and During the COVID-19 Pandemic.** *Journal of Youth and Adolescence*, 52(4), 840-851. <https://doi.org/10.1007/s10964-023-01737-2>

The COVID-19 pandemic had significant impacts on adolescents' mental health and social interactions; however, little is known about cyber-victimization and mental health concerns from before to during the pandemic. The current study addressed this gap, while also examining how social media use and disagreements with friends during the pandemic were associated with cyber-victimization and mental health outcomes.

Participants included 272 youth in the U.S. (56% female; 32% White), surveyed in fall 2019 (Mage = 11.75, SD = 0.68) and spring 2021 (Mage = 13.11, SD = 0.75). Adolescents reported increases in mental health symptoms and decreases in cyber-victimization. Experiencing more cyber-victimization before the pandemic was associated with significant increases in anxiety, depression, and social stress. The results suggest bolstering violence prevention programming in schools to reduce the likelihood of cyber-victimization and associated mental health outcomes.

Genoud, P. (2023). **Perception des interactions avec leurs enseignants et motivation scolaire des élèves.** *Revue internationale de Communication et Socialisation*. <https://doi.org/10.6084/M9.FIGSHARE.22083464.V1>

Cet article a pour objectif d'examiner de quelle manière la motivation peut être influencée par un facteur contextuel: le climat relationnel en classe. Plus spécifiquement, notre recherche vise à mettre en évidence les liens entre le profil interactionnel de l'enseignant tel que perçu par l'élève et différentes dimensions de la motivation, de manière différentielle selon la filière correspondant à trois niveaux d'exigence particuliers. Les données ont été récoltées en fin de scolarité obligatoire, auprès de 341 élèves suisses. Les analyses soulignent que les liens entre leurs perceptions des interactions en classe et la motivation auto-rapportée se distinguent selon la filière dans laquelle ils se trouvent. En particulier, les élèves de niveau intermédiaire semblent être en effet beaucoup plus sensibles à la qualité des interactions avec leurs enseignants que leurs pairs des autres filières.

Graham, S., Harbaugh-Schattenkirk, A. G., Aitken, A. A., Harris, K. R., Ng, C., Wilson, J. M., & Wdowin, J. (2023). **Writing Motivation Questionnaire: Factorial and Construct Validity with Middle School Students.** *Educational Psychology Review*, 35(1), 5. <https://doi.org/10.1007/s10648-023-09742-4>

This study examined the factorial and construct validity of a multi-dimensional measure of motives for writing with middle school students. The Writing Motivation Questionnaire included 28 items assessing seven motives for writing. Two motives assessed intrinsic reasons for writing (curiosity, involvement); three motives addressed extrinsic reasons (grades, competition, and social recognition); and two motives appraised self-regulatory reasons (relief from boredom, emotional regulation). A sample of 1983 sixth- (n = 970) and seventh-grade students (n = 1013) from a school district in the USA completed the questionnaire as well as a District writing test administered at the same time and a State writing test administered eight months later. Confirmatory factor analyses supported the hypothesized seven-facet structure of the Writing Motivation Questionnaire as well as second-order models (e.g., three-order factor involving intrinsic, extrinsic, and self-regulatory motives). Measurement invariance was established for grade-level (sixth- vs. seventh), gender, free/reduced lunch status, special education status, and race (White and non-White students). All seven writing motives evidenced adequate reliability for research purposes. Students' writing motive scores predicted writing performance on the District and State tests. Recommendations for future research are provided.

Grant, M., Meissel, K., & Exeter, D. (2023). **Promoting Temporal Investigations of Development in Context: a Systematic Review of Longitudinal Research Linking Childhood Circumstances and Learning-related Outcomes.** *Educational Psychology Review*, 35(1), 19. <https://doi.org/10.1007/s10648-023-09734-4>

Children's learning and cognitive development have a distinct receptivity to the circumstances of childhood. However, not all children have equal opportunities and learning inequities continue to be influenced by the social and economic circumstances of childhood. Examining factors within the environments that children are growing up in, and the associations of these factors with learning, can help to identify leverage points for change, enabling more children to be supported to reach their potential. Specifically, turning attention to the timing and duration of exposure to specific social and economic factors across childhood can provide essential details to determine who is most susceptible to contextual effects and at what ages. This paper presents a systematic review of 75 longitudinal studies of families and children carried out between 2000 and 2021. These studies tracked social and economic circumstances between pregnancy and early adolescence in relation to educational and cognitive outcomes across the lifespan. The results of the included studies were examined and grouped into themes using reflexive thematic analysis. The findings largely suggest that the degree to which educational and cognitive outcomes are affected by specific social and economic circumstances depends on the duration, timing, and mobility across childhood. In particular, findings relating to the developmental timing of exposure, as well as persistent exposure, revealed distinct evidence of the effects of temporality. These findings provide detail into how much and in what instances temporality should be considered—results which can be used to inform avenues for reducing learning disparities.

Grosse, G., Simon, A., Soemer, A., Schönfeld, R., Barth, S., & Linde, N. (2022). **Teacher–Child Interaction Quality Fosters Working Memory and Social-Emotional Behavior in Two- and-Three-Year-Old Children.** *International Journal of Early Childhood*, 54(3), 421-444. <https://doi.org/10.1007/s13158-022-00327-w>

How does teacher–child interaction quality in early child care and education settings influence the development of social-emotional skills in children at around two to three years of age? We measured the quality of interactions on the side of the child care teachers (N = 9, CLASS Toddler) and assessed self-regulatory skills through an individual assessment (i.e. working memory by the “Hidden Toys Task”, selective attention with the NEPSY, inhibitory control by using the “Toy Wrap Task”), testing children between 22 and 45 months old (M = 33 months, SD = 6 months; N = 64; 44% girls) who attended a child care center. Additionally, children's social and self-regulatory skills were assessed by their teachers by using the MASCS and CBRS rating scales. We found evidence that for even children this young, the quality of interactions in child care settings is positively related to working memory, and less disruptive behavior. Conversely, we found no evidence that interaction quality influenced other aspects of social-emotional development, such as selective attention, inhibitory control, self-regulatory skills, prosocial behavior and impulsiveness. Results emphasize the importance of positive interaction in child care settings for children at about the age of three. Possible reasons for null findings are discussed.

Guillaume, M., Roy, E., Van Rinsveld, A., Starkey, G. S., Consortium, P. iLead, Uncapher, M. R., & McCandliss, B. D. (2023). **Groupitizing reflects conceptual developments in math cognition and inequities in math achievement from childhood through adolescence.** *Child Development*, 94(2), 335-347. <https://doi.org/10.1111/cdev.13859>

Understanding the cognitive processes central to mathematical development is crucial to addressing systemic inequities in math achievement. We investigate the “Groupitizing” ability in 1209 third to eighth graders (mean age at first timepoint = 10.48, 586 girls, 39.16%

Asian, 28.88% Hispanic/Latino, 18.51% White), a process that captures the ability to use grouping cues to access the exact value of a set. Groupitizing improves each year from late childhood to early adolescence ( $d = 3.29$ ), is a central predictor of math achievement (beta weight = .30), is linked to conceptual processes in mathematics (minimum  $d = 0.69$ ), and helps explain the dynamic between the ongoing development of non-symbolic number concepts, systemic educational inequities in school associated with SES, and mathematics achievement (minimum beta weight = .11) in ways that explicit symbolic measures may miss.

Guimond, F.-A., Brendgen, M., Vitaro, F., Dionne, G., & Boivin, M. (2023). **Teachers' behaviour and children's academic achievement: Evidence of gene-environment interactions.** *British Journal of Educational Psychology*, 93(1), 167-182. <https://doi.org/10.1111/bjep.12546>

Background Children's academic achievement is considerably influenced by genetic factors, which rarely operate independently of environmental influences such as teachers' behaviour. Praise and punitive discipline are commonly used management strategies by teachers. However, their effects on the genetic expression of children's academic achievement are still unclear. Aims This study examined potential gene-environment interactions in the associations between children's estimated genetic disposition for academic achievement and teachers' use of praise and punitive discipline in predicting academic achievement. Sample The participants were 165 twin pairs in sixth grade ( $M = 12.1$  years). Methods Teachers reported on children's academic achievement, as well as on their own behaviour. Results Multilevel regression analyses showed significant interactions between children's estimated genetic disposition for academic achievement and teachers' use of praise and punitive discipline, respectively, in predicting academic achievement. These interactions indicated an enhancement process, suggesting that genetically advantaged children are those most likely to benefit from regular praise and infrequent punishments from their teacher. Moreover, genetically advantaged children were not more (nor less) likely to receive praise or punishments than other students. However, students from underprivileged backgrounds were less likely to receive praise from their teachers. Conclusions The results emphasize the importance of teachers' regular use of praise and infrequent punitive discipline to help genetically advantaged children reach their full potential. Future studies should investigate other protective factors of the school environment that might reduce the role of genetic influences that undermine disadvantaged youth's academic achievement.

Hassinger-Das, B., Dore, R. A., & Zosh, J. M. (2023). **You've Been Warned: Does Information About Pitfalls of Technological Toys Affect Caregiver Behavior?** *Mind, Brain, and Education*, 17(1), 29-42. <https://doi.org/10.1111/mbe.12341>

Although the presence of toys in childhood has remained steady for decades, the types of toys that fill children's toy boxes have changed, especially over the last 10–15 years. Many of today's toys are marked by technological enhancements, from a shape sorter driven by a singing bear to robotic plastic animals designed to match a toddler's favorite television show. Although examining the effects of these changes is still an unexplored area, research to date suggests that there may be costs to the quality of caregiver-child interaction when using these toys together. This leads to two possibilities: (1) the design of the enhancements themselves hurt interactions; or (2) these toys can still be beneficial to interactions, but caregivers simply need to be aware of the potential pitfalls. In this study,



we explore whether providing caregivers with a subtle cue about the potential negative impacts of technological toys on caregiver–child interaction affects their behavior.

Horton, C. (2023). **Institutional cisnormativity and educational injustice: Trans children's experiences in primary and early secondary education in the UK.** *British Journal of Educational Psychology*, 93(1), 73-90. <https://doi.org/10.1111/bjep.12540>

Background Transgender children are known to face a wide range of barriers, difficulties and injustices at school. Few studies have focused on the educational experiences of trans pupils who socially transition at or before primary school, with no such studies in the UK. Aims To learn about the at-school experiences of transgender children who socially transitioned at or before primary school in the UK, listening to children's and parental accounts of navigating cisnormativity in UK primary and early secondary education. Sample The primary sample included 30 parents whose children had socially transitioned under the age of 11 in the UK. This sample was complemented with data directly from 10 of these trans children. The primary sample was accessed through six trans positive parenting groups in the UK, supplemented through snowball sampling. Methods Semi-structured interviews produced a rich and detailed qualitative data set, that was analysed through inductive thematic analysis. Results Three major themes are presented, highlighting experiences of (i) institutional cisnormativity in UK schools, (ii) a failure to protect trans children and (iii) evidence of educational injustice. The results demonstrate how institutional cisnormativity leaves trans pupils in unsafe educational environments, contributing to school drop-out and trauma. Conclusions Cisnormative attitudes normalize injustice, making it acceptable for trans children to lose access to education, or to experience trauma in school. Educators, schools and school leaders need to take action to protect trans children in our schools.

Hübner, N., Wagner, W., Zitzmann, S., & Nagengast, B. (2023). **How Strong Is the Evidence for a Causal Reciprocal Effect? Contrasting Traditional and New Methods to Investigate the Reciprocal Effects Model of Self-Concept and Achievement.** *Educational Psychology Review*, 35(1), 6. <https://doi.org/10.1007/s10648-023-09724-6>

The relationship between students' subject-specific academic self-concept and their academic achievement is one of the most widely researched topics in educational psychology. A large proportion of this research has considered cross-lagged panel models (CLPMs), oftentimes synonymously referred to as reciprocal effects models (REMs), as the gold standard for investigating the causal relationships between the two variables and has reported evidence of a reciprocal relationship between self-concept and achievement. However, more recent methodological research has questioned the plausibility of assumptions that need to be satisfied in order to interpret results from traditional CLPMs causally. In this substantive-methodological synergy, we aimed to contrast traditional and more recently developed methods to investigate reciprocal effects of students' academic self-concept and achievement. Specifically, we compared results from CLPMs, full-forward CLPMs (FF-CLPMs), and random intercept CLPMs (RI-CLPMs) with two weighting approaches developed to study causal effects of continuous treatment variables. To estimate these different models, we used rich longitudinal data of N = 3757 students from lower secondary schools in Germany. Results from CLPMs, FF-CLPMs, and weighting methods supported the reciprocal effects model, particularly when math self-concept and grades were considered. Results from the RI-CLPMs were less consistent. Implications from our study for the interpretation of effects

from the different models and methods as well as for school motivation theory are discussed.

Izaguirre, L. A., Rodríguez-Fernández, A., & Fernández-Zabala, A. (2023). **Perceived academic performance explained by school climate, positive psychological variables and life satisfaction.** *British Journal of Educational Psychology*, 93(1), 318-332. <https://doi.org/10.1111/bjep.12557>

**Background** Adolescents spend a large percentage of their time at school, where learning and achievement are important activities that are vital to their future educational success and subsequent career opportunities. However, studies reveal a significant drop in satisfaction and performance during the teenage years. **Aim** Based on the ecological model, this study aims to explore the relationship dynamics between contextual (school climate) and psychological (emotional intelligence and resilience) variables, life satisfaction and perceived academic performance, analysing, to this end, four theoretical models grounded in previous research. **Sample** The sample comprised a total of 1397 adolescents aged between 12 and 16 years from the Autonomous Community of the Basque Country (northern Spain). **Analysis** The Equations 6.2 program was used to estimate the measurement model and the structural models, using the robust maximum likelihood procedure. **Results** School climate and life satisfaction were found to directly influence perceived academic performance, whereas emotional intelligence and resilience did so indirectly, with the full mediation of life satisfaction. **Conclusions** These results have important educational implications, since they reveal existing relationship dynamics, which should serve as a basis for the effective implementation of school programs. They also indicate how important it is for adolescents to be psychologically well-adjusted and satisfied with their lives, in order for them to perform optimally at school.

Jia, Y., Gesing, P., Jun, H.-J., Burbage, A. K., Hoang, T., Kulo, V., ... Tornwall, J. (2023). **Exploring the impacts of learning modality changes: Validation of the learning modality change community of inquiry and self-efficacy scales.** *Education and Information Technologies*, 28(2), 1763-1781. <https://doi.org/10.1007/s10639-022-11258-3>

The rapid learning environment transition initiated by the COVID-19 pandemic impacted students' perception of, comfort with, and self-efficacy in the online learning environment. Garrison's Community of Inquiry framework provides a lens for examining students' online learning experiences through three interdependent elements: social presence, cognitive presence, and teaching presence. Researchers in this study developed and validated the Learning Modality Change Community of Inquiry and Self-Efficacy scales to measure health professions students' self-efficacy with online learning, while exploring how cognitive, social, and teaching presence is experienced by students who transition from one learning environment to another. The two scales demonstrate strong validity and reliability evidence and can be used by educators to explore the impacts of learning modality changes on student learning experiences. As learning environments continue to evolve, understanding the impact of these transitions can inform how educators consider curriculum design and learning environment changes.

Jirout, J. J., Ruzek, E., Vitiello, V. E., Whittaker, J., & Pianta, R. C. (2023). **The association between and development of school enjoyment and general knowledge.** *Child Development*, 94(2), e119-e127. <https://doi.org/10.1111/cdev.13878>

Learning environments can support the development of foundational knowledge and promote children's attitudes toward learning and school. This study explores the relation between school enjoyment and general knowledge from preschool (2016–2017) to kindergarten (2017–2018) in 1359 children (Mage = 55, 61 months, female = 50%; 58.5% Hispanic, 17% Black, 10% Asian, 10% White, 5% multiracial/other; linguistically diverse). Cross-lagged panel models showed significant bidirectional associations between preschool enjoyment and change in general knowledge from preschool to kindergarten with a standardized coefficient of  $\beta = .21$  ( $p < .001$ ) and associations between preschool general knowledge and change in enjoyment,  $\beta = .09$  ( $p = .015$ ). Exploratory analyses with teacher characteristics and demographic subgroup comparisons are discussed. These associations suggest the potential intervention strategy of promoting early school enjoyment to support broader academic development.

Jõgi, A.-L., Aulén, A.-M., Pakarinen, E., & Lerkkanen, M.-K. (2023). **Teachers' daily physiological stress and positive affect in relation to their general occupational well-being.** *British Journal of Educational Psychology*, 93(1), 368-385. <https://doi.org/10.1111/bjep.12561>

Background Teachers' stress, affect and general occupational well-being influence their teaching and their students. However, how teachers' daily physiological stress and positive affect are related in the classroom is unknown. To reduce teachers' stress and enhance their positive affect, it is crucial to understand how occupational well-being relates to stress and affect. Aim The aim of the study was to examine the relationships between teachers' daily physiological stress and positive affect in authentic classroom settings and the roles played by teachers' self-efficacy beliefs, perceptions of school climate and burnout symptoms in daily stress and affect. Sample The sample consisted of 45 classroom teachers. Method Daily physiological stress was assessed by measuring salivary cortisol levels three times in two days. Positive affect was reported by experience sampling at the same time that cortisol was collected. Questionnaires were used to assess self-efficacy beliefs, perceptions of school climate and burnout symptoms. Three-level modelling with random intercepts and slopes was used to analyse the relationships between daily stress and affect and the effect of teachers' general occupational well-being on stress and affect. Results No relationships were evident between teachers' physiological stress and positive affect or between daily changes of stress and affect. Self-efficacy beliefs were related to lower stress and higher affect in the middle of the school day. Having sufficient school resources were related to higher positive affect. Teachers' burnout symptoms were associated with lower positive affect. Conclusions We emphasize the potential for self-efficacy and perceptions of school resources as targets for intervening in teachers' stress and affect.

Kelsey, C. M., Modico, M. A., Richards, J. E., Bosquet Enlow, M., & Nelson, C. A. (2023). **Frontal asymmetry assessed in infancy using functional near-infrared spectroscopy is associated with emotional and behavioral problems in early childhood.** *Child Development*, 94(2), 563-578. <https://doi.org/10.1111/cdev.13877>

Frontal asymmetry (FA), the difference in brain activity between the left versus right frontal areas, is thought to reflect approach versus avoidance motivation. This study (2012–2021) used functional near-infrared spectroscopy to investigate if infant (Mage = 7.63 months; N = 90; n = 48 male; n = 75 White) FA in the dorsolateral prefrontal cortex relates to psychopathology in later childhood (Mage = 62.05 months). Greater right FA to happy faces was associated with increased internalizing ( $\eta^2 = .09$ ) and externalizing

( $\eta^2 = .06$ ) problems at age 5 years. Greater right FA to both happy and fearful faces was associated with an increased likelihood of a lifetime anxiety diagnosis ( $R^2 > .13$ ). FA may be an informative and early-emerging marker for psychopathology.

Kiewra, K. A., Walsh, J., & Labenz, C. (2023). **Moving Beyond Fulfillment: Wisdom Years Stories of Passion, Perseverance, and Productivity**. *Educational Psychology Review*, 35(1), 20. <https://doi.org/10.1007/s10648-023-09747-z>

Seven participants were interviewed to uncover how they remain so productive in their wisdom years, those typically marked by retirement. Participants included a leading educational psychologist, a renowned national television news anchor, a four-time national champion collegiate coach, the founder and former chief executive of Arbor Day Foundation, a university scholar turned playwright, and two female adventurers who quit their jobs, sold their possessions, and have lived a nomadic life, hiking thousands of miles throughout America. Their wisdom years stories describe how and why they shun retirement and remain productive. The article concludes with seven advice-laden conclusions for readers: (a) Do not retire, but if you do, retire to something, (b) follow your bliss, (c) work hard, (d) offset aging challenges, (e) be inspired by role models, (f) be a life-long learner, and (g) take heed of the universe conspiring.

Kim, R., & Song, H.-D. (2023). **Developing an agentic engagement scale in a self-paced MOOC**. *Distance Education*, 44(1), 120-136. <https://doi.org/10.1080/01587919.2022.2155619>

This study aimed to develop and validate a scale of agentic engagement in massive open online courses (MOOCs). Initially, 14 items were derived through a literature review, from which 7 items were drawn through a Delphi survey. Sample sets were used to develop and confirm the constructs of the new scale proposed in this study. To examine exploratory factor analysis, a survey of 163 learners using the K-MOOC system was conducted. The items were clustered into three factors: agentic support requests, agentic learning strategies, and agentic learning construction. A survey was administered to 243 respondents to validate the scale. The data gathered were analyzed through confirmatory factor analysis and a reliability test. The results showed that the agentic engagement scale, with 7 items and 3 factors, was reliable and valid. Based on the findings, instructional strategies were identified to enhance agentic engagement in self-paced MOOCs.

Kim, S.-H., & Park, S. (2023). **What contributed to students' online learning satisfaction during the pandemic?** *Distance Education*, 44(1), 6-23. <https://doi.org/10.1080/01587919.2022.2150147>

Due to the sudden transition to online education because of the outbreak of COVID-19, various strategies and factors have been extensively investigated to increase the effectiveness and quality of online education. In this study, we reviewed and synthesized the factors correlating with students' online learning satisfaction, considered a basic component when evaluating online education quality. From 42 studies that were systematically searched from nine databases, 164 separated correlates of students' satisfaction were found. These were categorized into four domains: student-related factors, instructor-related factors, quality of online classes, and e-learning readiness. Overall effect size (ES) and four subgroup ESs were then calculated. The results indicated that the domain of instructor-related factors showed the highest ES compared to other domains. Among the factors, instructional support, technology acceptance, and

perceived presence were the three top factors exhibiting large ES. Several implications are discussed to enhance these crucial factors.

Kong, F., Meng, S., Deng, H., Wang, M., & Sun, X. (2023). **Cognitive Control in Adolescents and Young Adults with Media Multitasking Experience: a Three-Level Meta-analysis.**

*Educational Psychology Review*, 35(1), 22. <https://doi.org/10.1007/s10648-023-09746-0>

Media multitasking is an ever-increasing phenomenon whereby different forms of media are used simultaneously. Numerous studies have shown that media multitasking is closely related to an individual's cognitive control abilities. However, existing evidence remains controversial, making it difficult to draw definitive conclusions. Therefore, to increase the understanding of whether and how frequent media multitasking is associated with cognitive control, a three-level meta-analysis, which included 43 studies and 118 effect sizes, was performed to acquire overall differences between heavy and light media multitaskers and to explore potential moderators that may account for the heterogeneity. The results showed a moderate mean negative association between media multitasking and cognitive control, and this association was moderated by the type of cognitive control. Specifically, heavy media multitaskers showed worse inhibitory control and working memory than light media multitaskers, but there was no significant difference in cognitive flexibility. Moreover, the effect was moderated by the measurement type of the dependent variable. The results of this study enhance our understanding of this issue and pave the way for a more nuanced view of altering experimental designs to investigate cognitive control in educational settings.

Krieglstein, F., Beege, M., Rey, G. D., Sanchez-Stockhammer, C., & Schneider, S. (2023).

**Development and Validation of a Theory-Based Questionnaire to Measure Different Types of Cognitive Load.** *Educational Psychology Review*, 35(1), 9.

<https://doi.org/10.1007/s10648-023-09738-0>

According to cognitive load theory, learning can only be successful when instructional materials and procedures are designed in accordance with human cognitive architecture. In this context, one of the biggest challenges is the accurate measurement of the different cognitive load types as these are associated with various activities during learning. Building on psychometric limitations of currently available questionnaires, a new instrument for measuring the three types of cognitive load—intrinsic, extraneous, and germane cognitive load—is developed and validated relying on a set of five empirical studies. In Study 1, a principal component analysis revealed a three-component model which was subsequently confirmed using a confirmatory factor analysis (Study 2). Finally, across three experiments (Studies 3–5), the questionnaire was shown to be sensitive to changes in cognitive load supporting its predictive validity. The quality of the cognitive load questionnaire was underlined by satisfactory internal consistencies across all studies. In sum, the proposed questionnaire can be used in experimental settings to measure the different types of cognitive load in a valid and reliable manner. The construction and validation process of the questionnaire has also shown that the construct germane cognitive load remains controversial concerning its measurement and theoretical embedding in cognitive load theory.

Kucirkova, N. (2023). **Commentary on Highly Successful Female Educational Psychologists: Equity and Intersectionality in Success Definitions.** *Educational Psychology Review*, 35(1), 7.

<https://doi.org/10.1007/s10648-023-09727-3>

Despite the international focus on validation and success indicators of academic work across disciplines, examples of accomplished educational psychologists and their personal stories have been limited in the literature. Prinz et al. (2021) interviewed Five Highly Successful Female Educational Psychologists and offered a content analysis of their success stories, including the academics' strategies and trademark characteristics. In this Commentary, I expand on their findings in light of equity and intersectionality perspectives on academic success. I problematise academic success indicators (publication records and impact) with reference to literature on gender disparities in publication metrics and lack of inclusivity in generic measures of academic success. I outline how individual success narratives intersect with our collective responsibility for higher wellbeing and professional recognition of all colleagues. I argue that the equity and intersectionality perspectives are fundamental to inclusive narratives of success and highlight the power structures that have historically impeded access of diverse and minority scholars to top academic positions. I conclude with four recommendations for addressing the persistent structures of inequities in academic career opportunities.

Lavrijsen, J., Soenens, B., Vansteenkiste, M., & Verschueren, K. (2023). **When Insecure Self-Worth Drains Students' Energy: Academic Contingent Self-Esteem and Parents' and Teachers' Perceived Conditional Regard as Predictors of School Burnout.** *Journal of Youth and Adolescence*, 52(4), 810-825. <https://doi.org/10.1007/s10964-023-01749-y>

Whereas both the family and school environment have been suggested to affect school burnout risks, the role of conditionally regarding parenting or teaching, in which affection is granted conditional on student achievement, in the development of school burnout has not yet been examined. This longitudinal study investigated students' academic contingent self-esteem and parental and teacher conditional regard as antecedents of school burnout. The study sample consisted of Flemish early adolescents ( $n = 3409$ ; Mage = 12.4 years ( $SD = 0.49$ ) at the first measurement occasion; 50.3% males), which were surveyed twice (start of Grade 7 and Grade 8). Using Latent Change Modeling, academic contingent self-esteem was found to predict school burnout. Parental and teacher conditional regard both contributed to school burnout, partly through academic contingent self-esteem. Whereas negative conditional regard had the strongest implications for school burnout, positive conditional regard contributed most strongly to contingent self-esteem. Associations were systematically found both at the between-student level (i.e., high levels of antecedents were related to high levels of school burnout) and at the within-student level (i.e., increases in antecedents over time were related to concomitant increases in school burnout). These findings emphasize that communicating conditional approval to adolescents may increase school burnout risks, thus jeopardizing their healthy academic development.

Le Breton, D. (2022). **Les émotions dans la relation pédagogique : présence, parole, silence.** *Administration & Éducation*, 176(4), 127-133. <https://doi.org/10.3917/admed.176.0127>

Lee, M., & Lim, J. (2023). **Do online teaching and social presences contribute to motivational growth?** *Distance Education*, 44(1), 66-85. <https://doi.org/10.1080/01587919.2022.2088478>

The role of motivation in online learning has been explored mostly as a predictor of course retention or satisfaction, rather than as an adaptive outcome in itself. We thus aimed to investigate how the features of motivation develop in online courses during the semester

and how students' perceived teaching and social presences influence their motivational growth in online learning. A total of 152 college students responded to a questionnaire about motivational beliefs, expectancies, and task values, in an online course three times during a semester, as well as perceived teaching and social presences assessed once. Latent growth models reported all motivation variables significantly and positively developed over time, and the motivational growths were predicted by teaching and social presences. More precisely, teaching presence predicted baseline expectancies at the beginning of the course, while social presence predicted both baseline and growth of expectancies and intrinsic value over the course duration.

Letzel, V., Pozas, M., & Schneider, C. (2023). **Challenging but positive! – An exploration into teacher attitude profiles towards differentiated instruction (DI) in Germany.** *British Journal of Educational Psychology*, 93(1), 1-16. <https://doi.org/10.1111/bjep.12535>

Background Research has highlighted that personal characteristics such as teachers' attitudes play an important role in the implementation of inclusive education. However, there are only a few studies that have shed empirical evidence on the relationship of attitudes and inclusive teaching approaches, such as differentiated instruction. In this vein, the present study tackles this research gap and aims to explore teachers' attitudes specifically towards the inclusive practice of DI in Germany. Aims The present study aimed to investigate teacher profiles based on their attitudes towards differentiated instruction, as well as further to explore whether teachers differentiated instructional implementation varies between the teacher profiles. Sample The sample consists of 450 teachers (Mage = 42.89, SD = 10.48, 65% female), from different school tracks in Germany. Methods A two-step cluster analysis was performed in order to identify teacher attitude profiles concerning their implementation of differentiated instruction. Moreover, an analysis of variance was conducted in order to identify variations in terms of the implementation of differentiated instruction across the three clusters. Results Results from the cluster analyses indicate three distinct teacher attitude profiles: Cluster 1 'The valuing-teacher', Cluster 2 'The non-valuing-teacher' and Cluster 3 'The challenged-but-valuing-teacher'. Moreover, the findings reveal gender and school track differences between the three teacher attitude profiles. Lastly, an analysis of variance indicated that teachers' differentiated instruction practice varied significantly across the clusters. Conclusions The findings from the present study indicate that teachers not only perceive the value of DI but also the insufficient resources. Thus, it can be assumed that teachers identify both the 'positive' and the 'negative' aspect of DI, and more importantly, they can recognize both attitude domains towards DI in a similar or different level. Consequently, the results show that attitudes in the context of inclusion cannot be characterised as continuum with two distinct poles.

Lothes II, J. E., Matney, S., Naseer, Z., & Pfyffer, R. (2023). **Sitting Meditation and Mindfulness Effects on Overall Anxiety and Test Anxiety Among College Students.** *Mind, Brain, and Education*, 17(1), 61-69. <https://doi.org/10.1111/mbe.12344>

Research shows that mindfulness interventions for test anxiety in a college student population are beneficial (Lothes, Matney, & Naseer, 2022). This study assessed the effects of online mindfulness practices over a 5-week period on anxiety and test anxiety in college students. Participants included 20 students that were randomly assigned to either a sitting meditation or a wait list control (WLC). A weekly schedule of mindfulness practices was given to participants to complete on their own for 5 weeks. The WLC did not do any mindfulness for the first 5 weeks. Participants in the both conditions showed

significant within-group reductions in test anxiety, overall anxiety, and DASS scores during their mindfulness interventions. Both groups also showed significant increases in FFMQ scores. Mindfulness may play a role in the reduction of anxiety and test anxiety. Further research is needed to assess how mindfulness may affect anxiety and test anxiety in college students.

Lou, N. M., & Li, L. M. W. (2023). **The mindsets × societal norm effect across 78 cultures: Growth mindsets are linked to performance weakly and well-being negatively in societies with fixed-mindset norms.** *British Journal of Educational Psychology*, 93(1), 134-152. <https://doi.org/10.1111/bjep.12544>

**Background/Aims** Recent research on mindsets has shifted from understanding its homogenous role on performance to understanding how classroom environments explain its heterogeneous effects (i.e., Mindsets × Context hypothesis). Does the macro context (e.g., societal level of student mindsets) also help explain its heterogeneous effects? And does this interaction effect also apply to understanding students' well-being? To address these questions, we examined whether and how the role of students' mindsets in performance (math, science, reading) and well-being (meaning in life, positive affect, life satisfaction) depends on the societal-mindset norms (i.e., Mindsets × Societal Norm effect). **Sample/Methods** We analysed a global data set (n = 612,004 adolescents in 78 societies) using multilevel analysis. The societal norm of student mindsets was the average score derived from students within each society. **Results** Growth mindsets positively and weakly predicted all performance outcomes (rs = .192, .210, .224), but the associations were significantly stronger in societies with growth-mindset norms. In contrast, the associations between growth mindsets and psychological well-being were very weak and inconsistent (rs = -.066, .003, .008). Importantly, the association was negative in societies with fixed-mindset norms but positive in societies with growth-mindset norms. **Conclusions** These findings challenge the idea that growth mindsets have ubiquitous positive effects in all societies. Growth mindsets might be ineffective or even detrimental in societies with fixed-mindset norms because such societal norms could suppress the potential of students with growth mindsets and undermines their well-being. Researchers should take societal norms into consideration in their efforts to understand and foster students' growth.

Lu, H., Chen, X., & Qi, C. (2023). **Which is more predictive: Domain- or task-specific self-efficacy in teaching and outcomes?** *British Journal of Educational Psychology*, 93(1), 283-298. <https://doi.org/10.1111/bjep.12554>

**Background** Students' academic performance and learning experiences are crucial in school education, yet their relationships with instructional characteristics remain an open question. **Aims** The present study examined how cognitive activation and teacher support were associated with students' academic emotions and achievement in math classrooms via domain- and task-specific self-efficacy. **Sample** In total, 5388 eighth graders from central China participated in this study. **Methods** Cognitive activation, teacher support, math-related enjoyment and anxiety, and domain- and task-specific self-efficacy were measured with self-reported student questionnaires. The math achievement was measured with a standardized test. **Results** Our findings showed that the two instructional characteristics were positively related to math achievement and enjoyment but negatively related to math anxiety, with the mediation effects of task- and domain-specific self-efficacy. In detail, cognitive activation had a stronger relationship with math anxiety through task-specific self-efficacy than domain-specific



self-efficacy. Whereas, cognitive activation had a greater linkage with math enjoyment through domain-specific self-efficacy than task-specific self-efficacy. In addition, teacher support had a greater association with learning outcomes through domain-specific self-efficacy than task-specific self-efficacy. Conclusions The relational mechanism of cognitive activation and teacher support on math achievement and academic emotions were differentially mediated by task- and domain-specific self-efficacy in Chinese math classrooms.

Manley, H., Tu, E.-N., Reardon, T., & Creswell, C. (2023). **The relationship between teachers' day-to-day classroom management practices and anxiety in primary school children: A systematic review**. *Review of Education*, 11(1), e3385. <https://doi.org/10.1002/rev3.3385>

Anxiety problems are common in children and can have profound adverse effects on personal, social and academic life. Almost 40% of anxiety disorders emerge before age 14, making primary schools invaluable settings for prevention and early support of child anxiety. Research indicates that school-based interventions can be costly and difficult to schedule, school staff lack confidence to deliver them effectively, and outcomes are mixed. One solution may be for school staff to adapt and enhance their day-to-day practices to better support children with anxiety. This systematic review aims to summarise what is known about the relationship between teachers' classroom management and anxiety in primary school-aged children. We searched ASSIA, British Education Index, Education Abstracts, Embase, ERIC, MEDLINE, PsycINFO and Scopus in December 2020 and June 2022, using a predefined strategy. We included studies of any design, published in peer-reviewed journals at any time, in any language, reporting associations between day-to-day classroom management strategies/methods and anxiety/internalising outcomes in children aged 4–11 years, taught in mainstream primary schools. Studies were assessed for quality/risk of bias. We identified eight studies (six quantitative, two qualitative) including 4505 children. We found some evidence that authoritarian, controlling and punitive classrooms may be linked to higher levels of anxiety, although, overall, existing evidence indicates either a weak or no association between classroom management and anxiety. This review highlights a paucity of research in this area. Furthermore, variability in design, measures and quality makes drawing firm conclusions difficult. Recommendations for future research are discussed.

**Context and Implications**

**Rationale for this study** This review explores what is currently known about the relationship between teachers' day-to-day classroom management practices and anxiety in primary school-aged children. Why the findings matter Anxiety problems are common and often start in the primary years, however there is scant evidence to inform primary school educators on how day-to-day classroom practices can be used to better support children with or at risk of anxiety problems. Implications for researchers and practitioners This review is relevant for primary classroom practitioners, school leaders, education professionals, academics, researchers and policymakers keen to better understand how to support those with or at risk of anxiety. Although overall findings indicate very small associations between teaching styles/practices and anxiety in children, there is very little research to draw on. Research is urgently needed that uses robust designs to focus on whether specific, feasible, day-to-day strategies can be used by school staff to effectively manage and minimise children's anxiety problems and, if so, how school staff can best be supported and equipped to deliver them.

Maricuțoiu, L. P., Pap, Z., Ștefancu, E., Mladenovici, V., Valache, D. G., Popescu, B. D., ... Vîrgă, D. (2023). **Is Teachers' Well-Being Associated with Students' School Experience? A**

**Meta-analysis of Cross-Sectional Evidence.** *Educational Psychology Review*, 35(1), 1. <https://doi.org/10.1007/s10648-023-09721-9>

The present contribution reports a systematic review of the literature that analyzed the relationships between teachers' subjective well-being (SWB) and student school experience (i.e., academic performance, academic engagement, student well-being, and student reports of teacher-student interactions). We categorized teachers' well-being into hedonic SWB (e.g., experiencing positive emotions, life satisfaction, job satisfaction) and eudaimonic SWB (e.g., experiencing high psychological functioning or high sense of self-realization). An online search yielded 1872 abstracts that were analyzed for eligibility, yielding a number of 26 studies that were included in the meta-analysis. These 26 contributions (i) reported an empirical research study; (ii) collected data from teachers and students; and (iii) reported zero-order standardized correlation coefficients between teacher data and student data. We found that most studies focused on assessing teachers' psychological functioning (20 studies). Overall results suggested that teachers' eudaimonic SWB had moderate associations with the quality of student-teacher interactions ( $r = .243$ , 95% CI [.045; .422],  $k = 9$ ), with students' well-being ( $r = .280$ , 95% CI [.117; .428],  $k = 8$ ), and with student engagement ( $r = .250$ , 95% CI [.115; .375],  $k = 8$ ). We found weaker correlations between teachers' eudaimonic SWB and student achievement ( $r = .065$ , 95% CI [.016; .112],  $k = 8$ ). Our results suggested that teachers' eudaimonic SWB is significantly associated with student-related variables, but the directionality of this relationship needs further investigations.

Marinucci, A., Grové, C., & Allen, K.-A. (2023). **Australian School Staff and Allied Health Professional Perspectives of Mental Health Literacy in Schools: a Mixed Methods Study.** *Educational Psychology Review*, 35(1), 3. <https://doi.org/10.1007/s10648-023-09725-5>

Schools are an ideal setting to base mental health literacy programs as the learning environment is already established. Mental health literacy represents how to obtain and maintain good mental health and should be incorporated into the school curriculum. Collaboration with key stakeholders in youth mental health, such as school staff and allied health professionals, is critical in ensuring needs are addressed, and programs are sustainable. This study aimed to understand the perspectives of school staff and allied health professionals towards mental health literacy within Australian schools. An exploratory qualitative and quantitative survey was completed by 88 participants across Australia. Results indicated that school staff feel less competent to deliver mental health literacy content and perceive their training did not address mental health education compared to allied health professionals. Most mental health programs reported to be implemented within schools were social and emotional learning programs. School staff viewed mental health programs to strengthen academic performance less than allied health professionals. Thematic analysis of qualitative data identified that participants viewed mental health knowledge, where and how to seek help, and coping skills as vital content to cover in a school-based mental health literacy program. This study reveals that school staff need sufficient training and resources to address youth mental health literacy. Though mental health literacy is lacking in the Australian school system, the perspectives of school staff and allied health professionals in this study provide key ideas and considerations for the future development of school-based mental health literacy programs for youth.

Martin, N. (2023). **Relation entre l'adaptation socio-affective des enfants de quatre et cinq ans et leur choix entre différents types de jeu**. Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/20094>

La qualité du développement des jeunes enfants précédant leur entrée à la maternelle contribue de façon importante et unique à la prédiction du rendement scolaire ultérieur (Lemelin et Boivin, 2007). Or, selon l'Enquête québécoise sur le développement des enfants à la maternelle (EQDEM), comptabilisant 81 372 questionnaires d'évaluation des enfants de maternelle, un peu plus d'un enfant sur quatre présente une vulnérabilité dans au moins un des cinq grands domaines de développement (Simard, Lavoie et Audet, 2018). Les vulnérabilités des domaines de développement liées aux compétences sociales et à la maturité affective apparaissent fortement représentées dans le cadre de cette enquête. En vue de favoriser le plein développement des enfants d'âge préscolaire, il est admis que le jeu constitue l'approche par excellence (Dugas et Point, 2012). Aussi, la recherche scientifique a permis de mettre en lumière des effets différenciés des divers types de jeu sur le développement des jeunes enfants (Gmitrova, Podhajecka et Gmitrov, 2009; Seitz, 1997; Kroll, 2017; Nichols et Stich, 2000; Bjorklund et Brown, 1998; Pellegrini et Smith, 1998). Des facteurs influençant les choix de jeu qu'effectuent les enfants d'âge préscolaire ont été identifiés, dont certains relevant de l'ontosystème (Goutard, 1980; Goble, Martin, Hanish et Fabes, 2012; Todd, Fischer, Di Costa, Roestorf, Harbour, Hardiman et Barry, 2017; Gmitrova et al., 2009; Berkhout, Bakkers, Hoekman et Goorhuis-Brouwer, 2013; Mendel, 1963). Or, à ce jour, aucune étude n'a exploré le lien prédictif de plusieurs dimensions de l'adaptation socio-affective sur les choix qu'effectuent les enfants de quatre et cinq ans entre différents types de jeu. Afin de répondre à cette lacune, les scores obtenus auprès de quatorze enfants de ces âges aux quatre échelles globales du Profil Socio-Affectif (PSA), soit les problèmes intériorisés, les problèmes extériorisés, la compétence sociale et l'adaptation générale, ont été mis en lien avec leur choix entre trois types de jeu (cognitif, de manipulation et moteur), mesurés dans le cadre de deux séances de jeu filmées. L'effet du sexe sur ces relations a également été mesuré. Les résultats suggèrent que les filles présentant une meilleure adaptation à l'échelle des problèmes intériorisés et à l'échelle d'adaptation globale accordent moins de temps au jeu de type cognitif. Il a également été observé que meilleure est l'adaptation des enfants au niveau des problèmes intériorisés, plus ils tendent à choisir le jeu de manipulation. Des analyses complémentaires effectuées avec les huit sous-échelles du PSA ont permis de préciser les relations obtenues et montrent que plus les enfants sont évalués tolérants, intégrés ou confiants, moins ils choisissent le jeu de type cognitif. Les résultats soutiennent donc l'hypothèse d'une influence de l'adaptation socio-affective sur les choix entre différents types de jeu chez les enfants de quatre et cinq ans. Cependant, compte tenu des limites de la présente étude, d'autres recherches seront nécessaires afin de mieux comprendre l'influence de l'adaptation socio-affective des enfants de quatre et cinq ans sur leur choix entre différents types de jeu.

McDonald, B., Lester, K. J., & Michelson, D. (2023). **'She didn't know how to go back': School attendance problems in the context of the COVID-19 pandemic—A multiple stakeholder qualitative study with parents and professionals**. *British Journal of Educational Psychology*, 93(1), 386-401. <https://doi.org/10.1111/bjep.12562>

Background The COVID-19 pandemic resulted in school closures worldwide and unexcused absences have increased since schools reopened. Aims Drawing on multiple stakeholders' perspectives, we aimed to (i) develop a detailed understanding of how

school attendance problems (SAPs) have manifested for primary school-aged children in the context of COVID-19; and (ii) identify promising community-based intervention strategies. Methods We used a qualitative design with two sequential phases of data collection. Phase 1 involved insight generation using qualitative surveys with parents and professionals working in primary education settings. These results were used to guide in-depth stakeholder interviews in Phase 2. Sample Phase 1 included 29 parents of primary-school children experiencing SAPs and 19 professionals. Phase 2 included 10 parents and 12 professionals. Parents were recruited through social media; professionals were identified through schools and associated networks in Southern England. Results Attendance was particularly challenging for children with special educational needs and pre-existing anxiety problems. Compounding factors included COVID-related anxiety, difficulties adapting to new school routines, poor home-school communication and collaboration, and concerns about academic catch-up. Effective support was characterized by schools and families working closely together. Recommendations for practice improvements centred on early intervention, re-building parent-school relationships, peer support for parents, and improving special educational provision. Conclusion New interventions for SAPs must be sensitive to the ongoing COVID-19 context. Help should be easily accessible in the community and address modifiable risk and protective factors for individual children, in family systems, and at the home-school interface.

Métral, J.-F., Chrétien, F., Guidoni-Stoltz, D., & Clément, M. (2022). **Étude de la motivation des élèves pour la réalisation de tâches d'apprentissage utilisant l'environnement virtuel éducatif Silva Numerica** [Report]. Consulté à l'adresse Institut Agro Dijon website: <https://institut-agro-dijon.hal.science/hal-03899358>

Ce document présente les modalités de réalisation et les résultats de deux expérimentations de l'usage de l'EVE Silva Numerica avec des élèves de 1<sup>ère</sup> technologique STAV. Il donne à voir l'incidence de différents scénarii d'usage de cette EVE au regard d'un scénario utilisant une ressource vidéo sur la régulation de la motivation des élèves lors d'une séance d'enseignement/apprentissage concernant des concepts relatifs au développement de la forêt (milieu et concurrence). Il s'appuie sur le modèle développé par la théorie de l'autodétermination – TAD (Deci et Ryan, 1971, 1975, 1985, 1991) et retravaillé par Vallerand et al. (1989) dans le cadre de l'élaboration de l'échelle de motivation à l'éducation (EME), outil sur lequel nous nous sommes appuyés pour recueillir nos données. Nos résultats montrent que, au-delà d'un intérêt préalable pour le thème et les objets enseignés (la forêt), ce n'est pas tant le type de ressource utilisée qui intervient en premier lieu sur la régulation de la motivation des élèves que leur sentiment d'apprentissage dans l'usage de cette ressource en lien avec les buts qu'ils poursuivent (scolaires ou professionnels), associé à un intérêt cognitif des tâches proposées. Au-delà d'un effet nouveauté de la situation sur la motivation des élèves, dont nous pouvons supposer qu'il risque de diminuer au fil de l'usage répété de l'EVE, ils conduisent à préconiser une attention majeure au scénario pédagogique et didactique d'usage de la ressource et au potentiel d'apprentissage de cette ressource eu égard à la zone potentielle d'apprentissage des élèves concernant les objets d'apprentissage visés (ici le développement de la forêt et sa gestion). Ils conduisent aussi à constater que les caractéristiques de l'EVE (y compris graphiques) interviennent d'abord sur la motivation via leur incidence sur le sentiment d'apprentissage des élèves. L'«effet médium» et le plaisir associé à l'usage d'un environnement virtuel (parfois

qualifié de plus ludique par les acteurs) n'intervient de manière importante sur la motivation que pour quelques élèves.

Meuret, D. (2022). **Accéder au monde par les émotions**. *Administration & Éducation*, 176(4), 23-30. <https://doi.org/10.3917/admed.176.0023>

Meyer, J., Jansen, T., Hübner, N., & Lüdtke, O. (2023). **Disentangling the Association Between the Big Five Personality Traits and Student Achievement: Meta-Analytic Evidence on the Role of Domain Specificity and Achievement Measures**. *Educational Psychology Review*, 35(1), 12. <https://doi.org/10.1007/s10648-023-09736-2>

Students' academic achievement is a central predictor of a long list of important educational outcomes, such as access to higher education and socioeconomic success. Prior studies have extensively focused on identifying variables that are related to academic achievement and an important variable in this context appears to be students' personality. Notably, although findings from more recent studies suggested that the association between student achievement and personality varies by the subject domain (language vs. STEM) and the type of achievement measure (grades vs. test scores), systematic meta-analytical evidence is still lacking. To address this gap in the educational research literature, we conducted a meta-analysis based on 78 studies, with 1491 effect sizes representing data from 500,218 students and 110 samples from elementary to high school. We used a random-effects model with robust variance estimation to calculate mean effect sizes and standard deviations. We found moderating effects of measure or domain for all five personality traits, with differences in the direction of the effects. Our results highlight the importance of the domain and measure when examining how personality traits relate to academic achievement in school. The combination of subject domain and achievement was also found to be relevant for some of the traits. These findings emphasize that subject domains and types of achievement measures should be explicitly considered when investigating the personality saturation of student achievement. We discuss implications for future research, highlighting that there is no "best" or "more objective" achievement measure but, instead, that achievement measures should be chosen based on the research question of interest.

Meyer, J., Schmidt, F. T. C., Fleckenstein, J., & Köller, O. (2023). **A closer look at the domain-specific associations of openness with language achievement: Evidence on the role of intrinsic value from two large-scale longitudinal studies**. *British Journal of Educational Psychology*, 93(1), 113-133. <https://doi.org/10.1111/bjep.12543>

Background Many empirical investigations focus on how personality traits and academic motivation are related to academic achievement. Regarding the personality traits described in the five-factor model, prior research has shown associations between openness to experience and language achievement in particular. Following the principle of trait activation, associations with intrinsic value can explain these domain-specific relationships of openness with achievement. Aims This study investigated whether intrinsic value mediates the associations of openness to experience with language achievement to understand these associations more closely. Based on the principle of trait activation, we combined openness to experience with intrinsic value as a motivational construct more proximal to behaviour. Samples We capitalized on two large-scale longitudinal data sets (N = 1994; M = 16.8 years; 51% female; and N = 2722; M = 17.34 years; 58% female) of German-speaking students in upper secondary education with two points of

measurement, respectively. **Methods** We assessed achievement using report card grades and standardized test scores, capturing three language subskills: reading and listening, measured by standardized tests, and writing competencies, measured by essay assignments. We conducted mediation analysis using bootstrapped confidence intervals and robust standard errors to account for dependencies in the data due to students clustered within classrooms. **Results and Conclusions** Overall, our results show that intrinsic value mediated the relationship between openness and achievement in English as a foreign language. The results remained stable when controlling for prior achievement, predicting achievement gains. Our investigation provides empirical insights into the manifestations of personality in academic contexts. We discuss the limitations of our approach, with a focus on the use of a mediation analysis in this research design.

Modi, H. H., Davis, M. M., Troop Gordon, W., Telzer, E. H., & Rudolph, K. D. (2023). **Need for approval and antisocial behavior moderate the effect of socioemotional cues on adolescent girls' cognitive control.** *Child Development, 94*(2), 529-543. <https://doi.org/10.1111/cdev.13875>

To examine whether need for approval (NFA) and antisocial behavior (ASB) moderate the effects of socioemotional stimuli on cognitive control, 88 girls (Mage = 16.31 years; SD = 0.84; 65.9% White) completed a socioemotional Go/No-go and questionnaires. At high approach NFA, girls responded more slowly during appetitive than control ( $b = -8.80$ ,  $p < .01$ ) and aversive ( $b = -5.58$ ,  $p = .01$ ) trials. At high ASB, girls responded more slowly ( $b = -6.12$ ,  $p = .02$ ) and less accurately (OR = 1.11,  $p = .03$ ) during appetitive than aversive trials; at low ASB, girls responded more slowly during aversive than control trials ( $b = -4.42$ ,  $p = .04$ ). Thus, both context and individual differences influence adolescents' cognitive control.

Mou, Y., Zhang, B., & Hyde, D. C. (2023). **Directionality in the interrelations between approximate number, verbal number, and mathematics in preschool-aged children.** *Child Development, 94*(2), e67-e84. <https://doi.org/10.1111/cdev.13879>

A fundamental question in numerical development concerns the directional relation between an early-emerging non-verbal approximate number system (ANS) and culturally acquired verbal number and mathematics knowledge. Using path models on longitudinal data collected in preschool children (Mage = 3.86 years; N = 216; 99 males; 80.8% White; 10.8% Multiracial, 3.8% Latino; 1.9% Black; collected 2013–2017) over 1 year, this study showed that earlier verbal number knowledge was associated with later ANS precision (average  $\beta = .32$ ), even after controlling for baseline differences in numerical, general cognitive, and language abilities. In contrast, earlier ANS precision was not associated with later verbal number knowledge ( $\beta = -.07$ ) or mathematics abilities (average  $\beta = .10$ ). These results suggest that learning about verbal numbers is associated with a sharpening of pre-existing non-verbal numerical abilities.

Murphy, A., Bailey, B., & Arciuli, J. (2023). **ABRACADABRA literacy instruction for children with Down syndrome via telepractice during COVID-19: A pilot study.** *British Journal of Educational Psychology, 93*(1), 333-352. <https://doi.org/10.1111/bjep.12558>

**Background** COVID-19 has resulted in some educators and allied health practitioners transitioning to online delivery of literacy instruction. As far as we are aware, no studies have investigated online delivery of comprehensive literacy instruction for children with Down syndrome. **Aims** In this pilot study, we explore the efficacy of online delivery of ABRACADABRA (a free literacy web application) for children with Down syndrome,

alongside supplementary parent-led shared book reading, during the COVID-19 pandemic. Sample Six children with Down syndrome, aged 8–12 years, participated in this within-participants design study. Methods Participants acted as their own controls with outcome variables measured at three timepoints: baseline, pre-instruction and post-instruction. Children participated in 16–18 hrs of one-to-one literacy instruction online over a 6-week instruction phase, along with twice weekly parent-led shared book reading activities. Results Outcomes from standardized assessments revealed statistically significant improvements in word- and passage-level reading accuracy skills over the instruction phase (pre-instruction to post-instruction) compared with the no-instruction control phase (baseline to pre-instruction). Improvements in reading comprehension skills were inconsistent across assessment measures and statistical analyses. Conclusion Children with Down syndrome can benefit from comprehensive literacy instruction delivered via telepractice. Our study provides critical initial evidence of successful service delivery during a global pandemic and beyond.

Neveu, M., Geurten, M., Durieux, N., & Rousselle, L. (2023). **Finger Use and Arithmetic Skills in Children and Adolescents: a Scoping Review**. *Educational Psychology Review*, 35(1), 2. <https://doi.org/10.1007/s10648-023-09722-8>

Although the role played by finger use in children's numerical development has been widely investigated, their benefit in arithmetical contexts is still debated today. This scoping review aimed to systematically identify and summarize all studies that have investigated the relation between fingers and arithmetic skills in children. An extensive search on Ovid PsycINFO and Ovid Eric was performed. The reference lists of included articles were also searched for relevant articles. Two reviewers engaged in study selection and data extraction independently, based on the eligibility criteria. Discrepancies were resolved through discussion. Of the 4707 identified studies, 68 met the inclusion criteria and 7 additional papers were added from the reference lists of included studies. A total of 75 studies were included in this review. They came from two main research areas and were conducted with different aims and methods. Studies published in the mathematical education field ( $n = 29$ ) aimed to determine what finger strategies are used during development and how they support computation skills. Studies published in cognitive psychology and neuroscience ( $n = 45$ ) specified the cognitive processes and neurobiological mechanisms underlying the fingers/arithmetic relation. Only one study combined issues raised in both research areas. More studies are needed to determine which finger strategy is the most effective, how finger sensorimotor skills mediate the finger strategies/arithmetic relation, and how they should be integrated into educational practice.

Nurnberger-Haag, J., & Thompson, C. A. (2023). **Simplest Shapes First! But Let's Use Cognitive Science to Reconceive and Specify What "Simple" Means**. *Mind, Brain, and Education*, 17(1), 5-19. <https://doi.org/10.1111/mbe.12338>

Children's informal and formal learning experiences with geometric shapes currently result in misconceptions that persist into adulthood. Here, we combine research from mathematics education as well as cognitive science pertaining to concepts, categories, and learning strategies to propose a more optimal progression that is better specified and justified than the current standards. To do so, we reframed what constitutes a "simple" shape from perceptual simplicity to simplicity of properties. Our Property-Based Shape Sequence uses property-based criteria of what makes shapes "simple" and progresses in a way that affords opportunities for learners to develop hierarchical

conceptions of two-dimensional and three-dimensional shapes. Our goals are threefold: (1) recommend an optimal, mathematically-correct shape learning sequence, (2) correct misconceptions that adults and children harbor about shapes, and (3) encourage cross-disciplinary collaborations between mathematics education and psychology researchers to validate the proposed learning sequence.

O'Farrell, P., Wilson, C., & Shiel, G. (2023). **Teachers' perceptions of the barriers to assessment of mental health in schools with implications for educational policy: A systematic review.** *British Journal of Educational Psychology*, 93(1), 262-282. <https://doi.org/10.1111/bjep.12553>

Background Assessment of mental health in schools has garnered increased interest in recent years. Children spend a large proportion of their waking hours in schools. Teachers can act as gatekeepers by playing a key role in identifying children with mental health difficulties in the classroom and making the necessary onward referrals to external services. The prevalence of mental health difficulties, their impact on schooling (and beyond) and the importance of early intervention means that it is incumbent on schools to identify and support potentially affected children. Aims Previous reviews focused on mental health interventions in schools; however, this review focuses on the assessment of mental health in schools and on teachers' perceptions of this, as such a review is still lacking. Therefore, the study fills a gap in the existing literature while also providing new, highly relevant evidence that may inform policy making in this area. Composition of studies included in this review This review included 19 studies. Five studied teachers exclusively at primary/elementary level, and seven focused on secondary level, while six included both primary and secondary teachers. Three studies employed mixed methods, ten were primarily qualitative studies, and five were primarily quantitative. Methods Bronfenbrenner's (The ecology of human development: Experiments by nature and design, Harvard University Press, 1979) framework, adapted by Harvest (How can EPs best support secondary school staff to work effectively with children and young people who experience social, emotional and mental health difficulties? 2018), which includes the mature version of the theory (Tudge et al., 2009, *J. Fam. Theory Rev.*, 1, 198), was used to analyse the literature. Results Results found that lack of training in assessment of mental health and 'role conflict' were key barriers; some teachers attributed this to their lack of knowledge, skills and confidence in the area. Conclusion Implications for practice and research are discussed in relation to the importance of sustained training both pre-service and in-service.

Okafor, C. J., & Oyana, N. E. (2023). **Relationship between Emotional Intelligence and Suicidal Tendencies, Among Undergraduates Students of University of Benin.** *British Journal of Education*, 11(2), 66-86. <https://doi.org/10.47772/IJRIS.2022.6409>

This study examined the interplay between emotional intelligence and suicidal tendencies among undergraduates of University of Benin. A non-experimental research design was employed, namely a correlational survey research design. Data were collected from a sample size of 396, utilizing the proportional sampling technique. The instrument used was a structured questionnaire, which comprised of two sections, section A was used for collecting demographic characteristics of the respondents and sections B and C was used for testing variables of interest which were tested. Reliability test was conducted by employing Cronbach's alpha, which yielded a coefficient alpha value of 0.85. Findings showed that there was no significant relationship between emotional intelligence and suicidal tendencies among undergraduates @  $r=0.014$ ,  $p=0.785$ . The



study also revealed no relationship between self-awareness and suicidal tendencies @  $r=0.003$  but however revealed a weak direct relationship between self-regulation and suicidal tendencies @  $r=0.072$ ,  $p=0.154$ . The study therefore recommended, among others, that major stakeholders such as school administrators, lecturers and parents should keep in mind that the students are vulnerable to suicidal tendencies and as such should show more understanding towards students' plight and be less judgmental.

Petiot, O., & Kermarrec, G. (2022). **Le travail émotionnel des enseignants : une part méconnue du métier.** *Administration & Éducation*, 176(4), 71-78. <https://doi.org/10.3917/admed.176.0071>

Exacerber sa satisfaction lors de l'exposé d'un élève, masquer sa colère face à la réaction d'un collègue, exprimer sincèrement sa déception à son chef d'établissement, retenir ses larmes devant la reconnaissance d'un parent d'élève, etc. Le métier d'enseignant semble aller de pair avec un travail émotionnel particulièrement exigeant. Depuis les années 2000, ces dimensions émotionnelles du métier ont été progressivement revalorisées dans les discours professionnels comme dans les productions scientifiques. En partant de témoignages d'enseignants confiant les moments les plus marquants vécus au cours de leur carrière, cet article propose de lever le voile sur une part encore méconnue du métier : le travail émotionnel que les enseignants mettent en œuvre au quotidien.

Poupard, V., & Zanna, O. (2022). **La difficile cohabitation des émotions au sein de la classe : quand la remarque d'un élève ébranle le statut d'une enseignante.** *Administration & Éducation*, 176(4), 87-93. <https://doi.org/10.3917/admed.176.0087>

Ruud, D. (2022). **Le stress des enseignants.** *Administration & Éducation*, 176(4), 79-85. <https://doi.org/10.3917/admed.176.0079>

Sheehan, H. (2023). **Bring your support team with you: The role of family and friends in supporting the motivation of international secondary students.** *International Journal of Educational Development*, 97, 102713. <https://doi.org/10.1016/j.ijedudev.2022.102713>

To increase their prospects of acceptance into a Western university, a growing number of teenagers from Confucian Heritage Culture (CHC) countries complete their secondary schooling in an English-speaking host country. The many challenges these teenagers encounter studying overseas can negatively impact their desire to persist with their studies. To investigate the positive mediating influences on students' motivation, this study explored the influences on the achievement motivation of 15 academically successful CHC international secondary students. A framework employing theories about the influence of Confucian cultural heritage on motivation was used to analyse findings. Findings show that the teenagers' motivation was influenced more by beliefs fostered in their home countries and by relationships with family at home and friends in their host country who shared a similar heritage background, rather than by school-based factors. These teenagers, while studying overseas, in effect study alongside rather than being integrated with host nation students, which fails to fulfil several goals of international education for students and host governments. Implications for host nations and schools are discussed in light of this finding.

Shelton, T., Benatowicz, C., Healy, P., Ryan, N. D., & Cameron, J. L. (2023). **Development and Testing of a Curriculum to Improve Decision-Making Skills in Middle and High School Students.** *Mind, Brain, and Education*, 17(1), 53-60. <https://doi.org/10.1111/mbe.12339>

Adolescence is a key developmental period for developing and strengthening brain circuits that underlie effective decision-making skills, which profoundly impact lifelong health and academic, professional, and economic achievement. But decision-making skills are learned rather than inherent. School presents an ideal environment for the direct instruction and frequent practice of decision-making skills, however, finding time in the school day is a challenge for contemporary educators. We have developed a learning curriculum that involves active student participation to strengthen decision-making skills that is sufficiently flexible and adaptable to be utilized in a wide variety of content-specific classwork. Using this curriculum, students show evidence of improved decision-making skills, including increased consideration of the number of factors that are relevant to their decision, the resources needed to make a particular decision, and both the short-term and long-term consequences of decisions.

Skar, G. B., Graham, S., & Huebner, A. (2023). **The Long-Term Effects of the COVID-19 Pandemic on Children's Writing: a Follow-up Replication Study.** *Educational Psychology Review*, 35(1), 15. <https://doi.org/10.1007/s10648-023-09729-1>

The COVID-19 pandemic and the move by governments worldwide to cancel in-class instruction and move to emergency remote instruction in March and April of 2020 created an unprecedented disruption in children's education. As the COVID-19 pandemic took form and continued to impact education in the following 2020/2021 academic year, multiple concerns were raised about possible negative effects on students' learning. The current longitudinal replication study examined this proposition for second-grade students in Norway. In a previous investigation (Skar et al. *Journal of Educational Psychology* 114:1553–1566, 2022), we found that scores for quality of writing, handwriting fluency, and attitude toward writing of first-grade children tested immediately after emergency remote instruction ended in the Spring of 2020 (During COVID-19 cohort) were lower than the scores of first-grade students from the same schools tested a year earlier before the start of the pandemic (Before COVID-19 cohort). In the present study, we compared the scores for the During COVID-19 cohort (333 girls, 308 boys) on these same writing measures 1 year later at the end of second grade to a During COVID-19 cohort of second-graders (888 girls, 780 boys) from the same schools tested 2 years earlier before the start of the pandemic. The initial negative impact of the COVID-19 pandemic on first-grade students' writing observed by Skar et al. (*Journal of Educational Psychology* 114:1553–1566, 2022) was no longer evident 1 year later at the end of second grade in the current study.

Skulmowski, A. (2023). **Guidelines for Choosing Cognitive Load Measures in Perceptually Rich Environments.** *Mind, Brain, and Education*, 17(1), 20-28. <https://doi.org/10.1111/mbe.12342>

Cognitive load measurement is a methodological issue of high importance in all learning settings involving a high perceptual richness, such as virtual and augmented reality. As a result of the growing number of cognitive load measurement methods and surveys, it can be difficult to choose the optimal measurement instrument for learning tasks in perceptually rich environments. Current research suggests that survey-based methods do not necessarily have to be less valid than physiological measures. Furthermore, in several studies, single-item measures of cognitive load have shown a high negative correspondence with learning outcomes. A trend toward a more fine-grained analysis of different components of cognitive load can be observed, but the ability to detect cognitive load depends on selecting an appropriate survey for the specific task. Based

on this narrative overview on current developments in cognitive load measurement, recommendations for deciding on a cognitive load measurement method are given.

Staley, S., & Blackburn, M. V. (2023). **Troubling emotional discomfort: Teaching and learning queerly in teacher education.** *Teaching and Teacher Education*, 124, 104030. <https://doi.org/10.1016/j.tate.2023.104030>

In this qualitative study, we leveraged a university-based teacher education course that we co-designed and co-taught to explore what queer pedagogy might offer preservice secondary Humanities teachers who are making sense of justice-oriented teaching. Drawing on queer theoretical and pedagogical perspectives, we conceptualized queering as involving three key strands: questioning, feeling discomfort, and implicating selves. Bringing that lens to bear, we present key moments in the class to show what queering looked like in this context and how preservice teachers responded. We also consider what we could have done differently to provoke more anti-homophobic, -transphobic, and -racist action from students.

Steigleder, J., Buhr, L., Ehm, J.-H., Gawrilow, C., & von Suchodoletz, A. (2023). **Changes in subjective stress experiences and self-efficacy beliefs of preschool teachers in Germany: A longitudinal study during 12 months of the COVID-19 pandemic.** *Teaching and Teacher Education*, 124, 104015. <https://doi.org/10.1016/j.tate.2023.104015>

This study collected monthly data between September 2020 and August 2021 to document the consequences of the COVID-19 pandemic for German preschool teachers during different pandemic phases. This longitudinal study investigated how subjective stress experiences and self-efficacy beliefs of preschool teachers (N = 279) change over time and explored associations on the inter- and intraindividual level. We observed phase-specific changes in subjective stress experiences and interindividual differences in change rates, but no systematic increase across the entire study period. Results also highlight self-efficacy beliefs as a resource for preschool teachers, which should be strengthened to better face stress experiences.

Tam, K. Y. Y., Van Tilburg, W. A. P., & Chan, C. S. (2023). **Whatever will bore, will bore: The mere anticipation of boredom exacerbates its occurrence in lectures.** *British Journal of Educational Psychology*, 93(1), 198-210. <https://doi.org/10.1111/bjep.12549>

Background Academic boredom is ubiquitous, and it leads to a range of adverse learning outcomes. Given that students often make estimates of how boring lectures are, does anticipating a lecture to be boring shape their actual experience of boredom? Aims The current research investigated whether anticipated boredom intensifies subsequent boredom felt in lectures. Samples We recruited undergraduate students to participate in three studies. Methods Study 1 (N = 121) and study 2 (N = 130) were conducted in natural university lecture environments. We found that students who anticipated a lecture to bore them more subsequently felt more bored by it. In study 3 (N = 92), we experimentally manipulated anticipated boredom before participants watched a lecture video. We found that those who were led to anticipate higher levels of boredom felt more bored by the video. Results and Conclusions Results converged to indicate that the mere expectation that a lecture will be boring may be sufficient to exacerbate its subsequent occurrence. We discuss these findings in the contexts of affective forecasting and education.

Tan, S. H., & Pang, J. S. (2023). **Test Anxiety: An Integration of the Test Anxiety and Achievement Motivation Research Traditions**. *Educational Psychology Review*, 35(1), 13. <https://doi.org/10.1007/s10648-023-09737-1>

Test anxiety refers to a specific type of anxiety that is experienced in tests, exams, and other similar testing situations that evaluate one's achievement. Research in test anxiety has been pursued under two traditions—the test anxiety and achievement motivation research traditions—more or less independently. The test anxiety research tradition is focused on the conceptualization and operationalization of test anxiety as a multidimensional construct. Under the achievement motivation research tradition, researchers who followed Atkinson's research conceptualized test anxiety as a component of fear of failure while other researchers drew clear distinctions between the two constructs. The objective of this paper is to discuss the integration of the test anxiety and achievement motivation research traditions in order to further advance the understanding of the test anxiety construct. To this end, this paper begins with a brief review of the test anxiety and achievement motivation research traditions individually. The brief review highlights the lack of attention paid to the motivational component of test anxiety as a limitation of the test anxiety research tradition—this can be complemented by the achievement motivation research tradition which focuses on the motivational properties of test anxiety. We describe how the two traditions could be integrated by examining the relationships between the hope of success and test anxiety as well as by incorporating motivational properties into the test anxiety construct. The theoretical, research, and application implications of the integration of the two traditions are discussed.

Terré, N., & Sève, C. (2022). **Apprendre des émotions négatives**. *Administration & Éducation*, 176(4), 41-48. <https://doi.org/10.3917/admed.176.0041>

Teuber, Z., Sielemann, L., & Wild, E. (2023). **Facing academic problems: Longitudinal relations between parental involvement and student academic achievement from a self-determination perspective**. *British Journal of Educational Psychology*, 93(1), 229-244. <https://doi.org/10.1111/bjep.12551>

**Background** The relation between parental involvement and student achievement has been of research interest for many decades. Although the idea of reciprocal processes between parent and child was proposed 40 years ago, very few efforts have been made to investigate reciprocal relations between parental involvement and student achievement. **Aims** Using self-determination theory, this study investigated the longitudinal associations of the manner of parental involvement (i.e., autonomy-supportive or controlling) in children's academic problems with children's academic achievement. This study further addressed the recently intensely debated methodological issue of examining reciprocal relations by comparing a random-intercept cross-lagged panel model (RI-CLPM) with the traditional cross-lagged panel model (CLPM). **Sample and Methods** A RI-CLPM and a traditional CLPM were applied to 5-year longitudinal data including 1465 secondary school students (Mage at T1 = 10.82 years, SD = 0.62). In both models, we controlled for students' gender, school type, socioeconomic status and cognitive ability. **Results** The results show that the RI-CLPM fitted the data better than the CLPM. Trait-like stability was found for both forms of parental involvement and academic achievement. At the between-person level, controlling involvement related to lower achievement, whereas no correlation between autonomy-supportive involvement and achievement was found. At the within-person

level, there were positive reciprocal relations between autonomy-supportive involvement and achievement, whereas controlling involvement was not associated with achievement. Conclusions This study contributes substantially to the understanding of the relations between parental involvement in children's academic problems and children's academic achievement by simultaneously taking between-person differences and within-person processes into consideration.

Toscani, P. (2022). **Transfert et contre-transfert à l'œuvre dans la relation éducative : une histoire d'émotions partagées.** *Administration & Éducation*, 176(4), 113-119. <https://doi.org/10.3917/admed.176.0113>

Ünal, Z. E., Greene, N. R., Lin, X., & Geary, D. C. (2023). **What Is the Source of the Correlation Between Reading and Mathematics Achievement? Two Meta-analytic Studies.** *Educational Psychology Review*, 35(1), 4. <https://doi.org/10.1007/s10648-023-09717-5>

Two meta-analyses assessed whether the relations between reading and mathematics outcomes could be explained through overlapping skills (e.g., systems for word and fact retrieval) or domain-general influences (e.g., top-down attentional control). The first (378 studies, 1,282,796 participants) included weighted random-effects meta-regression models to explore and contrast the magnitudes of the links between different reading and mathematical competencies. The second (138 studies, 39,836 participants) used meta-analytic structural equation modeling to determine the influence of a domain-general factor, defined by intelligence, executive functioning, working and short-term memory, and processing speed measures, on the link between reading and mathematics skills. The overall relation was significant ( $r=0.52$ ), as were all associations between specific reading and mathematics measures ( $r_s = 0.23$  to  $0.61$ ,  $ps < .05$ ). Most of the correlations were similar across different types of reading and mathematics competencies, although generally smaller than within-domain correlations. The domain-general model explained most of the covariance between reading and mathematics outcomes, with a few modest moderating effects (e.g., age). The results imply correlations between reading and mathematics measures are largely due to domain-general processes, although within-domain correlations confirm the importance of overlapping competencies especially for reading.

van der Sande, L., van Steensel, R., Fikrat-Wevers, S., & Arends, L. (2023). **Effectiveness of Interventions that Foster Reading Motivation: a Meta-analysis.** *Educational Psychology Review*, 35(1), 21. <https://doi.org/10.1007/s10648-023-09719-3>

Many students have low reading motivation. Based on (reading) motivation theories, several mechanisms are distinguished that can foster reading motivation. Our goal in this meta-analysis was to examine the effects of theory-driven reading motivation interventions in school on students' reading motivation and reading comprehension as well as to test which mechanisms are particularly effective in fostering motivation and comprehension. We conducted a literature search in ten online databases and identified 39 relevant effect studies. Positive effects on affirming motivations ( $d = 0.38$ ), extrinsic motivations ( $d = 0.42$ ), combined motivations ( $d = 0.17$ ), and reading comprehension ( $d = 0.27$ ) were found. The effect on undermining motivations ( $d = -0.01$ ) was not significant. In particular, interventions that aimed to trigger interest had positive effects on affirming motivations and reading comprehension. Furthermore, effects on affirming motivations were larger if the total duration of the intervention was longer and if the share of boys in the sample was higher. Interventions delivered by researchers had

larger effects on reading comprehension than interventions delivered by teachers. Finally, effects on reading comprehension were larger for primary schoolers than for secondary schoolers and larger for typical readers than for struggling readers. Implications for practitioners, policymakers, and researchers are discussed.

Virat, M. (2022). **Quelle forme d'amour entre les enseignants et les élèves ?** *Administration & Éducation*, 176(4), 121-126. <https://doi.org/10.3917/admed.176.0121>

Visioli, J. (2022). **Vers une « École des émotions » favorable à la résonance des élèves.** *Administration & Éducation*, 176(4), 15-22. <https://doi.org/10.3917/admed.176.0015>

Visioli, J., Petiot, O., & Chestakova, M. (2022). **Les émotions en contexte scolaire.** *Administration & Éducation*, 176(4), 9-12. <https://doi.org/10.3917/admed.176.0009>

Wang, Q., Zhong, Y., Zhao, G., Song, R., & Zeng, C. (2023). **Relationship among content type of Smartphone Use, Technostress, and Sleep Difficulty: a study of University students in China.** *Education and Information Technologies*, 28(2), 1697-1714. <https://doi.org/10.1007/s10639-022-11222-1>

Ongoing smartphone use links to heightened technostress. However, the content types of smartphone use are various, and little is known about which types of content use are significantly associated with technostress. This study aims to examine the impacts of specific types of smartphone use (i.e., learning-related use, entertainment-related use, social networking sites (SNS) use, and game use) on university students' technostress, and looks further into the relationship between technostress and sleep difficulty. Empirical data was collected from 512 university students studying at two Chinese public universities and analysed using structural equation modeling. Results revealed that both SNS and game use are positively associated with technostress. Both of the relationships mentioned above are significantly influenced by gender, specifically, female students are likely to experience a higher level of technostress than male students. The use of smartphones for learning and entertainment does not contribute to technostress. In addition, technostress positively predicts students' sleep difficulty. The nuanced findings of this study have practical implications for educators to intervene in university students' smartphone use.

Widlund, A., Tuominen, H., & Korhonen, J. (2023). **Reciprocal effects of mathematics performance, school engagement and burnout during adolescence.** *British Journal of Educational Psychology*, 93(1), 183-197. <https://doi.org/10.1111/bjep.12548>

Background Transitioning into adolescence while simultaneously facing greater academic demands as the level of education increases often entails both academic challenges and general declines in students' school-related well-being. Still, however, relatively little is known about the causal relationship between students' academic well-being (i.e., school engagement and burnout) and their performance during the adolescent years. Aims This study examined longitudinal relations between adolescents' mathematics performance, school engagement and burnout (exhaustion, cynicism and inadequacy) across lower secondary education. Sample Data came from a longitudinal research project, following Finnish lower secondary school (grades 7–9) students (N = 1131) over 4 years (2016–2019). Methods Students completed standardized mathematics tests and self-report measures of school engagement and burnout at four time points, twice within both 7th and 9th grade. A random intercept cross-lagged panel model (RI-

CLPM) was used to examine pathways between engagement, burnout and mathematics performance over time. Results Higher mathematics performance increased students' engagement and lowered their exhaustion and cynicism over time, whereas both engagement and exhaustion predicted higher performance. Negative relations were also found from inadequacy and cynicism on students' mathematics performance. Furthermore, school burnout predicted engagement both positively (from exhaustion) and negatively (from cynicism and inadequacy) within and between the school years, whereas engagement only predicted cynicism and inadequacy negatively within 7th grade. Conclusions Findings suggest that the overall relation between students' mathematics performance, engagement and burnout is rather reciprocal, but also, that the relations become more prominent over time, demonstrating the importance of supporting both learning and well-being in school.

Wong, S. S. H. (2023). **Deliberate Erring Improves Far Transfer of Learning More Than Errorless Elaboration and Spotting and Correcting Others' Errors.** *Educational Psychology Review*, 35(1), 16. <https://doi.org/10.1007/s10648-023-09739-z>

Transfer of learning is a fundamental goal of education but is challenging to achieve, especially where far transfer to remote contexts is at stake. How can we improve learners' flexible application of knowledge to distant domains? In a counterintuitive phenomenon termed the derring effect, deliberately committing and correcting errors in low-stakes contexts enhances learning more than avoiding errors. Whereas this benefit has been demonstrated with tests in domains similar to those in the initial learning task, the present set of three experiments (N = 120) investigated whether deliberate erring boosts far transfer of conceptual knowledge to dissimilar domains. Undergraduates studied scientific expository texts either by generating conceptually correct responses or by deliberately generating conceptually erroneous responses then correcting them. Deliberate erring improved not only retention (Experiment 1), but also far transfer on inferential test questions that required applying the learned concepts to remote knowledge domains (e.g., from biology/vaccines to geography/forest management techniques; Experiment 2). This advantage held even over a control that further involved spotting and correcting the same errors that one's peers had deliberately made (Experiment 3). Yet, learners failed to predict or recognize the benefits of deliberate erring even after the test. Altogether, these results suggest that the derring effect is specific to generating incorrect, but not correct, elaborations. Neither does mere exposure to others' errors nor juxtaposing these errors with the correct responses suffice. Rather, guiding learners to personally commit and correct deliberate errors is vital for enhancing generalization and far transfer of learning to distant knowledge domains.

Xie, M., King, R. B., & Luo, Y. (2023). **Social motivation and deep approaches to learning: a nationwide study among Chinese college students.** *Higher Education*, 85(3), 669-687. <https://doi.org/10.1007/s10734-022-00860-6>

Mainstream research in higher education and motivation has shown the importance of intrinsic and instrumental motivation on student learning and achievement. However, the role of social motivation has been relatively neglected. This gap is especially salient in a collectivist cultural context where social factors play a critical role. Drawing on a nationally representative sample of Chinese college students (n = 67,182), this study investigated how social motivation towards (a) parents and teachers, (b) peers, and (c) the broader society are associated with deep approaches to learning including higher-order, integrative, and reflective learning. Structural equation modelling was used to

analyze the data with the different types of social motivation posited as predictors of deep approaches to learning. Confirming prior research, the results showed that students with higher intrinsic and instrumental motivation were more likely to use deep approaches learning. More interestingly, students who had higher levels of social motivation directed towards parents/teachers, peers, and the broader society were also more likely to engage in deep approaches to learning. Furthermore, we also found significant mean-level differences in social motivation and deep approaches to learning for students of different genders, ethnicity, socioeconomic status, year levels, and institutional types. These findings demonstrate the importance of taking students' diverse socio-demographic and institutional backgrounds into account. This article advocated for the importance of exploring social motivation to develop a more nuanced understanding of college students' motivation and learning in a collectivist context.

Zakraoui, J., Saleh, M., Al-Maadeed, S., & AlJa'am, J. M. (2023). **A study of children emotion and their performance while handwriting Arabic characters using a haptic device.** *Education and Information Technologies*, 28(2), 1783-1808. <https://doi.org/10.1007/s10639-022-11246-7>

Emotion and focus of children during handwriting are essential for language learning. Handwriting for young children is challenging because it needs deep motivation and willingness to complete the task regardless of its difficulty. Recently, emerged haptic guidance systems have a good potential to offer children a better sense of engagement to keep their interests awake. Yet, handwriting in 3D is more challenging for children due to many reasons including demotivation, out of focus, and visuomotor coordination difficulties. In this paper, we study the effectiveness of a haptic device in analyzing schoolchildren emotion, attentiveness and handwriting performance of Arabic letters. We conducted the experiments for a period of four weeks with an immersive environment where the subjects practiced writing in VR environment using a haptic device-controlled stylus. We assessed the childrens' emotions to get insights into their engagement during such hard learning environment. We found that our approach improved the participants' fine-motor skills and handwriting quality. However, our analysis revealed that such task was effective on detecting emotions (angry/neutral) only as a negative/positive contributor of performance. Overall, the obtained findings can well contribute to the understanding of the relationship between students' emotions and other variables in an attempt to support the development of adaptive learning technologies.

Zhang, J., Chiu, M. M., & Lei, H. (2023). **Achievement, self-concept and anxiety in mathematics and English: A three-wave cross-lagged panel study.** *British Journal of Educational Psychology*, 93(1), 56-72. <https://doi.org/10.1111/bjep.12539>

Background Many studies (especially cross-sectional ones) have shown significant links between two of these three constructs-achievement, self-concept and anxiety. Objectives Unlike past longitudinal studies that examined only two of these three constructs, this study examines all three, grounded in self-determination theory, control-value theory and transactional theory of anxiety. Methods Chinese secondary school students (N = 823) completed questionnaires across three time points covering one school year, and we collected data on their mathematics and second language (L2) English test scores. Results Cross-lagged panel models showed equal effect sizes in both pairs of time periods (T1–T2 and T2–T3). In both mathematics and L2 English, (a) achievement, self-concept and anxiety all showed moderate autoregression effects and hence, relative stability, (b) achievement and self-concept showed reciprocal positive



effects and (c) self-concept negatively predicted subsequent anxiety. In mathematics but not L2 English, anxiety negatively predicted self-concept, and achievement negatively predicted anxiety, showing domain differences. Self-concept mediated achievement's negative effect on anxiety only in L2 English. Conclusions Distinguishing within domain and cross domain effects of achievement, self-concept, and anxiety in mathematics and L2 English deepen our understanding of the relationships among these three constructs.

Zhang, L., Cheng, J., Lei, J., & Wang, Q. (2023). **Facilitating student engagement in large lecture classes through a digital question board.** *Education and Information Technologies*, 28(2), 2091-2106. <https://doi.org/10.1007/s10639-022-11197-z>

Large classroom configurations and lecture-centered pedagogy discourage student engagement. The advances in educational technology have empowered instructors to fill the gap. This study designed a digital question board (DQB) on digital canvas to facilitate student engagement in large lecture classes. A mixed-methods study with a quasi-experiment was conducted to investigate the influence of such intervention. The study was situated in an introductory research methodology course in a large comprehensive university in eastern China (n = 253). The quasi-experiment lasted for six weeks. The data from surveys, interviews, observations, and online posts were collected and analyzed. This study mainly presented qualitative analysis results from the exploratory approach. Eight themes emerged from 12 interviews, 161 survey responses and 457 student posts were discussed. It was found that following the proposed design principles, the presence of a DQB effectively facilitated students' cognitive and emotional engagement. The enhanced self-regulation and co-construction of knowledge all led to the improved cognitive engagement. The reduced social pressure of questioning and increased interactivity contributed most to their emotional engagement.

Zhou, C., Wu, D., Li, Y., Yang, H. H., Man, S., & Chen, M. (2023). **The role of student engagement in promoting teachers' continuous learning of TPACK: based on a stimulus-organism-response framework and an integrative model of behavior prediction.** *Education and Information Technologies*, 28(2), 2207-2227. <https://doi.org/10.1007/s10639-022-11237-8>

The importance and dynamic development of technological pedagogical content knowledge (TPACK) has been well recognized. In order to keep up with the development of the ever-changing society and variety of teaching technologies, teachers need to continue to learn TPACK. Previous studies indicated the importance of student engagement in promoting teachers' learning. However, how student engagement affects teachers' continuous learning of TPACK remains unclear. To bridge the research gap, our study constructed a model based on the stimulus-organism-response (SOR) framework and integrative model of behavior prediction (IMBP). It examined how student engagement affects teachers' psychological state and behavioral performance for continuous learning of TPACK. The model was then validated by structural equation modeling with 395 questionnaire data. The results demonstrated the positive relationships between student engagement (behavioral, emotional, and cognitive engagement), teachers' psychological states (attitude, subjective norm, self-efficacy, and behavioral intention), and continuous learning of TPACK. These findings inform how to promote teachers to keep learning TPACK.

## Aspects sociaux de l'éducation

Amossé, T., Cayouette-Remblière, J., & Gros, J. (2022). **Un schéma de classe d'emploi à la française.** *Revue française de sociologie*, 63(2), 201-255.  
<https://doi.org/10.3917/rfs.632.0201>

Un schéma de classe a été élaboré lors de la récente rénovation de la nomenclature socioprofessionnelle française. Disponible dans les enquêtes de la statistique publique à partir de 2022 et implémentable de façon rétrospective depuis 2003, il propose une grille de lecture de la structure des emplois articulant stratification sociale et segmentation institutionnelle. Pensé comme complémentaire aux catégories socioprofessionnelles historiques, il fait écho à l'importance prise, au cours des dernières décennies, par le chômage et la diversification des formes d'emploi (montée de la précarité, redéfinition de l'indépendance, reconfiguration de la sphère publique). Les premières analyses conduites dans l'article soulignent la force des clivages hiérarchiques et institutionnels en matière de situation professionnelle mais aussi familiale, de logement et de santé, ce qui laisse augurer un renouveau possible des analyses dans ces domaines de recherche.

Ayed, C. B. (2023). **La discrimination à l'école : déni scientifique ou problème de méthodes ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Alors que l'école est une institution particulièrement sensible en matière de discriminations, les faits discriminatoires y sont peu déclarés. Au même titre les recherches permettant de rendre compte empiriquement des discriminations scolaires sont peu nombreuses. Pour éclairer ce paradoxe, l'article propose d'abord plusieurs grilles d'analyse dont l'une est centrée sur le non-recours des usagers aux droits sociaux et l'autre relative aux obstacles méthodologiques permettant d'établir des faits discriminatoires à l'école. Puis, l'article abordera la construction de dispositifs méthodologiques qui favorise une articulation plus équilibrée et complémentaire entre les discriminations peu visibles et les inégalités scolaires plus évidentes.

Ayscue, J. B., Beam, L., & Mordechay, K. (2023). **"An Opportunity to Grow Our Collective Consciousness": Navigating Racial Tension in a Gentrifying Elementary School.** *Journal of Cases in Educational Leadership*, 26(1), 44-57.  
<https://doi.org/10.1177/15554589221138606>

As gentrification changes the racial and socioeconomic composition of many neighborhoods across the United States, the enrollment of local schools in gentrifying communities may also change. While gentrification may provide opportunities for creating more diverse schools, challenges often accompany such changes. In this case, Principal Miller navigates tensions associated with supporting the school's intentionally diverse and antiracist mission on a daily basis and in response to a noteworthy event—the January 6, 2021 insurrection at the United States Capitol. He grapples with how to build community and address racism among the adult members of the school community, including parents and teachers.

Bakchich, J., Carré, A., Claes, N., & Smeding, A. (2023). **The moderating role of socioeconomic status on the relationship between teacher social support and sense of belonging to school.** *British Journal of Educational Psychology*, 93(1), 153-166.  
<https://doi.org/10.1111/bjep.12545>

Background Teacher social support (TSS) has been identified as one of the most important factors of success and well-being for students. Yet, there is a gap in the literature regarding the impact of students' socioeconomic status (SES) on their perceptions of TSS, and whether SES may impact the strength of the relationship between teacher social support and students' sense of belonging to school (SBS). Aims In this preregistered study, we aimed at filling this gap by testing the moderating role of SES on the TSS-SBS link, along with the direct associations between these variables. Sample We used data from the French sample of the Programme for International Student Assessment 2018 (PISA; N = 6308). Methods TSS was primarily assessed as a latent construct based on three indicators provided by PISA: teacher support, teacher emotional support and teacher feedback. Regarding SES, we primarily focused on family wealth possessions and parents' highest level of education. Results Using structural equation modelling, findings confirmed that the TSS-SBS link was stronger for high-SES than low-SES students. We also found a negative association between teacher support and SES. Importantly, preregistered additional analyses highlight that findings depend on the SES and TSS indicators considered. Conclusions Findings support the importance of SES effect on students' perceptions of their interactions with teachers and the extent to which they perceive they belong to the school. The implications and limitations of this research are discussed.

Balitout, H. (2021). **Les lauréates du CAP petite enfance par la validation des acquis de l'expérience dans la région des Hauts-de-France : une diplomation aux effets contrastés** (Phdthesis, Université de Picardie Jules Verne). Consulté à l'adresse <https://theses.hal.science/tel-03986854>

La reconnaissance des acquis de l'expérience fait encore peu l'objet de travaux de recherche dans le milieu du travail de la petite enfance, caractérisé par sa surféminisation. Les faibles niveaux de qualification sont aussi peu étudiés dans le cadre du dispositif de la validation des acquis de l'expérience, notamment le CAP « Petite enfance », qui permet de travailler à domicile en qualité d'assistante maternelle ou dans des structures collectives. Paradoxalement, c'est un des diplômes les plus demandés en VAE au ministère de l'Éducation nationale. Cette thèse vient pallier ce manque, en s'appuyant sur une enquête quantitative et qualitative menée auprès des lauréates à la VAE exerçants dans leur grande majorité, le métier d'assistante maternelle dans la région des Hauts-de-France. Pour la plupart, ces femmes à l'origine faiblement ou pas diplômées, exercent dans un domaine dévalorisé, peu qualifié et sous-payé, mêlant à la fois le travail familial et professionnel du « care ». La division sexuelle du travail apparaît fortement prégnante dans les familles des assistantes maternelles. La femme, assignée au domicile prolonge son rôle de mère dans une profession peu reconnue, assimilée à un travail invisible. Des rapports de domination de genre, empreints d'une violence symbolique sont à l'œuvre dans l'univers domestique et professionnel. Elles souffrent d'un déni de reconnaissance et décident à un moment donné de leur parcours biographique, de valider les acquis de leur expérience professionnelle pour obtenir un diplôme reconnaissant leur professionnalité. Nous analysons cette lutte pour la reconnaissance qui s'exprime lors du parcours VAE. Cette thèse vise à démontrer qu'au premier niveau de qualification, en l'occurrence le niveau V (CAP), les lauréates à la VAE développent bien un fort sentiment de reconnaissance professionnelle, en revanche, la faiblesse de leur formation initiale due en partie à leur origine sociale, leur âge et leurs expériences professionnelles antérieures entravent durablement leurs possibilités d'évolution professionnelle

Bartlett, K. A., & Camba, J. D. (2023). **Gender Differences in Spatial Ability: a Critical Review**. *Educational Psychology Review*, 35(1), 8. <https://doi.org/10.1007/s10648-023-09728-2>

Spatial ability has long been regarded as important in STEM, and mental rotation, a subcategory of spatial ability, is widely accepted as the cognitive ability with the largest gender difference in favor of men. Multiple meta-analyses of various tests of spatial ability have found large gender differences in outcomes of the mental rotation test (MRT). In this paper, we argue that more recent literature suggests that the MRT is not a valid measure of mental rotation ability. More importantly, we argue that the construct of "spatial ability" itself has been co-constructed with gender, and thus has not been devised in a neutral way, but in a manner that is influenced by gender beliefs. We discuss that though spatial thinking is also required in feminized fields, past research has cast spatial ability as only necessary in masculinized STEM fields. Due to a prevailing belief that spatial ability was an inherently male ability, researchers "selectively bred" some spatial assessment instruments to maximize gender differences, rather than to precisely measure a spatial construct. We argue that such instruments, of which the MRT is one, cannot validly assess between-group differences, and ideas about biological or evolutionary causes of sex differences in spatial ability lack empirical evidence. Instead, the co-construction of gender and spatial ability better explains observed patterns. We also provide recommendations for spatial researchers moving forward.

Beiler, I. R. (2023). **Anglonormativity in Norwegian language education policy and in the educational trajectories of immigrant adolescents**. *Language Policy*, 22(1), 95-117. <https://doi.org/10.1007/s10993-022-09632-5>

In the Nordic countries, policy debates about English often highlight the threat of domain loss for national languages, but the high status of English may also have a differential impact on people in Nordic societies. This article investigates a policy gap in Norwegian upper secondary education, whereby an advanced English subject requirement may hinder graduation for immigrant adolescents with little previous English instruction, despite English not being the medium of education in Norway. The aim of the study is to examine the impact of the upper secondary English requirement and of sheltered instruction as a local policy solution for such students. I use nexus analysis (Hult, 2015) to analyze ethnographic data from one upper secondary school that created an ad hoc sheltered English class. Data include field notes, classroom video and audio recordings, language portraits, and interviews with one school leader, one teacher, and six students. I draw on decolonial theory (e.g., García et al., 2021; Santos, 2007), notably Anglonormativity (McKinney, 2017), to trace discursive, interactional, and personal policy scales. I found that the sheltered class reflected discourses of integration and Anglonormativity, but nonetheless offered greater affordances for participation than a mainstream English class. Furthermore, comparing the emphasis on English remediation with students' broader repertoires surfaced possibilities for reframing students as resourceful multilingual learners. I discuss policy options that might better address underlying issues of epistemic justice, compared to solutions limited to increasing students' proficiency in languages of power like English.

Benzitoun, C. (2023, février 21). **Le temps est venu de moderniser et de démocratiser l'orthographe**. Consulté 28 février 2023, à l'adresse Observatoire des inégalités website:

<https://www.inegalites.fr/Le-temps-est-venu-de-moderniser-et-de-democratiser-l-orthographe>

L'orthographe française est parmi les plus difficiles au monde. Cela produit d'importantes inégalités sociales dès l'école primaire. Nous pouvons moderniser notre langue sans la dénaturer. Les propositions du linguiste Christophe Benzitoun.

Boyadjian, J. (2022). **Jeunesses connectées: les digital natives au prisme des inégalités socio-culturelles.** Consulté à l'adresse

<https://www.septentrion.com/fr/livre/?GCOI=27574100296400>

La révolution numérique a profondément modifié les manières de s'informer, de se cultiver et de participer au débat public. Les jeunes nés au tournant des années 2000 sont à l'avant-poste de ces mutations. Qualifiés de « digital natives » par le monde du marketing, on les pense spontanément à l'aise avec les outils numériques, et capables d'en tirer le meilleur. Les jeunes seraient ainsi les fers de lance de cette nouvelle société numérique. Cet ouvrage dépeint une situation moins enchantée. À partir d'une enquête multi-méthodes (questionnaire, entretiens et observation en ligne) menée auprès de différents publics (E2C, BTS, IUT, licences d'AES, de science politique, IEP, etc.), elle met au jour les inégalités socio-culturelles nouvelles qui traversent cette génération. En matière d'information, de participation politique ou de culture, les jeunes développent des usages socialement différenciés du numérique, que l'ouvrage propose d'éclairer.

Brachet, H. (2023, février 26). **Parcoursup : comment les élites s'orientent.** Marianne. Consulté à l'adresse <https://www.marianne.net/societe/education/orientation-parcoursup-ou-loutil-royal-des-elites>

Au départ, c'est une plate-forme censée donner aux terminales un accès équitable à toutes les formations. Au final, c'est une énorme source de stress pour parents et élèves. Pour tous ? Dans les prestigieux lycées parisiens, on semble maîtriser davantage les stratégies à adopter pour intégrer les filières les plus sélectives.

Briscoe, P., & McIntosh, E. (2023). **A Fractured School Community: Decolonizing Leaders Needed for Responsive Leadership.** *Journal of Cases in Educational Leadership*, 26(1), 16-30. <https://doi.org/10.1177/15554589221128051>

In this case, Mary, a cisgender White principal, is struggling in a contentious school climate with a mostly White staff and a racially divided school community. A lunchroom incident highlighted the unaddressed conflict among students, families, and the community that can no longer be ignored. Her unresponsive leadership raises questions about the capacity of White school leaders to be culturally responsive. The authors present a decolonizing leadership framework and three activities, framed by transformative learning theory, that encourage participants to reflect on their biases and develop their understanding of what colonizing and decolonizing education means to their leadership.

Broccolichi, S., & Larguèze, B. (2023). **Restauration d'une école sinistrée et leçons tirées.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Dans une école d'un quartier d'habitat social de la banlieue parisienne, les difficultés et tensions se sont accrues pendant cinq ans : troubles et dégradations, arrêts maladie et départs répétés des enseignants, résultats calamiteux aux évaluations nationales, mécontentement grandissant des parents. Un comité de pilotage a chargé notre équipe

d'analyser la situation, puis de contribuer à l'améliorer, en prenant appui sur les enquêtes précédemment réalisées dans cette ville. En nous référant aussi à d'autres recherches portant sur l'évolution d'établissements de quartiers précarisés, nous interrogeons les possibilités de prévenir ou d'enrayer plus rapidement des spirales d'échec et d'instabilité, lourdes de conséquences pour le travail des enseignants et des élèves.

Brody, A., Chicharro, G., Colin, L., & Garnier, P. (2023). **Les « petits coins » à l'école: Genre, intimité et sociabilité dans les toilettes scolaires.** Consulté à l'adresse <https://www.editions-eres.com/ouvrage/5028/les-petits-coins-a-lecole>

Selon qu'ils sont « filles » ou « garçons », « grands » ou « petits », comment les enfants se représentent-ils les toilettes scolaires et quels usages en ont-ils ? Comment investissent-ils (ou pas) ces lieux ? À mesure qu'ils grandissent, que les portes se ferment, que des murs s'élèvent et que la possibilité leur est offerte de se retrouver seuls à l'abri du regard des autres, comment les enfants occupent-ils ces espaces collectifs et individuels, clos et ouverts ? Comment ceux-ci contribuent-ils à construire des corps, dans leur rapport à l'intimité et à l'autre, en tant que fille ou garçon ? Comment les enfants et les jeunes s'y rencontrent-ils et quelles sociabilités peuvent-ils y développer à l'abri du regard des adultes ? La question du genre se révèle bien évidemment centrale, dans ce lieu qui, à partir de l'école élémentaire, devient le seul espace « non mixte » dans la plupart des établissements scolaires mixtes.

Carlson, J. A., & LaVenita, K. N. (2023). **The Importance of Transformational Leadership to Support Faculty Diversity in Our Nation's Predominantly White Institutions of Higher Learning.** *Journal of Cases in Educational Leadership*, 26(1), 71-81. <https://doi.org/10.1177/15554589221136798>

Predominantly white institutions (PWIs) struggle to attract and retain underrepresented faculty. Despite aspirations for diversity, the reality remains that underrepresented faculty are not hired and retained in numbers sufficient to change the institution's demographics. The leadership of PWIs strives for solutions to ameliorate the trend in recruitment, retention, and climate. The issue has gained even more significance recently due to the global coronavirus pandemic when layoffs, non-renewals, and hiring freezes have been widely imposed. This case examines how systemic leadership problems, mindsets, and climates keep PWIs at the status quo, and invites application of leadership and adult learning theories to develop a strategy for improving faculty diversity at PWIs.

Chabot, J. (2023). **Comparaison selon le genre de la mobilisation des sources informationnelles pour l'emploi par les jeunes adultes non diplômés du secondaire au Québec.** Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/20128>

Ce mémoire par article a pour objectif de comparer la manière dont des jeunes adultes non diplômés du secondaire vivant en situation de précarité mobilisent leurs sources informationnelles sur l'emploi selon leur genre d'appartenance dans le cadre de leur insertion professionnelle. On sait que l'information sur l'emploi tient un rôle central dans le processus d'insertion professionnelle (OCDE, 2013) et son absence peut constituer une barrière importante pour les populations en situation de précarité (Supeno, 2017) telles que les jeunes adultes non diplômés du secondaire (JAND). Or, l'accès à cette information est tributaire, notamment, des pratiques informationnelles des individus qui la recherchent (Gallant, Supeno et Atkin, 2016) ainsi que des sources informationnelles qui leur sont connues et pouvant être mobilisées (Julien, 1999; Pérez, Deleo et Fernandez,

2016). Ces sources sont, à leur tour, influencées par le contexte dans lequel les JAND évoluent (Chatman, 1999; Hersberger, 2005; McKenzie, 2002; Supeno et Pariseau, 2018) ainsi que par leurs caractéristiques individuelles notamment leur âge et leur genre (CIMT, 2020). Aussi, malgré l'importance de l'utilisation d'internet, une certaine préférence est accordée par les JAND aux sources relationnelles qui sont considérées comme proches (Supeno, Mongeau et Pariseau, 2016) et sont à priori informelles, ce qui peut limiter l'accès à l'information sur l'emploi de qualité (Supeno, Rivard et Chabot, 2021). Des différences selon le genre ressortent lors de la recherche d'information sur d'autres sujets que l'emploi quant à la variété et la quantité des sources informationnelles mobilisées (Griffin, Hutchins et Meece, 2011; Tong, Raynor et Aslani, 2014) et, au regard à la vulnérabilité accrue des femmes sur le marché du travail (Bourdon et al., 2020) et de la présence plus grande des hommes dans les emplois moins qualifiés (Institut de la statistique du Québec [ISQ], 2019a), on peut donc se demander ce qu'il en est spécifiquement en matière de recherche d'information sur l'emploi en fonction du genre. Nous adoptons dans ce mémoire une approche constructiviste subjectiviste des concepts d'information, de sources informationnelles et d'horizon informationnel. Ce dernier permet de documenter et de hiérarchiser visuellement les sources informationnelles sur trois niveaux de pertinence selon la perception qu'en ont les JAND (Savolainen et Kari, 2004). Par ailleurs, le modèle de McKenzie (2003) permet de documenter la mobilisation effective des sources informationnelles par le JAND selon quatre modalités d'interaction : recherche active, vigilance passive, surveillance non directive et par intermédiaire (Supeno et al., 2021). L'analyse secondaire de données qualitatives collectées par entretien semi-directif (Savoie-Zajc, 2009) auprès de 24 JAND du Québec (Supeno et al., 2021) par une analyse thématique séquentielle (Paillé et Mucchielli, 2021) ainsi que l'analyse statistique descriptive des caractéristiques des sources ont permis de documenter, selon le genre, les sources informationnelles jugées pertinentes par les JAND pour leur insertion professionnelle. Cela a aussi permis de distinguer si un genre se démarque davantage en ce qui a trait au caractère formel ou informel, aux circonstances d'interaction (ex. : proximité géographique, fréquence de contact) et aux caractéristiques des sources relationnelles sur l'emploi mobilisées (ex. : âge, genre, mandaté ou non) ainsi qu'aux modalités d'interaction associées (recherche active, vigilance passive, surveillance non directive et par intermédiaire). Il faut toutefois tenir compte des limites de cette recherche (déséquilibre du nombre de personnes de genre féminin et masculin, mode de recrutement des jeunes adultes, petite taille de l'échantillon, informations manquantes sur les sources documentées dans les verbatims). L'analyse des 24 horizons informationnels reconstruits et des verbatims a permis de contribuer à l'amélioration de connaissances sur les différences de genre dans la mobilisation effective des sources informationnelles sur l'emploi. En effet, on documente, auprès de notre échantillon, des différences selon le genre quant au type de sources mobilisées, l'approche des sources mobilisées ainsi que le type d'information et de soutien recherché. Aussi, on observe un recours important aux membres de l'entourage proche avec qui les JAND partagent des caractéristiques communes (ex. : âge, genre, niveau de scolarité) ainsi qu'une certaine séquentialité dans la mobilisation des sources informationnelles. En effet, cette apparente séquentialité s'observe notamment lorsque le JAND va valider la pertinence d'une source informationnelle ou une information obtenue par une première source auprès d'une seconde. De même, on constate une dynamique entre les modalités d'interaction qui soutient une compréhension plus complexe de la recherche d'information sur l'emploi des JAND qui s'inscrit, comme leur processus d'insertion professionnelle, dans l'ensemble de leurs

sphères de vie. D'ailleurs, l'étude de l'influence des sphères de vie et de la dynamique entre les modalités d'interaction semble être une avenue féconde afin d'affiner notre compréhension des pratiques informationnelles sur l'emploi des JAND en situation de précarité.

Chantepy-Touil, C. (2023). **Adolescence et radicalisation : une nouvelle conduite à risque**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Qui sont ces jeunes qui s'engagent dans un processus de radicalisation islamiste ? Comment comprendre leur fascination pour une croyance religieuse aussi radicale et violente dans ses préceptes ? Quel sens, trouver à ces parcours d'adolescents qui « bifurquent » de leur histoire familiale pour s'engager dans un processus jusqu' à renier leur propre filiation ? Telles sont les premières questions que Céline Chantepy-Touil, sociologue, a pu se poser au cours des 6 années où elle a dirigé un dispositif dédié à la prise en charge des personnes signalées radicalisées dans le Rhône. Au contact de ces profils jeunes, elle livre ici sa compréhension de ce phénomène, que l'on pourrait associer par certains égards à une nouvelle conduite à risques.

Clarida, K. (2023). **The Whole Story: A Black Principal's Experience With Race, Racism, and Racial Trauma**. *Journal of Cases in Educational Leadership*, 26(1), 31-43. <https://doi.org/10.1177/15554589221148228>

Principal Harris, a new Black male principal at Merion High School, has found himself under fire for allegedly promoting critical race theory (CRT). He has received several forms of pushback as he navigates district and state mandates, racial trauma, invisible taxes, and microaggressions. Unfortunately, his best intentions are not good enough. This case is designed to display the various factors Black principals face in schools and districts amid ongoing public health crises (e.g., COVID-19 and racism). I describe the layered role of race, racism, and racial trauma on Principal Harris through his reflections and responses to stakeholders.

Daelman, S., De Schauwer, E., Vanobbergen, B., & Van Hove, G. (2023). **The empty desk in class: a metaphor in the lives and classrooms of expelled immigrant children and their teachers**. *International Journal of Qualitative Studies in Education*, 36(2), 121-134. <https://doi.org/10.1080/09518398.2021.1956628>

This paper engages with conversations with two teachers who each build socially just pedagogies and engage in minor gestures in response to the socio-educational-political reality they were confronted with – namely, a pupil disappearing from the classroom when her parents' application for immigration was rejected. In an assemblage connecting the conversations to a transforming picture of an empty desk, to social media posts and online news sources and to post-qualitative literature, we reconfigure the empty desk into polyvocal, continuously moving metaphors and remain attentive to the affective and material forces of the stories that the two teachers tell. The desk functions as (1) a speaking medium and symbol of protest against the violation of children's rights, (2) a relational force in a broken class group, (3) a part of a pedagogical space for learning democracy, and (4) a mirror on our contemporary society. These metaphors become minor gestures and invite us to fulfill our ability to respond ('response-ability') to the violation of rights of 'invisible children' and the daily realization of inclusive education for all children in class.



Dailey, S., & Bergelson, E. (2023). **Talking to talkers: Infants' talk status, but not their gender, is related to language input.** *Child Development*, 94(2), 478-496. <https://doi.org/10.1111/cdev.13872>

Prior research points to gender differences in some early language skills, but is inconclusive about the mechanisms at play, providing evidence that both infants' early input and productions may differ by gender. This study examined the linguistic input and early productions of 44 American English-learning infants (93% White) in a longitudinal sample of home recordings collected at 6–17 months (in 2014–2016). Girls produced more unique words than boys (Cohen's  $d = .67$ ) and this effect grew with age, but there were no significant gender differences in language input ( $d = .22-.24$ ). Instead, caregivers talked more to infants who had begun to talk ( $d = .93-.97$ ), regardless of gender. Therefore, prior results highlighting gender-based input differences may have been due, at least partly, to this talking-to-talkers effect.

Déage, M. (2023). **À l'école des mauvaises réputations.** Consulté à l'adresse [https://www.puf.com/content/%C3%80%C3%A9cole des mauvaises r%C3%A9putations](https://www.puf.com/content/%C3%80%C3%A9cole%20des%20mauvaises%20r%C3%A9putations)

À l'adolescence, l'intégration de l'élève dépend de sa réputation, des jugements du groupe à son égard. Les attentes sont très différentes pour les filles et pour les garçons. À cet âge de la vie conformiste, dire qu'un ou une élève « a une réputation » signifie qu'il ou elle a une « mauvaise » réputation, qui en fait potentiellement la cible de harcèlement. Ce livre analyse les circonstances d'émergence du harcèlement en milieu scolaire et en ligne, une situation dans laquelle les élèves subissent des agressions répétées et ne sont plus en mesure de se défendre. Cette étude porte sur la manière dont les réputations façonnent les relations au collège et exposent les élèves à des risques. Elle repose sur une enquête qualitative dans quatre collèges franciliens de 2016 à 2018, menée à la fois en présentiel (ethnographie, entretiens) et en ligne (sur Snapchat et Instagram), et sur une enquête quantitative (questionnaire original et une base de données de l'Éducation nationale).

Delcroix, C., & Goussault, B. (Éd.). (2023). **L'éducation, ça se partage ? - Ressources des familles et de leur entourage.** Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140271526&utm\\_source=phplist&utm\\_campaign=message\\_particuliers\\_harmattan\\_nos\\_nouveautes\\_du\\_13\\_02\\_au\\_18\\_02\\_35544&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140271526&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_13_02_au_18_02_35544&utm_medium=email&utm_content=lienTitre)

Cet ouvrage se penche sur un thème peu traité : les ressources des parents dont les enfants ont connu ou connaissent des difficultés. Ces difficultés liées à la précarité économique, à des séparations familiales, à de la violence conjugale, au fait d'être à la tête d'une famille monoparentale, d'avoir des enfants atteints de troubles psychiques, d'être en recherche d'emploi ou d'être d'origine étrangère les empêchent d'être crédibles auprès d'institutions susceptibles de les aider sur le plan social, scolaire, médical et personnel... Un travail collaboratif de recherche-action entre chercheur(e)s universitaires, professionnel(le)s, bénévoles et parents a permis d'analyser les écosystèmes d'acteur(rice)s qui fondent l'éducation partagée, la mobilisation des ressources matérielles et subjectives des parents et de leurs entourages. Des formes d'alliances ont été identifiées dans l'histoire de ces neuf familles pour sortir des « inouïs » dans la mise en évidence d'une chaîne des pouvoirs d'agir comme autant d'appuis pour l'entrée réussie dans l'âge adulte.

Dionisio, R. J., & Gray-Nicolas, N. M. (2023). **Unlearning Discipline: Increasing Opportunities and Addressing Disproportionality in Discipline for Black and Latinx Students.** *Journal of Cases in Educational Leadership*, 26(1), 58-70. <https://doi.org/10.1177/15554589221150415>

Schools in the United States continue to be vastly inequitable, particularly in disciplinary practices for Black and Latinx students. This case examines one school's attempts to alleviate disproportionate disciplinary practices. Teachers are encouraged to interrogate themselves, practices, and policies through equity professional learning to create better outcomes. As the school attempts to unlearn harmful punitive approaches to discipline, facilitators met with resistance from staff members, and inequities remain and even worsen. This case asks readers to consider the challenges leaders face when implementing professional learning to minimize disproportionality in discipline and grow staff capacity for culturally responsive pedagogy and restorative practices.

Doyle, L., Easterbrook, M. J., & Harris, P. R. (2023). **Roles of socioeconomic status, ethnicity and teacher beliefs in academic grading.** *British Journal of Educational Psychology*, 93(1), 91-112. <https://doi.org/10.1111/bjep.12541>

Background Educational outcomes in the United Kingdom vary as a function of students' family background, with those of lower socioeconomic status (SES) and certain ethnic minority groups among the worst affected. Aims This pre-registered study investigates: (i) whether knowledge about students' socioeconomic and ethnic background influences teachers' judgements about the quality of their work and potential for the future, and (ii) the role of teachers' beliefs—most notably about meritocracy—in their practices. Sample Our findings are based on the responses of 416 in-service (88%) and trainee (12%) teachers who successfully passed several stringent exclusion criteria. Methods As part of a 2 × 2 independent measures design, teachers were randomly assigned to assess an identical piece of work ostensibly written by a student who varied by SES (higher vs. lower) and ethnicity (White British vs. Black Caribbean). Following this, they responded to several measures assessing their beliefs about education. Results Teachers judged students of lower SES to be inferior to students of higher SES across a range of indicators. By contrast, we found no evidence of racial bias in teachers' judgements, though potential reasons for this are discussed. Teachers who believed that schooling is meritocratic were significantly less likely to support equity-enhancing teaching practices and initiatives. Conclusions Unconscious teacher biases and beliefs may be contributing to the relative underperformance of students from poorer backgrounds. These findings provide a mandate for educational institutions to help teachers reflect upon, and develop the skills required to mitigate potentially harmful biases.

Duran, A., & Garcia, C. E. (2023). **Narratives of queer men of color in culturally-based fraternities making meaning of masculinities.** *International Journal of Qualitative Studies in Education*, 36(2), 203-219. <https://doi.org/10.1080/09518398.2020.1828652>

This constructivist grounded theory study examined how Queer Men of Color in culturally-based fraternities made meaning of their masculinities. Through two intensive interviews and a reflection journal activity, nine participants shared their constructions of masculinities before joining a culturally-based organization and how their thinking changed after affiliating with a fraternity. Specifically, Queer Men of Color first spoke to pre-collegiate experiences that largely shaped their views of masculinities. Next, participants discussed how culturally-based fraternities both reinforced hegemonic masculinity, as well as opened up the possibilities to construct a more productive view of

masculinities. Implications are then offered for chapter advisors, fraternity and sorority life, and national organizations.

Early, E., Miller, S., Dunne, L., & Moriarty, J. (2023). **The influence of socio-demographics and school factors on GCSE attainment: results from the first record linkage data in Northern Ireland.** *Oxford Review of Education*, 49(2), 171-189. <https://doi.org/10.1080/03054985.2022.2035340>

Socio-demographic background and school-level factors are influential on an individual's educational outcomes. However, limited research has had the ability to examine the impact of a pupil's socio-demographic profile and school-level factors, whilst accounting for the multidimensional structure of socio-economic status. Using data that combined the Census (2011), School Leavers Survey and School Census for the first time in Northern Ireland (n = 61,373), multilevel modelling was executed to examine the associations between educational attainment (GCSE score), a pupil's socio-demographic profile (socio-economic status, gender and religious affiliation) and school-level factors (school type and management structure). The findings from this study highlight: the multidimensionality and hierarchy of socio-economic effects; the prevalence of a gender effect; variability in the influence of religious affiliation; the need for a nuanced approach when considering school-level factors, and the importance of interaction terms for an in-depth understanding of attainment trends.

Flotskaya, N., Bulanova, S., Ponomareva, M., Flotskiy, N., & Kagan, O. (2023). **Personal and Ethnic Identity in Representatives of the Indigenous Peoples of the Russian Far North: The Nenets and the Sami.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 113-124). [https://doi.org/10.1007/978-3-030-97460-2\\_8](https://doi.org/10.1007/978-3-030-97460-2_8)

In the modern multicultural Russian society, the preservation of ethnocultural continuity, the formation of modern-day understanding of history, and the integration of ethnic and civic identities in the Indigenous peoples of the Far North and the Arctic, which are currently characterized by the intensification of ethnic processes, are becoming increasingly relevant. When describing the contemporary Russian North, we should note that it is characterized by highly contradictory processes, which combine both the integration of the Indigenous population and newcomers and the separation of different ethnic groups. Trying to understand this highly contradictory situation, we have conducted an empirical study of ethnic and personal identity in adolescents, as described below. Within the study, we have focused on the Nenets and the Sami communities as representative of the Indigenous peoples of the Russian Far North.

Gürler, S. A., & Ömeroğlu, E. (2023). **The relation between child raising attitudes of parents and their mediation role for the digital technology use of children.** *Education and Information Technologies*, 28(2), 2229-2243. <https://doi.org/10.1007/s10639-022-11266-3>

The current study was carried out to investigate the relation between the child-raising attitudes of parents and the mediating role for children's digital technology use. The study's working group was made up of 236 parents having a child at the age of 48–72 months and staying in the city centre of Kars. The sampling was formed by using simple random sampling method to determine the working group of the study. Personal information form, parent view scale for child raising attitudes and early childhood parent mediation scale for media scale were used in the study. As a result of the research, a positive, significant relation at a medium level was found between parent view scale for

child raising attitudes and early childhood parent mediation scale for media. it was also found that there was a significant relation between the dimensions of "Active Supporter" ( $r=0.232$ ), "Restrictive Supporter" ( $r=0.237$ ), "Restrictive-Limiter" ( $r=0.394$ ), "Active Interpreter" ( $r=0.279$ ) and "Democratic Attitude" variable and "Over-tolerant Attitude", and it was predictive.

Heckman, S. J., Letkiewicz, J. C., & Kim, K. T. (2023). **A Fracturing Social Contract? How Perceptions of the Value of Higher Education are Changing.** *Journal of Family and Economic Issues*, 44(1), 156-174. <https://doi.org/10.1007/s10834-021-09811-2>

This study leverages two national datasets to assess the changing value perceptions of higher education. Human capital and social contract theories are used to frame the analysis and discussion around the shifting perceptions. The study finds that, in 2016, approval rates for education borrowing dropped to the lowest level since 1992. Respondents who are younger, have debt, and are more willing to take risks are more likely to approve of borrowing. Women and Blacks are more likely to approve of borrowing. Women are more likely to indicate that the cost of higher education is not worth it. Income, education, and homeownership were associated with the belief that education was worth the cost, while having student loans was associated with the belief that education was not worth the cost. The results indicate that the social contract regarding higher education may be fracturing for specific groups in the US—specifically for women and those who need to borrow to finance their education. Implications for policymakers are discussed.

Hillekens, J., Baysu, G., & Phalet, K. (2023). **Multiple pathways of integration: Acculturative change and associations with school adjustment in immigrant-origin adolescents.** *Child Development*, 94(2), 544-562. <https://doi.org/10.1111/cdev.13876>

Tracing developmental pathways of immigrant-origin adolescents, this 3-year longitudinal study (2012–2015) examined within-person changes in cultural orientations and their consequences for school adjustment. Multivariate latent growth mixture modeling confirmed multiple pathways of integration, revealing variable acculturative changes along dual trajectories of heritage and mainstream orientations among European-origin ( $N = 592$ ,  $Mage = 14.45$ , 55.1% boys) and Turkish- and Moroccan-origin adolescents ( $N = 1269$ ,  $Mage = 14.70$ , 53.1% boys). Two trajectories for European-origin adolescents differed in heritage orientations (high decreasing and low increasing); for Turkish- and Moroccan-origin adolescents, three trajectories differed in mainstream orientations (high stable, low increasing, and high decreasing). Acculturative change affected aspects of later school adjustment: European-origin adolescents in high heritage orientation trajectories reported more belonging and emotional engagement; Turkish- and Moroccan-origin adolescents in high mainstream orientation trajectories reported more behavioral engagement.

Hirshberg, D. B., Beaton, M. C., Maxwell, G., Turunen, T., & Peltokorpi, J. (Éd.). (2023). **Education, Equity and Inclusion: Teaching and Learning for a Sustainable North.** <https://doi.org/10.1007/978-3-030-97460-2>

Hirshberg, D. B., Maxwell, G., Peltokorpi, J., Beaton, M. C., & Turunen, T. (2023). **Introduction: Education, Equity and Inclusion for a Sustainable North.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion:*

*Teaching and Learning for a Sustainable North* (p. 1-7). [https://doi.org/10.1007/978-3-030-97460-2\\_1](https://doi.org/10.1007/978-3-030-97460-2_1)

While many texts address issues of equity, inclusion, and diversity, they are almost all focused on the global South, and miss the lessons that can be learned from Northern regions. This book begins to fill the gap in understanding how to create an education system that allows students to grow up grounded in their own cultures and languages, regardless of whether they are newcomers or Indigenous, and also to be able to navigate the broader world. It is structured around two main themes: (1) supporting teachers in addressing diversity and inclusion in the classroom, including consideration of language and identity issues; and, (2) engendering solutions to structural and geographical challenges in education in the circumpolar north. Each of the book's chapters touches on at least one of these themes, and many of them both, from a geographically and culturally diverse set of perspectives. While each can be read as a standalone piece, the collection as a whole gives a robust and unique set of insights into equity and inclusion issues in education across the circumpolar north. In this introduction, we provide a brief overview of the chapters.

Horton, C. (2023). **Institutional cisnormativity and educational injustice: Trans children's experiences in primary and early secondary education in the UK.** *British Journal of Educational Psychology*, 93(1), 73-90. <https://doi.org/10.1111/bjep.12540>

Background Transgender children are known to face a wide range of barriers, difficulties and injustices at school. Few studies have focused on the educational experiences of trans pupils who socially transition at or before primary school, with no such studies in the UK. Aims To learn about the at-school experiences of transgender children who socially transitioned at or before primary school in the UK, listening to children's and parental accounts of navigating cisnormativity in UK primary and early secondary education. Sample The primary sample included 30 parents whose children had socially transitioned under the age of 11 in the UK. This sample was complemented with data directly from 10 of these trans children. The primary sample was accessed through six trans positive parenting groups in the UK, supplemented through snowball sampling. Methods Semi-structured interviews produced a rich and detailed qualitative data set, that was analysed through inductive thematic analysis. Results Three major themes are presented, highlighting experiences of (i) institutional cisnormativity in UK schools, (ii) a failure to protect trans children and (iii) evidence of educational injustice. The results demonstrate how institutional cisnormativity leaves trans pupils in unsafe educational environments, contributing to school drop-out and trauma. Conclusions Cisnormative attitudes normalize injustice, making it acceptable for trans children to lose access to education, or to experience trauma in school. Educators, schools and school leaders need to take action to protect trans children in our schools.

Irham, I. (2023). **"I don't think you know it": racism against non-white native language educators in an English-speaking country.** *Higher Education*, 85(3), 711-715. <https://doi.org/10.1007/s10734-022-00856-2>

Keskiner, H., & Gür, B. S. (2023). **Questioning merit-based scholarships at nonprofit private universities: Lessons from Turkey.** *International Journal of Educational Development*, 97, 102719. <https://doi.org/10.1016/j.ijedudev.2022.102719>

By employing multiple correspondence analysis (MCA), this study reveals the similarities between students' socioeconomic status at five nonprofit private universities in Turkey.

This research analyzes qualitative characteristics such as students' fathers' occupations, high school types, programs of study, and tuition fee paying status. The results demonstrate that children from relatively low-income families do not sufficiently benefit from the merit-based scholarship programs at nonprofit private universities. To ensure equality of opportunity in higher education, the researchers advocate for redesigning merit-based scholarship programs, which holds key implications not just for Turkey, but also for other higher education systems that rely on merit-based financial aid.

Kucirkova, N. (2023). **Commentary on Highly Successful Female Educational Psychologists: Equity and Intersectionality in Success Definitions.** *Educational Psychology Review*, 35(1), 7. <https://doi.org/10.1007/s10648-023-09727-3>

Despite the international focus on validation and success indicators of academic work across disciplines, examples of accomplished educational psychologists and their personal stories have been limited in the literature. Prinz et al. (2021) interviewed Five Highly Successful Female Educational Psychologists and offered a content analysis of their success stories, including the academics' strategies and trademark characteristics. In this Commentary, I expand on their findings in light of equity and intersectionality perspectives on academic success. I problematise academic success indicators (publication records and impact) with reference to literature on gender disparities in publication metrics and lack of inclusivity in generic measures of academic success. I outline how individual success narratives intersect with our collective responsibility for higher wellbeing and professional recognition of all colleagues. I argue that the equity and intersectionality perspectives are fundamental to inclusive narratives of success and highlight the power structures that have historically impeded access of diverse and minority scholars to top academic positions. I conclude with four recommendations for addressing the persistent structures of inequities in academic career opportunities.

Lou, N. M., & Li, L. M. W. (2023). **The mindsets × societal norm effect across 78 cultures: Growth mindsets are linked to performance weakly and well-being negatively in societies with fixed-mindset norms.** *British Journal of Educational Psychology*, 93(1), 134-152. <https://doi.org/10.1111/bjep.12544>

Background/Aims Recent research on mindsets has shifted from understanding its homogenous role on performance to understanding how classroom environments explain its heterogeneous effects (i.e., Mindsets × Context hypothesis). Does the macro context (e.g., societal level of student mindsets) also help explain its heterogeneous effects? And does this interaction effect also apply to understanding students' well-being? To address these questions, we examined whether and how the role of students' mindsets in performance (math, science, reading) and well-being (meaning in life, positive affect, life satisfaction) depends on the societal-mindset norms (i.e., Mindsets × Societal Norm effect). Sample/Methods We analysed a global data set (n = 612,004 adolescents in 78 societies) using multilevel analysis. The societal norm of student mindsets was the average score derived from students within each society. Results Growth mindsets positively and weakly predicted all performance outcomes (rs = .192, .210, .224), but the associations were significantly stronger in societies with growth-mindset norms. In contrast, the associations between growth mindsets and psychological well-being were very weak and inconsistent (rs = -.066, .003, .008). Importantly, the association was negative in societies with fixed-mindset norms but positive in societies with growth-mindset norms. Conclusions These findings challenge the idea that growth mindsets have ubiquitous positive effects in all societies. Growth mindsets might be ineffective or even

detrimental in societies with fixed-mindset norms because such societal norms could suppress the potential of students with growth mindsets and undermines their well-being. Researchers should take societal norms into consideration in their efforts to understand and foster students' growth.

Ma, H., Li, D., & Zhu, X. (2023). **Effects of parental involvement and family socioeconomic status on adolescent problem behaviors in China.** *International Journal of Educational Development*, 97, 102720. <https://doi.org/10.1016/j.ijedudev.2022.102720>

As the important others of adolescents, parents play a key role in the socialization of their children as they grow. Based on the data of the China Education Panel Survey, we explored the types of parental involvement, differences in family socioeconomic status and their impact on the problem behaviors of adolescents in China. We discerned four potential types of parental involvement in China, namely, the supportive, disengaged, basic, and supervisory types, of which about three-quarters of parents adopted the supportive and basic types. Families with a low SES tended to adopt the supervisory and disengaged types, while those with a high SES applied the supportive and basic types. Parental involvement has a significant impact on adolescent problem behaviors. Supportive involvement offers the most conducive way to reduce internalizing and externalizing problem behaviors of adolescents, while disengaged involvement is least conducive to reduce externalizing problem behaviors of adolescents.

Martin, N. (2023). **Relation entre l'adaptation socio-affective des enfants de quatre et cinq ans et leur choix entre différents types de jeu.** Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/20094>

La qualité du développement des jeunes enfants précédant leur entrée à la maternelle contribue de façon importante et unique à la prédiction du rendement scolaire ultérieur (Lemelin et Boivin, 2007). Or, selon l'Enquête québécoise sur le développement des enfants à la maternelle (EQDEM), comptabilisant 81 372 questionnaires d'évaluation des enfants de maternelle, un peu plus d'un enfant sur quatre présente une vulnérabilité dans au moins un des cinq grands domaines de développement (Simard, Lavoie et Audet, 2018). Les vulnérabilités des domaines de développement liées aux compétences sociales et à la maturité affective apparaissent fortement représentées dans le cadre de cette enquête. En vue de favoriser le plein développement des enfants d'âge préscolaire, il est admis que le jeu constitue l'approche par excellence (Dugas et Point, 2012). Aussi, la recherche scientifique a permis de mettre en lumière des effets différenciés des divers types de jeu sur le développement des jeunes enfants (Gmitrova, Podhajecka et Gmitrov, 2009; Seitz, 1997; Kroll, 2017; Nichols et Stich, 2000; Bjorklund et Brown, 1998; Pellegrini et Smith, 1998). Des facteurs influençant les choix de jeu qu'effectuent les enfants d'âge préscolaire ont été identifiés, dont certains relevant de l'ontosystème (Goutard, 1980; Goble, Martin, Hanish et Fabes, 2012; Todd, Fischer, Di Costa, Roestorf, Harbour, Hardiman et Barry, 2017; Gmitrova et al., 2009; Berkhout, Bakkers, Hoekman et Goorhuis-Brouwer, 2013; Mendel, 1963). Or, à ce jour, aucune étude n'a exploré le lien prédictif de plusieurs dimensions de l'adaptation socio-affective sur les choix qu'effectuent les enfants de quatre et cinq ans entre différents types de jeu. Afin de répondre à cette lacune, les scores obtenus auprès de quatorze enfants de ces âges aux quatre échelles globales du Profil Socio-Affectif (PSA), soit les problèmes intériorisés, les problèmes extériorisés, la compétence sociale et l'adaptation générale, ont été mis en lien avec leur choix entre trois types de jeu (cognitif, de manipulation et moteur), mesurés dans le cadre de deux séances de jeu filmées. L'effet du sexe sur ces relations

a également été mesuré. Les résultats suggèrent que les filles présentant une meilleure adaptation à l'échelle des problèmes intériorisés et à l'échelle d'adaptation globale accordent moins de temps au jeu de type cognitif. Il a également été observé que meilleure est l'adaptation des enfants au niveau des problèmes intériorisés, plus ils tendent à choisir le jeu de manipulation. Des analyses complémentaires effectuées avec les huit sous-échelles du PSA ont permis de préciser les relations obtenues et montrent que plus les enfants sont évalués tolérants, intégrés ou confiants, moins ils choisissent le jeu de type cognitif. Les résultats soutiennent donc l'hypothèse d'une influence de l'adaptation socio-affective sur les choix entre différents types de jeu chez les enfants de quatre et cinq ans. Cependant, compte tenu des limites de la présente étude, d'autres recherches seront nécessaires afin de mieux comprendre l'influence de l'adaptation socio-affective des enfants de quatre et cinq ans sur leur choix entre différents types de jeu.

Maurin, L. (2023, février 23). **L'enseignement précoce de la lecture, creuset des inégalités sociales à l'école**. Consulté 28 février 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/apprentissage-precoce-de-la-lecture-et-inegalites>  
Les jeunes Français sont très vite mis en compétition. L'enseignement trop précoce de la lecture, par les parents et à l'école, creuse les inégalités dès le CP. Le point de vue de Louis Maurin, directeur de l'Observatoire des inégalités.

Miller, A. L. (2023). **Disabled girls of color excavate exclusionary literacy practices and generate promising sociospatial-textual solutions**. *International Journal of Qualitative Studies in Education*, 36(2), 247-270. <https://doi.org/10.1080/09518398.2020.1828649>  
Disabled girls of color have unique intersectional schooling experiences. Yet, they are underrepresented in educational research, and often unheard. Grounded in Disability Critical Race Theory and sociocultural learning theory, this study expands current understandings of how academic and social opportunities are afforded or constrained in schools for disabled girls of color from their perspectives. Through their narratives, photographs, and maps, focal participants in middle and high school described how social and spatial practices interacted with texts and technologies and in doing so, positively and negatively impacted their literacy opportunities at school. This study adds to the current literature with an intentional focus on the gifts, strengths, and solutions of disabled girls of color. Implications for future research (e.g. conducting student-led photovoice research with disabled girls of color) and generative teacher practices (e.g. using photovoice to learn about student experiences and make pedagogical changes) are discussed.

Modi, H. H., Davis, M. M., Troop Gordon, W., Telzer, E. H., & Rudolph, K. D. (2023). **Need for approval and antisocial behavior moderate the effect of socioemotional cues on adolescent girls' cognitive control**. *Child Development*, 94(2), 529-543. <https://doi.org/10.1111/cdev.13875>

To examine whether need for approval (NFA) and antisocial behavior (ASB) moderate the effects of socioemotional stimuli on cognitive control, 88 girls (M<sub>age</sub> = 16.31 years; SD = 0.84; 65.9% White) completed a socioemotional Go/No-go and questionnaires. At high approach NFA, girls responded more slowly during appetitive than control ( $b = -8.80, p < .01$ ) and aversive ( $b = -5.58, p = .01$ ) trials. At high ASB, girls responded more slowly ( $b = -6.12, p = .02$ ) and less accurately (OR = 1.11,  $p = .03$ ) during appetitive than aversive trials; at low ASB, girls responded more slowly during aversive than control trials ( $b = -4.42,$



$p = .04$ ). Thus, both context and individual differences influence adolescents' cognitive control.

Monnet, M. (2023, février 26). **Choisir une filière scientifique : l'importance des « role models » pour les lycéennes.** Consulté 27 février 2023, à l'adresse The Conversation website: <http://theconversation.com/choisir-une-filiere-scientifique-limportance-des-role-models-pour-les-lyceennes-198908>

À partir du lycée, nombreuses sont les jeunes filles qui se détournent des filières scientifiques. Leur permettre de dialoguer avec des ingénieures et chercheuses peut-il modifier leurs choix ?

Nunès, É. (2023, février 20). **Après le sentiment de déclassement, la revanche des bacs pro en classe prépa.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2023/02/20/apres-le-sentiment-de-declassement-la-revanche-des-bacs-pro-en-classe-prepa\\_6162516\\_4401467.html](https://www.lemonde.fr/campus/article/2023/02/20/apres-le-sentiment-de-declassement-la-revanche-des-bacs-pro-en-classe-prepa_6162516_4401467.html)

Seulement quatre établissements proposent une classe préparatoire aux grandes écoles économiques et commerciales, voie professionnelle (ECP) destinée aux bacheliers de la filière pro. Un tremplin pour tenter d'accéder à la « voie royale ».

Observatoire des inégalités. (2023, février 23). **Les inégalités sociales, de l'école primaire à la fin du collège.** Consulté 28 février 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Les-inegalites-sociales-de-l-ecole-primaire-a-la-fin-du-college>

Dès le primaire, les enfants d'origine sociale défavorisée obtiennent en moyenne de moins bons résultats que les enfants de cadres. On retrouve ces écarts au collège et ils déterminent l'orientation de fin de troisième.

Ribner, A., Silver, A. M., Elliott, L., & Libertus, M. E. (2023). **Exploring effects of an early math intervention: The importance of parent-child interaction.** *Child Development, 94*(2), 395-410. <https://doi.org/10.1111/cdev.13867>

We explore whether training parents' math skills or playing number games improves children's mathematical skills. Participants were 162 parent-child dyads; 88.3% were white and children (79 female) were 4 years ( $M = 46.88$  months). Dyads were assigned to a number game, shape game, parent-only approximate number system training, parent-only general trivia, or a no-training control condition and asked to play twice weekly for 8 weeks. Children in the number game condition gained over 15% SD on an assessment of mathematical skill than did those in the no-training control. After 8 additional weeks without training, effects diminished; however, children of parents in the ANS condition underperformed those in the no-treatment control, which was partially explained by changes in the home numeracy environment.

Santos, J., Andrade, E., Benevides, K., Silva, K., Nascimento, J., Bittencourt, I., ... Isotani, S. (2023). **Does gender stereotype threat affects the levels of aggressiveness, learning and flow in gamified learning environments?: An experimental study.** *Education and Information Technologies, 28*(2), 1637-1662. <https://doi.org/10.1007/s10639-022-11220-3>

Studies in the literature reported several positive benefits provided by the use of technology in online education, especially in the gamified tutoring system. However, despite the benefits of intelligent tutoring systems, recent studies indicate the presence of a gender gap not considered in the construction of the attributes present in the

gamified tutoring system. To investigate this impact by observing users' behavioral changes in gamified online educational environments, the present study aims to investigate the effects of the stereotype threats using a quantitative experiment with a Factorial Design in three gamified environments (stereotypical male version, stereotypical female version and control environment). Was conducted an experiment with 150 individuals (high school and undergraduate students) without considering age, ethnicity, or social class. The results show that the participants allocated to the male learning environment present an increase in aggressiveness level. Furthermore, the results also show the stereotypical male and female learning environments increased the participants' performance level. Another finding was that the threatening condition provided a significant increase in the participants' flow level among males subjected to a threatening condition, which did not manifest in the case of females. In addition, this study also observed the effect of the stereotype threat on men and women in the threatening condition by division in the 34-year age group, resulting in a significant increase in the level of flow among men. This study showed previous results show that the gamified environment influences psychological variables as aggressiveness, intellectual performance, and flow level, they raise questions about the direction of these changes and the impact they may have on users' usability and performance in these systems.

Schmalzbauer, L., & Rodriguez, M. (2023). **Pathways to Mobility: Family and Education in the Lives of Latinx Youth.** *Qualitative Sociology*, 46(1), 21-46. <https://doi.org/10.1007/s11133-022-09523-5>

In the context of US higher education, the collective advancement of low-income youth, especially youth of color, has been limited. Latinxs are faring the worst, with the lowest college graduation rates when compared to Blacks, whites and Asian Americans. Yet, while collective mobility stagnates a growing number of Latinx youth are finding their way into elite colleges and universities. In this paper, we draw from life history interviews and focus groups to explore the mobility pathways of low-income Latinx youth who have achieved admission into a highly selective college. We pay special attention to how Latinx youth are experiencing educational mobility as members of socially marginalized families and communities. Our findings highlight the importance of three overlapping networks - family networks, local school and community networks, and elite recruitment networks- to students' ability to achieve mobility into education's upper echelons. We argue that place shapes both network access and the meaning educational mobility has in youths' lives.

Shanks, R. (2023, février 15). **L'uniforme peut-il vraiment favoriser l'égalité entre les élèves ?** Consulté 17 février 2023, à l'adresse The Conversation website: <http://theconversation.com/luniforme-peut-il-vraiment-favoriser-egalite-entre-les-eleves-199140>

Faut-il imposer un uniforme aux élèves ? Si la question fait débat en France, la tradition est bien ancrée dans les écoles outre-Manche et leur expérience permet d'en évaluer les bénéfices supposés.

Sheehan, H. (2023). **Bring your support team with you: The role of family and friends in supporting the motivation of international secondary students.** *International Journal of Educational Development*, 97, 102713. <https://doi.org/10.1016/j.ijedudev.2022.102713>

To increase their prospects of acceptance into a Western university, a growing number of teenagers from Confucian Heritage Culture (CHC) countries complete their secondary

schooling in an English-speaking host country. The many challenges these teenagers encounter studying overseas can negatively impact their desire to persist with their studies. To investigate the positive mediating influences on students' motivation, this study explored the influences on the achievement motivation of 15 academically successful CHC international secondary students. A framework employing theories about the influence of Confucian cultural heritage on motivation was used to analyse findings. Findings show that the teenagers' motivation was influenced more by beliefs fostered in their home countries and by relationships with family at home and friends in their host country who shared a similar heritage background, rather than by school-based factors. These teenagers, while studying overseas, in effect study alongside rather than being integrated with host nation students, which fails to fulfil several goals of international education for students and host governments. Implications for host nations and schools are discussed in light of this finding.

Sladek, M. R., Gusman, M. S., & Doane, L. D. (2023). **Ethnic-Racial Identity Developmental Trajectories Across the Transition to College**. *Journal of Youth and Adolescence*, 52(4), 880-898. <https://doi.org/10.1007/s10964-022-01724-z>

There is limited longitudinal research examining multiple ethnic-racial identity (ERI) components from adolescence into young adulthood. The current study modeled Latino adolescents' ERI trajectories across the college transition (N = 206; Mage = 18.10 years, SD = 0.41; 65.0% female). Longitudinal data from a survey administered on five occasions across 3 years were analyzed using multilevel growth modeling. Prior to college, Latino heritage culture orientation was positively associated with ERI exploration and resolution. ERI exploration increased over time. ERI resolution was high with no average change; Latino heritage culture orientation predicted variability in resolution over time. Before college, male-identifying youth reported higher ERI public regard from teachers/professors compared to female-identifying youth. Public regard increased to a greater extent for female compared to male adolescents. The findings join evidence for lifespan and intersectional models of ERI development.

Szech, L. (2023). **Mixed-lens family visits: an examination of sharing power between school and home**. *International Journal of Qualitative Studies in Education*, 36(2), 220-233. <https://doi.org/10.1080/09518398.2020.1828651>

The purpose of this study was to understand what teachers and families learn from participating in strength-based family visits. This study occurred in a home visit project with one White teacher and one Latinx family in the home of the family. The study employed a basic qualitative design with data sources such as field notes, interviews, and a participant journal. Results show that a new mixed-lens approach to the visits emerged. Participating in these visits led to new learning from both the teacher and the family, resulting in the emergence of a space of shared power, one where the participants learned and co-constructed literacy practices together. The participants benefited from a space to learn from each other to shift their understandings of literacy in the home and school. This study implies that family visits have direct benefits on shifting the power of what 'counts' as literacy between home and school.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & Union Africaine. (2023). **L'éducation en Afrique : placer l'équité au coeur des politiques. Rapport continental.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000384481/PDF/384481fre.pdf.multi>

De nombreux pays d'Afrique prennent des mesures d'envergure pour assurer l'accès de tous à une éducation de qualité. 1 sur 5 et près de 6 adolescents sur 10 ne sont pas scolarisés, une situation due à plusieurs facteurs interdépendants (le genre, l'extrême pauvreté, le handicap, les crises, les conflits, les déplacements...). Le rapport s'intéresse à l'influence de ces facteurs sur l'accès de tous à une éducation de qualité, soulignant l'importance de prendre des mesures (obligation de suivre l'enseignement secondaire, construction d'écoles, élaboration de programmes adaptés, amélioration de la formation des enseignants, apport d'une aide financière et scolaire). Elle donne aux gouvernements des recommandations pour relever ces défis.

Vijayarathan-R, K. (2023). **Policy Equity Contexts in Inclusive Education for Immigrant Children in the Faroe Islands**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 79-96). [https://doi.org/10.1007/978-3-030-97460-2\\_6](https://doi.org/10.1007/978-3-030-97460-2_6)

The aim of this chapter is to examine whether policies on integration and education in The Faroe Islands are fit-for-purpose when viewed from dual lenses: the acknowledgement of the importance of ethnic cultural identity and heritage language (first language/mother tongue) of immigrant children and their inclusion through education towards integration in The Faroe Islands. The focus is on whether existing policies consider the pivotal relationship between language and identity in education for second generation immigrant children and immigrant children in compulsory schools, i.e., grades 1 to 9 to ensure that they have agency in Faroese society.

Weisser, R. A. (2023). **The agony of university choice: Broaden horizons, expand participation?** *Oxford Review of Education*, 49(2), 229-246. <https://doi.org/10.1080/03054985.2022.2049738>

This study investigates how personality and individual experiences influence decision-making processes during the transition into Higher Education (HE). It offers insights into application choices, where applicants employ different quantitative hedging strategies against non-admission. These strategies are assessed by the number of applications but also the search radius, leading to an alternative's inclusion into the application set. An empirical analysis of the usually unobserved application stage shows how these hedging strategies depend on applicants' perceptions of psychic costs and their socio-demographic backgrounds. This heterogeneity may explain varying participation rates for different subpopulations in a country with a large HE sector, such as Germany. An essential finding points to the relevance of earlier mobility experiences during adolescence, which may act as facilitators of subsequent student mobility. Providing adolescents with a stimulating mobility experience before they consider transitioning to university could thus be an avenue to increase participation chances of potentially disadvantaged groups.

Windsor, S., & Kers, K. (2023). **Teaching Social Sustainability and About Sweden's Sami Peoples in Senior Secondary School**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 143-159). [https://doi.org/10.1007/978-3-030-97460-2\\_10](https://doi.org/10.1007/978-3-030-97460-2_10)

This chapter outlines an action research project conducted in a Social Studies classroom in a Senior Secondary School in South Sápmi, Sweden. The teacher researcher had noted that despite some of the students identifying as Sami, there was a lack of awareness

about Sami history and culture, and that when Sami peoples were referred to it was often in discriminatory and derogatory terms. The unit of lessons aimed to increase the students' knowledge of Sami life both historically and presently, and awareness of how prejudice and stereotyping are used to 'other' certain groups to justify exploitation and oppression. Using the 'Educating yourself in Empowerment for Sustainability' tool and designing learner centred and collaborative activities this research found that when students' knowledge of Sami life increases, their prejudicial ideas about Sami peoples decrease.

Wray-Lake, L., Alvis, L., Plummer, J. A., Shubert, J., & Syvertsen, A. K. (2023). **Adolescents' developing awareness of inequality: Racial and ethnic differences in trajectories.** *Child Development*, 94(2), 439-457. <https://doi.org/10.1111/cdev.13870>

To advance knowledge of critical consciousness development, this study examined age-related change in awareness of inequality by race and ethnicity, gender, parent education, generation status, and their interactions. With longitudinal data (2013–2017) from 5019 adolescents in grades 6–12 (55.0% female) from California, Minnesota, and West Virginia, multigroup second-order latent growth curves were estimated for Black (13.7%), Latinx (37.0%), Asian (8.1%), and white (41.3%) youth. Black, Latinx, and Asian adolescents increased awareness of inequality longitudinally; white youth showed no change. Multiracial youth accelerated awareness of inequality in mid-adolescence; changes in race and ethnicity predicted decline, followed by increases. Girls with more educated, immigrant-origin parents started out more aware of inequality. Results signal the need for race-specific and intersectional approaches to studying critical consciousness development.

Wrenn, M., Gregory, K., & Gallagher, J. (2023). **Critical Professional Development: A Necessary Risk?** *Journal of Cases in Educational Leadership*, 26(1), 3-15. <https://doi.org/10.1177/15554589221148405>

Amy Yarborough, a veteran teacher and curriculum resource leader in a rural district in Virginia, facilitates a professional learning community focused on social justice and equity-oriented instructional practices. When allegations of teaching critical race theory are reported via the state's email tip line and community social media groups, Amy is asked to present her professional learning community materials to the local school board. In the midst of stakeholder protests and media scrutiny, Amy must decide how to explain her professional decisions. Current and future educational leaders interested in issues related to race and equity will consider the roles of policy and the public in influencing teachers' lessons.

## Climat de l'école

Blackwell, A., Colleen, G., Scharf, J., Hussein, T., Lomena, A. P., Ayella, C., ... Falb, K. (2023). **Children's schooling experiences and child hope in South Sudan.** *International Journal of Educational Development*, 97, 102717. <https://doi.org/10.1016/j.ijedudev.2022.102717>

The study aims to understand corporal violence in schools among students 10–20 in a conflict-affected community in South Sudan, and how violence, mental health, and perception of safety influence hope using baseline data from a school wellbeing training evaluation. In univariate logistic regressions, child hope was significantly associated with perception of safety ( $\beta = 0.10$ ,  $p < 0.001$ ) and mental health ( $\beta = -0.04$ ,  $p < 0.001$ ), and association with past-week violence was significant but mixed (emotional:  $\beta = -0.10$ ,

$p = 0.006$ ; physical:  $\beta = 0.13$ ,  $p = 0.004$ ). Girls had significantly lower hope overall. Child hope is influenced by experiences and environments both within and outside of school, and girls may be particularly vulnerable to external factors. Resilience may explain the relationship between violence and hope.

Commission européenne. Direction générale éducation jeunesse, Flecha, R., Puigvert, L., & Racionero-Plaza, S. (2023). **Achieving student well-being for all educational contexts free of violence: analytical report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/385e0da4-a0a1-11ed-b508-01aa75ed71a1/language-en/format-PDF/source-279741329>

Lorsqu'un enfant subit une forme quelconque de violence, sa santé mentale et physique est affectée, ainsi que sa capacité à aller à l'école, à interagir socialement et à s'épanouir. L'éducation peut jouer un rôle clé en aidant les enfants victimes de violences à devenir plus résilients et peut garantir un environnement sûr à partir duquel ils acquièrent la force de faire face à l'adversité. Ce rapport présente un examen scientifique de la prévalence et de l'impact de la violence à l'égard des enfants (en particulier, les formes qui affectent le plus les enfants d'âge scolaire) et de sa relation avec les possibilités d'éducation et les résultats scolaires des élèves. Il propose des programmes et des actions issus d'Europe et du monde entier qui s'attaquent à diverses formes de violence et permettent à tous les enfants de grandir heureux et en bonne santé.

Déage, M. (2023). **À l'école des mauvaises réputations.** Consulté à l'adresse [https://www.puf.com/content/%C3%80%C3%A9cole\\_des\\_mauvaises\\_r%C3%A9putations](https://www.puf.com/content/%C3%80%C3%A9cole_des_mauvaises_r%C3%A9putations)

À l'adolescence, l'intégration de l'élève dépend de sa réputation, des jugements du groupe à son égard. Les attentes sont très différentes pour les filles et pour les garçons. À cet âge de la vie conformiste, dire qu'un ou une élève « a une réputation » signifie qu'il ou elle a une « mauvaise » réputation, qui en fait potentiellement la cible de harcèlement. Ce livre analyse les circonstances d'émergence du harcèlement en milieu scolaire et en ligne, une situation dans laquelle les élèves subissent des agressions répétées et ne sont plus en mesure de se défendre. Cette étude porte sur la manière dont les réputations façonnent les relations au collège et exposent les élèves à des risques. Elle repose sur une enquête qualitative dans quatre collèges franciliens de 2016 à 2018, menée à la fois en présentiel (ethnographie, entretiens) et en ligne (sur Snapchat et Instagram), et sur une enquête quantitative (questionnaire original et une base de données de l'Éducation nationale).

Garthe, R. C., Kim, S., Welsh, M., Wegmann, K., & Klingenberg, J. (2023). **Cyber-Victimization and Mental Health Concerns among Middle School Students Before and During the COVID-19 Pandemic.** *Journal of Youth and Adolescence*, 52(4), 840-851. <https://doi.org/10.1007/s10964-023-01737-2>

The COVID-19 pandemic had significant impacts on adolescents' mental health and social interactions; however, little is known about cyber-victimization and mental health concerns from before to during the pandemic. The current study addressed this gap, while also examining how social media use and disagreements with friends during the pandemic were associated with cyber-victimization and mental health outcomes. Participants included 272 youth in the U.S. (56% female; 32% White), surveyed in fall 2019 (Mage = 11.75, SD = 0.68) and spring 2021 (Mage = 13.11, SD = 0.75). Adolescents reported

increases in mental health symptoms and decreases in cyber-victimization. Experiencing more cyber-victimization before the pandemic was associated with significant increases in anxiety, depression, and social stress. The results suggest bolstering violence prevention programming in schools to reduce the likelihood of cyber-victimization and associated mental health outcomes.

Izaguirre, L. A., Rodríguez-Fernández, A., & Fernández-Zabala, A. (2023). **Perceived academic performance explained by school climate, positive psychological variables and life satisfaction.** *British Journal of Educational Psychology*, 93(1), 318-332. <https://doi.org/10.1111/bjep.12557>

**Background** Adolescents spend a large percentage of their time at school, where learning and achievement are important activities that are vital to their future educational success and subsequent career opportunities. However, studies reveal a significant drop in satisfaction and performance during the teenage years. **Aim** Based on the ecological model, this study aims to explore the relationship dynamics between contextual (school climate) and psychological (emotional intelligence and resilience) variables, life satisfaction and perceived academic performance, analysing, to this end, four theoretical models grounded in previous research. **Sample** The sample comprised a total of 1397 adolescents aged between 12 and 16 years from the Autonomous Community of the Basque Country (northern Spain). **Analysis** The Equations 6.2 program was used to estimate the measurement model and the structural models, using the robust maximum likelihood procedure. **Results** School climate and life satisfaction were found to directly influence perceived academic performance, whereas emotional intelligence and resilience did so indirectly, with the full mediation of life satisfaction. **Conclusions** These results have important educational implications, since they reveal existing relationship dynamics, which should serve as a basis for the effective implementation of school programs. They also indicate how important it is for adolescents to be psychologically well-adjusted and satisfied with their lives, in order for them to perform optimally at school.

Jõgi, A.-L., Aulén, A.-M., Pakarinen, E., & Lerkkanen, M.-K. (2023). **Teachers' daily physiological stress and positive affect in relation to their general occupational well-being.** *British Journal of Educational Psychology*, 93(1), 368-385. <https://doi.org/10.1111/bjep.12561>

**Background** Teachers' stress, affect and general occupational well-being influence their teaching and their students. However, how teachers' daily physiological stress and positive affect are related in the classroom is unknown. To reduce teachers' stress and enhance their positive affect, it is crucial to understand how occupational well-being relates to stress and affect. **Aim** The aim of the study was to examine the relationships between teachers' daily physiological stress and positive affect in authentic classroom settings and the roles played by teachers' self-efficacy beliefs, perceptions of school climate and burnout symptoms in daily stress and affect. **Sample** The sample consisted of 45 classroom teachers. **Method** Daily physiological stress was assessed by measuring salivary cortisol levels three times in two days. Positive affect was reported by experience sampling at the same time that cortisol was collected. Questionnaires were used to assess self-efficacy beliefs, perceptions of school climate and burnout symptoms. Three-level modelling with random intercepts and slopes was used to analyse the relationships between daily stress and affect and the effect of teachers' general occupational well-being on stress and affect. **Results** No relationships were evident between teachers'

physiological stress and positive affect or between daily changes of stress and affect. Self-efficacy beliefs were related to lower stress and higher affect in the middle of the school day. Having sufficient school resources were related to higher positive affect. Teachers' burnout symptoms were associated with lower positive affect. Conclusions We emphasize the potential for self-efficacy and perceptions of school resources as targets for intervening in teachers' stress and affect.

Lou, N. M., & Li, L. M. W. (2023). **The mindsets × societal norm effect across 78 cultures: Growth mindsets are linked to performance weakly and well-being negatively in societies with fixed-mindset norms.** *British Journal of Educational Psychology*, 93(1), 134-152. <https://doi.org/10.1111/bjep.12544>

**Background/Aims** Recent research on mindsets has shifted from understanding its homogenous role on performance to understanding how classroom environments explain its heterogeneous effects (i.e., Mindsets × Context hypothesis). Does the macro context (e.g., societal level of student mindsets) also help explain its heterogeneous effects? And does this interaction effect also apply to understanding students' well-being? To address these questions, we examined whether and how the role of students' mindsets in performance (math, science, reading) and well-being (meaning in life, positive affect, life satisfaction) depends on the societal-mindset norms (i.e., Mindsets × Societal Norm effect). **Sample/Methods** We analysed a global data set (n = 612,004 adolescents in 78 societies) using multilevel analysis. The societal norm of student mindsets was the average score derived from students within each society. **Results** Growth mindsets positively and weakly predicted all performance outcomes (rs = .192, .210, .224), but the associations were significantly stronger in societies with growth-mindset norms. In contrast, the associations between growth mindsets and psychological well-being were very weak and inconsistent (rs = -.066, .003, .008). Importantly, the association was negative in societies with fixed-mindset norms but positive in societies with growth-mindset norms. **Conclusions** These findings challenge the idea that growth mindsets have ubiquitous positive effects in all societies. Growth mindsets might be ineffective or even detrimental in societies with fixed-mindset norms because such societal norms could suppress the potential of students with growth mindsets and undermines their well-being. Researchers should take societal norms into consideration in their efforts to understand and foster students' growth.

Malamut, S. T., Trach, J., Garandeanu, C. F., & Salmivalli, C. (2023). **Does defending victimized peers put youth at risk of being victimized?** *Child Development*, 94(2), 380-394. <https://doi.org/10.1111/cdev.13866>

Defending peers who have been bullied is often thought to put defenders at risk of becoming victimized themselves. The study investigated the concurrent and prospective associations between defending and (peer- and self-reported) victimization, and examined popularity and classroom norms as potential moderators. Participants included 4085 Finnish youth (43.9% boys; Mage = 14.56, SD = .75; 97% born in Finland). Concurrently, defending was positively associated with self-reported victimization in classrooms with high bullying-popularity norms (b = .28, SE = .16). Defending was negatively associated with peer-reported victimization in classrooms with high defending-popularity norms (b = -.07, SE = .03). Defending was not significantly associated with future victimization, suggesting that it is generally not a risk factor for victimization.



Maricuțoiu, L. P., Pap, Z., Ștefancu, E., Mladenovici, V., Valache, D. G., Popescu, B. D., ... Vîrgă, D. (2023). **Is Teachers' Well-Being Associated with Students' School Experience? A Meta-analysis of Cross-Sectional Evidence.** *Educational Psychology Review*, 35(1), 1. <https://doi.org/10.1007/s10648-023-09721-9>

The present contribution reports a systematic review of the literature that analyzed the relationships between teachers' subjective well-being (SWB) and student school experience (i.e., academic performance, academic engagement, student well-being, and student reports of teacher-student interactions). We categorized teachers' well-being into hedonic SWB (e.g., experiencing positive emotions, life satisfaction, job satisfaction) and eudaimonic SWB (e.g., experiencing high psychological functioning or high sense of self-realization). An online search yielded 1872 abstracts that were analyzed for eligibility, yielding a number of 26 studies that were included in the meta-analysis. These 26 contributions (i) reported an empirical research study; (ii) collected data from teachers and students; and (iii) reported zero-order standardized correlation coefficients between teacher data and student data. We found that most studies focused on assessing teachers' psychological functioning (20 studies). Overall results suggested that teachers' eudaimonic SWB had moderate associations with the quality of student-teacher interactions ( $r = .243$ , 95% CI [.045; .422],  $k = 9$ ), with students' well-being ( $r = .280$ , 95% CI [.117; .428],  $k = 8$ ), and with student engagement ( $r = .250$ , 95% CI [.115; .375],  $k = 8$ ). We found weaker correlations between teachers' eudaimonic SWB and student achievement ( $r = .065$ , 95% CI [.016; .112],  $k = 8$ ). Our results suggested that teachers' eudaimonic SWB is significantly associated with student-related variables, but the directionality of this relationship needs further investigations.

Roberts, N. (2023). **The makings of an exclusive community: students' perceptions of dangerous others.** *Higher Education*, 85(3), 539-553. <https://doi.org/10.1007/s10734-022-00850-8>

Contemporarily, universities are perceived as neoliberal entities, self-absorbed, driven by corporate interests, markets and economic goals, rather than perceived as providing a public good, concerned for the wider world (del Cerro Santamaria in *Review of European Studies*, 12(1), 22-38, 2020). This perception of universities as individualised communities rather than collective communities (Rousseau in *Social Currents*, 7(5), 395-401, 2020) accentuates the responsabilisation of individuals who are viewed as responsible for solving their own problems (Martinez and Garcia in *What is neoliberalism*, 2000), including ensuring their own safety (Garland in *The British Journal of Criminology*, 36(4), 445-471, 1996). Set against this social-political backdrop, this paper, using data from an online survey about students' perceptions of on-campus safety at a university in the north of England, shows how some students, particularly women students, view others as dangerous, rather than view them as vulnerable groups who are residing on the margins of an inequitable society. The porous borders of the university campuses amplify some students' perceptions of dangerous others and students' suggestions for campus security to keep out such others arguably serve to aggravate rather than relieve their perceptions of unsafety. Yet the porous borders of the campuses should be seen as advantageous because an ecological university can connect its students to the wider world to help facilitate care for the other (Barnett in *The ecological university*, 2018). In doing so, this may enhance students' own sense of well-being and safety in the urban environment. This is a timely argument amidst a global pandemic, where the university restricts access to unauthorised others and, in doing so, facilitates the makings of an exclusive community.

Rousseau, N. (2023). **Le bien-être à l'école selon la perspective des personnes apprenantes: l'importance de la relation enseignant-élève et outils mobilisés.** *Revue internationale de Communication et Socialisation*. <https://doi.org/10.6084/M9.FIGSHARE.22083359.V1>

De plus en plus d'écrits reconnaissent l'importance de s'intéresser à la voix des apprenants en contextes éducatifs. Cela permet de bonifier les pratiques pédagogiques déployées à leur endroit (caractère pratique) de même que de contribuer au développement de nouvelles connaissances en contexte de recherche où les élèves sont des participants importants, voire des collaborateurs à la recherche. L'article proposé mettra ainsi en lumière les résultats d'une synthèse des écrits (métasynthèse) se rapportant aux outils de collecte de données les plus susceptibles de donner la voix aux enfants et aux adolescents dans l'étude du bien-être à l'école. L'article fera d'abord état des différentes façons de concevoir le bien-être, pour ensuite se centrer sur ce que représente le bien-être à l'école pour les apprenants où la qualité de la relation enseignant-élève occupe une place importante. Un portrait des outils relatifs au recueil des voix des apprenants est ensuite dressé. Les limites des outils recensés sont abordées.

## Évaluation des dispositifs d'éducation-formation

Akpinar, B. C., & Akgunduz, D. (2022). **The Effect of STEM Applications in Preschool on Students' Career Goals and Perceptions of Engineering.** *International Journal of Early Childhood*, 54(3), 361-381. <https://doi.org/10.1007/s13158-022-00330-1>

STEM education, which consists of the initials of the words Science, Technology, Engineering and Mathematics, is an educational approach that blends theoretical knowledge with engineering skills. The STEM education approach is implemented in the USA from preschool to senior high school through engineering design and interdisciplinary studies within the framework of the Next Generation Science Standards. The aim of this research is to determine the effect of STEM applications in preschool education on students' career goals and engineering perceptions. The case study, one of the qualitative research models, was used as the research model. The research was carried out for 12 h in 8 weeks with the participation of a total of 20 students, nine boys and 11 girls, in the preschool age group of five. Career Goal Setting Form was used as a data collection tool. As a result, it has been concluded that STEM applications in preschool education are effective on students' career planning. STEM applications have increased students' interest in STEM fields. STEM applications have given students new knowledge about the engineering profession and skills. STEM applications have been effective on students' product design/invention goal process.

Jones, C., & Wang, Y. (2023). **The performance effects of international study placements versus work placements.** *Higher Education*, 85(3), 689-710. <https://doi.org/10.1007/s10734-022-00861-5>

To be competitive, universities across the world are embedding an international perspective into every layer of an institution's operational structure. For higher education (HE) providers that offer sandwich degrees (4-year undergraduate courses with a compulsory placement after the second year), this allows students to choose a range of options. Students can enter the labour market for one year, or they can go overseas to study at a foreign institution. For some students, it might even be possible to do both. However, regarding final year degree performance, which option leads to higher student

performance? In this paper, we aim to shed light on this empirical question. Our results are drawn from Aston University (UK) which is a world-leading University in Advanced Technology. Overall, using a large student dataset, we find that for students who have a compulsory placement built into their degree programme, the work placement has a more powerful impact on student performance compared to an international study placement abroad. Our findings have important implications for universities across the world that offer sandwich degrees to their students.

Ribner, A., Silver, A. M., Elliott, L., & Libertus, M. E. (2023). **Exploring effects of an early math intervention: The importance of parent-child interaction.** *Child Development*, 94(2), 395-410. <https://doi.org/10.1111/cdev.13867>

We explore whether training parents' math skills or playing number games improves children's mathematical skills. Participants were 162 parent-child dyads; 88.3% were white and children (79 female) were 4 years ( $M = 46.88$  months). Dyads were assigned to a number game, shape game, parent-only approximate number system training, parent-only general trivia, or a no-training control condition and asked to play twice weekly for 8 weeks. Children in the number game condition gained over 15% SD on an assessment of mathematical skill than did those in the no-training control. After 8 additional weeks without training, effects diminished; however, children of parents in the ANS condition underperformed those in the no-treatment control, which was partially explained by changes in the home numeracy environment.

## Marché du travail

Brincker, B., & Pedersen, L. H. (2023). **A Walk on the Wild Side – On the Motivation of Immigrant Workers to Provide Public Service in Greenland.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 197-212). [https://doi.org/10.1007/978-3-030-97460-2\\_13](https://doi.org/10.1007/978-3-030-97460-2_13)

This chapter explores the recruitment and turnover of a particular type of immigrant workers, namely, school teachers in Greenland. The central research question is: What are the motivational bases for recruitment and turnover of school teachers, comparing the West and East coast of Greenland? A wider discussion is whether particular motivational forms are worth fostering in the educational sector in Greenland, and if they may hold a potential for mitigating some of the recruitment problems the educational sector in Greenland is facing. The chapter focuses in particular on three motivational forms: Public Service Motivation, Sense of Community/Sense of Community Responsibility, and "excitement motivation". By exploring their potential for mitigating turnover among school teachers in Western and Eastern Greenland, the chapter offers insights into how motivational forms interact and overlap. This insight may help practitioners actively mitigate turnover among school teachers and underlines the potential that lies in the intersection between public management and community psychology for both practitioners and researchers.

Chavagneux, C. (2023, février 15). **Quels sont les effets de l'inflation sur les salaires?** Consulté 17 février 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/effets-de-linflation-salaires/00105986>

Certains économistes s'inquiètent de la formation d'une boucle prix-salaires. Mais une nouvelle étude du ministère du Travail montre que les effets de la hausse prix sur les fiches de paye se jouent ailleurs.

Newman, S., Saul, D., Dearien, C., & Hernandez, N. (2023). **Self-Employment or Selfless Employment? Exploration of Factors that Motivate, Facilitate, and Constrain Latina Entrepreneurship from a Family Embeddedness Perspective.** *Journal of Family and Economic Issues*, 44(1), 206-219. <https://doi.org/10.1007/s10834-021-09813-0>

As the economic and social importance of Latina-owned businesses continues to grow, research is needed on the factors that motivate entrepreneurship among Latinas and that facilitate and constrain their success. This study draws on in-depth interviews and survey data to explore the experiences of Latina entrepreneurs in Idaho, USA, from an embeddedness perspective combining family embeddedness and intersectionality frameworks to illustrate how family and social positioning affects motivations, opportunities, and access to resources. We found Latinas were motivated to start businesses by a range of interacting factors, including centrally a strong sense of responsibility to their nuclear and families of origin. Prominent family motivations included the desire to provide opportunities for younger and older generations and the need for flexibility to manage family and work obligations. Compared to their middle-class peers, working-class Latina entrepreneurs were more likely to need flexibility because they could not afford third-party care for a family member, to experience greater barriers to accessing traditional financing and professional advice, and to be more dependent on family support for their success, although not all had family-based resources upon which they could rely. Latinas struggled to fulfill traditional family role expectations and obligations while assuming the expanded responsibilities of running a business. While a central tension in their lives, this struggle provides the impetus to renegotiate and update traditional gender and family expectations as they navigate role conflict and strain.

Sanchez Gonzalez, J., & Penda Sokhna, N. (2023). **Les salaires dans le secteur privé en 2021.** *INSEE Première*, (1938), 1-4. Consulté à l'adresse <https://www.insee.fr/fr/statistiques/6799523>

En 2021, un salarié du secteur privé gagne en moyenne 2 524 euros nets par mois en équivalent temps plein (EQTP). En contrepoint de la forte hausse en trompe-l'œil de 2020 (+3,2 % en euros constants) et dans un contexte d'augmentation de l'inflation (+1,6 % en 2021), le salaire net moyen en EQTP a diminué de 1,3 % sur un an en euros constants. Depuis 2019, dernière année avant la crise sanitaire, il a ainsi augmenté de 1,9 % en euros constants. Cette augmentation résulte en grande partie de modifications dans la composition de l'emploi imputables à la crise sanitaire et, dans une moindre mesure, de progressions salariales individuelles. Lorsqu'ils ne sont pas mesurés en équivalent temps plein mais rapportés à la durée contractuelle des emplois, les salaires perçus par les salariés au titre de leur activité ont diminué de 0,6 % entre 2019 et 2021 en euros constants. Cette baisse a néanmoins été compensée par les indemnités versées dans le cadre du recours au chômage partiel, si bien que les revenus professionnels des salariés ont globalement augmenté en deux ans de 1,1 %. Les femmes gagnent en moyenne 14,8 % de moins que les hommes en EQTP. Cet écart s'est réduit de 0,4 point par rapport à 2020, portant à 6,1 points sa diminution depuis 2008.

Ahlf, M., & McNeil, S. G. (2023). **An exploratory review of literature on moderation in asynchronous discussions.** *Distance Education*, 44(1), 137-161.  
<https://doi.org/10.1080/01587919.2022.2150146>

With the growth of online courses, moderators can play a significant role in engaging and supporting learners in asynchronous online discussions (AODs). However, a synthesis of the research on moderators has not been performed in the 40 years since the term was first used in reference to online learning. We examined 76 studies to determine key concepts, characteristics, and factors that researchers have identified regarding moderation in educational AODs. We found disparate perspectives regarding moderator definitions, identities, roles, duties, and training approaches. Based on a comparative analysis of four conceptual frameworks on moderation, we developed a taxonomy that delineates moderator duties into managerial, monitoring, pedagogical, technical, and social roles. Understanding how moderation can be used effectively in AODs could direct future research and applications to practice by informing the development of supportive resources and training. We conclude by defining protocols applicable to a future systematic review in this area.

Avenel, C. (2023). **Relancer le travail social dans les quartiers : un rendez-vous possible avec la politique de la ville.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Le travail social est un secteur professionnel relativement mal connu alors qu'il intervient au cœur du fonctionnement et des vulnérabilités de notre société. Il a pour vocation d'aider à résoudre les problèmes des personnes qui peuvent connaître, à un moment donné de leur existence, des difficultés économiques et sociales. Il opère ainsi souvent dans les failles, les contradictions, au sein des inégalités de la société, ce qui ne lui donne pas une identité stable, mais plurielle, paradoxale et incertaine, au croisement de multiples politiques publiques. Définir le travail social n'est donc pas aisé. Il regroupe une assez grande diversité de professions dont la genèse, les traditions et les profils sont fort disparates, avec des missions et des employeurs tout aussi divers, sans parler de l'hétérogénéité des « problèmes sociaux » et des « usagers », qui n'ont de cesse de se diversifier.

Ayscue, J. B., Beam, L., & Mordechay, K. (2023). **"An Opportunity to Grow Our Collective Consciousness": Navigating Racial Tension in a Gentrifying Elementary School.** *Journal of Cases in Educational Leadership*, 26(1), 44-57.  
<https://doi.org/10.1177/15554589221138606>

As gentrification changes the racial and socioeconomic composition of many neighborhoods across the United States, the enrollment of local schools in gentrifying communities may also change. While gentrification may provide opportunities for creating more diverse schools, challenges often accompany such changes. In this case, Principal Miller navigates tensions associated with supporting the school's intentionally diverse and antiracist mission on a daily basis and in response to a noteworthy event—the January 6, 2021 insurrection at the United States Capitol. He grapples with how to build community and address racism among the adult members of the school community, including parents and teachers.

Bagneaux, M. C. de. (2023). **« La complexité des situations familiales rencontrée impose davantage d'interventions de professionnels dans le secteur social ou médical ».**

*Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Vous êtes actuellement principal du collège Les Provinces à Cherbourg-en-Cotentin, et copilote du REP (réseau d'éducation prioritaire renforcée) du même nom : pouvez-vous nous présenter l'établissement et le quartier ?  
Matthieu Coste de Bagneaux : Je travaille, effectivement, dans un collège situé en plein cœur d'un quartier prioritaire de la politique de la ville de la métropole de Cherbourg-en-Cotentin, quatrième plus grande ville de Normandie. En 2014, le collège Les Provinc...

Benmbarek, A., & Lo Monaco, G. (2022, septembre 13). **Abandon et décrochage des enseignant.e.s, causes et facteurs de protection : une approche par les représentations sociales.** Présenté à Congrès international d'Actualité de la Recherche en Éducation et en Formation AREF 2022. Consulté à l'adresse <https://hal.science/hal-03989850>

Biggs, A. G. (2023). **The Long-Term Solvency of Teacher Pension Plans: How We Got to Now and Prospects for Recovery.** *Educational Researcher*, 52(2), 98-115. <https://doi.org/10.3102/0013189X221093352>

The COVID-related financial market decline and economic recession have raised new concerns regarding the financial sustainability of retirement plans for state and local government employees, the largest group of whom is public school teachers. Using data from the Public Plans Database and the National Income and Product Accounts, I analyze teacher pension plans over the 2001–2019 period, seeking to answer questions regarding teacher pensions' funded status, investment decisions and returns, adequacy of contributions, and generosity of benefits. These data show that teacher pension funding peaked at the beginning of the 2001–2019 period due to the tech bubble's inflation of asset values, but then it declined thereafter due to investment returns that significantly underperformed assumptions, failures by sponsoring governments to consistently make full contributions, and increases in the generosity of pension benefits. School districts will face substantial funding challenges in the post-COVID period, as investment losses are factored into contribution rates, government revenues available to make contributions shrink, and education funding from state governments comes under pressure. I outline several policy alternatives that policymakers may consider, but none would make restoring teacher pensions to full funding a painless process.

Bordet, J. (2023). **Écouter les professionnels de la jeunesse en milieu ouvert au sujet du confinement.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Dès le début du confinement dû au Covid 19, les participants du réseau de recherche intervention « Jeunes, inégalités sociales et périphéries » ont pris l'initiative d'écouter des jeunes, des parents, des éducateurs et animateurs en France sur dix-sept sites des quartiers populaires urbains. Ayant constaté une grande évolution des situations sociales due au renforcement de la précarité, de la socialisation des jeunes, en particulier de l'ubérisation pour les jeunes garçons et le retrait des jeunes filles, une évolution rapide des enjeux de la santé psychique, nous avons ensuite réalisé des monographies sur six villes. En référence à ces travaux, nous analysons les effets de ces temps de confinement, nous faisons l'hypothèse que cette épidémie a transformé la temporalité de la vie des habitants à long terme combinant immédiateté et incertitude. Nous identifions aussi les multiples initiatives collectives et les transformations des métiers et des modes d'accompagnement des jeunes et de leurs familles à court et plus long terme. C'est aussi

une façon de rendre visible cet effort collectif d'adaptation de tous en solidarité, habitants et professionnels de proximité dans ces temps difficiles.

Bourque, D., & Gagnon, F. (2023). **Intervention collective dans le champ de l'éducation au Québec**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

La pratique du travail social au Québec s'inscrit dans le contexte institutionnel du domaine de la santé et des services sociaux, mais aussi au sein d'associations définies comme des organismes communautaires. Bien que les méthodes d'intervention individuelle et familiale soient particulièrement utilisées, la méthode d'intervention collective est aussi portée par des professionnels formés en travail social. Appelée organisation communautaire, cette méthode permet de soutenir la mission des associations qui contribuent au développement des communautés territoriales. L'article propose d'explorer en quoi une approche de développement des communautés peut avoir un effet sur les conditions de réussite des élèves de l'école publique.

Briscoe, P., & McIntosh, E. (2023). **A Fractured School Community: Decolonizing Leaders Needed for Responsive Leadership**. *Journal of Cases in Educational Leadership*, 26(1), 16-30. <https://doi.org/10.1177/15554589221128051>

In this case, Mary, a cisgender White principal, is struggling in a contentious school climate with a mostly White staff and a racially divided school community. A lunchroom incident highlighted the unaddressed conflict among students, families, and the community that can no longer be ignored. Her unresponsive leadership raises questions about the capacity of White school leaders to be culturally responsive. The authors present a decolonizing leadership framework and three activities, framed by transformative learning theory, that encourage participants to reflect on their biases and develop their understanding of what colonizing and decolonizing education means to their leadership.

Carlson, J. A., & LaVenid, K. N. (2023). **The Importance of Transformational Leadership to Support Faculty Diversity in Our Nation's Predominantly White Institutions of Higher Learning**. *Journal of Cases in Educational Leadership*, 26(1), 71-81. <https://doi.org/10.1177/15554589221136798>

Predominantly white institutions (PWIs) struggle to attract and retain underrepresented faculty. Despite aspirations for diversity, the reality remains that underrepresented faculty are not hired and retained in numbers sufficient to change the institution's demographics. The leadership of PWIs strives for solutions to ameliorate the trend in recruitment, retention, and climate. The issue has gained even more significance recently due to the global coronavirus pandemic when layoffs, non-renewals, and hiring freezes have been widely imposed. This case examines how systemic leadership problems, mindsets, and climates keep PWIs at the status quo, and invites application of leadership and adult learning theories to develop a strategy for improving faculty diversity at PWIs.

Clarida, K. (2023). **The Whole Story: A Black Principal's Experience With Race, Racism, and Racial Trauma**. *Journal of Cases in Educational Leadership*, 26(1), 31-43. <https://doi.org/10.1177/15554589221148228>

Principal Harris, a new Black male principal at Merion High School, has found himself under fire for allegedly promoting critical race theory (CRT). He has received several

forms of pushback as he navigates district and state mandates, racial trauma, invisible taxes, and microaggressions. Unfortunately, his best intentions are not good enough. This case is designed to display the various factors Black principals face in schools and districts amid ongoing public health crises (e.g., COVID-19 and racism). I describe the layered role of race, racism, and racial trauma on Principal Harris through his reflections and responses to stakeholders.

Collie, R. J., & Carroll, A. (2023). **Autonomy-pressure profiles among teachers: Changes over a school term, leadership predictors, and workplace outcomes.** *Teaching and Teacher Education*, 124, 103998. <https://doi.org/10.1016/j.tate.2022.103998>

We examined teachers' experiences of autonomy and time pressure at two timepoints within one school term. Analyses involved identifying autonomy-pressure profiles, examining whether teachers' membership in the profiles shifted over time, and investigating predictors and outcomes of profile membership. Among 401 Australian teachers, latent profile analysis revealed five profiles. Latent transition analysis showed there was a moderate to high amount of membership shifting over time for some profiles, whereas membership in other profiles remained largely stable. Leadership practices and remote teaching (during COVID-19) predicted membership in profiles. The profiles also differed in their reports of emotional exhaustion and turnover intentions.

Costrell, R. M. (2023). **The Three R's of Teacher Pension Funding: Redistribution, Return, and Risk.** *Educational Researcher*, 52(2), 91-97. <https://doi.org/10.3102/0013189X211027534>

How are teacher pension benefits funded? Under traditional plans, the full cost of career teachers' benefits far exceeds the contributions designated for them. The gap between the two has three pieces, which may (with some license) be mnemonically tagged the three R's of pension funding: redistribution, return, and risk. First, some contributions made for the benefits of short-term teachers are redistributed to fund the benefits of career teachers. Second, pension plans assume rosy returns on their investments, which push costs onto future teachers and taxpayers. Finally, the risk inherent in providing guaranteed pensions carries other costs, tangible and intangible, notably including the nontrivial risk of insolvency, which would dramatically raise mandated contributions and endanger future teacher benefits. I quantify these three components of the gap between benefits and contributions using the same metric as annual contributions. Illustrating with the California plan, I find the full cost of a career teacher's annual accumulation of benefits can be as high as 46.6% of earnings, nearly triple the corresponding contributions of 17.5%. To understand this gap, which fiscally affects all areas of education policy, researchers and practitioners may find it helpful to think of the three R's of pension funding: redistribution, return, and risk.

Daher, T. (2023). **Les régies de quartiers : la banlieue comme inspiration.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Un groupe de directeurs et de bénévoles du réseau des régies de quartier s'est réuni pour réfléchir à la contribution que le réseau pourrait apporter à la thématique « Travailler en banlieue ». Spontanément, la commande passée par la revue *Diversité* nous a semblé poser le cadre de cette réflexion dans une logique « enfermante » ; parce que la problématique à traiter aurait pu être celle des passerelles et du décroisement entre la banlieue et « le dehors », et non pas celle de la banlieue qui regarde la banlieue.



Pour autant, le travail en banlieue est une réalité pertinente à interroger, pour un réseau comme le nôtre, et ce à bien des égards.

Dionisio, R. J., & Gray-Nicolas, N. M. (2023). **Unlearning Discipline: Increasing Opportunities and Addressing Disproportionality in Discipline for Black and Latinx Students.** *Journal of Cases in Educational Leadership*, 26(1), 58-70. <https://doi.org/10.1177/15554589221150415>

Schools in the United States continue to be vastly inequitable, particularly in disciplinary practices for Black and Latinx students. This case examines one school's attempts to alleviate disproportionate disciplinary practices. Teachers are encouraged to interrogate themselves, practices, and policies through equity professional learning to create better outcomes. As the school attempts to unlearn harmful punitive approaches to discipline, facilitators met with resistance from staff members, and inequities remain and even worsen. This case asks readers to consider the challenges leaders face when implementing professional learning to minimize disproportionality in discipline and grow staff capacity for culturally responsive pedagogy and restorative practices.

Doutriaux, G. (2023). **Faire table rase et tout recommencer.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Travailler en collège REP, ça n'est pas comme travailler dans un collège ordinaire. Ce témoignage d'une professeure en REP explique les remises en question par lesquelles elle est passée : penser en termes de projet, valoriser l'oral, repenser sa pratique professionnelle, la modifier souvent. Pour bien le vivre, le prof doit se faire caméléon.

Foselle, S. (2023). **« L'entrée dans le métier par le territoire est un levier pour apaiser les nouveaux enseignants ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Pouvez-vous nous présenter, en quelques mots, le collège Aimé-Césaire de Vaulx-en-Velin dans lequel vous travaillez ? Stéphanie Foselle : Ce collège, où j'enseigne depuis la rentrée 2008, est situé au cœur du quartier du Mas-du-Taureau à Vaulx-en-Velin, quartier tristement célèbre pour ses émeutes dans les années 1970. Aujourd'hui, il est au cœur du Nouveau programme national de renouvellement urbain (NPNRU) qui vise à lancer sa réhabilitation, avec de nouveaux logements à taill...

Genet, L. (2023). **Les cités éducatives : des missions d'intermédiations réorganisées ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Cet article met en exergue les caractéristiques communes aux professionnels pivots à partir de leurs pratiques et de leurs discours. Grâce à des corpus issus de deux enquêtes ethnographiques, six caractéristiques sont proposées et questionnées. Il s'agit, par la suite, de rendre compte de l'incidence des professionnels pivots dédiés aux cités éducatives sur les pratiques partenariales, à l'échelle de ces territoires singuliers. En quoi les professionnels pivots dédiés aux cités éducatives se distinguent-ils de professionnels pivots antérieurs à ces labélisations et qu'est-ce que cela produit à l'échelle du territoire ?

Giraud, L. (2023). **La médiation sociale : un métier en attente de sa reconnaissance officielle.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Les quartiers urbains et les zones rurales en déclin restent des espaces où se concentre l'ensemble des difficultés que la société peut connaître, en termes de précarité et de pauvreté. Pour des raisons diverses, comme l'absence d'information, la complexité administrative, la méfiance à l'égard de l'institution ou même la perte de la conviction d'avoir des droits, un grand nombre de personnes ne demandent rien et ne bénéficient pas des droits auxquels elles peuvent légitimement prétendre. Dans ce contexte de transformation à marche forcée de notre société et d'évolution des relations sociales, la médiation sociale est interpellée, à la fois dans ses finalités et valeurs de référence, mais aussi dans ses pratiques professionnelles.

Goldhaber, D., & Holden, K. L. (2023). **How Much Do Teachers Value Compensation Deferred for Retirement? Evidence From Defined Contribution Rate Choices.** *Educational Researcher*, 52(2), 80-90. <https://doi.org/10.3102/0013189X21999665>

How much do teachers value compensation deferred for retirement (CDR)? This question is important because the vast majority of public school teachers are covered by defined benefit pension plans that "backload" a large share of compensation to retirement relative to the compensation structure in the private sector, and there is scant evidence about whether pension structures are consistent with teacher preferences for current compensation versus CDR. This study examines a unique setting in Washington State, where teachers are enrolled in a hybrid pension system that has both defined benefit and defined contribution components. We exploit the fact that teachers have choices over their defined contribution rate to infer their revealed preferences for current versus CDR. We find that teachers on average contribute 7.23% of salary income toward retirement; 62% in fact elect to contribute more than the minimally required contribution of 5%. This suggests that teachers value CDR far more than suggested by prior evidence.

Gougeaud, É. (2023). **Travailler en partenariat en éducation prioritaire.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Comment travailler en partenariat sur les territoires prioritaires ? Mon expérience de principal guidera ma réflexion sur les pratiques professionnelles dans ce domaine. Après avoir défini tout l'intérêt de travailler en partenariat, de faire se rencontrer établissements scolaires et quartiers populaires afin d'œuvrer de concert et engager des actions efficaces, nous soulignerons que malgré les bonnes volontés de nombreux freins peuvent exister. Collaborer avec différents partenaires ne peut être fructueux qu'à la condition de construire une communauté éducative, mettant consciemment en œuvre une « intelligence territoriale ». Ces partenariats méritent donc un cadre clair pour l'ensemble des acteurs, qui trouveront toute leur place et s'engageront dans des projets structurants au bénéfice des jeunes.

Grossetti, M. (2023). **Petit guide des statistiques exploratoires en sciences sociales.** Consulté à l'adresse <https://shs.hal.science/halshs-03947774>

L'objectif de ce petit livre est de présenter les techniques de statistique exploratoire et leurs usages pour des personnes qui connaissent les sciences sociales mais qui ne sont pas familières de ces techniques. Il commence par présenter la logique de mise en équivalence qui préside à la construction des variables, puis la conception du hasard

comme forme particulière d'imprévisibilité, et la «loi des grands nombres», un phénomène de saturation de l'information lorsque celle-ci porte sur des activités suffisamment peu dépendantes les unes des autres. Ensuite, il traite des types de données, et de leur mise en forme par la construction de variables de différentes catégories. La première étape de l'exploration est un examen de chaque variable prise séparément pour identifier les valeurs extrêmes ou les répartitions déséquilibrées, et procéder aux recodages nécessaires. La deuxième étape consiste à combiner les variables par des techniques simples de recherche de corrélations, tableaux de contingences, coefficients de corrélation, comparaison de moyennes ou de médianes. Les analyses simples de corrélations peuvent déboucher sur, ou se combiner à, l'usage de méthodes plus globales comme les résumés graphiques (analyses de correspondances), les typologies (classifications), ou les modèles cherchant à évaluer la part prise par diverses variables explicatives dans les variations d'une variable à expliquer. Dans certains cas, les données portent sur des relations et les réseaux qu'elles constituent, ce qui implique des méthodes spécifiques, qui relèvent, soit d'un usage particulier des méthodes statistiques standard (en distinguant les personnes interrogées des relations qu'elles ont citées), soit de méthodes spécifiques d'analyse de graphes (qui ne sont pas détaillées dans ce texte). D'autres données portent sur des processus, qui peuvent être étudiés au moyen de méthodes qui tiennent compte des enchaînements de séquences. Enfin, il existe de nombreux cas où l'on a affaire à des corpus de données textuelles, ce qui amène à utiliser des méthodes statistiques d'une manière particulière. Chaque technique est présentée au moyen d'exemples issus de données d'enquêtes réelles.

Guyon, R. (2023). **Un métier, sans cesse renouvelé, sans cesse questionné.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Hosek, J., Knapp, D., Mattock, M. G., & Asch, B. J. (2023). **Incentivizing Retirement: An Analysis of Cash Retirement Incentives for Chicago Teachers.** *Educational Researcher*, 52(2), 71-79. <https://doi.org/10.3102/0013189X211062850>

Retirement incentives are frequently used by school districts facing financial difficulties. They provide a means of either decreasing staff size or replacing retiring senior teachers with less expensive junior teachers. We analyze a one-time retirement incentive in a large school district paid to teachers willing to retire at the end of the 2016–2017 school year that required 1,500 teachers to accept the offer for it to be paid. The analysis uses an estimated structural model of teacher retention—enabling predictions through simulation of what teacher behavior would be in lieu of the incentive. As predicted by the model, too few teachers accepted the incentive and it was not paid. Simulations enable the decomposition of the would-be retirement incentive takers into those that retired because of the retirement incentive (i.e., marginal teachers) and those who would have retired without the incentive. We find that (1) most teachers who receive the retirement incentive would have retired regardless leading to substantial payments to teachers whose decisions are unchanged, (2) marginal teachers are likely to have retired within a couple years without the incentive limiting the period in which a salary gap can recoup the incentive's costs, and (3) sharp increases in salary over the first years of teaching narrow the salary gap from which potential savings might derive. These mechanisms are common to most school districts so it is unlikely districts using retirement

incentives will realize any cost savings if they replace retiring teachers with junior teachers.

Ida-Ali, K. (2023). **Acteurs du développement social et urbain : derrière les intitulés de postes, des individualités.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>  
Voilà près de quarante ans que la politique de la ville innove et agit sur les territoires dits tantôt fragiles, tantôt sensibles, aujourd'hui « prioritaires ». Parfois objet de critiques, elle n'a pour autant jamais cessé d'influencer les politiques publiques par sa modernité et son agilité. Mais la conduite du changement ne s'envisage pas sans médiateur. Au cœur de cette politique publique se dessine une figure : l'agent de développement social et urbain. De la figure historique du militant associatif au jeune technicien diplômé de hautes études, tous s'attachent à réduire l'impact des inégalités que l'ensemble de la société produit allègrement.

Kong, W., & Ni, S. (2023). **A Structural Econometric Approach to Analyzing the Impact of Teacher Pension Reform.** *Educational Researcher*, 52(2), 63-70.  
<https://doi.org/10.3102/0013189X221080913>

The growing fiscal cost of K–12 teacher pension plans and pension-induced labor market distortions have led to calls for teacher pension reforms. Dynamic structural econometric models are a useful way to analyze the fiscal and staffing consequences of current and alternative retirement plans. This article lays out the benefits of the structural econometric modeling approach for analyzing changes to teacher pension plans and estimates such a model for Missouri public school teachers. The results are then used to simulate effects of a pension reform on teacher retirement and employer pension costs.

Leary, T., & Pardy, L. (2022). **How Dark Is It? From Administration to Faculty.** *Canadian Journal of Higher Education*, 52(3), 98-108. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189689>

Crossing over to the dark side is a popular reference to someone's decision to leave the supposed "good, pure, and honest" side of something to go to its "bad, evil, and suspicious" side. This idiom is typically used when an administrator moves into a faculty position or vice versa. While there is a plethora of literature on the challenges new scholars face as they enter the academy, less is known about the lived experience of moving from being an administrator to faculty member. One might assume the move is straightforward; our own experiences, however, suggest otherwise. This study explores the transition experiences of seven Canadian higher education administrators to faculty positions. Participants shared common experiences and perspectives on the differences between the roles, all of which are exacerbated by the distrust between the two sides. Findings offer further understanding of the nuances and misconceptions held by both parties and propose areas for further research.

Lecharbonnier, S., & Morin, V. (2023, février 16). **Déclassement des enseignants : six anciens ministres de l'éducation auscultent trente ans de réformes.** *Le Monde.fr.* Consulté à l'adresse [https://www.lemonde.fr/societe/article/2023/02/16/declassement-des-enseignants-six-anciens-ministres-de-l-education-auscultent-trente-ans-de-reformes\\_6161998\\_3224.html](https://www.lemonde.fr/societe/article/2023/02/16/declassement-des-enseignants-six-anciens-ministres-de-l-education-auscultent-trente-ans-de-reformes_6161998_3224.html)

En quelques décennies, la rémunération des enseignants a plongé. Une tendance qu'aucun gouvernement n'a voulu ou su endiguer et qui pèse aujourd'hui sur

l'attractivité de la profession. Et si c'était à refaire ? Plusieurs locataires de la Rue de Grenelle ont accepté, avec le recul, d'analyser le décrochage de ce métier, naguère plus valorisé.

Leclerc, P. (2023). « **En banlieue, il ne faudrait que des professionnels de vocation !** » *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Régis Guyon : Maire d'une commune de banlieue, Gennevilliers, vous êtes aussi un habitant de cette ville depuis quatre décennies. À travers votre parcours, vos activités et vos mandats, comment définiriez-vous la banlieue, et que signifie « travailler en banlieue », selon vous ? Patrice Leclerc : Travailler en banlieue, c'est d'abord travailler chez moi, avec et pour les miens, dans mon monde, c'est-à-dire avec le milieu populaire dont je suis issu et dont je considère que je fais encore part...

Maricuțoiu, L. P., Pap, Z., Ștefancu, E., Mladenovici, V., Valache, D. G., Popescu, B. D., ... Vîrgă, D. (2023). **Is Teachers' Well-Being Associated with Students' School Experience? A Meta-analysis of Cross-Sectional Evidence**. *Educational Psychology Review*, 35(1), 1. <https://doi.org/10.1007/s10648-023-09721-9>

The present contribution reports a systematic review of the literature that analyzed the relationships between teachers' subjective well-being (SWB) and student school experience (i.e., academic performance, academic engagement, student well-being, and student reports of teacher-student interactions). We categorized teachers' well-being into hedonic SWB (e.g., experiencing positive emotions, life satisfaction, job satisfaction) and eudaimonic SWB (e.g., experiencing high psychological functioning or high sense of self-realization). An online search yielded 1872 abstracts that were analyzed for eligibility, yielding a number of 26 studies that were included in the meta-analysis. These 26 contributions (i) reported an empirical research study; (ii) collected data from teachers and students; and (iii) reported zero-order standardized correlation coefficients between teacher data and student data. We found that most studies focused on assessing teachers' psychological functioning (20 studies). Overall results suggested that teachers' eudaimonic SWB had moderate associations with the quality of student-teacher interactions ( $r = .243$ , 95% CI [.045; .422],  $k = 9$ ), with students' well-being ( $r = .280$ , 95% CI [.117; .428],  $k = 8$ ), and with student engagement ( $r = .250$ , 95% CI [.115; .375],  $k = 8$ ). We found weaker correlations between teachers' eudaimonic SWB and student achievement ( $r = .065$ , 95% CI [.016; .112],  $k = 8$ ). Our results suggested that teachers' eudaimonic SWB is significantly associated with student-related variables, but the directionality of this relationship needs further investigations.

Mihaly, K., & Podgursky, M. (2023). **Teacher Pensions: An Overview**. *Educational Researcher*, 52(2), 57-62. <https://doi.org/10.3102/0013189X221108197>

This article provides an overview for the special issue and a framework for thinking about the included papers. We begin by explaining why teacher pensions is a topic that should be of interest to the broader education research community and not just specialists in school finance or teacher compensation. Pension costs now account for 11% of K-12 operating expenditures—a share that has been steadily rising. The question for the education research community is whether these expenditures represent the best way to recruit, retain, and motivate high-quality teachers. We briefly review the current pension landscape with an explanation of how these plans work, trends in costs and expenditures, and changes that have been discussed or implemented. We then provide a brief

literature review. Finally, we discuss how the articles in this special issue contribute to the literature on such topics as the influence of teacher pension policies on school staffing and workforce quality, teacher preferences for retirement plans, and the sustainability of plans.

Nunoo, J., Taale, F., Sebu, J., & Adama, A. S. Y. (2023). **Influence of teacher absenteeism and school distance on cognitive skills in Ghana.** *International Journal of Educational Development*, 97, 102715. <https://doi.org/10.1016/j.ijedudev.2022.102715>

Cognitive skills are important predictors of academic success and wellbeing in adulthood. Unfortunately, the cognitive skills of many students in Ghana and other African countries are seriously lagging behind global mean estimates. This study examined the influence of teacher absenteeism and travel distance to school on the cognitive skills of school children between 5 and 15 years of age in Ghana. Dataset for the analysis were derived from the first and second waves of the Ghana Socioeconomic Panel Survey conducted by the Economic Growth Center, Yale University. The study finds that teacher absenteeism and distance to school are detrimental to cognitive skills development.

Nutti, Y. J. (2023). **Sámi Teacher Education or Teacher Education for Sámi Students? Central Cornerstones in Sámi Teacher Education.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 43-60). [https://doi.org/10.1007/978-3-030-97460-2\\_4](https://doi.org/10.1007/978-3-030-97460-2_4)

Sámi teacher education programs are core programs at the Sámi University of Applied Sciences, and have been since the establishment of the institution. Sámi teacher education programmes involve flexible teaching methods including online teaching, teaching at gatherings and through practicum periods at early childhood centres and primary schools. The aim of this chapter is to discuss Sámi teacher education as Indigenous higher education, in order to explore the cornerstones of Sámi teacher education. The method used in the present study combines content analyses and a narrative approach. Content analysis is a research tool used to analyse the official documents for teacher education programmes and programme syllabi at Sámi University of Applied Sciences. The narrative approach was selected in order to use personal experiences from Sámi teacher education. As an analytical tool the model of Madden's (2015) pedagogical pathways in Indigenous teacher education were used. The pathways are learning from traditional Indigenous modes of teaching, pedagogy for decolonizing, Indigenous and antiracist education, and Indigenous and placed-based education. Traditions, traditional knowledge and traditional models of teaching, together with language, are central in Sámi teacher education. Sámi teacher education could also be viewed in connection to placed-based education. Decolonizing is part of the educators' work to transform and implement traditional knowledge and culture-based teaching perspectives, and in educators' work to deconstruct culture, history and Indigenous identity. The term "colonial" is not used explicitly. However even if the term is not present, colonialism is indirectly visible. The antiracist education is less visible. All the pathways are visible in Sámi teacher education, but to visualise in Sámi teacher education the cornerstones, the metaphor of the lávvu and three caggi, or poles, is used and the caggit are, in the Sámi language, árbediehtu, and girjás searvelatnja.

Pickles, J., Parsons, S., & Kovshoff, H. (2023). **Knowledgeable but not specialist: Virtual School Heads' experiences of supporting autistic children in care.** *Oxford Review of Education*, 49(2), 190-208. <https://doi.org/10.1080/03054985.2022.2039609>

Autistic children comprise a large group of young people who are looked-after by their local authority and for whom educational outcomes are amongst the poorest of all children in care. Virtual School Heads (VSHs) in England have a statutory responsibility to improve the educational outcomes of children in care following the implementation of the Children and Families Act 2014. However, very little is known about the experiences of VSHs in supporting autistic children in care, including whether and how knowledge about autism diagnosis is shared within interprofessional teams. This qualitative study reports the findings from nine semi-structured interviews with eight VSHs and one occupational therapist from eight local authorities in England. VSHs worked within multiple and diverse teams locally and nationally to co-ordinate and manage effective provision but reported that knowledge about autism was often uncertain and conflated with attachment difficulties. They could not state with confidence that individuals around the child were sufficiently enabled to provide appropriate support and educational provision. The VSH, and the children they support, occupy liminal roles which create challenges for effective communication and support. Crucially, young people's views need to be authentically gathered and holistically understood to inform and improve provision.

Plénard, A. (2021). **Moi, enseignant. Comprendre la construction identitaire au prisme de l'engagement** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-03981077>

En 2019, ils ont été, 26 200 candidats déclarés admis aux différents concours enseignants de l'enseignement public et privé. La majorité des lauréats viennent d'une formation universitaire spécialisée, les Instituts nationaux supérieurs du professorat et de l'éducation (Inspé). Pourtant, le nombre de postes vacants tous les ans ne fait qu'augmenter dû à de nombreux départs à la retraite et à un nombre de candidats décroissant. Cela fait notamment écho à la perte d'attractivité du métier. Mais il ne sera pas ici question d'élucider ou non le manque d'attractivité, mais plutôt de questionner le choix de carrière et surtout la persistance du choix. Pourquoi les individus choisissent-ils la carrière d'enseignant ? Pourquoi la poursuivent-elles ? Comment ces individus évoluent-ils en tant qu'enseignants, mais aussi en tant qu'Homme ? Ce sont là les questions qui ont inspiré le point de départ de nombreuses recherches en Sciences de l'Éducation et qui inspirent ce travail. Pour y répondre nous mobilisons deux concepts la construction identitaire et l'engagement professionnel. Analyser l'environnement des enseignants, leurs quotidiens et retracer leurs histoires nous permet de comprendre ces instants clés dans leur vie professionnelle et personnelle qui les poussent à innover, se questionner, créer de nouvelles méthodologies et approches. Ces instants nous les nommons «transitions identitaires». Nous pensons que l'analyse de l'engagement professionnel des enseignants est une entrée intéressante pour comprendre ces processus de transition. Mais comment comprendre les processus d'engagement professionnel ? Pour trouver une réponse, nous nous inspirons de la théorie de Gibson qui explique que les opportunités ou affordances sont la faculté de guider un comportement en fonction de ce qu'offre son environnement (Luyat & Regia-Corte, 2009). L'environnement de travail des enseignants se fait en relation et en co-construction avec leurs mondes intérieurs, là où se nichent leurs besoins, leurs attentes et leurs désirs personnels. C'est ce qui nous conduit à interroger l'individu et comprendre pourquoi en fonction de son vécu, de ses

représentations, ses valeurs, etc. il saisit des opportunités qui se présentent à lui dans son environnement de travail. Finalement, il ne s'agit pas seulement d'interroger l'engagement du professionnel, mais aussi de questionner l'engagement de l'individu dans sa profession. Analyser l'environnement nous permet de rendre compte de ces processus d'engagement professionnel en identifiant à la fois les facteurs individuels et situationnels (Billett, 2001, 2011 ; Bourgeois, 2013) nécessaires pour un changement de l'identité de l'individu.

Rahadian, R. B. (2023). **Analysis of Teacher's Management Policy: A Case Study of South Bangka, Indonesia.** *Papernia - Multidisciplinary Scientific Journal for Innovative Research*, 1(1), 26. <https://doi.org/10.5281/zenodo.7619271>

Teachers are the spearhead of improving the quality of education. The law clearly describes the duties and professional functions of teachers along with the standard qualifications that must be met. The division of education affairs between the Central Government and Regional Governments should facilitate teacher management. But the management of teachers is still a classic problem that has not been resolved. Data regarding the attainment of teacher professional competence shows that teacher capability is still far from expectations. Adequate provision of teacher capabilities is a very urgent matter for the government to carry out if it wants teachers to be able to carry out their duties and functions correctly according to what has been mandated by law. This paper will present the problems faced by the government, especially local governments in teacher management. Next, it presents an analysis of a series of teacher management policies carried out by the local government which in this paper takes the case in South Bangka Regency, Bangka Belitung Islands Province.

Rotherham, A. J. (2023). **Teacher Pension Reform Must Be About Cost and Design.** *Educational Researcher*, 52(2), 116-118. <https://doi.org/10.3102/0013189X221111388>

This commentary discusses how the teacher pension debate is often predicated on the idea of generous benefits for teachers and whether those are deserved, when in practice most teachers are disadvantaged by a retirement system with long vesting periods and limited portability.

Ruaud, D. (2022). **Le stress des enseignants.** *Administration & Éducation*, 176(4), 79-85. <https://doi.org/10.3917/admed.176.0079>

Schartner, A., Young, T. J., & Snodin, N. (2023). **Intercultural adjustment of internationally mobile academics working in Thailand.** *Higher Education*, 85(3), 483-502. <https://doi.org/10.1007/s10734-022-00846-4>

Non-nationals constitute up to a quarter of the academic staff workforce of Higher Education Institutions (HEIs) worldwide. Their motivations to 'work abroad', and their experiences of doing so, are, however, under-researched, especially where migration is to or within the global South. We report a study conducted among internationally mobile academics from a variety of countries working in Thailand. At policy level, Thailand aspires to increase the numbers of international staff and students in its HEIs, but with mixed success in terms of recruitment levels and the reported quality of the experience among these migrants. Conceptually, our study drew on a framework of intercultural adjustment defined as a multidimensional construct comprising psychological, sociocultural and professional/work aspects of the experience. Semi-structured focus groups were conducted to explore experiences of working in Thailand. Thematic analysis



of findings showed that reported experiences mainly fell under the category of professional/work aspects of intercultural adjustment, although sociocultural issues were also important. The reported quality of experiences was mixed and generally more negative than positive in the key areas of professional and work adjustment. Specific challenges highlighted by participants related to issues with the work environment, most especially lingual-cultural problems and, crucially, a lack of secure status. We detail and discuss these findings and present recommendations for policy makers and HEIs, aspirant academic migrants, and for future research into global academic migration, particular as it relates to Thailand and other destinations for academic migration.

Sompayrac, L. (2023). **Les intervenants du PRE : entre précarité et stratégies d'adaptation.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Pendant plusieurs années, nous avons étudié les pratiques de travail collectives et individuelles des personnels d'un PRE du centre de la France dont la particularité a été de mettre à disposition des intervenants pour accompagner les enfants et les familles identifiés par le dispositif. Leur place, leur statut et leur rôle dans la structure qui les embauche et dans le parcours éducatif des enfants a fait l'objet d'une analyse particulière au cours de notre étude. Il a ainsi été possible d'interroger la construction de la professionnalité de ces intervenants dans un contexte où les acteurs disposent de peu d'appui institutionnel pour légitimer leurs interventions et de reconstruire le sens qu'ils confèrent à leurs actions.

Staley, S., & Blackburn, M. V. (2023). **Troubling emotional discomfort: Teaching and learning queerly in teacher education.** *Teaching and Teacher Education*, 124, 104030. <https://doi.org/10.1016/j.tate.2023.104030>

In this qualitative study, we leveraged a university-based teacher education course that we co-designed and co-taught to explore what queer pedagogy might offer preservice secondary Humanities teachers who are making sense of justice-oriented teaching. Drawing on queer theoretical and pedagogical perspectives, we conceptualized queering as involving three key strands: questioning, feeling discomfort, and implicating selves. Bringing that lens to bear, we present key moments in the class to show what queering looked like in this context and how preservice teachers responded. We also consider what we could have done differently to provoke more anti-homophobic, -transphobic, and -racist action from students.

Steigleder, J., Buhr, L., Ehm, J.-H., Gawrilow, C., & von Suchodoletz, A. (2023). **Changes in subjective stress experiences and self-efficacy beliefs of preschool teachers in Germany: A longitudinal study during 12 months of the COVID-19 pandemic.** *Teaching and Teacher Education*, 124, 104015. <https://doi.org/10.1016/j.tate.2023.104015>

This study collected monthly data between September 2020 and August 2021 to document the consequences of the COVID-19 pandemic for German preschool teachers during different pandemic phases. This longitudinal study investigated how subjective stress experiences and self-efficacy beliefs of preschool teachers (N = 279) change over time and explored associations on the inter- and intraindividual level. We observed phase-specific changes in subjective stress experiences and interindividual differences in change rates, but no systematic increase across the entire study period. Results also highlight self-efficacy beliefs as a resource for preschool teachers, which should be strengthened to better face stress experiences.

Stovin, D. (2022). It **“Made Me Who I Am”**: Using Interpretive and Narrative Research to Develop a Model for Understanding Associate Deans' Application and Development of Academic Identity. *Canadian Journal of Higher Education*, 52(3), 59-72. <https://doi.org/10.47678/cjhe.vi0.189691>

Interpretive and narrative research approaches, the experiences of academic administrators other than deans, chairs, and presi-dents, and academic identity work beyond graduate students and beginning professors are all areas that are underrepresented in the literature on higher educational administration. This article builds on recent narrative research by applying higher educational admin-istrative theories as interpretive lenses to propose a model for helping to understand the development and application of associate deans' academic identities. Among the findings were that academic identities helped explain associate deans' approaches to their roles, their views of their surrounding organizations, and their reasons for assuming the role. Further, the associate deans who partic-ipated in this research did not experience their transition to the role as an identity crisis in the ways typically described and assumed by higher educational leadership scholars. Instead, they drew upon their well-established academic identities and, in keeping with the nascent research on academic identity work, were intentional in their efforts to maintain their academic identities.

Tsybulsky, D., & Muchnik-Rozanov, Y. (2023). **The contribution of a project-based learning course, designed as a pedagogy of practice, to the development of preservice teachers' professional identity**. *Teaching and Teacher Education*, 124, 104020. <https://doi.org/10.1016/j.tate.2023.104020>

This study demonstrates a positive link between participation in an online project-based learning course, designed as a pedagogy of practice, and preservice teachers' professional-identity development process. The linguistic and content analyses revealed that the construction of professional identity was manifested through six motifs: Self-confidence, self-agency, sense of belonging, self-awareness, autonomy, and envisioning a future teaching self. Each of the motifs was portrayed with its characteristic set of time-oriented types of discourse (i.e., using past, present, and future tenses while describing feelings and thoughts regarding one's teaching self.) Based on the findings, we introduce a multidimensional model that explains identity construction as occurring at the intersection between the dimensions of identity and the temporal dimensions found in reflective discourse.

Usunier, M. R. (2022). **The Evolving Role of the External Search Firm in the Canadian Decanal Search**. *Canadian Journal of Higher Education*, 52(3), 1-12. <https://doi.org/10.47678/cjhe.vi0.189323>

Despite the critical role academic deans play in the leadership and success of universities, most of what we know about the Canadian deanship we know from an institutional perspective, including our understanding of the recruitment and selection process. The findings presented in this article will facilitate a better understanding of how the increased involvement of external search firms in decanal searches has influenced both the decanal search process and the experiences of those candidates involved in the search. Provosts, deans, and search firm representatives participated in this study. The resultant findings have several important implications for search policy and process, and the conceptual framework proposed will support new research in the area of senior administrative hiring within Canadian universities.

Uzenat, M., & Kamanzi, P. C. (2022). **Le principe de réciprocité dans la construction et la gestion de partenariats internationaux dans des universités du Québec : perceptions et pratiques de membres du personnel administratif.** *Canadian Journal of Higher Education*, 52(3), 85-97. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189693>

The objective of this article is to examine how far the management of internationalization in Quebec universities is characterized by mutuality. Through the analysis of the work of administrative staff in building and managing international partnerships, we examine the practices related to the four goals of mutuality (equity, autonomy, participation and solidarity) in order to identify those that concretely contribute to its implementation. An analysis of interviews with nine senior administrators and project managers from three French-language universities and one English-language university suggests a willingness to build transformational partnerships. The findings show a strong commitment to a vision of international partnerships that blends economic and symbolic benefits with social cohesion.

Vargas, M. D., Irby, B. J., Lara-Alecio, R., Tong, F., Jimenez, D., Gamez, Y., ... Tang, S. (2023). **A randomized controlled trial study: An analysis of virtual professional development and virtual mentoring and coaching for mainstream teachers serving emergent bilingual students.** *Teaching and Teacher Education*, 124, 103995. <https://doi.org/10.1016/j.tate.2022.103995>

Preparing mainstream in-service teachers of emergent bilinguals (EBs) to provide engaging instruction is key to the academic and linguistic outcomes of EBs. Pre- and post-classroom observation recordings were used to compare four instructional components: ESL strategy, activity structure, communication mode, and academic language across treatment (VPD + VMC) and control (VPD only) conditions through a paired-samples t-test. The findings indicated that teachers in the treatment and control conditions changed their pedagogical practices from pre-to post-classroom observations across ESL strategy, activity structure, communication mode, and language content. Additionally, we analyzed teachers' pre- and post-intervention classroom observations utilizing descriptive statistics to investigate how teachers' individual pedagogical practices across the two conditions changed over time. Lastly, post-classroom observation recordings were used to compare the difference between treatment and control teachers' ESL strategy, activity structure, communication mode, and language content implementation through an independent-samples t-test. These findings indicated no significant differences between treatment and control teachers' implementation of post-ESL strategies, activity structure, and language content but in one area of communication mode (i.e., verbal, reading, and writing). The conclusion of the study is that 60 h of asynchronous VPD sustained over a six-week period is key for teachers of EBs to make positive changes in pedagogical practices without the need for the added short-term VMC support (3 h over three sessions).

Waitoller, F. R., Woodard, R., Rao, A., & Kang, V. (2023). **Untangling ideologies of disablement: the perils of the (in)visibility of dis/ability in urban teacher education programs.** *International Journal of Qualitative Studies in Education*, 36(2), 152-172. <https://doi.org/10.1080/09518398.2021.1956630>

Research on urban teacher education (UTE) programs have studied teacher candidates' (TCs) perceptions of urban communities and schooling, but have provided

limited insights on how ideologies about dis/ability are entangled with race and other markers of difference, shaping TCs' learning about urban education. In this paper, we present an analysis drawn from a 2-year qualitative study that answers the following questions: What social categories of difference are present in a UTE program's curriculum? What ideologies related to dis/ability are utilized by TCs to describe urban education? We found that despite the UTE's program's strong emphasis on race and social justice, TCs not only drew from asset-based approaches but also from three interrelated ideologies of disablement to discuss students' behaviors: individualism, medical, and personal tragedy. We provide recommendations for UTE programs and research-based on an intersectional approach to teacher education that foregrounds dis/ability.

Wells, T., Sandretto, S., & Tilson, J. (2023). **Bridging the theory-practice divide in teacher education through process drama pedagogy: "You fully experience what you're learning"**. *Teaching and Teacher Education*, 124, 103993. <https://doi.org/10.1016/j.tate.2022.103993>

In this article, we critically examine one example of the theory-practice divide in initial teacher education (ITE) in the context of process drama. We report findings from research in Aotearoa New Zealand, where we explored ITE students' experiences of embodied learning through process drama, on campus and in primary schools. Through a sociocultural lens, we analysed survey data and focus group interview transcripts. Our findings evidence the rich embodied learning through process drama that takes place on campus, but is rarely enacted in schools. We argue embodied learning can bridge the divide to merge theory and practice.

Yang, J., Kinshuk, & An, Y. (2023). **A survey of the literature: how scholars use text mining in Educational Studies?** *Education and Information Technologies*, 28(2), 2071-2090. <https://doi.org/10.1007/s10639-022-11193-3>

The massive amount of text related to education provides rich information to support education in many aspects. In the meantime, the vast yet increasing volume of text makes it impossible to analyze manually. Text mining is a powerful tool to automatically analyze large-scaled texts and generate insights from the texts. However, many educational scholars are not fully aware of whether text mining is useful and how to use it in their studies. To address this problem, we reviewed the literature to examine the educational research that used text mining techniques. Specifically, we proposed an educational text mining workflow and focused on identifying the articles' bibliographic information, research methodologies, and applications in alignment with the workflow. We selected 161 articles published in educational journals from 2015 to 2020. We find that text mining is becoming more popular and essential in educational research. The conclusion is that we can employ three steps (text source selection, text mining techniques application, and educational information discovery) to use text mining in educational studies. We also summarize different options in each step in this paper. Our work should help educational scholars better understand educational text mining and provide support information for future research in text mining for educational contexts.

Zhang, X. (2023). **Teachers' self-directed professional development in under-resourced contexts: How do open educational resources matter?** *Education and Information Technologies*, 28(2), 1849-1863. <https://doi.org/10.1007/s10639-022-11238-7>

Teachers' self-directed professional development (i.e., professional development implemented by teachers on their own) has been considered a useful channel of overcoming external constraints in under-resourced contexts, where external support for teachers may be limited. However, almost no research has focused on how such development could be achieved through open educational resources (OERs), which have been acknowledged for their free and convenient access and for their complementary role in buttressing the instructional content of in-class teaching. In response to this gap, this study adopted a qualitative case study approach that tracked a secondary teacher from an under-resourced vocational school in China and explored the trajectory of her self-directed professional development through OERs. Through qualitative analyses of data sources (e.g., the teacher's reflections, interview responses and field notes on teaching activities), this study reveals that the teacher's OER-based self-directed professional development involved a process of battling diverse factors in and outside the classroom, including her prior expectations of OERs and the vicarious teaching experiences that she gained while implementing self-directed professional development. The teacher gradually constructed her malleable and critical understanding of OERs as crucial resources in sustaining her self-directed professional development. This study concludes that OERs were useful in the process of the teacher's self-directed professional development, despite the complexity of their use.

Zhao, T., Zhu, X., Zeng, X., & Yu, Y. (2023). **Better to lose than to gamble? The typology of career differentiation and agency of experienced teachers in rural areas in China.** *Teaching and Teacher Education*, 124, 104029. <https://doi.org/10.1016/j.tate.2023.104029>  
Rural teachers remain disadvantaged due to the less favorable working conditions and multiple challenges they might encounter, and their career development trajectories vary. Based on interviews with fifteen rural experienced teachers from Gansu Province, China, this study reveals an ABC model of teachers with various valued functionings. Teachers' valued functionings were shaped by resources, conversion factors and capabilities, and all further exerted influence over functionings through the mediation of agency. It is suggested that more attention should be given to rural experienced teachers to understand their various circumstances, and implement corresponding impulses to boost their agency and facilitate their functioning achievement.

## Numérique et éducation

Ahlf, M., & McNeil, S. G. (2023). **An exploratory review of literature on moderation in asynchronous discussions.** *Distance Education*, 44(1), 137-161. <https://doi.org/10.1080/01587919.2022.2150146>

With the growth of online courses, moderators can play a significant role in engaging and supporting learners in asynchronous online discussions (AODs). However, a synthesis of the research on moderators has not been performed in the 40 years since the term was first used in reference to online learning. We examined 76 studies to determine key concepts, characteristics, and factors that researchers have identified regarding moderation in educational AODs. We found disparate perspectives regarding moderator definitions, identities, roles, duties, and training approaches. Based on a comparative analysis of four conceptual frameworks on moderation, we developed a taxonomy that delineates moderator duties into managerial, monitoring, pedagogical,

technical, and social roles. Understanding how moderation can be used effectively in AODs could direct future research and applications to practice by informing the development of supportive resources and training. We conclude by defining protocols applicable to a future systematic review in this area.

Akbari, M., Danesh, M., Rezvani, A., Javadi, N., Banihashem, S. K., & Noroozi, O. (2023). **The role of students' relational identity and autotelic experience for their innovative and continuous use of e-learning.** *Education and Information Technologies*, 28(2), 1911-1934. <https://doi.org/10.1007/s10639-022-11272-5>

Over the last decades, using e-learning systems as an alternative format of education for traditional classroom has been growing in higher education and due to COVID-19 pandemic, this transition has been unprecedentedly accelerated. Although there is a large body of research on e-learning, little is known about the extent to which innovative and continuous use of e-learning systems can be influenced by students' social and motivational factors especially their relational identity and autotelic experience. This study collected data from 400 higher education students through a survey to explore the role of students' relational identity and autotelic experiences regarding their innovative and continuous use of e-learning systems while considering the mediating role of students' perception of relatedness. Collected data were analyzed using the structural equation modeling method. The results showed that students' relational identity and autotelic experience significantly influence the innovative and continuous use of e-learning. The results showed that relational identity and autotelic experience positively associate with innovative ( $\beta = 0.190$ ,  $t = 3.544$ ;  $\beta = 0.405$ ,  $t = 7.973$ ) and continuous use of e-learning ( $\beta = 0.188$ ,  $t = 3.115$ ;  $\beta = 0.344$ ,  $t = 7.459$ ) and relatedness plays a moderating role between relational identity and continuous use ( $\beta = 0.194$ ,  $t = 4.500$ ,  $p = 0.000$ ). Relatedness weakens the relationship between relational identity and innovative use of e-learning. However, it reinforces the relationship between relational identity and the continuous use of e-learning. It was found that relatedness strengthens the relationship between autotelic experience with innovative and continuous use of e-learning. The results of this study provide evidence of how students' social and motivational factors can influence their approaches to the innovative and continuous use of e-learning systems. We discuss these results and provide agenda for future practical and professional work.

Aloisi, C. (2023). **The future of standardised assessment: Validity and trust in algorithms for assessment and scoring.** *European Journal of Education*, 58(1), 98-110. <https://doi.org/10.1111/ejed.12542>

This article considers the challenges of using artificial intelligence (AI) and machine learning (ML) to assist high-stakes standardised assessment. It focuses on the detrimental effect that even state-of-the-art AI and ML systems could have on the validity of national exams of secondary education, and how lower validity would negatively affect trust in the system. To reach this conclusion, three unresolved issues in AI (unreliability, low explainability and bias) are addressed, to show how each of them would compromise the interpretations and uses of exam results (i.e., exam validity). Furthermore, the article relates validity to trust, and specifically to the ABI+ model of trust. Evidence gathered as part of exam validation supports each of the four trust-enabling components of the ABI+ model (ability, benevolence, integrity and predictability). It is argued, therefore, that the three AI barriers to exam validity limit the extent to which an AI-assisted exam system could be trusted. The article suggests that addressing the issues of AI unreliability, low

explainability and bias should be sufficient to put AI-assisted exams on par with traditional ones, but might not go as far as fully reassure the public. To achieve this, it is argued that changes to the quality assurance mechanisms of the exam system will be required. This may involve, for example, integrating principled AI frameworks in assessment policy and regulation.

Andriamiseza, R. (2022). **Learning Analytics-Based Formative Assessment Recommendations for Technology-Enhanced Learning Practices** (Phdthesis, Université Paul Sabatier - Toulouse III). Consulté à l'adresse <https://theses.hal.science/tel-04006037>  
Formative assessment is a useful teaching method for improving learning and teaching. Providing teachers and learners with feedback designed to help them reach the learning objectives is at the core of every formative assessment processes. To conduct large scale formative assessment, technology-enhanced formative assessment systems emerged to support the usage of formative assessment processes. These systems generate data that can serve as a basis for improving these processes and services they provide. Consequently, we tackle the following research questions: which useful information can be inferred from the analysis of data gathered from a tool implementing formative assessment processes used in authentic contexts? How can such information contribute to improve formative assessment processes orchestration? Based on literature and using a dataset gathered from the use of a formative assessment tool named Elastic, we use learning analytics to provide evidence-based knowledge about formative assessment practices. This knowledge led us to design (i) recommendations for system designers of formative assessment tools (ii) recommendations for teachers orchestration of formative assessment sequences (iii) an orchestration model to assist teachers decision-making during the sequence. Afterwards, we put this orchestration model to the test by implementing it within Elastic through explainable recommendations and collecting data of its usage. The analysis of these data provides evidences that show that (1) teachers do not follow the recommendations and (2) if teachers had followed them, there would be significantly improved benefits for learners. Future works discuss the way our orchestration model could be improved and expanded to other contexts.

Ateş, H., & Garzón, J. (2023). **An integrated model for examining teachers' intentions to use augmented reality in science courses**. *Education and Information Technologies*, 28(2), 1299-1321. <https://doi.org/10.1007/s10639-022-11239-6>

Many studies show that augmented reality (AR) provides multiple benefits to science education, including learning gains, motivation to learn, and collaborative learning. However, while using AR largely depends on the teachers' willingness, existing literature lacks studies that identify teachers' intentions to use this technology. This study proposes a model to predict science teachers' intentions to use AR in their classes. Our model merges the Theory of Planned Behavior and the Unified Theory of Acceptance and Use of Technology 2. It includes nine hypotheses that were tested with 451 science teachers from different cities in Turkey. The results indicate that our model identifies the factors affecting teachers' intentions to use AR with a stronger explanatory power than the referenced theories. Besides, all hypotheses within the proposed model were statistically supported in determining antecedents of science teachers' intentions. Finally, the study contributes to the theory and practice by focusing on the psychological aspects required for explaining science teachers' intentions to use AR.

Bellet, P. (2022). **De l'efficacité collaborative à l'intelligence collective : mise en œuvre instrumentale en situation d'apprentissage** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse <https://theses.hal.science/tel-04001653>

Notre recherche vise l'étude du phénomène de l'Intelligence Collective (IC) en Situations d'Activités Collectives et Instrumentées (SACI). Le cadre théorique convoqué est lié aux facteurs de l'autonomie et aux stratégies d'apprentissages (Bandura, 2000 ; Morin, 1999 ; Ryan et Deci, 2020), à la genèse instrumentale de Rabardel (1995) et la théorie de l'activité d'Engeström (2015) ainsi qu'aux définitions des contours de l'IC (Gréselle-Zaïbet, 2007 ; Lévy, 1994 ; Woolley et al., 2010). Notre problématique s'articule autour de l'identification, l'accompagnement et l'appréciation de l'émergence d'IC en SACI. La méthode de conduite de recherche, inspirée de THEDRE (Mandran, 2017), propose la mise en œuvre itérative de trois études pour tâcher d'appréhender l'IC au travers des méthodes mixtes et d'Environnements Informatiques pour l'Apprentissage Humain (EIAH). Notre première étude nous permet d'analyser qualitativement le résultat d'un dispositif d'exploration des variables psychocognitives issues de productions de cartes mentales. La seconde expérimente un dispositif semi-contrôlé pour l'observation des liens d'entraide et de collaboration en SACI à partir de données autorapportées et de traces des interactions. La troisième tente d'apprécier l'émergence d'une IC en SACI en combinant données quantitatives et qualitatives. La synthèse de nos résultats nous amène à proposer des pistes de discussion afin de poursuivre les travaux sur l'accompagnement de l'émergence d'IC en contexte numérique, avec une autoréflexivité visuelle et scientifiquement construite.

Bicheng, D., Adnan, N., Harji, M. B., & Ravindran, L. (2023). **Evolution and hotspots of peer instruction: a visualized analysis using CiteSpace**. *Education and Information Technologies*, 28(2), 2245-2262. <https://doi.org/10.1007/s10639-022-11218-x>

This paper presents the outcome of the bibliometrics analysis of research sourced from the Web of Science collection. A research evolution, hotspots of peer instruction, and potential topics using bibliometrics to visualize related research from 1971 to 2022 was conducted, using CiteSpace to analyze keywords co-occurrence, time zone, burst detection and strategic diagram. Six themes emerged: competence, technology, outcome, participation, students' ability, and others. Among them, benefits to students, such as improving students' ability, confidence, and learning performance are the hotspots. Teachers' perspectives, exploration of the implementation model, students' attitudes, motivation, demands, and cognition are potential topics for future research.

Bizami, N. A., Tasir, Z., & Kew, S. N. (2023). **Innovative pedagogical principles and technological tools capabilities for immersive blended learning: a systematic literature review**. *Education and Information Technologies*, 28(2), 1373-1425. <https://doi.org/10.1007/s10639-022-11243-w>

Blended learning is widely known for its ability to improve learning, nevertheless little is still known about the best ways of designing effective blended learning environment which can support immersive learning such as greater learning experience and accessibility to education. In this respect, this study investigates the mapping of the principles of three Education 4.0 innovative pedagogies, namely, heutagogy, peeragogy, and cybergogy, with the capabilities of three technological learning tools, that is, Facebook (FB), Learning Management System (LMS), and Blog, via a systematic literature review technique. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were used as the methodology, and the literature was further selected using Gough's



Weight of Evidence criteria, resulting in 59 studies. The results show that cognitive factor is the most linked pedagogical principle to the four main capabilities of technological learning tools, that is, time, self-related, learning task, and learning community-related. This mapping is useful for instructors to plan learning and teaching by choosing the technological learning tools that match with appropriate Education 4.0 pedagogies for optimising the immersive blended learning practices.

Bogiatzidis, P., & Pervou, I. (2023). **The COVID crisis impact on open education in the field of healthcare management.** *Education and Information Technologies*, 28(2), 1663-1674. <https://doi.org/10.1007/s10639-022-10976-y>

This paper aims to explore how the Hellenic Open University managed to adapt to the new normal of the pandemic and particularly what methods it deployed in its postgraduate Healthcare Management program. The first part introduces the key features of the Hellenic Open University and analyzes the strategic policy deployed by the University during the pandemic through the pillars of academic integrity, openness and excellence. The second part presents the research method and findings regarding both instructors and students of the Healthcare Management postgraduate program. The third part concludes that the policy introduced by University had a positive effect overall both to academic staff and healthcare practitioners. The importance and innovation of this study lies in the fact that it emphasizes on adult students who are in their crashing majority healthcare practitioners and thus have already a saying regarding the pandemic's management. The scope of the research was to demonstrate that this student audience had a significant input in the teaching procedure, since they were at the forefront of the pandemic crisis. In this regard, the instructor-student relationship was more than ever reciprocal based on the knowledge of the first and the experience of the latter.

Boyadjian, J. (2022). **Jeunesses connectées: les digital natives au prisme des inégalités socio-culturelles.** Consulté à l'adresse <https://www.septentrion.com/fr/livre/?GCOI=27574100296400>

La révolution numérique a profondément modifié les manières de s'informer, de se cultiver et de participer au débat public. Les jeunes nés au tournant des années 2000 sont à l'avant-poste de ces mutations. Qualifiés de « digital natives » par le monde du marketing, on les pense spontanément à l'aise avec les outils numériques, et capables d'en tirer le meilleur. Les jeunes seraient ainsi les fers de lance de cette nouvelle société numérique. Cet ouvrage dépeint une situation moins enchantée. À partir d'une enquête multi-méthodes (questionnaire, entretiens et observation en ligne) menée auprès de différents publics (E2C, BTS, IUT, licences d'AES, de science politique, IEP, etc.), elle met au jour les inégalités socio-culturelles nouvelles qui traversent cette génération. En matière d'information, de participation politique ou de culture, les jeunes développent des usages socialement différenciés du numérique, que l'ouvrage propose d'éclairer.

Broadbent, J., & Howe, W. D. W. (2023). **Help-seeking matters for online learners who are unconfident.** *Distance Education*, 44(1), 106-119. <https://doi.org/10.1080/01587919.2022.2155616>

Online help-seeking refers to a learner's willingness to seek help in online learning environments. Counterintuitively, studies of help-seeking have found mixed results for the relationship between help-seeking and academic achievement. We hypothesized that these mixed findings might, in part, be accounted for by the confidence level of the

learner. Utilizing a sample of 321 online university students ( $M = 32.78$  years;  $SD = 9.53$ ), we explored the moderating effect of self-efficacy in the help-seeking–academic achievement relationship. Aligned with the vulnerability hypothesis, when online learners were confident, they engaged in help-seeking more often than learners with low confidence. Importantly, however, when online learners were unconfident, we found that help-seeking behaviors were positively associated with academic success. Confident learners did not appear to gain any academic performance benefit from using help-seeking strategies. Our study highlights help-seeking's potential importance in improving academic success for our least confident learners, with no impact on confident learners.

Bsharat, M., & Bsharat, S. (2023). **The factors influencing the decision to accept QoS of cloud service in Palestinian education sector: A survey.** *Education and Information Technologies*, 28(2), 2009-2030. <https://doi.org/10.1007/s10639-022-11236-9>

Cloud computing service has been found to be effective in increasing the capacity of Higher Education Institutions (HEIs) since it delivers services through enhanced information technology capabilities. Quality of Service (QoS) in cloud service is considered a rapidly growing phenomenon to guarantee a high level of service and is identified as an essential aspect of service provision. Despite the importance of QoS, identifying the QoS acceptance factors by decision-makers for cloud-based services in HEIs in Palestine has been a critical challenge. There are limited studies conducted on QoS acceptance factors from Technological, Organizational, Environmental and Human aspects, hence, this study addressed this gap and investigated potential factors influencing QoS acceptance by decision makers in the context of HEIs in Palestine. This study proposed a research model by combining Technological Organizational Environmental (TOE) framework and Human Organizational Technology (HOT) fit framework. fourteen hypotheses were developed and the significance of the relationship between the factors were investigated using a quantitative approach. A survey method using a paper-based questionnaire was employed to collect data from 267 decision makers in the target higher education institutions. The data were analysed using Structural Equation Modelling (SEM) with Partial Least Squares (PLS) technique. The results of this study and the proposed model would assist the decision makers in HEIs to better understand the importance of QoS acceptance in cloud service.

Casey, J. E., Kirk, J., Kuklies, K., & Mireles, S. V. (2023). **Using the technology acceptance model to assess how preservice teachers' view educational technology in middle and high school classrooms.** *Education and Information Technologies*, 28(2), 2361-2382. <https://doi.org/10.1007/s10639-022-11263-6>

Elementary, middle, and high school students need opportunities to engage with educational technology. This is particularly essential for those students who may not have access to new technologies at home and/or school. The socioeconomic status continues to increase the digital divide and equity in education in terms of access to technology; and as new and advanced technology becomes more available for some, others are falling further behind. A key component in ensuring all K-12 students receive opportunities to engage with technology is to prepare preservice teachers to be proficient at using new educational technologies in their classrooms. Virtual Reality (VR) environments are gaining traction across some environments. However, in the United States, some states limit or exclude VR from elementary and middle grades. In a recent service-learning project, 14 preservice teachers were introduced to two types of floor-robots and one

style of a VR headset. Most preservice teachers had not used any of the technology prior to the required course. After learning how to manipulate floor-robots and navigate virtual environments, they taught middle and high school students with exceptionalities how to use technology to enhance comprehension of mathematics and social studies content. Of the 14 preservice teachers in the course, seven agreed to allow their surveys and reflections to be used for data collection and analysis. Results demonstrate that preservice teachers view technology for use in school settings favorably, and they believed that middle and high school students with exceptionalities benefitted from the educational technology instructional experiences. However, there were some concerns about costs.

Catal, C., Ozcan, A., Donmez, E., & Kasif, A. (2023). **Analysis of cyber security knowledge gaps based on cyber security body of knowledge**. *Education and Information Technologies*, 28(2), 1809-1831. <https://doi.org/10.1007/s10639-022-11261-8>

Due to the increasing number of cyber incidents and overwhelming skills shortage, it is required to evaluate the knowledge gap between cyber security education and industrial needs. As such, the objective of this study is to identify the knowledge gaps in cyber security graduates who join the cyber security workforce. We designed and performed an opinion survey by using the Cyber Security Knowledge Areas (KAs) specified in the Cyber Security Body of Knowledge (CyBOK) that comprises 19 KAs. Our data was gathered from practitioners who work in cyber security organizations. The knowledge gap was measured and evaluated by acknowledging the assumption for employing sequent data as nominal data and improved it by deploying chi-squared test. Analyses demonstrate that there is a gap that can be utilized to enhance the quality of education. According to acquired final results, three key KAs with the highest knowledge gap are Web and Mobile Security, Security Operations and Incident Management. Also, Cyber-Physical Systems (CPS), Software Lifecycles, and Vulnerabilities are the knowledge areas with largest difference in perception of importance between less and more experienced personnel. We discuss several suggestions to improve the cyber security curriculum in order to minimize the knowledge gaps. There is an expanding demand for executive cyber security personnel in industry. High-quality university education is required to improve the qualification of upcoming workforce. The capability and capacity of the national cyber security workforce is crucial for nations and security organizations. A wide range of skills, namely technical skills, implementation skills, management skills, and soft skills are required in new cyber security graduates. The use of each CyBOK KA in the industry was measured in response to the extent of learning in university environments. This is the first study conducted in this field, it is considered that this research can inspire the way for further researches.

Chen, Xiuling, Zou, D., Xie, H., Chen, G., Lin, J., & Cheng, G. (2023). **Exploring contributors, collaborations, and research topics in educational technology: A joint analysis of mainstream conferences**. *Education and Information Technologies*, 28(2), 1323-1358. <https://doi.org/10.1007/s10639-022-11209-y>

The diversity and advance of information, communication, and analytical technologies and their increasing adoption to assist instruction and learning give rise to various technology-driven conferences (e.g., artificial intelligence in education) in educational technology. Previous reviews on educational technology commonly focused on journal articles while seldom including mainstream conference papers which also contribute to an important part of scientific output in computer science and emerging disciplines like

educational technology and are equally and even more important than articles in knowledge transmission. Hence, conference papers should also be included in bibliometric studies to produce a complete and precise picture of scientific production concerning educational technology. This study, therefore, uses bibliometrics and topic modeling to analyze papers from mainstream conferences, including Artificial Intelligence in Education, Learning Analytics and Knowledge, Educational Data Mining, Intelligent Tutoring System, and Learning at Scale, focusing on contributors, collaborations, and particularly research topics and topic evolutions to inform relevant stakeholders about educational technology's development and its future. Results indicate promising areas like affective computing and behavior mining for adaptive instruction, recommender systems in personalized learning recommendations, eye-tracking for cognitive process diagnosis, videos for feedback provision, and natural language processing in discourse analysis and language education.

Chen, Xufeng. (2023). **University-school interaction in implementing game-based learning for creative thinking development.** *Education and Information Technologies*, 28(2), 1833-1848. <https://doi.org/10.1007/s10639-022-11208-z>

The educational process increasingly shifts towards the use of digital technologies every year. The change refers to all forms of education, namely primary, secondary, and higher. Hence, the possibility of interaction between higher and primary schools in the new conditions is of interest nowadays. The research paper aimed to assess the effect of teaching on creative thinking in future teachers and primary schoolchildren. To this end, 28 students have been invited to teach the introduction to programming course within their internship to develop primary schoolchildren's creative thinking. The children were divided into two groups. The control group studied in the classroom, while the experimental one learned remotely via videoconferencing. Participants in both groups showed good, high, and very high levels of mastery of the course, which confirmed both approaches' suitability for effective learning. In evaluating the effectiveness of game-based programming instruction in person and remotely with trainees, it was found that the control (offline learning) group had a slight advantage in the final mean score. Meanwhile, the highest score was observed in the experimental group ( $\alpha = 0.05$  and the calculated value  $\chi^2 = 8.04$ ). At the same time, the given hypothesis of the trainees' improved creative thinking as a result of teaching the course was confirmed - the average score before the test was 65.3 vs. 89 after the test (the calculated value of Student's t-test is 4.89 with a critical value of 2.26). The present findings are equally useful for university teachers/student teachers and school teachers/administration. They can serve as a thematic basis for further research on the interaction between different levels of education and the introduction of digital technologies in the educational process.

Désiron, J. C., & Petko, D. (2023). **Academic dishonesty when doing homework: How digital technologies are put to bad use in secondary schools.** *Education and Information Technologies*, 28(2), 1251-1271. <https://doi.org/10.1007/s10639-022-11225-y>

The growth in digital technologies in recent decades has offered many opportunities to support students' learning and homework completion. However, it has also contributed to expanding the field of possibilities concerning homework avoidance. Although studies have investigated the factors of academic dishonesty, the focus has often been on college students and formal assessments. The present study aimed to determine what predicts homework avoidance using digital resources and whether engaging in these practices is another predictor of test performance. To address these questions, we

analyzed data from the Program for International Student Assessment 2018 survey, which contained additional questionnaires addressing this issue, for the Swiss students. The results showed that about half of the students engaged in one kind or another of digitally-supported practices for homework avoidance at least once or twice a week. Students who were more likely to use digital resources to engage in dishonest practices were males who did not put much effort into their homework and were enrolled in non-higher education-oriented school programs. Further, we found that digitally-supported homework avoidance was a significant negative predictor of test performance when considering information and communication technology predictors. Thus, the present study not only expands the knowledge regarding the predictors of academic dishonesty with digital resources, but also confirms the negative impact of such practices on learning.

DiGiacomo, D. K., Usher, E. L., Han, J., Abney, J. M., Cole, A. E., & Patterson, J. T. (2023). **The benefits of belonging: Students' perceptions of their online learning experiences.** *Distance Education*, 44(1), 24-39. <https://doi.org/10.1080/01587919.2022.2155615>

Learning environments that support a sense of belonging have been shown to help students fully and meaningfully participate in their learning. Less is known, however, about the social organization of online learning environments that support a sense of belonging, particularly in postsecondary contexts. With an explicit attention to issues of equity, this mixed-methods study examined what makes undergraduate students in the United States of America (N = 4,544) feel included in online learning environments during a global pandemic. Survey responses collected in the fall of 2020 were analyzed through a sociocultural learning theory framework. Rating scale and open-ended responses revealed that students' sense of belonging and inclusion varied by student race and gender and by instructional modality (synchronous vs. asynchronous). Opportunities for discussion, interaction with peers, and feeling that one's racial or ethnic group was represented in the curriculum were among the environmental affordances that supported a sense of belonging.

Doo, M. Y., Zhu, M., & Bonk, C. J. (2023). **Influence of self-directed learning on learning outcomes in MOOCs: A meta-analysis.** *Distance Education*, 44(1), 86-105. <https://doi.org/10.1080/01587919.2022.2155618>

Self-directed learning (SDL) is a critical success factor for massive open online course (MOOC) learners. This meta-analysis study examined the influence of SDL on learning outcomes in MOOCs by extracting the effect sizes of 60 samples from 14 studies published between January 2010 and April 2022. The results showed that the overall effects of SDL on learning outcomes in MOOCs have a medium effect size, which supports many previous studies that have reported positive effects of SDL on academic achievement in MOOCs. There was also a significant difference in the effect size of SDL on learning outcomes among adult learners, undergraduates, and middle and high school students. The influence of self-management on learning outcomes was significantly smaller than on motivation and self-monitoring. However, there were no significant differences in affective, cognitive, and behavioral learning domains in terms of the influence of SDL on learning outcomes.

Dousti, M., & Amirian, Z. (2023). **The effect of web-mediated, blended, and purely online learning on EFL learners' writing achievement in the Iranian context: A comparative study.**

*Education and Information Technologies*, 28(2), 1675-1696.  
<https://doi.org/10.1007/s10639-022-11215-0>

In the era of web-based technology, the conventional instructions seem archaic and need to be replaced or improved with more novel technology-enhanced instructions (TEIs) that have been reported to enrich the instructional settings by providing further innovative teaching and learning opportunities. As a result, the present study aimed at not only examining but also comparing the effectiveness of web-mediated, blended, and purely online learning instructions on EFL learners' writing achievement in the Iranian context. Therefore, 49 homogenous participants were randomly assigned into the web-mediated learning (WML) group that attended the workshop physically at predetermined times, the enriched virtual blended learning (EVBL) group that not only was provided with online sessions but also received compulsory in-person instructional sessions, and the purely online learning (POL) group that merely received an online instruction. All learners delivered four argumentative essay writing pre-tests, performed the WebQuest tasks, engaged in pair/group works, completed all the sub-tasks, and finally wrote four essays as post-tests. The results of paired-samples t-tests revealed that EFL learners' achievement in writing skill as a whole and writing sub-skills improved significantly from pre-tests to post-tests in all the WML, EVBL, and POL groups. The mentioned finding was vindicated considering the peculiar characteristic of EFL learners and the distinctive nature of TEIs. In addition, the results of one-way between-groups ANOVA indicated that WML and EVBL groups outperformed the POL group in the overall writing achievement, which was explained in the light of technology-related dimension, the interaction dimension, and the conventional perspective of education dimension. The presented findings can provide insights for stakeholders to incorporate more TEIs in developing EFL contexts.

Du, B. (2023). **Research on the factors influencing the learner satisfaction of MOOCs.** *Education and Information Technologies*, 28(2), 1935-1955.  
<https://doi.org/10.1007/s10639-022-11269-0>

Learner satisfaction is the degree of consistency between learners' perception and expectation of learning experience. In massive online open courses, analyzing the influencing factors of learner satisfaction is of great significance to improving the quality of course development and learning experience. Taking the open course reviews as data source, the paper adopted topic sentiment analysis and intermediary hierarchical linear modelling to analyze the impact of different student and course level features on learner satisfaction. The data analysis shows that the schedule, workload and completion status, as well as the video, instructor, content and evaluation topics play significant roles in explaining learner satisfaction; However, perceived difficulty, structure and interaction are not related to learner satisfaction; Meanwhile, sentiment-mediated analysis found that, teachers and evaluation topics have significant mediating effect on schedule; Video topic has a significant mediating effect on workload. Based on the above analysis, enlightenment to curriculum designers and developers are also provided.

Du, H., & Xing, W. (2023). **Leveraging explainability for discussion forum classification: Using confusion detection as an example.** *Distance Education*, 44(1), 190-205.  
<https://doi.org/10.1080/01587919.2022.2150145>

Online discussion forums are highly valued by instructors due to their affordance for understanding class activities and learning. However, a discussion forum with a great number of posts requires a large amount of time to view, and help requests are easily overlooked. Various machine-learning-based tools have been developed to help

instructors monitor or identify posts that require immediate responses. However, the black-box nature of deep learning cannot explain why and how decisions are achieved, raising trust and reliability issues. To address the gap, this work developed an explainable text classifier framework based on a model originally designed for legal services. We used the Stanford MOOCPost dataset to identify posts of confusion. Our results showed that the framework can not only identify discussion forum posts with confusion of different levels, but also provide explanation in terms of words from the identified posts.

Gélin, O., Joigneaux, C., Mamede, M., Régibier, L., Sochala, L., Waszack, C., ... Marchais, C. (2022). **Faire apprendre tous les élèves à distance avec le numérique? Pratiques enseignantes, expériences des élèves et construction des significations à l'école** [Report]. Consulté à l'adresse Ministère de l'Éducation Nationale et de la Jeunesse website: <https://hal.u-pec.fr/hal-03928000>

Gélin, O., Joigneaux, C., & Sochala, L. (2022). **Les interactions en classe à distance - Bulletin de veille long n°3 du GTnum Pléiades**. Consulté à l'adresse <https://hal.science/hal-03930204>

Ce document est rédigé par les équipes de recherche dans le cadre des GTnum du ministère de l'Éducation nationale et de la Jeunesse. La responsabilité des contenus publiés leur appartient. #GTnum Pléiades 2020-2022 GTnum 4 Ces travaux sont publiés dans le cadre des groupes thématiques numériques soutenus par la Direction du numérique pour l'éducation. • Eduscol <https://eduscol.education.fr/2174/enseigner-et-apprendre-avec-la-recherche-les-groupes-thematiquesnumeriques-gtnum> • Carnet Hypothèses « Éducation, numérique et recherche » <https://edunumrech.hypotheses.org/Octobre-2022-Conditions-d-utilisation> : sauf indication contraire, tout le contenu de ce document est disponible sous Licence Ouverte 2.0

Ghai, A., & Tandon, U. (2023). **Integrating gamification and instructional design to enhance usability of online learning**. *Education and Information Technologies*, 28(2), 2187-2206. <https://doi.org/10.1007/s10639-022-11202-5>

The current study investigates the interaction of Gamification, and Instructional Design to enhance the Usability of e-Learning in higher education programs. The study also examines the mediating role of Instructional design. Data were collected from a self-structured questionnaire from the academicians and was analyzed through Structural Equation Modelling (SEM). The results of the study confirmed that gamification is a multi-dimensional construct significantly predicted by elements, game dynamics, motivation, and game mechanics. Further, Instructional design partially mediates the relationship between gamification and usability of e-learning. This research demonstrates that Gamification can enhance the learning environment for e-learning students. This study will also inspire educators and course developers to give due consideration to the instructional design and gamification of an online course. The research findings will motivate educators/instructors/course developers to give equal importance to instructional design and gamification as well as to the content.

Gong, D., Yang, H. H., Wu, D., & Dai, J. (2023). **Relationships between Teaching Presence, Connected Classroom Climate, and Deep Learning within the Rotational Synchronous Teaching Model**. *Education and Information Technologies*, 28(2), 1715-1733. <https://doi.org/10.1007/s10639-022-11207-0>

The rotational synchronous teaching (RST) model has attracted attention as it can increase the teaching presence and connected classroom climate in multiple synchronous classroom learning environments. This paper presents an investigation of the effects of the relationships between college students' perception of teaching presence, connected classroom climate, and deep learning in RST. A total of 264 valid data sets were collected from 288 first-year college students. Structural equation modeling was employed, showing that teaching presence and connected classroom climate were both positively related to students' deep learning. In addition, an indirect effect was identified between teaching presence and deep learning through connected classroom climate. Further analysis showed that the facilitating discourse dimension of teaching presence had a direct effect on the reflective learning dimension of deep learning and connected classroom climate. Moreover, the assessment dimension of teaching presence had a direct effect on higher-order learning and integrated learning dimensions of deep learning and connected classroom climate. Employing connected classroom climate as a mediator, (1) partially mediated the relationships between facilitating discourse and reflective learning, as well as assessment and higher-order learning, and (2) fully mediated the relationships between facilitating discourse and higher-order learning. These findings have practical implications for educators, which can be used to enhance teaching presence and connected classroom climate thus promoting students' deep learning within the RST model of instruction.

Gürler, S. A., & Ömeroğlu, E. (2023). **The relation between child raising attitudes of parents and their mediation role for the digital technology use of children.** *Education and Information Technologies*, 28(2), 2229-2243. <https://doi.org/10.1007/s10639-022-11266-3>

The current study was carried out to investigate the relation between the child-raising attitudes of parents and the mediating role for children's digital technology use. The study's working group was made up of 236 parents having a child at the age of 48–72 months and staying in the city centre of Kars. The sampling was formed by using simple random sampling method to determine the working group of the study. Personal information form, parent view scale for child raising attitudes and early childhood parent mediation scale for media scale were used in the study. As a result of the research, a positive, significant relation at a medium level was found between parent view scale for child raising attitudes and early childhood parent mediation scale for media. It was also found that there was a significant relation between the dimensions of "Active Supporter" ( $r = 0.232$ ), "Restrictive Supporter" ( $r = 0.237$ ), "Restrictive-Limiter" ( $r = 0.394$ ), "Active Interpreter" ( $r = 0.279$ ) and "Democratic Attitude" variable and "Over-tolerant Attitude", and it was predictive.

Hadji, C. (2023, février 21). **Avec ChatGPT, ne faut-il pas craindre l'homme plus que les algorithmes ?** Consulté 22 février 2023, à l'adresse The Conversation website: <http://theconversation.com/avec-chatgpt-ne-faut-il-pas-craindre-lhomme-plus-que-les-algorithmes-199527>

N'existe-t-il pas des capacités spécifiquement humaines qui nous rendent irremplaçables, nous mettant à l'abri de la concurrence de l'intelligence artificielle ?

Han, Y. (2023). **Using mobile applications in the study of vocal skills.** *Education and Information Technologies*, 28(2), 2107-2127. <https://doi.org/10.1007/s10639-022-11268-1>

This article reflects the results of a study involving second- and fourth-year students from Harbin University (Harbin, China), the Chinese Academy of Arts (Hangzhou, China), and



the Central Academy of Drama (Beijing, China). The work analyzed the impact of specialized mobile applications Vox Tools: Learn to Sing and Swiftscales Vocal Trainer on the vocal learning process, depending on the age and gender of students. The study, which ran from February to June during the academic year 2020-2021, involved 180 students. The study confirms the effectiveness of multimedia, demonstrating the higher scores of the experimental groups on the five assessment criteria, compared with the control groups, which did not use mobile applications. It was also found that age in two groups of students (second and fourth year) had no effect on performance, regardless of whether the mobile app was used for vocal training. A correlation was found between age and overall student performance, with second-year students showing lower grades in all groups compared to their fourth-year counterparts. Research on current mobile vocal training apps can help improve vocal learning.

Higuera, C. de L., & Harquevaux, M. P. (2023). **GTnum LS2N « L'impact de l'Intelligence Artificielle à travers l'Éducation Ouverte » #IA\_EO – Plan de gestion de données - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la Jeunesse) 2020-2022**. Consulté à l'adresse <https://hal.science/hal-04000486>

Plan de gestion de données du projet de groupe thématique numérique #IA\_EO (2020-2022) sur l'impact de l'Intelligence Artificielle à travers l'Éducation Ouverte (thématique « IA recommandation : intelligence artificielle et éducation, prédiction, anticipation, recommandation »).

Hu, J., & Yu, H. (2023). **Impact of extracurricular synchronous and asynchronous computer-mediated communication between students and teachers on digital reading performance: Evidence from 53 countries/regions**. *Education and Information Technologies*, 28(2), 1559-1586. <https://doi.org/10.1007/s10639-022-11223-0>

This study compared the effects of extracurricular synchronous computer-mediated communication (SCMC) and asynchronous computer-mediated communication (ASCMC) between students and teachers on students' digital reading performance at different frequencies. 392,269 samples from 53 countries/regions that participated in the Programme for International Student Assessment 2018 were collected. Multilevel regression analysis showed that SCMC negatively influenced digital reading performance across countries/regions. As the frequency decreased, the negative effect of SCMC diminished. In contrast, ASCMC at a moderately low frequency could facilitate digital reading performance in some countries/regions; however, as frequency increased, the positive effect became negative. These results showed that synchronicity played a role in predicting students' digital reading performance. This study also explored the mediating effect of metacognition with Nelson and Naren's metacognitive control-monitoring model. A multilevel mediation analysis proved that the effects of SCMC and ASCMC on digital reading performance were mediated by students' metacognition of assessing credibility. Practical implications and suggestions for students' self-paced learning were discussed with the purpose of promoting the effective use of extracurricular CMC between students and teachers and improving students' digital reading achievement in the post-COVID-19 pandemic era.

Jia, Y., Gesing, P., Jun, H.-J., Burbage, A. K., Hoang, T., Kulo, V., ... Tornwall, J. (2023). **Exploring the impacts of learning modality changes: Validation of the learning modality**

**change community of inquiry and self-efficacy scales.** *Education and Information Technologies*, 28(2), 1763-1781. <https://doi.org/10.1007/s10639-022-11258-3>

The rapid learning environment transition initiated by the COVID-19 pandemic impacted students' perception of, comfort with, and self-efficacy in the online learning environment. Garrison's Community of Inquiry framework provides a lens for examining students' online learning experiences through three interdependent elements: social presence, cognitive presence, and teaching presence. Researchers in this study developed and validated the Learning Modality Change Community of Inquiry and Self-Efficacy scales to measure health professions students' self-efficacy with online learning, while exploring how cognitive, social, and teaching presence is experienced by students who transition from one learning environment to another. The two scales demonstrate strong validity and reliability evidence and can be used by educators to explore the impacts of learning modality changes on student learning experiences. As learning environments continue to evolve, understanding the impact of these transitions can inform how educators consider curriculum design and learning environment changes.

Johannessen, L. E. F., Rasmussen, E. B., & Haldar, M. (2023). **Student at a distance: exploring the potential and prerequisites of using telepresence robots in schools.** *Oxford Review of Education*, 49(2), 153-170. <https://doi.org/10.1080/03054985.2022.2034610>

'Homebound' children are unable to attend school for illness-related reasons. To lessen their predicament, schools have begun experimenting with 'telepresence robots' that can enable remote participation. While promising, we know little about the use of telepresence robots in practice. To begin to redress this, we draw on 159 semi-structured interviews to explore the experiences of 37 child users of the robot 'AV1' in Norwegian schools. The children's experiences varied, with some benefitting greatly and others not getting any benefit from using the robot. To explain these variations, we reconstruct the robot's critical component structure – that is, the assembly of sociomaterial elements that determines whether and how the robot works in practice. We also explore the benefits of using the robot when these critical components align. In so doing, we provide in-depth knowledge about the potential and prerequisites of using telepresence robots in schools – to the benefit of users, producers and scholars of telepresence technology.

Kataoka, Y., Thamrin, A. H., Van Meter, R., Murai, J., & Kataoka, K. (2023). **Investigating the effect of computer-mediated feedback via an LMS integration in a large-scale Japanese speaking class.** *Education and Information Technologies*, 28(2), 1957-1986. <https://doi.org/10.1007/s10639-022-11262-7>

In second or foreign language (SFL) education, oral corrective feedback (OCF) is widely used to individually correct students' erroneous utterances during classroom hours. However, students cannot have sufficient opportunities for oral production and personalized feedback during classroom hours if a class is large-scale with many students. This paper addresses the lack of OCF opportunities in a large-scale class, assuming the causes to be the severe time constraints and the teachers' labor intensiveness in examining students' utterances and generating OCF. This research proposes using computer-mediated feedback (CMF) outside classroom hours to complement OCF in an online, semiautomated, and scalable fashion. This paper implements Oral Repetition Practice (ORP) Gym to provide students with sufficient opportunities for speaking practice through two types of CMFs; Hybrid Recast to enhance the recognition of errors and Explicit Error Correction to make errors detectable and correctable. Online External Assistant (OEA) is a mechanism used to increase the amount and quality of feedback by

distributing the workload for scoring and generating CMF. The evaluation was conducted as a classroom observational study by introducing ORP Gym to a spoken Japanese SFL basics course with 55 students at an Indian university. Compared with the students who did not utilize ORP Gym, those who utilized ORP Gym performed more ORP and exhibited significant score improvement in the posttest. This research contributes to enabling CMF in large-scale SFL classes and empirically and statistically proving the improvement of the learning effect, including uptake and repair, by CMF using ORP Gym and an OEA.

Kim, R., & Song, H.-D. (2023). **Developing an agentic engagement scale in a self-paced MOOC.** *Distance Education*, 44(1), 120-136.  
<https://doi.org/10.1080/01587919.2022.2155619>

This study aimed to develop and validate a scale of agentic engagement in massive open online courses (MOOCs). Initially, 14 items were derived through a literature review, from which 7 items were drawn through a Delphi survey. Sample sets were used to develop and confirm the constructs of the new scale proposed in this study. To examine exploratory factor analysis, a survey of 163 learners using the K-MOOC system was conducted. The items were clustered into three factors: agentic support requests, agentic learning strategies, and agentic learning construction. A survey was administered to 243 respondents to validate the scale. The data gathered were analyzed through confirmatory factor analysis and a reliability test. The results showed that the agentic engagement scale, with 7 items and 3 factors, was reliable and valid. Based on the findings, instructional strategies were identified to enhance agentic engagement in self-paced MOOCs.

Kim, S.-H., & Park, S. (2023). **What contributed to students' online learning satisfaction during the pandemic?** *Distance Education*, 44(1), 6-23.  
<https://doi.org/10.1080/01587919.2022.2150147>

Due to the sudden transition to online education because of the outbreak of COVID-19, various strategies and factors have been extensively investigated to increase the effectiveness and quality of online education. In this study, we reviewed and synthesized the factors correlating with students' online learning satisfaction, considered a basic component when evaluating online education quality. From 42 studies that were systematically searched from nine databases, 164 separated correlates of students' satisfaction were found. These were categorized into four domains: student-related factors, instructor-related factors, quality of online classes, and e-learning readiness. Overall effect size (ES) and four subgroup ESs were then calculated. The results indicated that the domain of instructor-related factors showed the highest ES compared to other domains. Among the factors, instructional support, technology acceptance, and perceived presence were the three top factors exhibiting large ES. Several implications are discussed to enhance these crucial factors.

Kipling, R. P., Stiles, W. A. V., de Andrade-Lima, M., MacKintosh, N., Roberts, M. W., Williams, C. L., ... Watson-Jones, S. J. (2023). **Interaction in online postgraduate learning: what makes a good forum?** *Distance Education*, 44(1), 162-189.  
<https://doi.org/10.1080/01587919.2022.2150391>

Online postgraduate courses for professionals often use discussion forums to promote engagement and interaction. Equivalency theorem suggests that student-student interaction may increase satisfaction but is not necessary for achieving desired learning outcomes. Therefore, costs, as well as benefits, should be ascertained. We used data

from student feedback and interviews to assess the perceptions of part-time postgraduate distance learners, and analyze their views of the role, benefits, and drawbacks of discussion forums. The aim was to assess forum efficacy in the context of the specific needs of these learners, to inform forum use and design. Thematic analysis revealed complex interactions between student context and experience, forum design and management. Structurally tweaking forums to control engagement may be particularly ineffective, stimulating unhelpful grade-focused participation and highlighting forum opportunity costs. The study revealed the importance of designing and managing forums, with direct reference to their costs and benefits for specific student groups.

Lee, M., & Lim, J. (2023). **Do online teaching and social presences contribute to motivational growth?** *Distance Education*, 44(1), 66-85.  
<https://doi.org/10.1080/01587919.2022.2088478>

The role of motivation in online learning has been explored mostly as a predictor of course retention or satisfaction, rather than as an adaptive outcome in itself. We thus aimed to investigate how the features of motivation develop in online courses during the semester and how students' perceived teaching and social presences influence their motivational growth in online learning. A total of 152 college students responded to a questionnaire about motivational beliefs, expectancies, and task values, in an online course three times during a semester, as well as perceived teaching and social presences assessed once. Latent growth models reported all motivation variables significantly and positively developed over time, and the motivational growths were predicted by teaching and social presences. More precisely, teaching presence predicted baseline expectancies at the beginning of the course, while social presence predicted both baseline and growth of expectancies and intrinsic value over the course duration.

Liew, T. W., Tan, S.-M., Pang, W. M., Khan, M. T. I., & Kew, S. N. (2023). **I am Alexa, your virtual tutor!: The effects of Amazon Alexa's text-to-speech voice enthusiasm in a multimedia learning environment.** *Education and Information Technologies*, 28(2), 1455-1489. <https://doi.org/10.1007/s10639-022-11255-6>

Modern text-to-speech voices can convey social cues ideal for narrating multimedia learning materials. Amazon Alexa has a unique feature among modern text-to-speech vocalizers as she can infuse enthusiasm cues into her synthetic voice. In this first study examining modern text-to-speech voice enthusiasm effects in a multimedia learning environment, a between-subjects online experiment was conducted where learners from a large Asian university (n = 244) listened to either Alexa's: (1) neutral voice, (2) low-enthusiastic voice, (3) medium-enthusiastic voice, or (4) high-enthusiastic voice, narrating a multimedia lesson on distributed denial-of-service attack. While Alexa's enthusiastic voices did not enhance persona ratings compared to Alexa's neutral voice, learners could infer more enthusiasm expressed by Alexa's medium-and high-enthusiastic voices than Alexa's neutral voice. Regarding cognitive load, Alexa's low-and high-enthusiastic voices decreased intrinsic and extraneous cognitive load ratings compared to Alexa's neutral voice. While Alexa's enthusiastic voices did not impact affective-motivational ratings differently from Alexa's neutral voice, learners reported a significant increase of positive emotions from their baseline positive emotions after listening to Alexa's medium-enthusiastic voice. Finally, Alexa's enthusiastic voices did not enhance the learning performance on immediate retention and transfer tests compared to Alexa's neutral voice. This study demonstrates that a modern text-to-speech voice enthusiasm can

positively affect learners' emotions and cognitive load during multimedia learning. Theoretical and practical implications are discussed through the lens of the Cognitive Affective Model of E-learning, Integrated-Cognitive Affective Model of Learning with Multimedia, and Cognitive Load Theory. We further outline this study's limitations and recommendations for extending and widening the text-to-speech voice emotions research.

Ling, L., & Chen, W. (2023). **Integrating an ASR-based translator into individualized L2 vocabulary learning for young children**. *Education and Information Technologies*, 28(2), 1231-1249. <https://doi.org/10.1007/s10639-022-11204-3>

Vocabulary learning is important to learners of a second language (L2). Nonetheless, organizing young children to practice L2 words in a classroom setting might cause many challenges to educators and practitioners. New technologies such as Automatic Speech Recognition (ASR) may be utilized to solve the issue. In this study, we present a pedagogical innovation of using an ASR-based translator to assist young children to practice L2 words in a personalized and engaging way. ASR-based translators, in general, are easy to access in various smart devices such as smart phones, tablets, intelligent personal assistants and social robots. Although they are not designed to be educational tools, they might be adapted creatively into pedagogical practices. In the current study, we evaluate the effectiveness of word training with an ASR-based translator. Twenty-four Australian young children with an average age of 8.21 years old were assigned into two conditions: (1) the experimental condition used the ASR-based translator (group E), and (2) the comparison condition adopted a traditional teacher-led way of training (group C). Both quantitative data and qualitative data were collected and analyzed. It was discovered that group E significantly outperformed group C in the immediate post-tests, while the superiority became less obvious in the delayed post-tests. In addition, the young children in group E enjoyed training with the ASR-based translator. Implications for future practice and future research are discussed.

Ma, R., & Ma, R. (2023). **Piano education online: Challenges and solutions**. *Education and Information Technologies*, 28(2), 1359-1372. <https://doi.org/10.1007/s10639-022-11242-x>

The research objectives are as follows: to consider the possibilities of modern digital technologies in education; to assess the impact of digital technology on the study of a work of art. The study results show the advantages and disadvantages of the WeChat software and the MOOC application, obtained on the basis of a survey of students. According to the WeChat software, 100% of students said they use the app. According to 100% (328 students) of the respondents, the advantage is free use; 98% (321 students) noted learning flexibility and ease of use; 85% (279 students) reported high quality sound and image; 83% (272 students) appreciated instant messages; 75% (246 students) enjoyed integrated screen sharing during conversation; 65% (213 students) reported call recording; 25% (82 students) enjoyed phone calls and protection of private conversations. According to 46% of respondents (151 students), the disadvantages are delay and poor audio quality at the beginning of communication; 42% (138 students) - inaccessibility to other incoming calls during a conversation; 35% (115 students) - difficulties associated with reading a text message received during a video chat; 20% (66 students) - lack of round-the-clock technical support.

Métral, J.-F., Chrétien, F., Guidoni-Stoltz, D., & Clément, M. (2022). **Étude de la motivation des élèves pour la réalisation de tâches d'apprentissage utilisant l'environnement virtuel**

**éducatif Silva Numerica** [Report]. Consulté à l'adresse Institut Agro Dijon website: <https://institut-agro-dijon.hal.science/hal-03899358>

Ce document présente les modalités de réalisation et les résultats de deux expérimentations de l'usage de l'EVE Silva Numerica avec des élèves de 1<sup>ère</sup> technologique STAV. Il donne à voir l'incidence de différents scénarii d'usage de cette EVE au regard d'un scénario utilisant une ressource vidéo sur la régulation de la motivation des élèves lors d'une séance d'enseignement/apprentissage concernant des concepts relatifs au développement de la forêt (milieu et concurrence). Il s'appuie sur le modèle développé par la théorie de l'autodétermination – TAD (Deci et Ryan, 1971, 1975, 1985, 1991) et retravaillé par Vallerand et al. (1989) dans le cadre de l'élaboration de l'échelle de motivation à l'éducation (EME), outil sur lequel nous nous sommes appuyés pour recueillir nos données. Nos résultats montrent que, au-delà d'un intérêt préalable pour le thème et les objets enseignés (la forêt), ce n'est pas tant le type de ressource utilisée qui intervient en premier lieu sur la régulation de la motivation des élèves que leur sentiment d'apprentissage dans l'usage de cette ressource en lien avec les buts qu'ils poursuivent (scolaires ou professionnels), associé à un intérêt cognitif des tâches proposées. Au-delà d'un effet nouveauté de la situation sur la motivation des élèves, dont nous pouvons supposer qu'il risque de diminuer au fil de l'usage répété de l'EVE, ils conduisent à préconiser une attention majeure au scénario pédagogique et didactique d'usage de la ressource et au potentiel d'apprentissage de cette ressource eu égard à la zone potentielle d'apprentissage des élèves concernant les objets d'apprentissage visés (ici le développement de la forêt et sa gestion). Ils conduisent aussi à constater que les caractéristiques de l'EVE (y compris graphiques) interviennent d'abord sur la motivation via leur incidence sur le sentiment d'apprentissage des élèves. L'«effet médium» et le plaisir associé à l'usage d'un environnement virtuel (parfois qualifié de plus ludique par les acteurs) n'intervient de manière importante sur la motivation que pour quelques élèves.

Ministère de l'éducation nationale et de la jeunesse. (2023). **Numérique pour l'éducation 2023-2027: la vision stratégique d'une politique partagée**. Consulté à l'adresse <https://www.education.gouv.fr/media/120418/download>

En vue de renforcer les compétences numériques des élèves et développer l'usage des outils numériques pour la réussite des élèves, le ministre de l'éducation nationale et de la jeunesse a présenté le 27 janvier 2023 la stratégie du numérique pour la période 2023-2027. Cette stratégie s'appuie notamment sur les réflexions menées depuis mars 2022 par les acteurs de l'éducation (l'État, ses opérateurs, les collectivités, les éditeurs et les EdTech, les associations). Les mesures annoncées visent à : renforcer la coopération nationale et locale entre les acteurs de l'éducation autour de projets pédagogiques mobilisant le numérique là où il est pertinent ; mettre en place un enseignement du numérique qui développe la citoyenneté et les compétences numériques des élèves ; proposer aux professeurs une offre d'outils et de ressources numériques ainsi que des formations et un accompagnement afin qu'ils puissent s'en saisir facilement et de manière la plus pertinente possible ; développer la robustesse, la sécurité, l'accessibilité, la qualité et l'écoresponsabilité des outils informatiques du ministère.

Morales-Botello, M. L., & Moreno Martínez, C. (2023). **Semi-guided learning tool as framework for STEM students learning: A case study for final year projects**. *Education and Information Technologies*, 28(2), 1535-1557. <https://doi.org/10.1007/s10639-022-11231-0>

Communication and planning are skills expected among graduates. However, a skills deficit continues to be present among students. To address this problem, here we considered the final year project (FYP), a widely used way of working on skills in STEM degrees. Furthermore, we took into account recent research that highlights the importance of students' thoughts, beliefs, and emotions, in addition to characteristics such as self-efficacy or self-management within the learning process. Here a framework was designed around a semi-guided learning approach, with the aim of improving STEM students' skills and providing them with a work context that facilitates favorable behaviors and feelings associated with writing their FYP report. This framework, implemented in a Spanish university in Madrid, was designed to accomplish their work during restricted face-to-face work due to COVID-19. Through mixed-focus surveys, the perceptions of 55 students (male/female ratio = 4) were collected in relation to what the framework had provided them. The results showed that most of the students perceived improvement both in planning and written communication skills. The qualitative analysis also allowed us to determine the most common difficulties found among students, as well as benefits provided by the framework, among which they highlighted, greater efficiency in the writing process and help to ensure the quality of the FYP report. Our findings allow promoting beneficial results for STEM student and support the idea of considering the cognitive-emotional context of the student as a part of the environment in which to develop facilitating tools for learning and skills development.

Naidu, S. (2023). **In the wake of COVID-19—A time to rethink and reengineer education systems.** *Distance Education*, 44(1), 1-5. <https://doi.org/10.1080/01587919.2023.2165432>  
Okoye, K., Hussein, H., Arrona-Palacios, A., Quintero, H. N., Ortega, L. O. P., Sanchez, A. L., ... Hosseini, S. (2023). **Impact of digital technologies upon teaching and learning in higher education in Latin America: an outlook on the reach, barriers, and bottlenecks.** *Education and Information Technologies*, 28(2), 2291-2360. <https://doi.org/10.1007/s10639-022-11214-1>

Digital technology and literacy can heighten the transformation of teaching and learning in higher education institutions (HEIs). This study uncovers the extent to which digital technologies have been used to advance the teaching and learning process in HEIs, and the barriers and bottlenecks to why it may not have been effectively implemented across the HEIs. The study used nine selected countries in Latin America (LATAM) based on the main focus of the educators, commercial, and financial investors; to show the level of impact/implications of computer technologies on the teaching and learning processes. We applied a two-step (mixed) methodology (through a quantitative and qualitative lens) for the research investigation, using data collected from survey we administered to faculty members in HEIs across the different countries in LATAM. In turn, we implemented a Text Mining technique (sentiment and emotional valence analysis) to analyze opinions (textual data) given by the participants to help determine challenges and obstacles to using the digital technologies for teaching and learning in the region. Quantitatively, we applied a Kruskal–Wallis H-test to analyze the collected multiple choice and ranked items in the questionnaire in order to identify prominent factors that consummately influence the reach, barriers, and bottlenecks, and where the differences may lie across the different LATAM countries. The results show that the users upheld the emphasis on lack of training, infrastructures and resources, access to internet and digital platforms, as the main challenges to the teaching–learning process. The study also empirically discussed and shed light on critical factors the HEIs, particularly in LATAM, should resolve and adopt in support of the decision-making strategies, operational

policies and governance, financial investments, and policymaking, at a time when "digital technologies" have become an inevitable and indispensable part of education and learning.

Okunade, A. I., Daramola, M. A., & Jegede, R. O. (2023). **Assessment of Availability and Utilization of Information Technology in The Teaching of Biology in Ekiti State Secondary Schools, Nigeria.** *British Journal of Education*, 11(2), 29-35. <https://doi.org/10.37745/bje.2013/vol11n22935>

The study investigated availability and utilization of information technology in the teaching of Biology in Ekiti State secondary schools. The descriptive research design of the survey type was adopted in the study. The population of this study consisted of all the secondary schools in Ekiti State. The sample for this study consisted of 100 Biology teachers which were selected from 50 secondary schools in Ekiti State. The sample was selected using simple random and stratified random sampling techniques. Information and Technology Equipment Checklist was used for data collection. The face and content validity of each instrument was done by experts in Test and Measurement. The data collected for this study were analyzed using descriptive statistics. The findings of the study revealed that the level of availability, level of adequacy and extent of utilization of information technology facilities in teaching Biology in Ekiti State secondary schools were low. It was recommended among others that the government should provide information technology facilities in secondary schools and inspectorate department should ensure that schools with information technology facilities should put it into use in teaching and learning of school subjects especially Biology.

Pang, H., & Qiao, Y. (2023). **Identifying the impact of WeChat interaction on college adjustment and academic performance among freshmen: The mediator role school connectedness.** *Education and Information Technologies*, 28(2), 1987-2007. <https://doi.org/10.1007/s10639-022-11267-2>

Previous studies have indicated that mobile social apps have crucial implications for social connectedness among college students, the specific patterns of WeChat usage that facilitate freshmen's college adjustment and academic performance still remain unclear. To fulfil this identified study gap, the current research thoroughly examined the dynamic associations between distinct patterns of WeChat interactions, school connectedness, college adjustment, and perceived academic performance among freshmen. Anonymous self-report online survey data from college students in mainland China supported the conceptual model, revealing that habitual use of WeChat and time spend on WeChat have positive associations with school connectedness. Additionally, habitual use and time spend on WeChat were directly correlated with academic performance and college adjustment. Furthermore, the association between WeChat usage, college adjustment, and academic performance was moderated by school connectedness. Obtained results may offer a more comprehensive portrait of how newly emerging mobile social apps could foster college adjustment and academic performance in contemporary mobile media-saturated settings.

Perifanou, M. A., Tzafilkou, K., & Economides, A. A. (2023). **Teacher intention to transfer ICT training when integrating digital technologies in education: The teacher transfer of ICT training model (TeTra-ICT).** *European Journal of Education*, 58(1), 111-129. <https://doi.org/10.1111/ejed.12534>



The aim of this study is to propose a new structural model for how teachers transfer their ICT training (TeTra-ICT), shedding light on the factors that tend to affect their intention to integrate digital technologies in educational practices as well as train their colleagues. The proposed model exploits training programme design characteristics and ICT-related individual factors. A total of 117 new ICT instructors for primary and secondary education teachers in Greece were evaluated. The instructors participated in a national Teacher Training Programme on applying ICT in education. Results indicate significant effects of individual (ICT-related self-efficacy in teaching) and programme design characteristics (platform's ease of use, support, content, and resources) on the teachers' final motivation and intention to transfer their ICT knowledge and skills. The model also reveals significant correlations between individual and training characteristics, the teachers' post-training self-efficacy for transferring skills and their perception of the usefulness of the training programme. The examined constructs explain 86% of the variance in teacher intentions to transfer their ICT knowledge and skills, and 72% of their perception of the usefulness of the training programme. Interestingly, while there were no gender differences in individual ICT-related characteristics, women expressed significantly higher values than men in their perception of the usefulness of training, self-efficacy, motivation, and intention to transfer.

Roslan, M. H. B., & Chen, C. J. (2023). **Predicting students' performance in English and Mathematics using data mining techniques.** *Education and Information Technologies*, 28(2), 1427-1453. <https://doi.org/10.1007/s10639-022-11259-2>

This study attempts to predict secondary school students' performance in English and Mathematics subjects using data mining (DM) techniques. It aims to provide insights into predictors of students' performance in English and Mathematics, characteristics of students with different levels of performance, the most effective DM technique for students' performance prediction, and the relationship between these two subjects. The study employed the archival data of students who were 16 years old in 2019 and sat for the Malaysian Certificate of Examination (MCE) in 2021. The learning of English and Mathematics is a concern in many countries. Three main factors, namely students' past academic performance, demographics, and psychological attributes were scrutinized to identify their impact on the prediction. This study utilized the Orange software for the DM process. It employed Decision Tree (DT) rules to determine the characteristics of students with low, moderate, and high performance in English and Mathematics subjects. DT and Naïve Bayes (NB) techniques show the best predictive performance for English and Mathematics subjects, respectively. Such characteristics and predictions may cue appropriate interventions to improve students' performance in these subjects. This study revealed students' past academic performance as the most critical predictor, as well as a few demographics and psychological attributes. By examining top predictors derived using four different classifier types, this study found that students' past Mathematics performance predicts their MCE English performance and students' past English performance predicts their MCE Mathematics performance. This finding shows students' performances in both subjects are interrelated.

Saini, M., Sengupta, E., Singh, M., Singh, H., & Singh, J. (2023). **Sustainable Development Goal for Quality Education (SDG 4): A study on SDG 4 to extract the pattern of association among the indicators of SDG 4 employing a genetic algorithm.** *Education and Information Technologies*, 28(2), 2031-2069. <https://doi.org/10.1007/s10639-022-11265-4>

Sustainable Development Goals (SDG) are at the forefront of government initiatives across the world. The SDGs are primarily concerned with promoting sustainable growth via ensuring wellbeing, economic growth, environmental legislation, and academic advancement. One of the most prominent goals of the SDG is to provide learners with high-quality education (SDG 4). This paper aims to look at the perspectives of the Sustainable Development Goals improvised to provide quality education. We also analyze the existing state of multiple initiatives implemented by the Indian government in the pathway to achieving objectives of quality education (SDG 4). Additionally, a case study is considered for understanding the association among the observed indicators of SDG4. For this purpose, exploratory data analysis, and numerical association rule mining in combination with QuantMiner genetic algorithm approaches have been applied. The outcomes reveal the presence of a significant degree of association among these parameters pointing out the fact that understanding the impact of one (or more) indicator on other related indicators is critical for achieving SDG 4 goals (or factors). These findings will assist governing bodies in taking preventive measures while modifying existing policies and ensuring the effective enactment of SDG 4 goals, which also will subsequently aid in the resolution of issues related to other SDGs.

Sánchez, A. de las M. M., & Karaksha, A. (2023). **Nursing student's attitudes toward e-learning: a quantitative approach.** *Education and Information Technologies*, 28(2), 2129-2143. <https://doi.org/10.1007/s10639-022-11226-x>

This article seeks to determine the attitudes of undergraduate nursing students toward e-learning at the (X). A quantitative, non-experimental, descriptive, and exploratory approach was the procedural methodology selected in this study. A suitable sample of sophomore nursing scholars (n = 71) was registered. A total of 58 students returned the questionnaire (82.8% were females). Students who have previous computer training were significantly more confident in connecting to the internet than those with no prior computer training ( $t = 2.1$ ,  $p < 0.05$ ). Students who had prior experience in e-learning predicted they would feel significantly more nervous when working with computers than those who did not have this prior experience ( $t = 2.3$ ,  $p < 0.05$ ). In general, our investigation uncovered a differently favorable view of nursing students towards e-learning, however, some negative attitudes were also recorded. Factors like students' motivation and personalities, backgrounds and feelings related to the control of their educational process must be considered in the application of e-learning.

Santos, J., Andrade, E., Benevides, K., Silva, K., Nascimento, J., Bittencourt, I., ... Isotani, S. (2023). **Does gender stereotype threat affects the levels of aggressiveness, learning and flow in gamified learning environments?: An experimental study.** *Education and Information Technologies*, 28(2), 1637-1662. <https://doi.org/10.1007/s10639-022-11220-3>

Studies in the literature reported several positive benefits provided by the use of technology in online education, especially in the gamified tutoring system. However, despite the benefits of intelligent tutoring systems, recent studies indicate the presence of a gender gap not considered in the construction of the attributes present in the gamified tutoring system. To investigate this impact by observing users' behavioral changes in gamified online educational environments, the present study aims to investigate the effects of the stereotype threats using a quantitative experiment with a Factorial Design in three gamified environments (stereotypical male version, stereotypical female version and control environment). Was conducted an experiment with 150 individuals (high school and undergraduate students) without considering age,

ethnicity, or social class. The results show that the participants allocated to the male learning environment present an increase in aggressiveness level. Furthermore, the results also show the stereotypical male and female learning environments increased the participants' performance level. Another finding was that the threatening condition provided a significant increase in the participants' flow level among males subjected to a threatening condition, which did not manifest in the case of females. In addition, this study also observed the effect of the stereotype threat on men and women in the threatening condition by division in the 34-year age group, resulting in a significant increase in the level of flow among men. This study showed previous results show that the gamified environment influences psychological variables as aggressiveness, intellectual performance, and flow level, they raise questions about the direction of these changes and the impact they may have on users' usability and performance in these systems.

Sanz, N. M., Urías, M. D. V., Salgado, L. N., Benítez, N. V., & Martínez, M. C. V. (2023). **Educate to transform: An innovative experience for faculty training.** *Education and Information Technologies*, 28(2), 1613-1635. <https://doi.org/10.1007/s10639-022-11160-y>

Learning-focussed educational models require the development of pedagogical, methodological, assessment and technological competences among the faculty community. The COVID-19 pandemic has accentuated the need for this training. This study evaluates the impact of the training project "Educate to Transform" on teacher attitudes, knowledge and on the implementation of innovative teaching methodologies. There were 695 faculty participants in the program conducted at the Universidad Francisco de Vitoria (UFV). Participants included full-time professors (FULL-PROF) and part-time professors (PART-PROF). The measurement instrument was validated using the entire sample and a subsample of 357 participants was used to analyse the impact of the program (pre and post measurement). Professor attitudes and knowledge of or familiarity with innovative methodologies and their application in the classroom were evaluated. The findings show that the program improved the attitudes of teachers towards innovation, raised the level of awareness and number of methodologies implemented in the classroom. The methodology towards more experiential and collaborative learning is effective in transforming teaching practice. Furthermore, the implementation of the program through the CANVAS platform, making teachers live the experience as learners, seems to have contributed to improve the teachers' attitude towards the LMS. The only difference found among the participants was a worse attitude towards innovation on the part of medical teachers, with a clearly differentiated profile of teachers and students, as well as a greater implementation of active methodologies by teachers with a lower teaching load. Overall, it may be concluded that the program achieved its proposed objectives.

Singh, A., & Kakkar, K. B. (2023). **Program inclusive, credit-based SWAYAM MOOCs in higher educational institutions of India.** *International Journal of Educational Development*, 97, 102727. <https://doi.org/10.1016/j.ijedudev.2023.102727>

The University Grants Commission (UGC) of India, in its recent directions, has advised Higher Educational Institutions (HEIs) to deliver 20% of the program curriculum through credit-based MOOCs available on the SWAYAM portal. This paper reviews and analyses the various aspects related to this policy initiative. It probes the objectives of launching, its role, and achievements. It also delves into student and institutional readiness to implement this policy. It analyses the student success rate so far and reviews the possibility of Massive Open Online Courses (MOOCs) as an alternative or aid to the traditional

educational setup in India. The study is based upon a descriptive research methodology that draws inferences from previous research and analyses data and information available from secondary sources such as All India Survey of Higher Education AISHE (2019–20), UGC notifications, National Education Policy (NEP), 2020, Ministry of Human Resource Development (MHRD), Government of India (GOI), and a few relevant websites. The findings reveal a considerable increase in student enrollment but with extremely low certifications and indicate delivery of MOOCs is more effective in synchronous mode. Making MOOCs, program inclusive is a huge challenge with rich dividends attached.

Sun, J., Ma, H., Zeng, Y., Han, D., & Jin, Y. (2023). **Promoting the AI teaching competency of K-12 computer science teachers: A TPACK-based professional development approach.** *Education and Information Technologies*, 28(2), 1509-1533. <https://doi.org/10.1007/s10639-022-11256-5>

With the rapid development of artificial intelligence (AI), the demand for K-12 computer science (CS) education continues to grow. However, there has long been a lack of trained CS teachers. To promote the AI teaching competency of CS teachers, a professional development (PD) program based on the technological pedagogical content knowledge (TPACK) framework was intentionally designed in this research. A quasi-experimental design with a 25-day (75-h) intervention was conducted among 40 in-service CS teachers to examine its impact on AI teaching competency, including AI knowledge, AI teaching skills, and AI teaching self-efficacy. The quantitative data were collected via a pretest and posttest, and qualitative data were collected via artifact analysis and semistructured interviews. The results indicated that the TPACK-based PD program a) significantly improved CS teachers' AI knowledge, especially in representation and reasoning, interaction, and social impact; b) developed CS teachers' AI teaching skills, including their AI lesson plan ability and AI programming skills; and c) significantly improved CS teachers' AI teaching self-efficacy, both in AI teaching efficacy beliefs and AI teaching outcome expectancy. These findings revealed the effectiveness of the TPACK-based PD program in improving the AI teaching competency of K-12 CS teachers and could help to expand the design of effective PD for CS teachers.

Tang, Q., Zhang, T., & Jiang, L. (2023). **Influence of blended instruction on students' learning effectiveness: the role of Flow.** *Education and Information Technologies*, 28(2), 1891-1909. <https://doi.org/10.1007/s10639-022-11224-z>

The rapid development and extensive application of information and communication technologies has facilitated blended instruction, which is regarded as the "new normal" in the field of modern education and has become the focus of academic research. This study thus explored the influencing mechanism of blended instruction on students' learning effectiveness from the perspective of complementarity and conflict with the support of flow. This study collected 349 survey data from universities in Southwest China that adopted a blended instruction mode and analyzed them using the structural equation model. The results demonstrated that complementary advantages and practical conflicts in blended instruction influenced students' flow experience during the learning process. Flow experience plays an important role in blended instruction and influences positively students' cognitive, emotional, and behavioral engagement. Learning engagement impacted positively students' learning effectiveness. In addition, self-efficacy positively moderated the relationship between students' learning engagement and learning effectiveness in blended instruction. These findings contribute

to related research on blended instruction. The implications and limitations of this study are discussed.

Tanhan, A., Boyle, C., Taş, B., Söğüt, Y., Cashwell, C. C., Genc, E., & Karatepe, H. T. (2023). **Using online photovoice and community-based participatory research to understand facilitators and barriers to online distance education during COVID-19.** *Distance Education*, 44(1), 40-65. <https://doi.org/10.1080/01587919.2022.2156320>

In this study, we used online photovoice and community-based participatory research to understand and address facilitators and barriers to online distance education for college students in Turkey. Out of 260 students who consented to the study, 240 shared the most important facilitator, 190 shared the most important barriers, and 190 completed our contextual questions related to their education. We used online interpretative phenomenological analysis to identify key facilitators and barriers. Ten main facilitator themes emerged, including advantages of using Internet and technology (n = 104; 43%); enjoyable feelings (n = 61; 25%); saving time (n = 37; 15%); and social support (n = 28; 12%). Nine main barrier themes emerged, including challenges of online education (n = 51; 31%); psychopathology and unenjoyable feelings, thoughts, and bodily sensations (n = 37; 19%); Internet problems (n = 34; 18%); and COVID-19 restrictions (n = 30; 16%).

Toktamysov, S., Alwaely, S. A., & Gallyamova, Z. (2023). **Digital technologies in history training: the impact on students' academic performance.** *Education and Information Technologies*, 28(2), 2173-2186. <https://doi.org/10.1007/s10639-022-11210-5>

Current circumstances require the development of new methodological approaches and the use of digital technologies in education in order to maintain a sufficient level of academic performance of students. The research aims to explore the academic performance of high school students learning history with digital technologies such as Apps Quizlet and Virtual Reality Glasses 3D. The methodology is based on the survey method, as well as the design method in developing a program for studying history. The research is based on data collected from 308 high school students who studied under specialised academic programmes in the public secondary schools #1273 (Law class), #2030 (Law class) and Anton Chekhov Educational Centre #170 (History of Russia class) in Kazakhstan and the Russian Federation. The illustrative materials, Apps Quizlet and Virtual Reality Glasses 3D were used in teaching history. Comparing two groups of participants, the study shows no differences between students who studied history using the illustrative materials and Apps Quizlet. The academic results in the two groups are similar ( $p > 0.05$ ): the average scores are  $3.93 \pm 0.11$  and  $3.97 \pm 0.39$ , respectively. Further research should the modes of teaching history with digital technologies. The results can be used to elaborate the syllabus and teaching materials. Future research will analyse the correlation between the use of digital technologies in teaching history and academic performance.

Torrington, J., Bower, M., & Burns, E. C. (2023). **What self-regulation strategies do elementary students utilize while learning online?** *Education and Information Technologies*, 28(2), 1735-1762. <https://doi.org/10.1007/s10639-022-11244-9>

Little is known about the strategies elementary school students use to self-regulate their learning while in a hypermedia environment. This exploratory study investigated the self-regulatory strategies that young students (N = 48, Mage = 10.75) utilized while individually completing a 20-min online research task about space. Video data was coded using Azevedo et al.'s (2004) established coding scheme for analyzing self-regulatory behavior

in hypermedia environments. Results showed that young students spent the majority of their time using cognitive strategies ( $M = 75.26\%$ ) to read and summarise information to complete the task. Little time was taken to plan ( $M = 6.99\%$ ) or monitor ( $M = 5.92\%$ ) their work or learning processes, which are key attributes of effective self-regulation. The study reveals the disparity between the ability to navigate within a hypermedia environment and utilizing planning and monitoring processes to enhance learning while using digital tools. This study highlights the need for the explicit teaching of planning and monitoring strategies in order for young students to develop the full range of self-regulation skills they need when using technology, for instance while learning from home during COVID-19. Implications for curriculum policy and teacher practice are discussed.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & COL : Commonwealth of learning. (2022). **Education and blockchain**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000384003>

La chaîne de blocs (blockchain) est une technologie de registres partagés, dont principe est de garantir une organisation décentralisée et sécurisée des transactions, pour enregistrer et stocker les transactions numériques, y compris les identités numériques, dossiers médicaux et scolaires, certificats de compétences et certificats numériques. Des initiatives prometteuses démontrent qu'il est déjà possible de déployer cette technologie pour l'accréditation et la certification de l'apprentissage formel et non formel. Ce rapport examine et évalue les pratiques émergentes d'application de la technologie de la chaîne de blocs dans l'éducation.

Vasconcelos, A., Monsore, J., Almeida, T., Quadros, L., Ogasawara, E., & Quadros, J. (2023). **Applying Gestalt approach as a method for teaching computer science practice in the classroom: A case study in primary schools in Brazil**. *Education and Information Technologies*, 28(2), 2383-2403. <https://doi.org/10.1007/s10639-022-11278-z>

The use of information technology in the academic environment has grown. Building different didactic techniques to help students learn and practice with Information Technology (IT) resources is common. However, applying these techniques does not necessarily mean that students may acquire knowledge. The differential idea of this work is to create an approach in which students are protagonists and not just absorbers of IT. Based on this perspective, we applied a Gestalt approach to assist students in practicing these technological resources. They produce new hardware and software tools during classes based on their personal needs and worldviews. We analyzed applications of this novel way of computer science teaching in three different schools. It was possible to observe greater motivation from the students to experience new knowledge from technological resources. The common aspect was that solutions were conceived and developed from students' needs. The development followed a Gestalt approach, which combines the idea of form and imagination. Thus, with this approach, reactivity towards IT was reduced. It helped construct technological tools to acquire propaedeutic knowledge.

Vezne, R., Yildiz Durak, H., & Atman Uslu, N. (2023). **Online learning in higher education: Examining the predictors of students' online engagement**. *Education and Information Technologies*, 28(2), 1865-1889. <https://doi.org/10.1007/s10639-022-11171-9>

In this study, the effects of remote learning attitude, extrinsic and intrinsic goal orientation on the dimensions of online engagement were examined. 293 teacher candidates at a state university in Turkey participated in the research. PLS-SEM was used to analyze the

data. In all models, relationships related to online collaboration with peers, online communication with instructor, participation in online classes, and completing assignments and tasks were confirmed. The relationships between the attitude towards attending online courses and the skills and emotional dimensions of engagement were confirmed. The relationships between intrinsic goal orientation (IGO) and skills and emotional dimensions of engagement are significant. Extrinsic goal orientation (EGO) is only related to the performance dimension of engagement.

Wang, Q., Zhong, Y., Zhao, G., Song, R., & Zeng, C. (2023). **Relationship among content type of Smartphone Use, Technostress, and Sleep Difficulty: a study of University students in China.** *Education and Information Technologies*, 28(2), 1697-1714. <https://doi.org/10.1007/s10639-022-11222-1>

Ongoing smartphone use links to heightened technostress. However, the content types of smartphone use are various, and little is known about which types of content use are significantly associated with technostress. This study aims to examine the impacts of specific types of smartphone use (i.e., learning-related use, entertainment-related use, social networking sites (SNS) use, and game use) on university students' technostress, and looks further into the relationship between technostress and sleep difficulty. Empirical data was collected from 512 university students studying at two Chinese public universities and analysed using structural equation modeling. Results revealed that both SNS and game use are positively associated with technostress. Both of the relationships mentioned above are significantly influenced by gender, specifically, female students are likely to experience a higher level of technostress than male students. The use of smartphones for learning and entertainment does not contribute to technostress. In addition, technostress positively predicts students' sleep difficulty. The nuanced findings of this study have practical implications for educators to intervene in university students' smartphone use.

Wang, W., Zhao, Y., Wu, Y. J., & Goh, M. (2023). **Interaction strategies in online learning: Insights from text analytics on iMOOC.** *Education and Information Technologies*, 28(2), 2145-2172. <https://doi.org/10.1007/s10639-022-11270-7>

Learners engaged in large-scale online learning often pose questions in which their peers or instructors can answer using various means of textual interaction topics. This paper assesses the effects of the text interaction strategies in online learning through the lens of the language expectancy theory at three levels: whether to respond to the questions, the identity of the respondents, and the textual interaction topics. Using 112,680 learning records of 610 courses from 71,948 learners crawled from the online learning programming platform iMOOC as the corpus, text mining is used to identify the interaction strategies. Using grounded theory, the textual interaction topics are divided into 2 groups (providing solutions, and encouragement & evaluation for the learners), and sub-divided into 6 topic clusters (code writing, operation guidance, providing references, encouragement, normative interpretation, and opinion exchange). The responses are classified by text mining. The results of the econometric model suggest that responding to the questions online fosters learning and reduces the dropout rate. The online learner benefits more from peer learning than from the instructors. On the text interaction topics, the topic "providing solutions" is more effective in reducing the learner's dropout rate than the topic "encouragement & evaluation". Further, code writing is more effective over providing references, encouragement, and normative interpretation. This study enriches our understanding of the interaction strategies

between learners and instructors in iMOOC, and provides a reference for improving the online learning journey and retain learners.

Wu, R., Yang, W., Rifembark, G., & Wu, Q. (2023). **School and Teacher Information, Communication and Technology (ICT) readiness across 57 countries: The alignment optimization method.** *Education and Information Technologies*, 28(2), 1273-1297. <https://doi.org/10.1007/s10639-022-11233-y>

This study investigated the measurement invariance of school and teacher Information, Communication and Technology (ICT) readiness among 57 countries that participated in the Program in International Student Assessment (PISA) 2018 assessment. School and teacher ICT readiness scale is 11-item scale with two subfactors: school ICT readiness and teacher ICT readiness subscales (Bozkus, *International Online Journal of Education and Teaching*, 8(3), 1560–1579, 2021). With the novel alignment optimization method, we revealed that the school ICT readiness subscale was invariant for unbiased country comparisons but overall noninvariance was identified for the teacher ICT readiness subscale. Additionally, the rank of the school ICT readiness factor means indicated that Singapore, Sweden, B-S-J-Z (regions of China), United Arab Emirates and United States were among the top league, while countries like Indonesia, Poland, Ireland in between, and Japan, Mexico, Colombia, Argentina and Brazil ranked comparatively the lowest. Measures of school location, school type and class size further confirmed the validity of the school ICT readiness subscale. It was expected that the study would enhance our understanding of school and teacher ICT readiness across countries with the application of an alternative alignment optimization approach in examining ICT related scales.

Xodabande, I., & Hashemi, M. R. (2023). **Learning English with electronic textbooks on mobile devices: Impacts on university students' vocabulary development.** *Education and Information Technologies*, 28(2), 1587-1611. <https://doi.org/10.1007/s10639-022-11230-1>

The current study examined the use of electronic textbooks designed as mobile applications for learning vocabulary in English among Iranian university students. To this end, 95 university students in an experimental (N = 50) and a control group (N = 45) participated in the study. An explanatory sequential mixed methods design was employed and over an academic semester, the participants used either traditional materials or mobile-based electronic textbooks for learning 600 words in English. To assess the outcomes from different learning conditions, receptive knowledge of the target vocabulary items was tested in three junctures of time (i.e. pre-, post-, and delayed post-test). Additionally, open-ended questionnaires and interviews were used to collect qualitative data from the experimental group to further investigate their perceptions of using mobile-based electronic textbooks for vocabulary learning. The findings revealed a significant main effect for time and both groups significantly improved their vocabulary knowledge from pre-test to post-test. Moreover, a significant main effect was found for using electronic textbooks on mobile devices, and the experimental group outperformed the control group on the post- and delayed post-tests. The qualitative findings revealed three perceived benefits, namely episodic learning, easy access to materials, and enhanced enjoyment for mobile assisted vocabulary learning through electronic textbooks. The perceived challenges were related to health concerns, distractions associated with mobile environments, and external pressure resulting from excessive mobile use among the participants. In general, the findings of the study shed light on the



potential offered by mobile-based textbooks for learning English vocabulary, with implications for teachers and materials developers in language teaching programs.

Yang, C. C. Y., & Ogata, H. (2023). **Personalized review learning approach for improving behavioral engagement and academic achievement in language learning through e-books.** *Education and Information Technologies*, 28(2), 1491-1508. <https://doi.org/10.1007/s10639-022-11245-8>

Language learners' engagement with a specific task is crucial to improving their academic achievement. To enhance student engagement and academic achievement in language learning, personalized language learning (PLL) can be employed to consider individual learning needs. Personalized review learning has emerged to facilitate PLL as a promising means of enhancing the long-term preservation of skills and knowledge in language education. In this paper, a personalized review learning approach is proposed that improves behavioral engagement and academic achievement in language learning through e-books. It involves implementing an e-book system, namely BookRoll, which allows users to browse uploaded learning materials anytime and anywhere, in concert with a personalized review learning system based on repeated retrieval practice. To evaluate the effects of this approach, a quasi-experiment was conducted on two classes of sophomore undergraduate students majoring in accounting who were enrolled in a Japanese course. 47 students from one class were assigned to an experimental group, whereas 44 students from another class were assigned to a control group. The duration of the experiment was 8 weeks. The experimental group learned using both the e-book system and personalized review learning system, whereas the control group learned only using the e-book system. The experimental group significantly outperformed the control group in terms of both behavioral engagement and academic achievement. The findings indicate that the proposed approach enhanced the students' PLL experiences.

Yang, J., Kinshuk, & An, Y. (2023). **A survey of the literature: how scholars use text mining in Educational Studies?** *Education and Information Technologies*, 28(2), 2071-2090. <https://doi.org/10.1007/s10639-022-11193-3>

The massive amount of text related to education provides rich information to support education in many aspects. In the meantime, the vast yet increasing volume of text makes it impossible to analyze manually. Text mining is a powerful tool to automatically analyze large-scaled texts and generate insights from the texts. However, many educational scholars are not fully aware of whether text mining is useful and how to use it in their studies. To address this problem, we reviewed the literature to examine the educational research that used text mining techniques. Specifically, we proposed an educational text mining workflow and focused on identifying the articles' bibliographic information, research methodologies, and applications in alignment with the workflow. We selected 161 articles published in educational journals from 2015 to 2020. We find that text mining is becoming more popular and essential in educational research. The conclusion is that we can employ three steps (text source selection, text mining techniques application, and educational information discovery) to use text mining in educational studies. We also summarize different options in each step in this paper. Our work should help educational scholars better understand educational text mining and provide support information for future research in text mining for educational contexts.

Zakraoui, J., Saleh, M., Al-Maadeed, S., & AlJa'am, J. M. (2023). **A study of children emotion and their performance while handwriting Arabic characters using a haptic device.** *Education and Information Technologies*, 28(2), 1783-1808. <https://doi.org/10.1007/s10639-022-11246-7>

Emotion and focus of children during handwriting are essential for language learning. Handwriting for young children is challenging because it needs deep motivation and willingness to complete the task regardless of its difficulty. Recently, emerged haptic guidance systems have a good potential to offer children a better sense of engagement to keep their interests awake. Yet, handwriting in 3D is more challenging for children due to many reasons including demotivation, out of focus, and visuomotor coordination difficulties. In this paper, we study the effectiveness of a haptic device in analyzing schoolchildren emotion, attentiveness and handwriting performance of Arabic letters. We conducted the experiments for a period of four weeks with an immersive environment where the subjects practiced writing in VR environment using a haptic device-controlled stylus. We assessed the childrens' emotions to get insights into their engagement during such hard learning environment. We found that our approach improved the participants' fine-motor skills and handwriting quality. However, our analysis revealed that such task was effective on detecting emotions (angry/neutral) only as a negative/positive contributor of performance. Overall, the obtained findings can well contribute to the understanding of the relationship between students' emotions and other variables in an attempt to support the development of adaptive learning technologies.

Zhang, L., Cheng, J., Lei, J., & Wang, Q. (2023). **Facilitating student engagement in large lecture classes through a digital question board.** *Education and Information Technologies*, 28(2), 2091-2106. <https://doi.org/10.1007/s10639-022-11197-z>

Large classroom configurations and lecture-centered pedagogy discourage student engagement. The advances in educational technology have empowered instructors to fill the gap. This study designed a digital question board (DQB) on digital canvas to facilitate student engagement in large lecture classes. A mixed-methods study with a quasi-experiment was conducted to investigate the influence of such intervention. The study was situated in an introductory research methodology course in a large comprehensive university in eastern China (n = 253). The quasi-experiment lasted for six weeks. The data from surveys, interviews, observations, and online posts were collected and analyzed. This study mainly presented qualitative analysis results from the exploratory approach. Eight themes emerged from 12 interviews, 161 survey responses and 457 student posts were discussed. It was found that following the proposed design principles, the presence of a DQB effectively facilitated students' cognitive and emotional engagement. The enhanced self-regulation and co-construction of knowledge all led to the improved cognitive engagement. The reduced social pressure of questioning and increased interactivity contributed most to their emotional engagement.

Zhang, X. (2023). **Teachers' self-directed professional development in under-resourced contexts: How do open educational resources matter?** *Education and Information Technologies*, 28(2), 1849-1863. <https://doi.org/10.1007/s10639-022-11238-7>

Teachers' self-directed professional development (i.e., professional development implemented by teachers on their own) has been considered a useful channel of overcoming external constraints in under-resourced contexts, where external support for teachers may be limited. However, almost no research has focused on how such development could be achieved through open educational resources (OERs), which

have been acknowledged for their free and convenient access and for their complementary role in buttressing the instructional content of in-class teaching. In response to this gap, this study adopted a qualitative case study approach that tracked a secondary teacher from an under-resourced vocational school in China and explored the trajectory of her self-directed professional development through OERs. Through qualitative analyses of data sources (e.g., the teacher's reflections, interview responses and field notes on teaching activities), this study reveals that the teacher's OER-based self-directed professional development involved a process of battling diverse factors in and outside the classroom, including her prior expectations of OERs and the vicarious teaching experiences that she gained while implementing self-directed professional development. The teacher gradually constructed her malleable and critical understanding of OERs as crucial resources in sustaining her self-directed professional development. This study concludes that OERs were useful in the process of the teacher's self-directed professional development, despite the complexity of their use.

Zhou, C., Wu, D., Li, Y., Yang, H. H., Man, S., & Chen, M. (2023). **The role of student engagement in promoting teachers' continuous learning of TPACK: based on a stimulus-organism-response framework and an integrative model of behavior prediction.** *Education and Information Technologies*, 28(2), 2207-2227. <https://doi.org/10.1007/s10639-022-11237-8>

The importance and dynamic development of technological pedagogical content knowledge (TPACK) has been well recognized. In order to keep up with the development of the ever-changing society and variety of teaching technologies, teachers need to continue to learn TPACK. Previous studies indicated the importance of student engagement in promoting teachers' learning. However, how student engagement affects teachers' continuous learning of TPACK remains unclear. To bridge the research gap, our study constructed a model based on the stimulus-organism-response (SOR) framework and integrative model of behavior prediction (IMBP). It examined how student engagement affects teachers' psychological state and behavioral performance for continuous learning of TPACK. The model was then validated by structural equation modeling with 395 questionnaire data. The results demonstrated the positive relationships between student engagement (behavioral, emotional, and cognitive engagement), teachers' psychological states (attitude, subjective norm, self-efficacy, and behavioral intention), and continuous learning of TPACK. These findings inform how to promote teachers to keep learning TPACK.

## Orientation scolaire et professionnelle

Brachet, H. (2023, février 26). **Parcoursup : comment les élites s'orientent.** *Marianne*. Consulté à l'adresse <https://www.marianne.net/societe/education/orientation-parcoursup-ou-loutil-royal-des-elites>

Au départ, c'est une plate-forme censée donner aux terminales un accès équitable à toutes les formations. Au final, c'est une énorme source de stress pour parents et élèves. Pour tous ? Dans les prestigieux lycées parisiens, on semble maîtriser davantage les stratégies à adopter pour intégrer les filières les plus sélectives.

Monnet, M. (2023, février 26). **Choisir une filière scientifique : l'importance des « role models » pour les lycéennes.** Consulté 27 février 2023, à l'adresse The Conversation

website: <http://theconversation.com/choisir-une-filiere-scientifique-limportance-des-role-models-pour-les-lyceennes-198908>

À partir du lycée, nombreuses sont les jeunes filles qui se détournent des filières scientifiques. Leur permettre de dialoguer avec des ingénieures et chercheuses peut-il modifier leurs choix ?

Nunès, É. (2023, février 20). **Après le sentiment de déclassement, la revanche des bacs pro en classe prépa.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2023/02/20/apres-le-sentiment-de-declassement-la-revanche-des-bacs-pro-en-classe-prepa\\_6162516\\_4401467.html](https://www.lemonde.fr/campus/article/2023/02/20/apres-le-sentiment-de-declassement-la-revanche-des-bacs-pro-en-classe-prepa_6162516_4401467.html)

Seulement quatre établissements proposent une classe préparatoire aux grandes écoles économiques et commerciales, voie professionnelle (ECP) destinée aux bacheliers de la filière pro. Un tremplin pour tenter d'accéder à la « voie royale ».

Roussel, G., Borredon, E., Cytermann, J.-R., Dauchet, M., Filloque, J.-M., Moisan, C., ... Senellart, P. (2023). **Comité éthique et scientifique de Parcoursup - 5e rapport annuel au Parlement.** Consulté à l'adresse Comité éthique et scientifique Parcoursup (CESP) website: <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-02/rapport-cesp-2023-26310.pdf>

Ce rapport 2022 est le cinquième du Comité éthique et scientifique de Parcoursup (CESP) et le premier dans sa nouvelle composition sous la Présidence de Gilles Roussel. Cette continuité dans la production de rapports permet d'analyser les évolutions de Parcoursup et de proposer les améliorations nécessaires. L'expérience prouve que les recommandations du comité ont pu participer aux évolutions de la procédure, qu'il s'agisse de son accélération ou d'une meilleure coordination des deux services statistiques ministériels dans l'exploitation des données issues de la plateforme.

Santos, N. N., Monteiro, V., & Carvalho, C. (2023). **Impact of grade retention and school engagement on student intentions to enrol in higher education in Portugal.** *European Journal of Education*, 58(1), 130-150. <https://doi.org/10.1111/ejed.12535>

Grade retention and inequalities that derive from grade retention can influence student school trajectories and careers. Grade retention can discourage students from education, and increase school failure and dropout. This study explored the relationship between grade retention and student intentions to enrol in higher education. We also studied the role of school identification and behavioural engagement in this relationship. The analysis is based on a sample of 1,089 students (grades 6 to 10) from Portugal, one of the European countries with the highest rates of grade retention. We employed multilevel probit regression modelling with random intercept and fixed slopes to explore both the individual and school level effects of grade retention. The analyses showed that retained students had a lower probability of intent to enrol in higher education and that there was a contextual effect of the number of retained students in the school, on students' probability of intent to enrol in higher education. This association was partially explained at the individual level by students' school identification. Retained students presented lower levels of school identification, which in turn results in lower probabilities of enrolling in higher education. Student behavioural engagement was not associated with grade retention nor student intentions. Our findings suggest the need for interventions that foster students' school identification to overcome the adverse effects of grade retention.

Sladek, M. R., Gusman, M. S., & Doane, L. D. (2023). **Ethnic-Racial Identity Developmental Trajectories Across the Transition to College**. *Journal of Youth and Adolescence*, 52(4), 880-898. <https://doi.org/10.1007/s10964-022-01724-z>

There is limited longitudinal research examining multiple ethnic-racial identity (ERI) components from adolescence into young adulthood. The current study modeled Latino adolescents' ERI trajectories across the college transition (N = 206; Mage = 18.10 years, SD = 0.41; 65.0% female). Longitudinal data from a survey administered on five occasions across 3 years were analyzed using multilevel growth modeling. Prior to college, Latino heritage culture orientation was positively associated with ERI exploration and resolution. ERI exploration increased over time. ERI resolution was high with no average change; Latino heritage culture orientation predicted variability in resolution over time. Before college, male-identifying youth reported higher ERI public regard from teachers/professors compared to female-identifying youth. Public regard increased to a greater extent for female compared to male adolescents. The findings join evidence for lifespan and intersectional models of ERI development.

Weisser, R. A. (2023). **The agony of university choice: Broaden horizons, expand participation?** *Oxford Review of Education*, 49(2), 229-246. <https://doi.org/10.1080/03054985.2022.2049738>

This study investigates how personality and individual experiences influence decision-making processes during the transition into Higher Education (HE). It offers insights into application choices, where applicants employ different quantitative hedging strategies against non-admission. These strategies are assessed by the number of applications but also the search radius, leading to an alternative's inclusion into the application set. An empirical analysis of the usually unobserved application stage shows how these hedging strategies depend on applicants' perceptions of psychic costs and their socio-demographic backgrounds. This heterogeneity may explain varying participation rates for different subpopulations in a country with a large HE sector, such as Germany. An essential finding points to the relevance of earlier mobility experiences during adolescence, which may act as facilitators of subsequent student mobility. Providing adolescents with a stimulating mobility experience before they consider transitioning to university could thus be an avenue to increase participation chances of potentially disadvantaged groups.

## Politique de l'éducation et système éducatif

Alcántara, A. C., Sánchez-Martí, A., & Rovira, J. P. (2023). **Languages of origin and education in Europe: A systematic review**. *European Journal of Education*, 58(1), 151-165. <https://doi.org/10.1111/ejed.12537>

European education policies have tended to cultivate linguistic hegemony and preserve cultural uniformity, which has made it difficult for schools to support different cultural backgrounds. This has contributed to the promotion of artificial monolingual interactions that reinforce linguistic decapitalisation processes. The aim of the review on which this article reports was to investigate the treatment and education of languages of origin in Europe. We present findings from a systematic review of scientific articles published during the period 2010–2020. The main findings indicate that language and nationality are equated in European discourses and that public policies are promoted accordingly. These articulations draw on models that alternate between assimilationism and

multiculturalism. Both assimilationist and multiculturalist approaches are detrimental to the supposed objective: that of promoting multilingualism. Thus, it is urgent that a consensus be reached, and certain public policies and educational practices promoted which are respectful of linguistic diversity, since the future social cohesion of our multicultural societies depends on this.

Aloisi, C. (2023). **The future of standardised assessment: Validity and trust in algorithms for assessment and scoring.** *European Journal of Education*, 58(1), 98-110.  
<https://doi.org/10.1111/ejed.12542>

This article considers the challenges of using artificial intelligence (AI) and machine learning (ML) to assist high-stakes standardised assessment. It focuses on the detrimental effect that even state-of-the-art AI and ML systems could have on the validity of national exams of secondary education, and how lower validity would negatively affect trust in the system. To reach this conclusion, three unresolved issues in AI (unreliability, low explainability and bias) are addressed, to show how each of them would compromise the interpretations and uses of exam results (i.e., exam validity). Furthermore, the article relates validity to trust, and specifically to the ABI+ model of trust. Evidence gathered as part of exam validation supports each of the four trust-enabling components of the ABI+ model (ability, benevolence, integrity and predictability). It is argued, therefore, that the three AI barriers to exam validity limit the extent to which an AI-assisted exam system could be trusted. The article suggests that addressing the issues of AI unreliability, low explainability and bias should be sufficient to put AI-assisted exams on par with traditional ones, but might not go as far as fully reassure the public. To achieve this, it is argued that changes to the quality assurance mechanisms of the exam system will be required. This may involve, for example, integrating principled AI frameworks in assessment policy and regulation.

Anjard, J.-Y. (2022). **Aménagements pédagogiques pour les étudiants en situation de handicap dans une université française : des discours, des pratiques, des situations : une contribution pour une pédagogie inclusive à l'université** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-03989887>

Depuis la loi du 11 février 2005 pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées, les étudiants en situation de handicap (ESH) sont plus nombreux. L'université a élaboré un dispositif avec des locaux, des discours, des professionnels et des « aménagements institutionnels » accessibles via un service dédié. Mais, ces aides sont décontextualisées et génériques. Elles s'appuient avant tout sur des catégories médicales du handicap qui n'ont pourtant rien de pédagogique. En parallèle, l'université tend aussi à développer des pratiques visant à promouvoir l'accessibilité aux enseignements. C'est d'ailleurs là un des piliers de l'inclusion. Il s'agit d'améliorer les conditions de la réussite des étudiants à l'université, qui est un des objets de recherches de la pédagogie universitaire. Toutefois, ses travaux portent avant tout sur des solutions prêtes à l'emploi. L'université est confrontée à un paradoxe : elle s'adresse à des masses d'étudiants et doit aussi s'intéresser à des étudiants avec des besoins éducatifs particuliers. Notre thèse propose une réflexion sur les pratiques pédagogiques des enseignants qui interviennent auprès d'ESH dans des situations d'enseignement et d'évaluation. Elle s'intéresse aussi aux manières d'étudier des ESH, à leurs spécificités dans leurs manières de se saisir des milieux d'études proposés par les enseignants davantage qu'à la catégorie médicale de classification du handicap à laquelle ils sont assignés. A cet effet, après avoir effectué des entretiens

exploratoires avec 8 acteurs institutionnels, nous avons recueilli les discours de 38 ESH et de 40 enseignants issus de tous les campus d'une université française au sujet de leurs expériences respectives par rapport aux aides proposées à l'université. Nous avons aussi effectué des observations ethnographiques auprès de deux ESH dans quelques TD. Ces données font apparaître d'autres types d'expériences plus informelles et au coeur des situations d'enseignement et d'évaluation. Il s'agit d'« aménagements situationnels », qui sont mis en oeuvre dans le cadre d'une négociation entre un enseignant qui va les qualifier de « bricolages pédagogiques » et un ESH. A ces aides très locales s'ajoutent des mesures d'accessibilité aux locaux et aux savoirs, dont certaines peuvent être organisées par des enseignants dans le cadre d'une diversification pédagogique et des « aménagements semi-institutionnels », qui sont des dispositifs de proximité. Leur objectif est de répondre aux besoins de proximité de ces étudiants dans leurs études mais aussi à un niveau extra-universitaire, pour des soins, par exemple. Leur situation de handicap nécessite aussi d'être appréhendée dans les situations d'évaluations et dans les situations d'étude et de travail personnel. Notre thèse s'est donc appuyée sur les situations, qui contribuent à rendre l'université inclusive car les ESH interagissent avec les milieux d'étude proposés par les enseignants et de nouveaux aménagements peuvent alors apparaître. L'hypothèse des spécificités au coeur de notre thèse confirme qu'elle a toute sa place dans la redéfinition de l'accessibilité des ESH aux études supérieures car elle est au coeur des situations. Deux axes de réflexion s'avèrent importants : la visibilité et le temps. Le premier s'appuie sur le discours des enseignants, qui évoquent un manque de culture sur le handicap et leur expérience d'un phénomène peu visible. Le second s'appuie sur les nombreux usages du temps tant chez les ESH que chez les enseignants. C'est pourquoi le milieu est central, puisqu'il peut à la fois générer des situations de handicap et permettre des aménagements dans le cadre d'une pédagogie inclusive.

Ayscue, J. B., Beam, L., & Mordechay, K. (2023). **“An Opportunity to Grow Our Collective Consciousness” : Navigating Racial Tension in a Gentrifying Elementary School.** *Journal of Cases in Educational Leadership*, 26(1), 44-57.  
<https://doi.org/10.1177/15554589221138606>

As gentrification changes the racial and socioeconomic composition of many neighborhoods across the United States, the enrollment of local schools in gentrifying communities may also change. While gentrification may provide opportunities for creating more diverse schools, challenges often accompany such changes. In this case, Principal Miller navigates tensions associated with supporting the school's intentionally diverse and antiracist mission on a daily basis and in response to a noteworthy event—the January 6, 2021 insurrection at the United States Capitol. He grapples with how to build community and address racism among the adult members of the school community, including parents and teachers.

Bakhtiar, A., Lang, M., Shelley, B., & West, M. (2023). **Research with and by children: A systematic literature review.** *Review of Education*, 11(1), e3384.  
<https://doi.org/10.1002/rev3.3384>

The choice to conduct research projects done with or by children is a political one. It reflects a standpoint that appreciates children's position as agentic beings and acknowledges their expertise. There are complex questions for academics and practitioners engaged in such research projects. This paper reports on a systematic review of peer-reviewed research relating to children as researchers. The scope of the

analysis is limited to children aged 15 and under, who were involved in at least one component of a research project. Twenty-five published articles are included, and they demonstrate varied methods of engagement. The theoretical perspective the studies adopted may focus on one of three: (a) child-led research, (b) children as co-researchers, or (c) youth participatory action research. Not all studies included child researchers in all aspects of a research project, with participation influenced by the adopted theoretical perspective as well as reported barriers and challenges. This review presents the results of a systematic examination of the included papers, including approaches and methodological considerations as well as the socio-cultural contexts within which projects are carried out. We discuss situational tensions that might inhibit the capacity of adults and children to partner in co-creating new knowledge and developing robust ways of working together. Finally, we draw attention to three significant dimensions within the findings: the influence on the children-as-researchers paradigm of hierarchical structures inherent to academic institutions; the importance of engaging with specific historical, political, and social contexts; and challenges for inclusion and diversity.

Balitout, H. (2021). **Les lauréates du CAP petite enfance par la validation des acquis de l'expérience dans la région des Hauts-de-France : une diplomation aux effets contrastés** (Phdthesis, Université de Picardie Jules Verne). Consulté à l'adresse <https://theses.hal.science/tel-03986854>

La reconnaissance des acquis de l'expérience fait encore peu l'objet de travaux de recherche dans le milieu du travail de la petite enfance, caractérisé par sa surféminisation. Les faibles niveaux de qualification sont aussi peu étudiés dans le cadre du dispositif de la validation des acquis de l'expérience, notamment le CAP « Petite enfance », qui permet de travailler à domicile en qualité d'assistante maternelle ou dans des structures collectives. Paradoxalement, c'est un des diplômes les plus demandés en VAE au ministère de l'Éducation nationale. Cette thèse vient pallier ce manque, en s'appuyant sur une enquête quantitative et qualitative menée auprès des lauréates à la VAE exerçants dans leur grande majorité, le métier d'assistante maternelle dans la région des Hauts-de-France. Pour la plupart, ces femmes à l'origine faiblement ou pas diplômées, exercent dans un domaine dévalorisé, peu qualifié et sous-payé, mêlant à la fois le travail familial et professionnel du « care ». La division sexuelle du travail apparaît fortement prégnante dans les familles des assistantes maternelles. La femme, assignée au domicile prolonge son rôle de mère dans une profession peu reconnue, assimilée à un travail invisible. Des rapports de domination de genre, empreints d'une violence symbolique sont à l'œuvre dans l'univers domestique et professionnel. Elles souffrent d'un déni de reconnaissance et décident à un moment donné de leur parcours biographique, de valider les acquis de leur expérience professionnelle pour obtenir un diplôme reconnaissant leur professionnalité. Nous analysons cette lutte pour la reconnaissance qui s'exprime lors du parcours VAE. Cette thèse vise à démontrer qu'au premier niveau de qualification, en l'occurrence le niveau V (CAP), les lauréates à la VAE développent bien un fort sentiment de reconnaissance professionnelle, en revanche, la faiblesse de leur formation initiale due en partie à leur origine sociale, leur âge et leurs expériences professionnelles antérieures entravent durablement leurs possibilités d'évolution professionnelle



Barrow, M. (2023). **Ontological congruence, discipline and academic identity in university schools of nursing.** *Higher Education*, 85(3), 637-650. <https://doi.org/10.1007/s10734-022-00858-0>

Nursing is an old vocation but is relatively new to the academy, with schools of nursing being established in Western universities in the late twentieth and early twenty-first centuries. Their establishment was presaged by earlier moves of the preparation of pre-registration nurses from apprenticeships served in hospitals to tertiary education institutions (mainly community colleges and polytechnics) during the last quarter of the twentieth century. Preparation for a life in the professions has been a feature of universities since their inception. Nevertheless, changing a university's offerings is contested, and new disciplines and the new academics within them often struggle to establish their legitimacy within the academy. This paper challenges contemporary accounts of nursing as a discipline the weak disciplinary boundaries of which undermine its place in the academy and hamper nurse academics' development of an academic identity. Drawing on data from interviews with nursing academics, the paper discusses the ways in which the participants are, by their own actions, devising, amending and reinforcing the structures, code, rules and conceptual frameworks of the Nursing discipline. It also considers how, as they do so, these academics achieve a level of ontological congruence that is only possible as their internal biography, the nature of their day-to-day work and the expectations of their employer are able to 'rub along' together without creating the conditions for (self) destructive resistance or the exercise of coercive institutional power.

Beaton, M. C., Helander, H., & Keskitalo, P. (2023). **Education Provision for Indigenous and Minority Heritage Languages Revitalisation: A Study Focusing on Saami and Scottish Gaelic.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 61-77). [https://doi.org/10.1007/978-3-030-97460-2\\_5](https://doi.org/10.1007/978-3-030-97460-2_5)

This chapter provides a comparative study of education provision for the Indigenous language of Saami and the minority heritage of Scottish Gaelic. Due to historical factors, both languages are considered endangered according to UNESCO listings. Whilst North Saami and Scottish Gaelic receive government support, which would appear to be providing a reasonably stable position at least within their geographically core areas, assimilation continues resulting in the overall numbers of speakers remaining small. As education is viewed as key to the promotion of both languages, following an introduction to the background historical and societal context of both language contexts, the chapter presents educational practices and challenges in education for comparison over the past forty years. The comparative study highlights that similarities between these two languages exist in language revitalisation efforts to reverse language shift but the forms vary. The chapter concludes with some emerging recommendations for the successful maintenance and revitalisation of minority heritage and Indigenous languages in the twenty-first century despite the continued dominance of surrounding majority languages.

Beiler, I. R. (2023). **Anglonormativity in Norwegian language education policy and in the educational trajectories of immigrant adolescents.** *Language Policy*, 22(1), 95-117. <https://doi.org/10.1007/s10993-022-09632-5>

In the Nordic countries, policy debates about English often highlight the threat of domain loss for national languages, but the high status of English may also have a differential

impact on people in Nordic societies. This article investigates a policy gap in Norwegian upper secondary education, whereby an advanced English subject requirement may hinder graduation for immigrant adolescents with little previous English instruction, despite English not being the medium of education in Norway. The aim of the study is to examine the impact of the upper secondary English requirement and of sheltered instruction as a local policy solution for such students. I use nexus analysis (Hult, 2015) to analyze ethnographic data from one upper secondary school that created an ad hoc sheltered English class. Data include field notes, classroom video and audio recordings, language portraits, and interviews with one school leader, one teacher, and six students. I draw on decolonial theory (e.g., García et al., 2021; Santos, 2007), notably Anglonormativity (McKinney, 2017), to trace discursive, interactional, and personal policy scales. I found that the sheltered class reflected discourses of integration and Anglonormativity, but nonetheless offered greater affordances for participation than a mainstream English class. Furthermore, comparing the emphasis on English remediation with students' broader repertoires surfaced possibilities for reframing students as resourceful multilingual learners. I discuss policy options that might better address underlying issues of epistemic justice, compared to solutions limited to increasing students' proficiency in languages of power like English.

Bogiatzidis, P., & Pervou, I. (2023). **The COVID crisis impact on open education in the field of healthcare management.** *Education and Information Technologies*, 28(2), 1663-1674. <https://doi.org/10.1007/s10639-022-10976-y>

This paper aims to explore how the Hellenic Open University managed to adapt to the new normal of the pandemic and particularly what methods it deployed in its postgraduate Healthcare Management program. The first part introduces the key features of the Hellenic Open University and analyzes the strategic policy deployed by the University during the pandemic through the pillars of academic integrity, openness and excellence. The second part presents the research method and findings regarding both instructors and students of the Healthcare Management postgraduate program. The third part concludes that the policy introduced by University had a positive effect overall both to academic staff and healthcare practitioners. The importance and innovation of this study lies in the fact that it emphasizes on adult students who are in their crashing majority healthcare practitioners and thus have already a saying regarding the pandemic's management. The scope of the research was to demonstrate that this student audience had a significant input in the teaching procedure, since they were at the forefront of the pandemic crisis. In this regard, the instructor-student relationship was more than ever reciprocal based on the knowledge of the first and the experience of the latter.

Briscoe, P., & McIntosh, E. (2023). **A Fractured School Community: Decolonizing Leaders Needed for Responsive Leadership.** *Journal of Cases in Educational Leadership*, 26(1), 16-30. <https://doi.org/10.1177/15554589221128051>

In this case, Mary, a cisgender White principal, is struggling in a contentious school climate with a mostly White staff and a racially divided school community. A lunchroom incident highlighted the unaddressed conflict among students, families, and the community that can no longer be ignored. Her unresponsive leadership raises questions about the capacity of White school leaders to be culturally responsive. The authors present a decolonizing leadership framework and three activities, framed by transformative learning theory, that encourage participants to reflect on their biases and

develop their understanding of what colonizing and decolonizing education means to their leadership.

Broccolichi, S., & Larguèze, B. (2023). **Restauration d'une école sinistrée et leçons tirées. Diversité.** *Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Dans une école d'un quartier d'habitat social de la banlieue parisienne, les difficultés et tensions se sont accrues pendant cinq ans : troubles et dégradations, arrêts maladie et départs répétés des enseignants, résultats calamiteux aux évaluations nationales, mécontentement grandissant des parents. Un comité de pilotage a chargé notre équipe d'analyser la situation, puis de contribuer à l'améliorer, en prenant appui sur les enquêtes précédemment réalisées dans cette ville. En nous référant aussi à d'autres recherches portant sur l'évolution d'établissements de quartiers précarisés, nous interrogeons les possibilités de prévenir ou d'enrayer plus rapidement des spirales d'échec et d'instabilité, lourdes de conséquences pour le travail des enseignants et des élèves.

Buriel, A. (2022). **Education under totalitarian regimes: The case of the Islamic State in Iraq and Syria.** *Prospects*. <https://doi.org/10.1007/s11125-022-09615-8>

This article discusses the education system under the totalitarian regime of the Islamic State in Iraq and Syria (ISIS) from 2014 to 2017. It describes and analyses the characteristics of the totalitarian education system, as conceived and implemented by the Salafist and jihadist group. The aim of this article to understand some of the totalitarian educational tools used by ISIS and to contribute to the understanding of education induced by totalitarian regimes, including its common features and implications. The analysis reveals fundamental characteristics: (a) the destruction of the existing education system in order to redefine its contours entirely, (b) an attempt to control educational content completely in order to apply a comprehensive doctrine, (c) the infusion of terror by means of extreme violence and fear throughout all educational components, and (d) the enforced loneliness of individuals in order to annihilate their creative potential. The challenge today is to prevent the "totalitarian temptation" by proposing educational approaches adapted to counteract these new jihadist attempts.

Butzbach, M. (2023, février 27). **Fermetures de classes : la démographie justifie-t-elle tout ?** Consulté 28 février 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/fermetures-de-classes-demographie-justifie-t/00106107>

A la rentrée prochaine, plus de 1 000 postes seront supprimés dans le premier degré, ce qui implique notamment des fermetures de classes ou d'écoles. Parents et des enseignants se mobilisent.

Buzzelli, M., & Asafo-Adjei, E. (2023). **Experiential learning and the university's host community: rapid growth, contested mission and policy challenge.** *Higher Education*, 85(3), 521-538. <https://doi.org/10.1007/s10734-022-00849-1>

This paper examines the recent growth of experiential learning (EL) and the university-community (or so-called town-gown, TG) connections created as a result of this expansion. The research is framed by critical scholarship on the nature and role of the university and the place of liberal education specifically, as well as policy drivers aimed at social and economic impacts from EL. Two subthemes are also examined: first, the role of the arts, humanities and social sciences disciplines in EL expansion and, second, the

extent to which TG connections focus on the university's local host community as opposed to more distant and even international arrangements. Mixed research methods including public document analysis and key informant interviews are used to document and interpret EL developments across nine varied universities in Ontario, Canada. The results underline broad sector commitment to EL that in turn creates new and different TG connections for the university. Rapid expansion has brought a variety of challenges identified both by universities and community EL partners. The paper concludes with discussion of policy implications and consideration of the future of EL in light of the 'digital pivot' of the COVID-19 pandemic.

Camphuijsen, M. K., & Parcerisa, L. (2023). **Teachers' beliefs about standardised testing and test-based accountability: Comparing the perceptions and experiences of teachers in Chile and Norway.** *European Journal of Education*, 58(1), 67-82.  
<https://doi.org/10.1111/ejed.12540>

The global popularity of test-based accountability appears to signal political trust in standardised assessments as valid and relevant measures of education quality. Nonetheless, research shows that educators' perceptions of standardised testing and test-based accountability can vary significantly, as do their responses to accountability demands. Considering the key influence of teachers' beliefs on the way in which they respond to education reforms, in this article we examine teachers' beliefs and opinions about standardised tests and test-based accountability. We analyse a comparative study on interpretations and experiences of standardised testing and test-based accountability demands of compulsory education teachers in Chile and Norway. These cases were selected following a most-different-systems design approach. The data was derived from an electronic survey (n = 2,531) and in-depth interviews (n = 41). The analysis shows how in both contexts, teachers are relatively critical about the validity, usefulness and fairness of standardised tests. This indicates lacking teacher trust in standardised testing and test-based accountability. Still, despite similar trends, some key differences in the beliefs of Chilean and Norwegian teachers are found, which highlight the influence of the sociocultural context in shaping teachers' beliefs. By illuminating how teachers in different contexts make sense of test-based accountability, our analysis contributes to the understanding of why the often-reported mismatch between policy expectations and policy outcomes might occur.

Carlson, J. A., & LaVenja, K. N. (2023). **The Importance of Transformational Leadership to Support Faculty Diversity in Our Nation's Predominantly White Institutions of Higher Learning.** *Journal of Cases in Educational Leadership*, 26(1), 71-81.  
<https://doi.org/10.1177/15554589221136798>

Predominantly white institutions (PWIs) struggle to attract and retain underrepresented faculty. Despite aspirations for diversity, the reality remains that underrepresented faculty are not hired and retained in numbers sufficient to change the institution's demographics. The leadership of PWIs strives for solutions to ameliorate the trend in recruitment, retention, and climate. The issue has gained even more significance recently due to the global coronavirus pandemic when layoffs, non-renewals, and hiring freezes have been widely imposed. This case examines how systemic leadership problems, mindsets, and climates keep PWIs at the status quo, and invites application of leadership and adult learning theories to develop a strategy for improving faculty diversity at PWIs.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2022). **The future of vocational education and training in Europe: volume 3: the influence of assessments on vocational learning.** Consulté à l'adresse [https://www.cedefop.europa.eu/files/5590\\_en.pdf](https://www.cedefop.europa.eu/files/5590_en.pdf)

Rédigé dans le cadre du projet de compréhension approfondie de l'évolution et de l'avenir de l'enseignement et de la formation professionnels (EFP) dans les 27 États membres de l'UE, ainsi qu'en Islande, en Norvège et au Royaume-Uni., ce document de recherche se concentre sur le rôle joué par l'évaluation, se demandant notamment si les objectifs fixés dans les curricula nationaux, par les normes de certification et dans les descriptions de programmes sont améliorés ou non par les approches d'évaluation dominantes. Une autre question abordée concerne les approches d'évaluation et la manière dont elles répondent aux exigences de plus en plus complexes en matière de connaissances générales et d'aptitudes et de compétences transversales.

Chen, K. H. (2023). **Pipelines of schooling: Pathways to the United States and rent-seeking practices by education agents.** *International Journal of Educational Development*, 97, 102714. <https://doi.org/10.1016/j.ijedudev.2022.102714>

There is a tendency among researchers to overlook private-market transnational student exchanges outside of the formal education realm. Yet, such negligence undermines our ability to thoroughly study how international education was institutionalized. Based on 54 interviews with education agent industry members in Taiwan, this study contributes to the discussion by analyzing how education agents' business practices enabled the commodification of admission procedures. Within this framework, education agents can be an example of « rent-seeking, » a market intervention in which an entity seeks to gain wealth without any reciprocal contribution to productivity. A particular form of education agent business, the commission-based sponsored pathways (CBSP) model, can connect students' education aspirations with business opportunities. Detailed examples from Taiwan's education agents' industry illustrate how the market mediates students' aspirations with industry-level organizational goals. In addition, this study points out that the emergence of the agent has created many new channels for international students to enter more selective schools with lower grades and affordable funding. I argue that the rent-seeking framework helps with theory-building and bridges future study of the economy, educational markets, and internationalization.

Comité interordres de la relève étudiante. (2023). **L'expérience collégiale en temps de pandémie : points de vue étudiants.** Consulté à l'adresse <https://www.cse.gouv.qc.ca/wp-content/uploads/2023/02/50-3000-ER-experience-collegiale-etudiants.pdf>

Cette publication traite des changements soudains causés par la pandémie de COVID-19 dans l'enseignement collégial, dans les services et dans la vie de campus, qui ont pu avoir des répercussions sur la santé mentale et la réussite scolaire de plusieurs jeunes, et ce, malgré des mesures de soutien. En 2021, les membres du CIRÉ ont réalisé un sondage auprès de 1098 personnes inscrites dans les établissements collégiaux. Près de la moitié des répondantes et des répondants auraient aimé recevoir davantage de soutien psychologique. De plus, la moitié des étudiantes et des étudiants estimait que l'enseignement à distance. Néanmoins, plusieurs croient que l'enseignement à distance devrait être maintenu à condition qu'il soit conjugué avec de l'enseignement en présence. La transition du secondaire au collégial et les études à ce dernier ordre

d'enseignement, semblent avoir été vécues plus difficilement chez les groupes étudiant dans un grand centre urbain ou entrés au collégial à l'automne 2020.

Commission européenne. (2022). **Erasmus Programme Guide 2023 (Version 2)**. Consulté à l'adresse [https://erasmus-plus.ec.europa.eu/sites/default/files/2022-12/Erasmus%2BProgramme-Guide2023-v2\\_en.pdf](https://erasmus-plus.ec.europa.eu/sites/default/files/2022-12/Erasmus%2BProgramme-Guide2023-v2_en.pdf)

Ce document fournit toutes les informations nécessaires aux établissements et organisations qui souhaitent rédiger une candidature Erasmus +. Y sont décrits notamment : les priorités européennes du programme Erasmus+ ; les actions soutenues ; les financements disponibles pour chaque action Erasmus+ ; les modalités de participation.

Commission européenne. Direction générale éducation jeunesse. (2022). **Fostering EU-ASEAN cooperation through higher education**. Consulté à l'adresse [https://op.europa.eu/fr/publication-detail/-/publication/b0aa93d5-79d4-11ed-9887-01aa75ed71a1/language-en?publicationDetails\\_PublicationDetailsPortlet\\_source=277202390](https://op.europa.eu/fr/publication-detail/-/publication/b0aa93d5-79d4-11ed-9887-01aa75ed71a1/language-en?publicationDetails_PublicationDetailsPortlet_source=277202390)

Tous les pays de l'Association des nations de l'Asie du Sud-Est (ASEAN) peuvent bénéficier des projets de coopération avec l'Europe dans l'enseignement supérieur, proposés par Erasmus+. Ces échanges d'étudiants et de personnels créent non seulement des réseaux universitaires durables, mais renforcent également les relations entre les établissements d'enseignement supérieur en Europe et en Asie du Sud-Est. Mais ces échanges ont un impact plus large : par les compétences qu'ils développent chez les futurs praticiens, chercheurs et décideurs, les projets Erasmus+ contribuent aussi à relever des défis communs tels que le changement climatique, les changements liés au monde numérique, la santé, la transition verte, etc.

Cour des comptes. (2023). **Universités et territoires** (p. 129). Consulté à l'adresse Cour des comptes website: [https://www.ccomptes.fr/system/files/2023-02/20230207-universites-et-territoires\\_0.pdf](https://www.ccomptes.fr/system/files/2023-02/20230207-universites-et-territoires_0.pdf)

La France se caractérise par un bon taux de diplômés du supérieur chez les 25-34 ans (49,4% contre 45,6 % en moyenne pour l'ensemble des pays de l'OCDE). Toutefois, en observant la répartition géographique de ce taux, on s'aperçoit qu'il existe encore des inégalités territoriales d'accès à l'enseignement supérieur, puisque le taux de diplômés réduit globalement à mesure que l'on s'éloigne des grandes villes. En effet, de nombreuses difficultés empêchent de trouver une doctrine stable - celle-ci oscillant entre le fait de garantir une offre de proximité sur l'ensemble du territoire ou d'assumer les inégalités territoriales existantes dans l'offre universitaire. L'origine sociale des étudiants reste la cause principale d'inégalités d'accès à l'enseignement supérieur. Le rapport publié ce jour par la Cour des comptes met en évidence la relation complexe et persistante entre l'enseignement supérieur et l'origine géographique. Des enjeux territoriaux dans les missions d'enseignement supérieur et de vie étudiante Les inégalités sociales et géographiques dans l'accès à l'université sur le territoire demeurent, en dépit des tentatives engagées pour les réduire. Pour y remédier, des antennes universitaires ont été ouvertes ou maintenues, afin de rapprocher la formation des territoires. Au nombre de 150 environ, elles accueillent à elles seules près de 91 000 étudiants. Selon l'enquête de la Cour, leur coût est comparable, voire inférieur, à celui des formations installées au sein des sites principaux. De plus, le taux de réussite observé dans les antennes ne présente pas de différence majeure avec les universités mères ; en

revanche, le taux de poursuite d'études en deuxième cycle est faible. Par ailleurs, les campus connectés constituent une autre réponse aux difficultés géographiques et sociales d'accès à l'enseignement supérieur, même si leur succès paraît mitigé. La lutte contre les inégalités se joue également dans l'accueil et dans l'assistance offerte aux étudiants - certaines universités déployant des efforts importants pour mener une politique ambitieuse en matière de vie étudiante. La Cour a toutefois constaté de fortes disparités entre les établissements. La coordination des Crous et des universités, notamment dans les domaines du logement et de la restauration, n'est pas satisfaisante sur l'ensemble des sites. La nécessité de prendre en compte l'hétérogénéité des universités pour assurer leur pilotage. Aujourd'hui, des fractures évidentes apparaissent entre des établissements partageant la dénomination « d'université », mais qui n'ont plus rien de comparable les uns avec les autres. Ainsi, certaines universités conduisent une recherche de premier ordre au niveau mondial et orientent leurs formations dans cette optique, alors que d'autres assurent une part plus importante de premier cycle et concentrent leurs forces de recherche sur quelques disciplines, faute de pouvoir bénéficier de financements par appels à projets. Les universités ont d'ailleurs entrepris de se classer elles-mêmes en se regroupant au sein d'associations, dont les noms affichent l'ambition : « universités de recherche françaises », « universités de recherche et de formation » ou « petites et moyennes universités ». Par ailleurs, l'essor des établissements privés s'octroyant, en dépit du droit, le titre d'université ou délivrant des diplômes en théorie réservés aux établissements publics participe à la confusion. La Cour a donc envisagé trois options afin d'assurer un meilleur pilotage d'établissements qui n'accueillent plus les mêmes profils d'étudiants, n'assurent plus les mêmes missions et ne bénéficient plus des mêmes financements. Des relations institutionnelles à portée variable selon les territoires. Les collectivités territoriales sont des alliées précieuses pour les universités, en raison des financements qu'elles leur accordent – environ 1,5 Md€ par an – et d'une politique souvent volontariste. Malgré tout, il existe trop peu d'instances permettant des échanges d'informations et la mise en œuvre d'actions communes à toutes les collectivités, ce qui entrave la mise en œuvre d'une stratégie cohérente et maîtrisée. Cela a également pour effet de conduire à une répartition perfectible ainsi que, dans certaines situations, à une dispersion des financements. Quant au ministère chargé de l'enseignement supérieur, il peine à associer les collectivités territoriales à l'exercice de contractualisation qu'il mène tous les cinq ans avec les universités. Pour l'heure, il oscille entre une déconcentration - récente - de la gestion des établissements au niveau académique, et un pilotage qui demeure très concentré. Sur le terrain, la fonction de recteur délégué à l'enseignement supérieur, créée dans certaines académies de région depuis 2020 pour faciliter le dialogue avec les universités, s'installe pas à pas, mais sans missions clairement établies ni pleine délégation de la part des recteurs de région académique. Une reconnaissance du monde de l'entreprise qui reste à construire. Les acteurs du monde économique s'affirment comme des interlocuteurs essentiels pour les universités. Elles les associent à leurs instances stratégiques ou les font participer à leurs conseils pédagogiques, en particulier en licence professionnelle et en master. Ces initiatives restent toutefois dispersées. Le ministère chargé de l'enseignement supérieur n'a pas développé une approche et une méthodologie plus systématiques. Celles-ci permettraient de calculer le retour sur investissement des dépenses en faveur de l'enseignement supérieur et pourraient constituer un élément décisif dans le cadre des négociations budgétaires menées avec le ministère chargé du budget. On constate toutefois une perception mitigée de la part des chefs d'entreprise : une majorité souhaiterait être davantage associée à la définition des enseignements et être mieux

informée sur l'offre de formation universitaire, encore estimée trop complexe et peu lisible. La plupart déplore également un manque de réactivité dans la construction et l'agrément des diplômes d'État.

Cuzzocrea, V., & Krzaklewska, E. (2023). **Erasmus students' motivations in motion: understanding super-mobility in higher education**. *Higher Education*, 85(3), 571-585. <https://doi.org/10.1007/s10734-022-00852-6>

This paper looks at youth mobility as an ongoing, dynamic, processual experience in the making of an educational trajectory. By exploring the experiences of students who have undertaken more than one mobility experience under the Erasmus + program, we reflect on how underlying motivations change over the course of subsequent mobility experiences. In contrast to existing research, where the focus has been on reported motivations for one-off mobility experience, we discuss the latent motivations driving super-mobile educational trajectories. In doing so, we observe the ongoing reconfiguration of these trajectories through the concept of spatial reflexivity, which results in articulated and augmentative dynamics over time. Methodologically, the paper is based on qualitative material collected in person and online with such mobile young people across Europe.

Demant-Poort, L., & Andersen, L. P. (2023). **“A Lesson Is Most Exciting [When] the Teacher Typically Explains Complex Topics”**: A Student Perspective on Public Schooling in Greenland. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 125-142). [https://doi.org/10.1007/978-3-030-97460-2\\_9](https://doi.org/10.1007/978-3-030-97460-2_9)

Research on and knowledge about the Greenlandic school system is primarily based on quantitative, evaluative measures, such as grade point statistics. Though the aforementioned research is centred around schooling there is a lack of pedagogical research on schooling based on the voices of students and knowledge about what happens inside classrooms. This chapter describes the findings from a survey study of students' experience of public schooling in Greenland. The goal of the study is to identify students' perceptions of schooling and lessons and to broaden available knowledge on what schooling is in Greenland.

Direction générale des politiques internes de l'Union (Parlement européen), Craciun, D., Kaiser, F., Kottmann, A., Meulen, B. van der, Popovic, M., & Humpl, S. (2023). **The European universities initiative: first lessons, main challenges and perspectives : research for CULT Committee**. Consulté à l'adresse <https://data.europa.eu/doi/10.2861/160992>

In 2019 the European Universities Initiative started. Since then, 44 European Universities alliances were created, with 340 participating higher education institutions. This study evaluates the selection procedures and assesses the experiences of the first years. It also drafts three scenarios to map future developments. Recommendations to the EP aim to strengthen the sustainability of the EUAs, create better regulatory conditions and improve the learning processes.

Dockett, S., & Perry, B. (2023). **Southern Reflections on Education Toward a Sustainable North**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 249-260). [https://doi.org/10.1007/978-3-030-97460-2\\_16](https://doi.org/10.1007/978-3-030-97460-2_16)



To those of us closer to the Antarctic region of the world, the concept of the Circumpolar North is quite intriguing. The chapters in this book provide some insights into the lived experiences of people across the Circumpolar North, with a specific focus on educational equity and inclusion. In their descriptions of what it is like to live, work, and be in this place within the Circumpolar North, the authors explore learning, teaching, educational provision, and connections between culture, identity, and language. The chapters provide points of connection, enabling readers to highlight both the similarities and differences between their own contexts and those described. One of the great values in promoting such connections lies in the generation of opportunities for reflexivity, as we each consider our own context, question what we take for granted, and why that might be so. At the same time as recognising the uniqueness of the region, the chapters in this book draw us away from romanticised tourist images of the Circumpolar North that focus on snow-covered wonderlands, pristine landscapes, and thriving Indigenous communities living in harmony with nature. While acknowledging the challenges associated with remoteness, they also steer us away from stereotypes of disadvantage that automatically equate remoteness with deficit. Rather, the chapters describe contexts across the Circumpolar North that are both similar and different – from each other as well as from those of readers living and working outside the region. The rich culture and history of each context is noted, providing a base for addressing the complex challenges associated with promoting educational equity and inclusion.

Ehren, M. (2023a). **A conceptual framework for trust in standardised assessments: Commercial, quasi-market and national systems.** *European Journal of Education*, 58(1), 11-22. <https://doi.org/10.1111/ejed.12544>

This article presents a conceptual framework for trust in standardised assessments. Standardised assessments play an important role in many education systems as they inform decisions about students' future schooling career or entry to the labour market. Also, standardised assessments are often used for teacher performance reviews and school accountability, or to monitor learning outcomes on the national level. Various stakeholders rely on the accuracy of assessment outcomes when making decisions about students' competences, or seek to improve the quality of education. Such reliance implies a need for trust in those who design and administer standardised assessments and make decisions on the basis of the outcomes. The framework presented in this article describes the type of relational and macro-level trust that is relevant for three types of assessment systems: national, quasi-market and commercial systems. Throughout the analysis presented, examples are provided to illustrate the ways in which relational and macro-level trust can vary by who is tested and by whom they are assessed; and how trust in evaluations varies by the purpose and consequences of testing, as well as the individual agency of students, their teachers and school leaders.

Ehren, M. (2023b). **Trust in standardised assessments.** *European Journal of Education*, 58(1), 5-10. <https://doi.org/10.1111/ejed.12546>

European University Association (EUA). (2023). **European University Association Innovation - Agenda 2026.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3756> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://eua.eu/downloads/publications/eua%20innovation%20agenda%202026.pdf>

Developing a comprehensive approach to innovation for the benefit of universities is at the core of the European University Association's vision for the future of European higher

education and research. As part of this vision, EUA has developed its first Innovation Agenda based on members' experiences of pursuing their innovation mission in line with local, national and European developments. The Agenda outlines thematic priorities and key objectives for the university sector as a whole and for the Association specifically, taking into account the diversity of profiles and innovation activities among its membership and European universities at large. The document will help to ensure that the importance and value of university innovation for society are aptly recognised and strengthened by national and European policy makers, funding agencies, and universities themselves.

Farney, J. H., & Banack, C. (2023). **Faith, rights, and choice: the politics of religious schools in Canada.** Toronto: University of Toronto Press.  
<https://utorontopress.com/9781487545802/faith-rights-and-choice/>

Gadais, T., Décarpentrie, L., Tourir, G., Al-Khatib, M., Daou, A., Chamsine, C., & Arvisais, O. (2023). **Education under ISIS: An analysis of the calligraphy and illustrations of the physical education curriculum.** *International Journal of Educational Development*, 97, 102724.  
<https://doi.org/10.1016/j.ijedudev.2023.102724>

This article presents an unprecedented analysis of the Islamic State of Iraq and Syria (ISIS) primary school physical education curriculum focused on calligraphy and illustrations. Indeed, this research concentrated on describing, analyzing and understanding the context and the philosophy of the document, as well as its illustrations (Islamic calligraphy, pictures, among others). Semiotic and iconographic methods were used to conduct analyses of the data. Findings show several attempts to divert the meaning of the Muslim religion, notably through an ultra-rigorous vision and a total absence of girls or women. Our analyses lead us to believe that this curriculum, addressed mainly to the physical education teacher, was developed by ISIS as a preamble to the military preparation of future soldiers. Finally, the Islamic calligraphy used in the curriculum raises questions about the choice of type of calligraphy as well as its relevance within the context of an incomplete and rapidly developed document. This study provides a deeper understanding of the educational system set up by ISIS and its body of disciplinary texts.

Girin, D.-S. (2021). **Des écoles comme les autres ? L'enseignement privé musulman de niveau élémentaire, entre recherche de distinction et quête de respectabilisation.** (Phdthesis, Université Paris sciences et lettres). Consulté à l'adresse <https://theses.hal.science/tel-03972537>

Depuis environ cinq ans, les controverses sur l'enseignement musulman se succèdent dans les agendas médiatiques, politiques et législatifs. Les écoles musulmanes, transformées en véritable problème public à résoudre, se retrouvent prises dans une tension entre la volonté d'être perçues comme des écoles « comme les autres » tout en s'efforçant d'affirmer une spécificité. Selon un oxymore très parlant, elles veulent être « différentes, comme tout le monde ! ». C'est cette tension que notre thèse cherche à analyser. Après avoir historicisé la catégorie école musulmane et sa construction comme problème public, cette thèse se penche sur la diversité interne au sein des établissements musulmans. À partir d'une enquête par entretiens et par observations auprès de onze établissements privés musulmans de niveau élémentaire situés en France métropolitaine, elle s'intéresse à la manière dont les écoles sont traversées par deux mouvements, le premier de respectabilisation, le second de distinction. Cette tension transparait aussi

bien dans les choix quotidiens opérés en classe par les enseignantes que dans les orientations des établissements à moyen et long terme. Opter pour un réglage en faveur de la distinction, voire de l'irrespectabilité se révèle coûteux pour les écoles musulmanes, d'autant plus après le passage de la loi Gatel (2018) et de la loi renforçant le respect des principes de la République (2021). À l'inverse, prendre le parti de la respectabilisation en vue d'obtenir un passage sous contrat avec l'État ne signifie pas que l'entreprise soit toujours couronnée de succès. Pour des raisons tout autant politiques qu'économiques, la contractualisation des écoles musulmanes est aujourd'hui à l'arrêt.

Granjon, M., Aube, B., Jury, M., Popa-Roch, M.-A., & Rohmer, O. (2022). **Tout enfant handicapé est de droit un élève**. *The inquisitive Mind*, <https://fr.in>. Consulté à l'adresse <https://hal.uca.fr/hal-03992524>

« Tout enfant handicapé est de droit un élève[i] », tel est le message au cœur de la loi Handicap en France. À l'instar de cette volonté politique, les pouvoirs publics français, comme la plupart des pays occidentaux, ont progressivement mis en place ces vingt dernières années, des mesures visant à mieux inclure les personnes en situation de handicap dans notre société. Malgré cet effort important, comment expliquer que les difficultés d'inclusion des élèves avec un handicap persistent en contexte scolaire ? Comment les représentations subjectives sur le handicap peuvent expliquer ces persistance ? De quoi sont nourries ces représentations, comment résistent-elles aux informations objectives, comment influencent-elles les comportements ?

Haïat, S., & Charron, A. (2023). **Étude de la relation enseignant-élèves en 1<sup>re</sup> année du primaire dans le cadre d'une comparaison des systèmes éducatifs québécois et français**. *Revue internationale de Communication et Socialisation*. <https://doi.org/10.6084/M9.FIGSHARE.22083443.V1>

Cette recherche qualitative porte sur la relation enseignant-élèves en 1<sup>re</sup> année du primaire dans le cadre d'une comparaison des systèmes éducatifs québécois et français. De nombreuses recherches (Espinosa, 2020 ; Fortin et al., 2011 ; Roffey, 2012 ; Virat, 2019) montrent qu'une relation enseignant-élèves de qualité est un élément majeur du bien-être social et psychologique de l'enseignant et de l'élève, mais qu'elle permet également la réussite éducative et scolaire des élèves. Dans le cadre de cette recherche, six enseignantes de 1<sup>re</sup> année de l'école primaire, dont trois québécoises et trois françaises, ont pris part à un entretien semi-dirigé qui a permis de recueillir leurs représentations et leurs pratiques déclarées au regard de la qualité de leur relation avec leurs élèves. Les résultats montrent des similitudes et des différences entre les deux systèmes éducatifs, notamment que les enseignantes françaises semblent accorder davantage d'importance aux apprentissages, contrairement aux enseignantes québécoises qui semblent plutôt accorder de l'importance aux liens affectifs.

Handy, T., & Kozleski, E. B. (2023). **Examining youth agency in post-conflict, Sri-Lankan school settings**. *International Journal of Qualitative Studies in Education*, 36(2), 135-151. <https://doi.org/10.1080/09518398.2021.2003892>

The authors report on a youth agency study conducted in post-conflict school settings in Sri Lanka. In a three-month field-based, qualitative research study, youth collaborated with the first author to explain and expand on their interviews. Their candor and concern for ensuring that the researcher understood the rationales behind their actions helped to reveal the agentic nature of their responses to situations at school. In doing so they helped the researcher understand how they mitigated their exposure to violent practices

that were prevalent in their school settings. The findings point to the importance of recognizing and supporting youth agency as a crucial lever in advancing inclusive education.

Hayward, L., Baird, J.-A., Allan, S., Godfrey-Faussett, T., Hutchinson, C., MacIntosh, E., ... Wiseman-Orr, M. L. (2023). **National qualifications in Scotland: A lightning rod for public concern about equity during the pandemic.** *European Journal of Education, 58*(1), 83-97. <https://doi.org/10.1111/ejed.12543>

Scotland, traditionally, has high levels of confidence in teachers. Fairness and justice are key concepts in policy and practice in Scottish education. For more than 100 years, the high-stakes assessment system in Scotland, with the Scottish Higher qualification at its heart, has been crucial to that sense of opportunity and justice. However, in 2019–2020, public confidence in high-stakes assessment in Scotland, as in other United Kingdom countries, was dented. In Scotland, the Covid-19 pandemic meant that schools were closed, teachers provided online learning opportunities for pupils working at home and, for the first time in 130 years, it was not possible to run national examinations. To ensure that learners were not further disadvantaged, alternative approaches to gathering evidence for qualifications were instigated. However, these results were challenged as socially unjust and the results that had been nationally moderated were replaced by results based on locally moderated teachers' professional judgement. As Scotland looks to qualifications beyond Covid-19, trust must be re-built. This article reports on a participative research project that sought to understand public perceptions of standards and fairness across a range of key communities following this experience. Drawing on both qualitative and quantitative data, we analyse factors which affected trust in National Qualifications under the pandemic. The evidence suggests that when considering what matters for qualifications to be trusted, technocratic solutions are likely to be rejected by stakeholders. Understanding and responding to what led to the mistrust of qualifications in Scotland will be crucial to inform its future qualifications system.

Herbst, M., Sobotka, A., & Wójcik, P. (2023). **The effect of peer group stability on achievements: Evidence from Poland.** *European Journal of Education, 58*(1), 166-180. <https://doi.org/10.1111/ejed.12545>

This article reports on a study using data from nation-wide standardised examinations in Poland. We analysed the extent to which grade 9 student achievements have depended on the stability of their peer group over the course of middle school. We controlled for the fixed effects of schools attended by the students, as well as for individual achievements prior to middle school enrolment. To mitigate the risk for endogeneity, analysis was informed by a consideration of the fact that middle schools operate in different institutional relations with nearby primary schools. This also allowed us to distinguish between the effect related to peer group stability and the one connected to the stability of the learning environment in general. The results of our analysis show that instability significantly reduces students' expected performance in mathematics and science. The impact of peer group stability on test achievements varies strongly across the student ability distribution. Very low-performing students and top performers were most affected. The average students were largely unaffected. One category of students that seems to benefit from the change when moving to middle school are students from very competitive primary schools who have average skills.

Hirshberg, D. B., Cost, D., & Alexander, E. (2023). **Adaptation Isn't Just for the Tundra: Rethinking Teaching and Schooling in Alaska's Arctic**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 9-24). [https://doi.org/10.1007/978-3-030-97460-2\\_2](https://doi.org/10.1007/978-3-030-97460-2_2)  
In Alaska, schools as structured do not work for far too many of Alaska's students, especially Indigenous students. This chapter raises issues that are not being addressed in most discussions on the schooling and teacher crisis in Alaska. We call out the failure of the existing system of teacher preparation. We then move into a critical discussion around what is missing from the current deliberations around improving schooling outcomes in rural Alaska: how the history of colonization and assimilation efforts in Alaska has created and propagated the current situation. We explore recent proposals to transfer more authority over rural schools to tribes and local communities and ask whether tribes should rethink the entire enterprise of education in rural Alaska, by fully enacting tribal control and self-determination in education.

Hirshberg, D. B., Maxwell, G., Peltokorpi, J., Beaton, M. C., & Turunen, T. (2023). **Introduction: Education, Equity and Inclusion for a Sustainable North**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 1-7). [https://doi.org/10.1007/978-3-030-97460-2\\_1](https://doi.org/10.1007/978-3-030-97460-2_1)

While many texts address issues of equity, inclusion, and diversity, they are almost all focused on the global South, and miss the lessons that can be learned from Northern regions. This book begins to fill the gap in understanding how to create an education system that allows students to grow up grounded in their own cultures and languages, regardless of whether they are newcomers or Indigenous, and also to be able to navigate the broader world. It is structured around two main themes: (1) supporting teachers in addressing diversity and inclusion in the classroom, including consideration of language and identity issues; and, (2) engendering solutions to structural and geographical challenges in education in the circumpolar north. Each of the book's chapters touches on at least one of these themes, and many of them both, from a geographically and culturally diverse set of perspectives. While each can be read as a standalone piece, the collection as a whole gives a robust and unique set of insights into equity and inclusion issues in education across the circumpolar north. In this introduction, we provide a brief overview of the chapters.

Jia, Y., Gesing, P., Jun, H.-J., Burbage, A. K., Hoang, T., Kulo, V., ... Tornwall, J. (2023). **Exploring the impacts of learning modality changes: Validation of the learning modality change community of inquiry and self-efficacy scales**. *Education and Information Technologies*, 28(2), 1763-1781. <https://doi.org/10.1007/s10639-022-11258-3>

The rapid learning environment transition initiated by the COVID-19 pandemic impacted students' perception of, comfort with, and self-efficacy in the online learning environment. Garrison's Community of Inquiry framework provides a lens for examining students' online learning experiences through three interdependent elements: social presence, cognitive presence, and teaching presence. Researchers in this study developed and validated the Learning Modality Change Community of Inquiry and Self-Efficacy scales to measure health professions students' self-efficacy with online learning, while exploring how cognitive, social, and teaching presence is experienced by students who transition from one learning environment to another. The two scales demonstrate strong validity and reliability evidence and can be used by educators to explore the

impacts of learning modality changes on student learning experiences. As learning environments continue to evolve, understanding the impact of these transitions can inform how educators consider curriculum design and learning environment changes.

Keita, Y. (2023). **L'enseignement privé au Mali: Atouts, problèmes et perspectives de régulation efficace**. Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140322853&utm\\_source=phplist&utm\\_campaign=message\\_particuliers\\_harmattan\\_sciences\\_de\\_l\\_education\\_35550&utm\\_medium=email&utm\\_content=lienPlus](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140322853&utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_35550&utm_medium=email&utm_content=lienPlus)

Le secteur de l'enseignement privé occupe aujourd'hui une place prépondérante dans le processus d'offre de services éducatifs au Mali. Cette prédominance qu'il a sur le secteur public d'enseignement se justifie par la grande proportion de sa couverture éducative dans tous les ordres d'enseignement, à l'exception de celui de l'enseignement fondamental (1<sup>er</sup> et 2<sup>e</sup> cycle). On peut se permettre de dire de nos jours que la disparition des services privés d'éducation se solderait par une crise éducative sans précédent dans le pays. Cependant, la position du secteur de l'enseignement privé lui confère la responsabilité de répondre aux prescriptions gouvernementales en termes de fondation et de fonctionnement. Il s'agit pour les structures qui le composent, de s'engager, via le projet de partenariat public-privé centré sur le développement harmonieux de l'éducation nationale, à participer au maintien de l'équilibre du système éducatif. D'autre part, les situations problématiques découlant du fonctionnement des écoles privées malgré l'obligation de conformisme aux recommandations qui leur incombe, doivent être jugulées par l'État en vue d'atteindre efficacement les objectifs éducatifs nationaux.

Keskiner, H., & Gür, B. S. (2023). **Questioning merit-based scholarships at nonprofit private universities: Lessons from Turkey**. *International Journal of Educational Development*, 97, 102719. <https://doi.org/10.1016/j.ijedudev.2022.102719>

By employing multiple correspondence analysis (MCA), this study reveals the similarities between students' socioeconomic status at five nonprofit private universities in Turkey. This research analyzes qualitative characteristics such as students' fathers' occupations, high school types, programs of study, and tuition fee paying status. The results demonstrate that children from relatively low-income families do not sufficiently benefit from the merit-based scholarship programs at nonprofit private universities. To ensure equality of opportunity in higher education, the researchers advocate for redesigning merit-based scholarship programs, which holds key implications not just for Turkey, but also for other higher education systems that rely on merit-based financial aid.

Khelifi, S. (2023). **Informal university entrepreneurship: The missing link in transition higher education systems**. *International Journal of Educational Development*, 97, 102725. <https://doi.org/10.1016/j.ijedudev.2023.102725>

This article probes the transition of an emerging higher education system into the entrepreneurial model. Tunisia's alignment with the European Bologna Process reforms in 2008 was meant to ease graduates' transition to the job market through enhancing their employability skills as well as injecting them with an entrepreneurial proclivity to mainstream self-employment as a worthy career path. Several measures were introduced across public universities, including a transversal entrepreneurship module and a corresponding entrepreneurship support structure of technology transfer office and incubators. North's new institutional lens will be used to frame the discussion

analytically. The article goes beyond such formal interventions and particularly looks into the informal aspects of the newly-assumed entrepreneurial identity of Tunisian higher education. Following a scoping review approach informed by PRISMA-ScR guidelines, it investigates some informal matters on the shop floor to ascertain the extent to which the new identity has been established more than a decade after the introduction of the reforms. It looks into the profile of the purpose-hired teaching staff entrusted with delivering the cross-curricular entrepreneurship module; students' and academics' networks and rapport with the staff of the recently-established support structure; as well as their openness to the Tunisian entrepreneurial ecosystem. Empirical findings from the scoping review suggest a misalignment between progressive formal measures on the one hand and, on the other, a persistently uncondusive university environment structured along deep-seated collegial values and quite decoupled from the realities of its national ecosystem.

Lakkala, S., Turunen, T., Laitinen, M., Norvapalo, K., & Thessler, K. (2023). **Does it Matter Where You Live? Young People's Experiences of Educational Transitions from Basic Education to Further Education in Finnish Lapland.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 97-112). [https://doi.org/10.1007/978-3-030-97460-2\\_7](https://doi.org/10.1007/978-3-030-97460-2_7)  
This chapter describes how young people living in small communities or rural areas in Finnish Lapland portray their educational transitions from primary to secondary school and further to upper secondary school and vocational education and training. The research data consists of 7 focus group interviews, which were attended by a total of 27 students. The research philosophy relied on a phenomenological approach in which the young people's experiences were explored. The data analyses were conducted using the theory-led thematic analysis approach. According to the results, the transition phases resulted in changing roles and responsibilities for the students. The experiences included both positive and negative aspects. The students' social relationships and supporting networks underwent changes, for example, the students were excited about whether they will develop new friends and their parents expected them to be more autonomous than before. Young people leaving their communities encountered diverse challenges. On the other hand, some of the young people who continued their studies in the small community were worried about their privacy and had a fear of stigmatisation. As an answer to the question set in the title of this chapter, we may conclude that it really matters where one lives during educational transitions.

Lambelet, S. (2023). **Unintended policy integration through entrepreneurship at the implementation stage.** *Policy Sciences*, 56(1), 161-189. <https://doi.org/10.1007/s11077-023-09492-8>

Most scholars conceive policy integration (PI) as a top-down process steered by governmental bodies and consider the formulation stage to be the decisive step for achieving PI. Adopting a different stance, this article hypothesizes that PI can also occur throughout the implementation stage thanks to "integration entrepreneurs" who are able and willing to bring together policies that were designed in silos. I test this hypothesis by analyzing the evolution of federal legislation intended to curb urban sprawl in Switzerland over four decades (1980–2020) and investigate three major urban renewal projects that concretely reduced urban sprawl in the cities of Zurich, Bern and Geneva. In line with my hypothesis, these urban renewal projects succeeded thanks to an ex post integration of several policies that occurred during the implementation stage. This

integrative process was an unintended outcome of the transformation of the Swiss Federal Railways (SBB) from a federal government institution into a state-owned company. Since then, the SBB has become an “integration entrepreneur” who brings together three federal policies that were previously poorly integrated: the spatial planning policy, the railway policy and the agglomeration policy. Case study evidence thus shows that PI can also happen unintentionally, namely through coordination mechanisms that were not foreseen by policymakers at the formulation stage. This finding challenges the top-down sequential approach of the policy process that is dominant among PI studies and calls for more research on the role and the strategies of “integration entrepreneurs” throughout the implementation stage.

Lennert, M. (2023). **The Role of Evaluative Thinking in Generating, Evaluating and Scaling Innovations in Learning: A Case Study of the Greenland Education System.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 25-41). [https://doi.org/10.1007/978-3-030-97460-2\\_3](https://doi.org/10.1007/978-3-030-97460-2_3)

The Greenland education system has had an impressive growth over the past 50 years. But how are things with the quality and content of the primary school? The role of national government versus local government in countering the quality of learning is examined. What types of objectives are being set, what is being monitored and for what purpose? The chapter discusses the overall objectives for the education system, how context shapes evaluation culture and conditions for development, and how reforms inspired by foreign countries do not make sense if country and regional specific contexts, needs, stakeholder involvement and capacity building are not considered.

Lysaght, Z. (2023). **What's trust got to do with it? The 'washback effect' of engagement in the 2020 calculated grades process on teachers' trust and future senior cycle reform in Ireland.** *European Journal of Education*, 58(1), 51-66. <https://doi.org/10.1111/ejed.12541>

In Ireland, the high-stakes Leaving Certificate Examination at the end of upper secondary education was abruptly cancelled in 2020 due to the Covid-19 pandemic. Instead, calculated grades were introduced, necessitating for the first time the involvement of secondary school teachers in the assessment of their own students for certification. This article reports on analysis of responses to an online survey with 713 respondents conducted in the autumn of 2020, focusing on teacher experiences of engagement in the process of calculated grades in their schools and how this might inform perceptions of their future roles as assessors. Among the key findings to emerge from re-analyses of these data are inter alia that, for some teachers, (1) negotiation of student grades with colleagues—particularly those at grade boundaries—caused them to question the professional judgements of peers; (2) release by the Department of Education and Skills of student ranks, in addition to grades, constituted a breach of trust because it ran contrary to what they understood had been agreed initially; and (3) living and working in small towns or rural communities in Ireland left them very vulnerable to disgruntled students and their families—resulting in the perception that trust in their professional judgements had been undermined. Hence, the conclusion that the success of Senior Cycle reform efforts is contingent on both rebuilding teachers' trust over time while also working, in the immediate term, with teachers interested in exploring further their roles in school-based assessment for certification purposes.



Malhotra, R., Massoudi, M., & Jindal, R. (2023). **An alumni-based collaborative model to strengthen academia and industry partnership: The current challenges and strengths.** *Education and Information Technologies*, 28(2), 2263-2289. <https://doi.org/10.1007/s10639-022-11276-1>

Industry-academia collaboration (IAC) has long been a source of discussion in various ways. A vital first step toward closing the gap is fostering alumni engagement in industry and academia. Industry-academia collaborations are like earth and water, and they live in harmony. They cannot exist apart from one another. The collaborative effort between industry and academia promotes improvement and innovation in technology and innovative research and enables the university to be more relevant to the industry. This article proposes a collaborative approach based on alumni influences and uses secondary data on the influences of alumni in engineering to enrich the collaboration between industry and academia. The industry and academia utilize the alumni's potential to facilitate communication and offer their students and staff facilities. The research findings can be used by policymakers to innovate in the field of engineering and to strengthen the partnership between industry and academia in society. The model enables academia and industry to utilize the alumni strengths in enriching the collaboration; it also enhances academic research output, recruitment, fundraising, marketing, product promotion, and internship opportunities for students via alumni active participation. We propose some significant agendas for future work.

Mamari, C., & Perrin, T. (2023a). **Les effectifs en classes préparatoires aux grandes écoles de nouveau en baisse à la rentrée 2022-2023.** *Note Flash du SIES*, (01). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-02/nf-sies-2023-01-26459.pdf>

Les classes préparatoires aux grandes écoles (CPGE) accueillent 81 200 étudiants à la rentrée 2022, un effectif en baisse (-2,6 %) à l'instar de la rentrée précédente.

Mamari, C., & Perrin, T. (2023b). **Nouvelle diminution des inscriptions en section de technicien supérieur sous statut scolaire en 2022-2023.** *Note Flash du SIES*, (02). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/nouvelle-diminution-des-inscriptions-en-section-de-technicien-superieur-sous-statut-scolaire-en-2022-89504>

Les sections de technicien supérieur (STS) accueillent 227 800 étudiants sous statut scolaire à la rentrée 2022, un effectif en baisse de 9,6 % par rapport à la rentrée précédente.

Martin, M., & Van der Hijden, P. (2023). **Short courses, micro-credentials, and flexible learning pathways: a blueprint for policy development and action.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000384326/PDF/384326eng.pdf.multi>

Au centre du débat politique international, dans de nombreux pays, les microcrédits (ou micro-certifications) sont considérés comme un moyen de se reconverter et de se perfectionner. Des dizaines de définitions sont utilisées dans le monde entier. À l'heure où les systèmes d'enseignement supérieur se développent et se diversifient rapidement, cette note d'orientation propose une nouvelle définition neutre et universelle des microcrédits et examine les éléments standards (points de crédit, organismes d'attribution, méthodes d'évaluation) qui rendent cette définition opérationnelle. Elle explore les acteurs et les rôles qui composent l'écosystème nécessaire pour soutenir le développement réussi des microcrédits, ainsi que dix préoccupations liées à cette tendance croissante des titres de compétences, et dix contre-arguments et actions

possibles pour une meilleure mise en œuvre. Les sujets abordés vont des préoccupations concernant la qualité de la pédagogie aux doutes sur le niveau, les points de crédit, la progression, la cohérence, l'évaluation, la certification et la valeur sur le marché du travail.

Matthews, K. E., & Dollinger, M. (2023). **Student voice in higher education: the importance of distinguishing student representation and student partnership**. *Higher Education*, 85(3), 555-570. <https://doi.org/10.1007/s10734-022-00851-7>

Student representation and student partnership differ and the difference matters. To further scholarly understanding of, and appreciation for, the important difference between the two, we examine these two commonly evoked conceptions for student voice in higher education. We draw on two points of difference—responsibility and access—to illuminate conceptualisations and discourses of each in the current literature. In doing so, we clarify the unique contributions of each, shaped by differing contexts of interaction, and articulate issues arising by confounding and conflating partnership and representation in the name of student voice. Advancing an argument for an ecosystem of student participation grounded in student voice, we warn of the harm in positioning student partners as speaking for other students and the risk of diminishing the importance of elected student representation systems in favour of staff selected student partner models of student representation.

Ministère de l'éducation nationale et de la jeunesse. (2023). **Numérique pour l'éducation 2023-2027: la vision stratégique d'une politique partagée**. Consulté à l'adresse <https://www.education.gouv.fr/media/120418/download>

En vue de renforcer les compétences numériques des élèves et développer l'usage des outils numériques pour la réussite des élèves, le ministre de l'éducation nationale et de la jeunesse a présenté le 27 janvier 2023 la stratégie du numérique pour la période 2023-2027. Cette stratégie s'appuie notamment sur les réflexions menées depuis mars 2022 par les acteurs de l'éducation (l'État, ses opérateurs, les collectivités, les éditeurs et les EdTech, les associations). Les mesures annoncées visent à : renforcer la coopération nationale et locale entre les acteurs de l'éducation autour de projets pédagogiques mobilisant le numérique là où il est pertinent ; mettre en place un enseignement du numérique qui développe la citoyenneté et les compétences numériques des élèves ; proposer aux professeurs une offre d'outils et de ressources numériques ainsi que des formations et un accompagnement afin qu'ils puissent s'en saisir facilement et de manière la plus pertinente possible ; développer la robustesse, la sécurité, l'accessibilité, la qualité et l'écoresponsabilité des outils informatiques du ministère.

Monceau, G. (2023). **Des ZEP aux Cités éducatives, les interférences institutionnelles négligées**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

L'année 1981 marque le lancement de l'éducation prioritaire en France. Rapidement, une invitation devenant injonction institutionnelle à travailler en partenariat est faite aux enseignants et plus largement aux professionnels exerçant dans les quartiers concernés à proximité de l'école. Si une certaine attention est portée par les décideurs et chercheurs aux interactions entre professionnels, les interférences institutionnelles occasionnées par le travail partenarial sont souvent ignorées aujourd'hui encore. Ce sont pourtant ces interférences qui renouvellent les manières de faire et de penser en produisant de nouvelles pratiques et de nouveaux dispositifs.

Montecinos, C., Cortez, M., Zett, I., & Chávez, S. (2023). **Responding to external accountability in high-performing, high-capacity public secondary schools in Chile.** *European Journal of Education*, 58(1), 36-50. <https://doi.org/10.1111/ejed.12538>

The qualitative study on which this article reports explored how senior leaders, mathematics and Spanish language teachers (N = 72) in four high-performing, high-poverty, public secondary schools in Chile enact performance-based accountability policies related to standardised assessments. These four public schools were selected because prior to when the study was conducted all were part of the Bicentennial Schools Programme led by the Ministry of Education from 2010 to 2014. The aim of the programme was to develop effective secondary schools to serve low-income students. A thematic analysis of data produced through individual and group interviews and observations of departmental meetings shows that the enactment of performance-based accountability involved two dimensions of learning-centred leadership, distributed among senior leaders and department heads. An aim shared by parents, students, teachers and senior leaders was to ensure students' access to, and completion of, studies in higher education. Attaining good scores in national standardised SIMCE tests was key to meeting the vision. Collective trust among all actors and macro level trust in standardised testing served as a resource for strong collaboration to improve instruction and learning as well as teachers' collective efficacy. The discussion focuses on school-level practices and policy-level decisions that create conditions for the effective use of information produced from standardised assessments. A key point supported by our findings is that successful performance in external assessments is resourced by, and fosters, trust formation in schools.

Naidu, S. (2023). **In the wake of COVID-19—A time to rethink and reengineer education systems.** *Distance Education*, 44(1), 1-5. <https://doi.org/10.1080/01587919.2023.2165432>

Naraian, S., & Gabel, S. (2023a). **Teaching for inclusion: complexifying practice with critical disability studies.** *International Journal of Qualitative Studies in Education*, 36(2), 99-101. <https://doi.org/10.1080/09518398.2021.2003902>

Naraian, S., & Gabel, S. L. (2023b). **Explorations of posthumanist methodology for disability studies in education (DSE) research.** *International Journal of Qualitative Studies in Education*, 36(2), 173-185. <https://doi.org/10.1080/09518398.2022.2098400>

This paper takes up the struggles of doing of post-qualitative inquiry for inclusion and teacher education for inclusion. As collaborators who have taken different turns in the quest to understand posthumanist methodology, broadly speaking, we write with different voices. We take up two important themes—identity/ethics and becoming—to venture into conversations that might evoke new movements for disability studies in education (DSE) scholars. One of us takes up the questions of concern raised by the other to engage in various experimental forms of writing. We follow that with an exploration of posthumanist mattering to DSE researchers.

Newman, L., Pelosi, A., Zino, G., Monti, G., & Line, T. (2022). **A study on assessments of teaching quality in GPE partner countries: final report.** Consulté à l'adresse <https://www.globalpartnership.org/node/document/download?file=document/file/2022-12-study-assessments-teaching-quality-partner-countries-final-report.pdf>

Évaluer la qualité de l'enseignement permet de déterminer et d'orienter les priorités en matière de pédagogie, de soutien institutionnel et d'élaboration de politiques publiques pour améliorer l'efficacité de l'enseignement. Ce rapport analyse dans une perspective comparative l'état de l'utilisation des outils d'observation en classe dans les 76 pays partenaires du partenariat mondial pour l'éducation. 52 pays ont effectué des observations en classe pour évaluer la qualité de l'enseignement entre 2017 et 2021. Dans la plupart des cas, les observations en classe ne sont mises en œuvre que dans un seul niveau d'enseignement, généralement dans l'enseignement primaire, suivi du secondaire, puis du préscolaire. Les observations en classe ont tendance à évaluer la qualité de l'enseignement (telle que la manière dont les enseignants dispensent l'enseignement ou l'environnement de la classe), plutôt que le temps passé à enseigner ou la présence des enseignants. Les pays classés comme « avancés » consacrent en moyenne un budget supérieur aux celui des autres pays à l'éducation (5 % de leur PIB).

Nieminen, J. H. (2023). **Unveiling ableism and disablism in assessment: a critical analysis of disabled students' experiences of assessment and assessment accommodations.** *Higher Education*, 85(3), 613-636. <https://doi.org/10.1007/s10734-022-00857-1>

This study examines the underlying mechanisms of ableism and disablism in the assessment of student learning in higher education. Globally, higher education institutions rely strongly on assessment accommodations (e.g., extra time in tests) to ensure disabled students' participation in assessment. This is also the case in Finland. Even though research on disabled students' experiences of assessment has repeatedly shown that both assessment and assessment accommodations cause barriers for disabled students' inclusion, critically oriented research on this topic has been scarce. In this study, the frameworks of ableism and disablism are used to unveil how assessment is predominantly designed for "the ideal, able student" and how disabled students are framed as "the Other" through assessment. This work is based on an analysis of 139 disabled students' experiences of assessment and assessment accommodations as collected through an open-ended, institution-wide survey at a Finnish university. The findings reveal the profound role of assessment in excluding and marginalizing disabled students as unfit to take part in the testing cultures of academia. The accommodation model is shown to hold disabled people responsible for their own exclusion. Disablism is identified in students' experiences of outright discrimination, such as teachers denying access to assessment accommodations when they are officially granted. This study offers a novel, critical means of discussing assessment from the viewpoints of diversity and inclusion. It also proposes future trajectories for anti-ableist assessment approaches that understand diversity as enriching, rather than obscuring, assessment.

Núñez-Regueiro, F., & Bressoux, P. (2022). **Évaluer l'action éducative des lycées à travers les IVAL : quand le « bruit » s'immisce dans l'administration de la preuve.** *Revue française de sociologie*, 63(2), 257-282. <https://doi.org/10.3917/rfs.632.0257>

Chaque année, le ministère de l'Éducation nationale publie des indicateurs de valeur ajoutée des lycées (IVAL) visant à mesurer l'efficacité des actions éducatives. Conçus comme outils de pilotage fiables, ces IVAL jouent un rôle décisionnel important dans le travail des équipes éducatives. Pourtant, les IVAL sont limités par la non-prise en compte d'une erreur d'échantillonnage qui confond l'action des lycées avec du « bruit » statistique (i.e., les effets du hasard). Retraçant l'historique de ces indicateurs – depuis leurs origines dans la recherche sur les effets-établissement, jusqu'à leur diffusion en France –, cette étude montre en quoi cette non-prise en compte de l'erreur

d'échantillonnage pose un problème de mesure qui contrarie une évaluation fiable de l'action éducative. Pour pallier cette difficulté, des stratégies d'estimation alternatives sont proposées. La pertinence de cette critique est illustrée à travers l'étude de 112 lycées de l'académie de Grenoble et de leur action éducative sur la réussite au baccalauréat.

Nunoo, J., Taale, F., Sebu, J., & Adama, A. S. Y. (2023). **Influence of teacher absenteeism and school distance on cognitive skills in Ghana.** *International Journal of Educational Development*, 97, 102715. <https://doi.org/10.1016/j.ijedudev.2022.102715>

Cognitive skills are important predictors of academic success and wellbeing in adulthood. Unfortunately, the cognitive skills of many students in Ghana and other African countries are seriously lagging behind global mean estimates. This study examined the influence of teacher absenteeism and travel distance to school on the cognitive skills of school children between 5 and 15 years of age in Ghana. Dataset for the analysis were derived from the first and second waves of the Ghana Socioeconomic Panel Survey conducted by the Economic Growth Center, Yale University. The study finds that teacher absenteeism and distance to school are detrimental to cognitive skills development.

Nutti, Y. J. (2023). **Sámi Teacher Education or Teacher Education for Sámi Students? Central Cornerstones in Sámi Teacher Education.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 43-60). [https://doi.org/10.1007/978-3-030-97460-2\\_4](https://doi.org/10.1007/978-3-030-97460-2_4)

Sámi teacher education programs are core programs at the Sámi University of Applied Sciences, and have been since the establishment of the institution. Sámi teacher education programmes involve flexible teaching methods including online teaching, teaching at gatherings and through practicum periods at early childhood centres and primary schools. The aim of this chapter is to discuss Sámi teacher education as Indigenous higher education, in order to explore the cornerstones of Sámi teacher education. The method used in the present study combines content analyses and a narrative approach. Content analysis is a research tool used to analyse the official documents for teacher education programmes and programme syllabi at Sámi University of Applied Sciences. The narrative approach was selected in order to use personal experiences from Sámi teacher education. As an analytical tool the model of Madden's (2015) pedagogical pathways in Indigenous teacher education were used. The pathways are learning from traditional Indigenous modes of teaching, pedagogy for decolonizing, Indigenous and antiracist education, and Indigenous and placed-based education. Traditions, traditional knowledge and traditional models of teaching, together with language, are central in Sámi teacher education. Sámi teacher education could also be viewed in connection to placed-based education. Decolonizing is part of the educators' work to transform and implement traditional knowledge and culture-based teaching perspectives, and in educators' work to deconstruct culture, history and Indigenous identity. The term "colonial" is not used explicitly. However even if the term is not present, colonialism is indirectly visible. The antiracist education is less visible. All the pathways are visible in Sámi teacher education, but to visualise in Sámi teacher education the cornerstones, the metaphor of the lávvu and three caggi, or poles, is used and the caggit are, in the Sámi language, árbediehtu, and girjás searvelatnja.

Nwaokugha, D. O., & Keri-Frank, F. (2023). **Pedagogy for Overcoming the Challenges of Marital Instability in Nigeria.** *British Journal of Education*, 11(2), 36-65. <https://doi.org/10.37745/bje.2013/vol11n23665>

Marriage is a universal practice but what obtains in one culture and state maybe different from what obtains in another. However, one common denominator that is present in the marriage institution irrespective of culture and state of origin is change. Change in marriage has tremendously altered basic and fundamental values and objectives of marriage so much that love, happiness, fulfilments and accomplishments that are inherent in marriage have become hypothetical assumptions following the fact that married couples presently live as intimate enemies (Dildar, Sitwat and Yasin, 2013) – a development where marital instability is fast becoming a norm. Using the philosophical methodology, this paper takes a position that the marriage institution needs to be protected and upon this the paper makes a case by proffering pedagogical strategies for overcoming the challenges of marital instability in Nigeria. Among other things, the paper suggests and recommends that marriage and its survival should take centre stage in educational provisions in Nigeria, that measures should be put in place for the promotion of marriage so much that evidence of marriage should be the basic entry point for access to social goods provided by the state, including the state adopting marriage as a social justice mechanism and supporting those who identify with it. The paper also suggests that decline in marriage and marital instability should be a cause for concern to any state that is desirous of development.

O'Farrell, P., Wilson, C., & Shiel, G. (2023). **Teachers' perceptions of the barriers to assessment of mental health in schools with implications for educational policy: A systematic review.** *British Journal of Educational Psychology*, 93(1), 262-282. <https://doi.org/10.1111/bjep.12553>

Background Assessment of mental health in schools has garnered increased interest in recent years. Children spend a large proportion of their waking hours in schools. Teachers can act as gatekeepers by playing a key role in identifying children with mental health difficulties in the classroom and making the necessary onward referrals to external services. The prevalence of mental health difficulties, their impact on schooling (and beyond) and the importance of early intervention means that it is incumbent on schools to identify and support potentially affected children. Aims Previous reviews focused on mental health interventions in schools; however, this review focuses on the assessment of mental health in schools and on teachers' perceptions of this, as such a review is still lacking. Therefore, the study fills a gap in the existing literature while also providing new, highly relevant evidence that may inform policy making in this area. Composition of studies included in this review This review included 19 studies. Five studied teachers exclusively at primary/elementary level, and seven focused on secondary level, while six included both primary and secondary teachers. Three studies employed mixed methods, ten were primarily qualitative studies, and five were primarily quantitative. Methods Bronfenbrenner's (The ecology of human development: Experiments by nature and design, Harvard University Press, 1979) framework, adapted by Harvest (How can EPs best support secondary school staff to work effectively with children and young people who experience social, emotional and mental health difficulties? 2018), which includes the mature version of the theory (Tudge et al., 2009, J. Fam. Theory Rev., 1, 198), was used to analyse the literature. Results Results found that lack of training in assessment of mental health and 'role conflict' were key barriers; some teachers attributed this to their lack of knowledge, skills and confidence in the area. Conclusion Implications for practice and

research are discussed in relation to the importance of sustained training both pre-service and in-service.

Okitsu, T., Edwards, D. B., Mwanza, P., & Miller, S. (2023). **Low-fee private preschools as the symbol of imagined 'modernity'? – Parental perspectives on early childhood care and education (ECCE) in an urban informal settlement in Zambia.** *International Journal of Educational Development*, 97, 102723. <https://doi.org/10.1016/j.ijedudev.2022.102723>

This paper explores (1) the public and private options available at the ECCE level, (2) parents' expectation for ECCE, and (3) preferred and actual choice of preschools in an urban informal settlement in Zambia. The findings reveal strong demand for ECCE among the urban poor. This demand overwhelms low-fee private (LFP) preschool options due both to an insufficient number of public preschools as well as parents' relative preference for the LFP options. Typically, LFP preschools offer highly academic oriented curriculum with English as a medium of instruction, divergent from the government's play-based and mother-tongue based curriculum. By adopting critical cultural political economy approach as an analytical framework, we found that urban poor parents increasingly view investing in LFP preschools as an important household strategy to 'transform' their children into 'modern' citizens, eventually exiting from their stigmatized lifestyle and marginalized social status.

Oldac, Y. I., & Yang, L. (2023). **Regionalisation and agency in science space: A historical bibliometric analysis of ASEAN science.** *International Journal of Educational Development*, 97, 102735. <https://doi.org/10.1016/j.ijedudev.2023.102735>

Scientific publications are no longer practised by only a few established countries. The scholarly literature increasingly acknowledges that global science is pluralising. However, the existing literature mostly focuses on the national and global scales of science and overlooks the regional scale, especially regions in the Global South. This paper investigates the regionalisation of science of the Association of South-East Asian Nations (ASEAN), a ten-nation entity. It envisions science space to be multi-scalar, consisting of individual, institutional, local, national, regional and global scales. Specifically, it develops an agential approach to analyse patterns of intra-ASEAN scientific collaborations and funding in a multi-scalar science space, with a particular focus on the actors in this space and the structure in which these actors are embedded. The analyses of the bibliometric data of ASEAN countries in the last twenty years indicate an increasingly integrated regional science space in ASEAN. The intra-region collaborative publications grew faster than the total publications. The countries have increasingly funded their own and each other's research, amidst the pluralisation of research funding. Malaysia emerges as a central actor in the regional scientific connectivity, despite Singapore having the most scientific publications to date.

Oleksiyenko, A. V., & Ros, V. (2023). **Human agency and legacy-innovation tensions in the internationalization of higher education: Re-orientations managed by internationally-educated scholars of Central Asia.** *International Journal of Educational Development*, 97, 102716. <https://doi.org/10.1016/j.ijedudev.2022.102716>

Research on tensions between continuity and change in the internationalization of higher education remains scant. The transformative forces generating these tensions are under-investigated. Using insights from interviews with 21 internationally-educated professors from Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan, this paper examines the roles of human agency in shaping international perspectives in the academic

profession transitioning from the Soviet model of university to a post-Soviet one. This paper focuses on the agency of academics managing the legacy-innovation tensions resulting from the growing influence of global science and networking. While international education and outreach advances research and development opportunities for scholars in Central Asia, professors educated abroad persevere in the struggle to achieve a productive balance between demands for local and global engagement. The human agency of internationalization appears to play a significant role in mitigating these tensions and driving the rejuvenation of the academic profession in the post-Soviet space.

Óskarsdóttir, E., & Wozniczka, A. K. (2023). **Fostering Professional Development for Inclusive Education in Rural Iceland: A Collaborative Action Research Project**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 231-247). [https://doi.org/10.1007/978-3-030-97460-2\\_15](https://doi.org/10.1007/978-3-030-97460-2_15)

This chapter discusses collaborative action research carried out by the authors while preparing and teaching a professional development course to develop inclusive school practices. The purpose was to understand how a professional development course on inclusive education can be developed through a distance learning module for diverse participants. The authors discuss how they explored how they were able to be inclusive throughout the course as well as the insights they gained into how course participants developed their own inclusive practice and pedagogy.

Patil, L. (2023). **The business of development: The institutional rationales of technology corporations in educational development**. *International Journal of Educational Development*, 97, 102712. <https://doi.org/10.1016/j.ijedudev.2022.102712>

This paper analyses the institutional rationales of transnational technology corporations from the United States. Drawing upon in-depth interviews, participation observation and document analysis, the paper tests a tentative theory of transnational technology corporations' engagement in educational development. The concluding framework reveals multiple rationales based on corporate and organizational logics. The discussion compares the engagement of these corporations with traditional donors and reflects upon their role in the post-2015 development agenda. By adapting and applying the concept of donor logic to the institutional rationales of transnational technology corporations, this research expands the literature to include the underlying motivations and rationales of these actors in educational development.

Pettersson, J., Sayers, J., Rosenqvist, E., & Andrews, P. (2023). **Analysing English year-one mathematics textbooks through the lens of foundational number sense: A cautionary tale for importers of overseas-authored materials**. *Oxford Review of Education*, 49(2), 262-280. <https://doi.org/10.1080/03054985.2022.2064443>

In this paper we present analyses of three textbooks currently used in the teaching of mathematics to year-one children in England. One is an established English-authored textbook, while the others are Singaporean-authored imports promoted by government as solutions to perceptions of systemic failure. Every task in each textbook was coded against a set of eight number-related competences known to support children's learning in both short and long terms. Such a framework, which is literature-derived and curriculum-independent, enables meaningful comparison of materials deriving from different cultural contexts. Analyses of the proportions of all tasks coded for the different



competences showed that none of the three books adequately addresses all eight competences, although the English-authored comes closest. Moving averages, undertaken to show the temporal location of the opportunities presented for children to acquire the eight competences, showed them distributed throughout the school year in the English-authored textbook but only during the first half of the school year in the two Singaporean-authored textbooks. Some implications for the importation of such materials are discussed.

Piozin, É., Leroy, É., & Sève, C. (2023). **Le développement de la pratique sportive étudiante** (N° 21-22 352A; p. 67). Consulté à l'adresse IGÉSR website: [https://medias.vie-publique.fr/data\\_storage\\_s3/rapport/pdf/288115.pdf](https://medias.vie-publique.fr/data_storage_s3/rapport/pdf/288115.pdf)

Globalement, la tranche d'âge à laquelle appartient la population étudiante déclare dans sa très grande majorité pratiquer une activité sportive. Le rapport présente les différents acteurs de la pratique sportive étudiante et leurs interactions, qu'ils soient internes au système d'enseignement supérieur (établissements d'enseignement et leurs services, FFSU, Crous, etc.) ou ses partenaires (clubs sportifs, collectivités territoriales, etc.). Il présente également les leviers principaux sur lesquels le développement de la pratique sportive étudiante pourrait s'appuyer et préconise qu'elle s'inscrive dans la durée. Il suggère plusieurs préconisations dont : une gouvernance spécifique s'appuyant sur des indicateurs de pilotage ; l'organisation du temps étudiant (concevoir des emplois du temps qui libèrent des créneaux pour la pratique) ; la proposition d'une offre gratuite de pratique adaptée aux différents publics étudiants (qui prenne en compte à la fois les besoins mais aussi les attentes de ces publics) ; une coordination et articulation entre les différents acteurs de la pratique sportive étudiante ou des jeunes adultes (monde éducatif, monde associatif, collectif territorial), afin de mutualiser de manière efficace leurs compétences et ressources ; une évaluation précise des besoins en termes de types d'équipements sportifs appropriés (qui prenne en compte à la fois la réalité des usages et leurs évolutions possibles) afin de déterminer les investissements pertinents à réaliser ; une réflexion sur des modalités d'organisation et d'encadrement de la pratique afin de permettre une utilisation optimum des équipements sportifs ; une réflexion sur les ressources mobilisables (au sein et hors établissement) pour encadrer la pratique sportive et le ratio acceptable entre les heures assurées par des enseignants titulaires de l'établissement et des vacataires.

Rahadian, R. B. (2023). **Analysis of Teacher's Management Policy: A Case Study of South Bangka, Indonesia**. *Papernia - Multidisciplinary Scientific Journal for Innovative Research*, 1(1), 26. <https://doi.org/10.5281/zenodo.7619271>

Teachers are the spearhead of improving the quality of education. The law clearly describes the duties and professional functions of teachers along with the standard qualifications that must be met. The division of education affairs between the Central Government and Regional Governments should facilitate teacher management. But the management of teachers is still a classic problem that has not been resolved. Data regarding the attainment of teacher professional competence shows that teacher capability is still far from expectations. Adequate provision of teacher capabilities is a very urgent matter for the government to carry out if it wants teachers to be able to carry out their duties and functions correctly according to what has been mandated by law. This paper will present the problems faced by the government, especially local governments in teacher management. Next, it presents an analysis of a series of teacher

management policies carried out by the local government which in this paper takes the case in South Bangka Regency, Bangka Belitung Islands Province.

Randall, V. (2023). **'We want to, but we can't': pre-service teachers' experiences of learning to teach primary physical education.** *Oxford Review of Education*, 49(2), 209-228. <https://doi.org/10.1080/03054985.2022.2040471>

A growing trend in primary schools in recent times has been to outsource Physical Education (PE) to external sport and activity providers. The impact of this has not yet been examined on new teachers entering the profession. Drawing upon Critical Theory, this paper aims to explore and understand pre-service teachers' (PSTs) school-based experience of learning and teaching in primary PE. A total of 625 PSTs took part in the study, representing a variety of routes into primary teaching. Quantitative data were obtained, identifying the number of lessons taught by PSTs, and their perceived confidence and willingness to teach. Qualitative data were also gathered to examine the contextual factors influencing PSTs' development. Findings showed that while PSTs were both willing and confident to teach primary PE, over a third were unable to do so. Reasons were predominantly attributed to curriculum outsourcing and perceived low subject priority in initial teacher education.

Rousseau, M., & Crinon, J. (Éd.). (2023). **Où va l'école maternelle ? (Dossier).** *Cahiers pédagogiques*, (583). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-583-ou-va-lecole-maternelle/>

Roussel, G., Borredon, E., Cytermann, J.-R., Dauchet, M., Filloque, J.-M., Moisan, C., ... Senellart, P. (2023). **Comité éthique et scientifique de Parcoursup - 5e rapport annuel au Parlement.** Consulté à l'adresse Comité éthique et scientifique Parcoursup (CESP) website: <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-02/rapport-cesp-2023-26310.pdf>

Ce rapport 2022 est le cinquième du Comité éthique et scientifique de Parcoursup (CESP) et le premier dans sa nouvelle composition sous la Présidence de Gilles Roussel. Cette continuité dans la production de rapports permet d'analyser les évolutions de Parcoursup et de proposer les améliorations nécessaires. L'expérience prouve que les recommandations du comité ont pu participer aux évolutions de la procédure, qu'il s'agisse de son accélération ou d'une meilleure coordination des deux services statistiques ministériels dans l'exploitation des données issues de la plateforme.

Saini, M., Sengupta, E., Singh, M., Singh, H., & Singh, J. (2023). **Sustainable Development Goal for Quality Education (SDG 4): A study on SDG 4 to extract the pattern of association among the indicators of SDG 4 employing a genetic algorithm.** *Education and Information Technologies*, 28(2), 2031-2069. <https://doi.org/10.1007/s10639-022-11265-4>

Sustainable Development Goals (SDG) are at the forefront of government initiatives across the world. The SDGs are primarily concerned with promoting sustainable growth via ensuring wellbeing, economic growth, environmental legislation, and academic advancement. One of the most prominent goals of the SDG is to provide learners with high-quality education (SDG 4). This paper aims to look at the perspectives of the Sustainable Development Goals improvised to provide quality education. We also analyze the existing state of multiple initiatives implemented by the Indian government in the pathway to achieving objectives of quality education (SDG 4). Additionally, a case study is considered for understanding the association among the observed indicators of

SDG4. For this purpose, exploratory data analysis, and numerical association rule mining in combination with QuantMiner genetic algorithm approaches have been applied. The outcomes reveal the presence of a significant degree of association among these parameters pointing out the fact that understanding the impact of one (or more) indicator on other related indicators is critical for achieving SDG 4 goals (or factors). These findings will assist governing bodies in taking preventive measures while modifying existing policies and ensuring the effective enactment of SDG 4 goals, which also will subsequently aid in the resolution of issues related to other SDGs.

Santaki, R. (2023). « **On ne peut pas grandir intellectuellement quand on meurt de faim !** » *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id=3183>

Régis Guyon : Avant d'aborder votre action et vos projets, je voudrais que vous nous retraciez votre parcours et vos liens avec la banlieue : que vous évoque le mot « banlieue » ? Rachid Santaki : Je suis né d'un père marocain et d'une mère française qui viennent d'un milieu modeste. Mon père était magasinier, ma mère caissière. J'ai grandi à Saint-Ouen et, rapidement, j'ai été confronté à des problèmes familiaux. Cette implosion de la cellule familiale m'a perturbé dans ma scolarité, j'ai co...

Santos, N. N., Monteiro, V., & Carvalho, C. (2023). **Impact of grade retention and school engagement on student intentions to enrol in higher education in Portugal**. *European Journal of Education*, 58(1), 130-150. <https://doi.org/10.1111/ejed.12535>

Grade retention and inequalities that derive from grade retention can influence student school trajectories and careers. Grade retention can discourage students from education, and increase school failure and dropout. This study explored the relationship between grade retention and student intentions to enrol in higher education. We also studied the role of school identification and behavioural engagement in this relationship. The analysis is based on a sample of 1,089 students (grades 6 to 10) from Portugal, one of the European countries with the highest rates of grade retention. We employed multilevel probit regression modelling with random intercept and fixed slopes to explore both the individual and school level effects of grade retention. The analyses showed that retained students had a lower probability of intent to enrol in higher education and that there was a contextual effect of the number of retained students in the school, on students' probability of intent to enrol in higher education. This association was partially explained at the individual level by students' school identification. Retained students presented lower levels of school identification, which in turn results in lower probabilities of enrolling in higher education. Student behavioural engagement was not associated with grade retention nor student intentions. Our findings suggest the need for interventions that foster students' school identification to overcome the adverse effects of grade retention.

Shih, T., & Forsberg, E. (2023). **Origins, motives, and challenges in Western–Chinese research collaborations amid recent geopolitical tensions: findings from Swedish–Chinese research collaborations**. *Higher Education*, 85(3), 651-667. <https://doi.org/10.1007/s10734-022-00859-z>

Until recently, modern science had been dominated by a handful of Western countries. However, since the turn of the millennium, the global science landscape has undergone dramatic changes. The number of nations where a significant proportion of research done is of high international standard has now increased considerably. China particularly stands out and is today one of the leading science nations in the world. Overall, Chinese

research collaborations with countries in the Western world exemplify the general trend towards increasing complexity in the global research landscape. It has gradually become obvious that differences between institutional settings need to be managed more systematically to promote cross-border research cooperation for shared benefits, from individual to institutional levels. An informed discussion of managing complex conditions necessitates an understanding of the relationship-level dynamics of research collaborations. In order to identify what aspects of international research collaborations are the most pertinent to systematically manage at individual and institutional levels, this paper investigates projects in a bilateral Swedish–Chinese funding program. The paper finds that the majority of collaborations funded had yielded positive impact in terms of publications, strengthened research capacity in research groups, and resource accumulation. The challenges found in the collaborations are related to needs such as improving transparency, ethical concerns, and imbalances in reciprocity.

Singh, A., & Kakkar, K. B. (2023). **Program inclusive, credit-based SWAYAM MOOCs in higher educational institutions of India.** *International Journal of Educational Development*, 97, 102727. <https://doi.org/10.1016/j.ijedudev.2023.102727>

The University Grants Commission (UGC) of India, in its recent directions, has advised Higher Educational Institutions (HEIs) to deliver 20% of the program curriculum through credit-based MOOCs available on the SWAYAM portal. This paper reviews and analyses the various aspects related to this policy initiative. It probes the objectives of launching, its role, and achievements. It also delves into student and institutional readiness to implement this policy. It analyses the student success rate so far and reviews the possibility of Massive Open Online Courses (MOOCs) as an alternative or aid to the traditional educational setup in India. The study is based upon a descriptive research methodology that draws inferences from previous research and analyses data and information available from secondary sources such as All India Survey of Higher Education AISHE (2019–20), UGC notifications, National Education Policy (NEP), 2020, Ministry of Human Resource Development (MHRD), Government of India (GOI), and a few relevant websites. The findings reveal a considerable increase in student enrollment but with extremely low certifications and indicate delivery of MOOCs is more effective in synchronous mode. Making MOOCs, program inclusive is a huge challenge with rich dividends attached.

Smith, W., & Xu, X. (2023). **Building public trust in national assessment: The example of China's NAEQ.** *European Journal of Education*, 58(1), 23-35. <https://doi.org/10.1111/ejed.12539>

After eight years of piloting, China's National Assessment of Education Quality (NAEQ) was administered for the first time in 2015. The NAEQ was introduced during the country's transition from exam-oriented to quality-oriented education. The public, in particular parents and students, were required to subscribe to this reorientation. To ensure public support, the government introduced a range of strategies to communicate the objective of the NAEQ and how the public was expected to engage with it and trust the assessment. This study reviewed policy documents, press releases, government administrative documents, and media coverage from the Chinese Ministry of Education to explore strategies used by the government to raise the public's trust in the NAEQ. A total of 169 documents, spanning from the assessment's initial development in 2007 to 2020, were included. Findings identify three main areas of effort to increase public trust in the national assessment: (1) highlighting similarities between the NAEQ and PISA—an

assessment that holds high public trust, (2) demonstrating that the NAEQ is an internationally respected assessment, and (3) specifying how the NAEQ aligns with broader aims of quality-oriented education in China.

Tournier, B., Chimier, C., & Jones, C. (2023). **Leading teaching and learning together: the role of the middle tier**. Reading: Education development trust.  
<https://unesdoc.unesco.org/ark:/48223/pf0000384504/PDF/384504eng.pdf.multi>

Les systèmes éducatifs du monde entier partagent un objectif simple : préparer, cultiver et développer les générations futures afin que chacun puisse réaliser pleinement son potentiel. La réalisation de cet objectif n'est pas simple : les systèmes éducatifs sont complexes et comportent de nombreux niveaux, acteurs et priorités concurrentes. Le niveau intermédiaire désigne les acteurs et les structures de l'éducation qui se situent au milieu des systèmes éducatifs, entre les écoles et le niveau central où sont élaborées les politiques. Ces acteurs peuvent être des responsables de l'éducation au niveau du district, des animateurs de réseaux, des superviseurs ou des enseignants mentors. Comment les aider les enseignants à dispenser une éducation de qualité ? Ce rapport explore le rôle du niveau intermédiaire pour mieux soutenir les enseignants. Il décrit les fonctions clés exercées par ces acteurs pour améliorer l'enseignement et l'apprentissage et se penche sur la manière de maximiser leur rôle et leur efficacité.

Trouble, R. (2023). **Les Objectifs de Développement Durable (ODD). Un levier pour l'éducation: des repères et des pistes à destination de la communauté éducative**. Consulté à l'adresse <https://fondationtaraocean.org/app/uploads/2023/01/guide-odd-2023.pdf>

Destiné à l'ensemble de la communauté éducative, le guide construit sous forme de 27 questions-réponses permet à chacun, quel que soit son niveau d'expertise, de s'acculturer aux Objectifs de développement durable (ODD) et de s'interroger sur la mobilisation des ODD dans les pratiques pédagogiques (cours, projet en classe, projet à l'échelle de l'établissement, projet avec les éco-délégués, projet à dimension internationale, etc.). Il propose en dernière partie une liste non exhaustive de ressources pédagogiques et pistes d'activités.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). **Global review of training funds: spotlight on levy-schemes in 75 countries**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000384184?posInSet=1&queryId=199833e3-7074-444e-a43d-1002776a9fdc>

Ces dernières années, de nombreux pays ont relevé le défi de l'augmentation des ressources pour atteindre l'objectif de développement durable 4. et créé des fonds de formation afin de générer des ressources régulières pour l'enseignement et la formation professionnels et techniques, au-delà des allocations des budgets publics et pour rapprocher la formation et le monde du travail. La plupart de ces fonds de formation sont financés par une taxe, ce qui signifie qu'ils sont financés par une taxe sur les employeurs. Cette étude mondiale recense 75 pays qui utilisent de tels fonds. Elle donne un aperçu complet du fonctionnement de ces dispositifs, notamment de leur gouvernance, de leur efficacité, de leur mobilisation, ainsi que des mécanismes de décaissement et d'allocation. L'étude propose également une série de recommandations générales destinées à alimenter les discussions nationales, transnationales et régionales.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & Union Africaine. (2023). **L'éducation en Afrique : placer l'équité au coeur des politiques. Rapport continental.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000384481/PDF/384481fre.pdf.multi>

De nombreux pays d'Afrique prennent des mesures d'envergure pour assurer l'accès de tous à une éducation de qualité. 1 sur 5 et près de 6 adolescents sur 10 ne sont pas scolarisés, une situation due à plusieurs facteurs interdépendants (le genre, l'extrême pauvreté, le handicap, les crises, les conflits, les déplacements...). Le rapport s'intéresse à l'influence de ces facteurs sur l'accès de tous à une éducation de qualité, soulignant l'importance de prendre des mesures (obligation de suivre l'enseignement secondaire, construction d'écoles, élaboration de programmes adaptés, amélioration de la formation des enseignants, apport d'une aide financière et scolaire). Elle donne aux gouvernements des recommandations pour relever ces défis.

Vijayarathan-R, K. (2023). **Policy Equity Contexts in Inclusive Education for Immigrant Children in the Faroe Islands.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 79-96). [https://doi.org/10.1007/978-3-030-97460-2\\_6](https://doi.org/10.1007/978-3-030-97460-2_6)

The aim of this chapter is to examine whether policies on integration and education in The Faroe Islands are fit-for-purpose when viewed from dual lenses: the acknowledgement of the importance of ethnic cultural identity and heritage language (first language/mother tongue) of immigrant children and their inclusion through education towards integration in The Faroe Islands. The focus is on whether existing policies consider the pivotal relationship between language and identity in education for second generation immigrant children and immigrant children in compulsory schools, i.e., grades 1 to 9 to ensure that they have agency in Faroese society.

Vijayarathan-R, K., & Óskarsdóttir, E. (2023). **'Analysis of Policies Supporting Teachers to Tackle Linguistic and Cultural Diversity and Facilitate Inclusion from the Perspectives of Iceland and the Faroe Islands'**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 179-196). [https://doi.org/10.1007/978-3-030-97460-2\\_12](https://doi.org/10.1007/978-3-030-97460-2_12)

In today's fast changing multicultural societies, governments and organisations must use their agency to ensure the contribution and inclusion of all cultures and ethnicities. A key factor for enabling this is ensuring education plays a leading role in facilitating the creation of an inclusive society. In this context, the education of teachers must be a priority given the reach and impact teachers have on a society. Therefore, teacher education with its role in preparing pre-service teachers for teaching in a multicultural setting is uniquely placed to enable focus on and engender a foundation for enabling inclusivity, equality and social justice in education. The purpose of this chapter is to discuss the policy framework needed for preparing preservice teachers to work with learners from diverse linguistic and cultural backgrounds. The aim is to gain knowledge and understanding of how the concepts of inclusion and culturally responsive pedagogy are reflected in teacher education policy in the island nations of Iceland and the Faroe Islands.

Vilches, O. (2022). **Le dispositif Garantie jeunes : une analyse des effets directs et indirects sur ses bénéficiaires. Prise en compte des compétences non académiques des jeunes** (Phdthesis, Université de Bourgogne Franche-Comté). Consulté à l'adresse <https://hal-univ-bourgogne.archives-ouvertes.fr/tel-03933552>

L'évaluation du dispositif Garantie jeunes a donné lieu à trois principaux rapports (Farvaque et al., 2016 ; Loison-Leruste et al., 2016 ; Gaini et al., 2018). Dans le cadre de cette thèse, nous cherchons à savoir si ce dispositif a un effet sur l'insertion professionnelle et sociale de ses bénéficiaires, qui transite par l'acquisition de compétences non académiques. A partir d'une méthode d'enquête mixte, nous nous sommes à la fois intéressés aux jeunes et aux recruteurs susceptibles de les embaucher. D'un côté, notre approche longitudinale qualitative repose sur cinquante-cinq entretiens semi-directifs menés en trois temps avec les bénéficiaires du dispositif. D'un autre, notre approche quantitative, qui s'appuie sur la méthode des vignettes, est fondée sur un échantillon de cent-soixante-quatorze recruteurs. Premièrement, nos résultats principaux montrent que la GJ a un effet direct sur l'insertion professionnelle et sociale mais également sur les compétences non académiques, même si celui-ci reste à nuancer. Par ailleurs, l'effet indirect sur l'insertion, qui transite par les soft skills, ne concerne pas l'ensemble de nos enquêtés. Ainsi, il est avéré chez les jeunes qui ont perçu le dispositif comme un tremplin, mais également ceux pour qui la GJ n'a pas permis de changer leur situation initiale. Deuxièmement, nous remarquons que les recruteurs considèrent les soft skills comme importantes et que le dispositif GJ agit positivement au moment du recrutement pour ses bénéficiaires.

Wrenn, M., Gregory, K., & Gallagher, J. (2023). **Critical Professional Development: A Necessary Risk?** *Journal of Cases in Educational Leadership*, 26(1), 3-15. <https://doi.org/10.1177/15554589221148405>

Amy Yarborough, a veteran teacher and curriculum resource leader in a rural district in Virginia, facilitates a professional learning community focused on social justice and equity-oriented instructional practices. When allegations of teaching critical race theory are reported via the state's email tip line and community social media groups, Amy is asked to present her professional learning community materials to the local school board. In the midst of stakeholder protests and media scrutiny, Amy must decide how to explain her professional decisions. Current and future educational leaders interested in issues related to race and equity will consider the roles of policy and the public in influencing teachers' lessons.

Wu, R., Yang, W., Rifienbark, G., & Wu, Q. (2023). **School and Teacher Information, Communication and Technology (ICT) readiness across 57 countries: The alignment optimization method.** *Education and Information Technologies*, 28(2), 1273-1297. <https://doi.org/10.1007/s10639-022-11233-y>

This study investigated the measurement invariance of school and teacher Information, Communication and Technology (ICT) readiness among 57 countries that participated in the Program in International Student Assessment (PISA) 2018 assessment. School and teacher ICT readiness scale is 11-item scale with two subfactors: school ICT readiness and teacher ICT readiness subscales (Bozkus, *International Online Journal of Education and Teaching*, 8(3), 1560–1579, 2021). With the novel alignment optimization method, we revealed that the school ICT readiness subscale was invariant for unbiased country comparisons but overall noninvariance was identified for the teacher ICT readiness subscale. Additionally, the rank of the school ICT readiness factor means indicated that

Singapore, Sweden, B-S-J-Z (regions of China), United Arab Emirates and United States were among the top league, while countries like Indonesia, Poland, Ireland in between, and Japan, Mexico, Colombia, Argentina and Brazil ranked comparatively the lowest. Measures of school location, school type and class size further confirmed the validity of the school ICT readiness subscale. It was expected that the study would enhance our understanding of school and teacher ICT readiness across countries with the application of an alternative alignment optimization approach in examining ICT related scales.

Xia, C., Li, X., & Cao, S. (2023). **Challenges for the government-controlled higher education system in China.** *International Journal of Educational Development*, 97, 102721. <https://doi.org/10.1016/j.ijedudev.2022.102721>

China's goal is to develop some of the top universities in the world, but there is still a big gap in university quality compared with developed countries. The current command and control system used by the national government limits university autonomy and has created many problems, including a lack of scientific innovation, a widening poverty gap in terms of access to higher education, and a mismatch between supply and demand in the labor market. To solve these problems, China's higher education system must change to permit more autonomy and a stronger focus on the job market; to pay university professors a fair wage; to provide more freedom to the administration of universities and research institutes; and to promote participation by professors in the administration of schools. It will also be important to place less emphasis on awards and titles, and focus instead on letting the best research speak for itself.

## Pratiques enseignantes

Adjei, D. W. (2023). **Promotion of Creative Development of Early Childhood Learners: ECE Teachers' Perspective on How in Atebubu Amantin Municipal.** *British Journal of Education*, 11(2), 1-12. <https://doi.org/10.37745/bje.2013/vol11n2112>

The aim of the study sought to examine the impact of teacher's creativity on the creative development of early childhood learners. In providing a clear justification to the purpose of the study, the qualitative research approach and the case study as the research design. The target population for the study was all the lower primary teachers in Early Childhood Development Model in Atebubu (ECD). The census was used as the sampling technique due to the relatively small number of the participants. Ideally, the semi-structured interview was used as the instrument for the study. The study found that Intellectual risk-taking, brainstorming, teachers' narrative and dramatization activities promote learners' creative abilities and development. The study concluded that teachers creating spaces for play, giving students access to time ask questions and providing learners active environment that are resource-rich, and supporting musical play in the classroom promote learners' creative abilities. The study recommended that providing teachers with opportunities to improve their creativity via continuing professional development is an important step in enhancing their understanding of the benefits of creativity in the classroom and assisting them in becoming more creative educators.

Andriamiseza, R. (2022). **Learning Analytics-Based Formative Assessment Recommendations for Technology-Enhanced Learning Practices** (Phdthesis, Université Paul Sabatier - Toulouse III). Consulté à l'adresse <https://theses.hal.science/tel-04006037>



Formative assessment is a useful teaching method for improving learning and teaching. Providing teachers and learners with feedback designed to help them reach the learning objectives is at the core of every formative assessment processes. To conduct large scale formative assessment, technology-enhanced formative assessment systems emerged to support the usage of formative assessment processes. These systems generate data that can serve as a basis for improving these processes and services they provide. Consequently, we tackle the following research questions: which useful information can be inferred from the analysis of data gathered from a tool implementing formative assessment processes used in authentic contexts? How can such information contribute to improve formative assessment processes orchestration? Based on literature and using a dataset gathered from the use of a formative assessment tool named Elastic, we use learning analytics to provide evidence-based knowledge about formative assessment practices. This knowledge led us to design (i) recommendations for system designers of formative assessment tools (ii) recommendations for teachers orchestration of formative assessment sequences (iii) an orchestration model to assist teachers decision-making during the sequence. Afterwards, we put this orchestration model to the test by implementing it within Elastic through explainable recommendations and collecting data of its usage. The analysis of these data provides evidences that show that (1) teachers do not follow the recommendations and (2) if teachers had followed them, there would be significantly improved benefits for learners. Future works discuss the way our orchestration model could be improved and expanded to other contexts.

Anjard, J.-Y. (2022). **Aménagements pédagogiques pour les étudiants en situation de handicap dans une université française : des discours, des pratiques, des situations : une contribution pour une pédagogie inclusive à l'université** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-03989887>

Depuis la loi du 11 février 2005 pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées, les étudiants en situation de handicap (ESH) sont plus nombreux. L'université a élaboré un dispositif avec des locaux, des discours, des professionnels et des « aménagements institutionnels » accessibles via un service dédié. Mais, ces aides sont décontextualisées et génériques. Elles s'appuient avant tout sur des catégories médicales du handicap qui n'ont pourtant rien de pédagogique. En parallèle, l'université tend aussi à développer des pratiques visant à promouvoir l'accessibilité aux enseignements. C'est d'ailleurs là un des piliers de l'inclusion. Il s'agit d'améliorer les conditions de la réussite des étudiants à l'université, qui est un des objets de recherches de la pédagogie universitaire. Toutefois, ses travaux portent avant tout sur des solutions prêtes à l'emploi. L'université est confrontée à un paradoxe : elle s'adresse à des masses d'étudiants et doit aussi s'intéresser à des étudiants avec des besoins éducatifs particuliers. Notre thèse propose une réflexion sur les pratiques pédagogiques des enseignants qui interviennent auprès d'ESH dans des situations d'enseignement et d'évaluation. Elle s'intéresse aussi aux manières d'étudier des ESH, à leurs spécificités dans leurs manières de se saisir des milieux d'études proposés par les enseignants davantage qu'à la catégorie médicale de classification du handicap à laquelle ils sont assignés. A cet effet, après avoir effectué des entretiens exploratoires avec 8 acteurs institutionnels, nous avons recueilli les discours de 38 ESH et de 40 enseignants issus de tous les campus d'une université française au sujet de leurs expériences respectives par rapport aux aides proposées à l'université. Nous avons aussi effectué des observations ethnographiques auprès de deux ESH dans quelques TD. Ces données font apparaître d'autres types d'expériences plus informelles et au coeur des

situations d'enseignement et d'évaluation. Il s'agit d'« aménagements situationnels », qui sont mis en oeuvre dans le cadre d'une négociation entre un enseignant qui va les qualifier de « bricolages pédagogiques » et un ESH. A ces aides très locales s'ajoutent des mesures d'accessibilité aux locaux et aux savoirs, dont certaines peuvent être organisées par des enseignants dans le cadre d'une diversification pédagogique et des « aménagements semi-institutionnels », qui sont des dispositifs de proximité. Leur objectif est de répondre aux besoins de proximité de ces étudiants dans leurs études mais aussi à un niveau extra-universitaire, pour des soins, par exemple. Leur situation de handicap nécessite aussi d'être appréhendée dans les situations d'évaluations et dans les situations d'étude et de travail personnel. Notre thèse s'est donc appuyée sur les situations, qui contribuent à rendre l'université inclusive car les ESH interagissent avec les milieux d'étude proposés par les enseignants et de nouveaux aménagements peuvent alors apparaître. L'hypothèse des spécificités au coeur de notre thèse confirme qu'elle a toute sa place dans la redéfinition de l'accessibilité des ESH aux études supérieures car elle est au coeur des situations. Deux axes de réflexion s'avèrent importants : la visibilité et le temps. Le premier s'appuie sur le discours des enseignants, qui évoquent un manque de culture sur le handicap et leur expérience d'un phénomène peu visible. Le second s'appuie sur les nombreux usages du temps tant chez les ESH que chez les enseignants. C'est pourquoi le milieu est central, puisqu'il peut à la fois générer des situations de handicap et permettre des aménagements dans le cadre d'une pédagogie inclusive.

Ateş, H., & Garzón, J. (2023). **An integrated model for examining teachers' intentions to use augmented reality in science courses.** *Education and Information Technologies*, 28(2), 1299-1321. <https://doi.org/10.1007/s10639-022-11239-6>

Many studies show that augmented reality (AR) provides multiple benefits to science education, including learning gains, motivation to learn, and collaborative learning. However, while using AR largely depends on the teachers' willingness, existing literature lacks studies that identify teachers' intentions to use this technology. This study proposes a model to predict science teachers' intentions to use AR in their classes. Our model merges the Theory of Planned Behavior and the Unified Theory of Acceptance and Use of Technology 2. It includes nine hypotheses that were tested with 451 science teachers from different cities in Turkey. The results indicate that our model identifies the factors affecting teachers' intentions to use AR with a stronger explanatory power than the referenced theories. Besides, all hypotheses within the proposed model were statistically supported in determining antecedents of science teachers' intentions. Finally, the study contributes to the theory and practice by focusing on the psychological aspects required for explaining science teachers' intentions to use AR.

Bakchich, J., Carré, A., Claes, N., & Smeding, A. (2023). **The moderating role of socioeconomic status on the relationship between teacher social support and sense of belonging to school.** *British Journal of Educational Psychology*, 93(1), 153-166. <https://doi.org/10.1111/bjep.12545>

Background Teacher social support (TSS) has been identified as one of the most important factors of success and well-being for students. Yet, there is a gap in the literature regarding the impact of students' socioeconomic status (SES) on their perceptions of TSS, and whether SES may impact the strength of the relationship between teacher social support and students' sense of belonging to school (SBS). Aims In this preregistered study, we aimed at filling this gap by testing the moderating role of SES on

the TSS-SBS link, along with the direct associations between these variables. Sample We used data from the French sample of the Programme for International Student Assessment 2018 (PISA; N = 6308). Methods TSS was primarily assessed as a latent construct based on three indicators provided by PISA: teacher support, teacher emotional support and teacher feedback. Regarding SES, we primarily focused on family wealth possessions and parents' highest level of education. Results Using structural equation modelling, findings confirmed that the TSS-SBS link was stronger for high-SES than low-SES students. We also found a negative association between teacher support and SES. Importantly, preregistered additional analyses highlight that findings depend on the SES and TSS indicators considered. Conclusions Findings support the importance of SES effect on students' perceptions of their interactions with teachers and the extent to which they perceive they belong to the school. The implications and limitations of this research are discussed.

Basso, D., Corradini, G., & Cottini, M. (2023). **“Teacher, forgive me, I forgot to do it!” The impact of children’s prospective memory on teachers’ evaluation of academic performance.** *British Journal of Educational Psychology*, 93(1), 17-32. <https://doi.org/10.1111/bjep.12537>

Background According to Munsat (1965, The concept of memory. University of Michigan), a person who makes frequent prospective memory (PM) errors is considered as having a flawed character rather than a bad memory. Given that PM completes its development only in young adulthood, this bias might occur not only within social relationships but also in school. However, little is known about the impact of this bias on academic performance. Aims This study aimed to evaluate the impact of children’s PM on teacher’s evaluations of their academic performance (i.e., grades) and social skills. Sample A total of 158 eight- and twelve-year-old children (48% females) participated in this study. Methods A working memory (WM) updating task was used as ongoing task (OT), in which the PM task was embedded and required participants to respond whenever certain pictures appeared. Children’s social skills were measured through teacher ratings, whereas grades were collected as indicators of teachers’ assessment of academic performance. Children’s WM span and inhibitory control were also assessed. Results Results showed that 8- and 12-year-old children’s academic performance was predicted by both PM performance and teachers’ evaluations of social skills. However, social skills evaluations were not predicted by PM performance. WM span was related to grades in 8 year olds, while inhibitory control was related to PM performance in 12 year olds. Conclusions These outcomes highlight that children’s grades are not explained only by academic performance itself but also by other personal skills. Awareness of the biases which can occur when evaluating children’s academic performance can help teachers to be more objective in their assessment.

Beck, S. W., & Jones, K. (2023). **Fostering agency through dialogue in classroom writing assessment.** *Teaching and Teacher Education*, 124, 104012. <https://doi.org/10.1016/j.tate.2022.104012>

Student agency is considered an important outcome of formative assessment, yet we know little about how interactional dynamics between teacher and student are implicated in the development of agency. Using Bakhtinian notions of dialogic space and persuasive voice, we analyze how four high school teachers assess and support students’ writing processes in conference-like assessment events, tracing whether and to what extent student concerns were addressed. We found that teachers created dialogic

space for agency and supported students' knowledge construction by positioning themselves as interested readers, eliciting students' ideas and confusion, and offering customized support for students' use of sociocultural tools.

Bego, C. R., Chastain, R. J., & DeCaro, M. S. (2023). **Designing novel activities before instruction: Use of contrasting cases and a rich dataset.** *British Journal of Educational Psychology*, 93(1), 299-317. <https://doi.org/10.1111/bjep.12555>

**Background** In exploratory learning, students first explore a new topic with an activity and then receive instruction. This inversion of the traditional tell-then-practice order typically benefits conceptual knowledge and transfer, but not always. **Aims** The current work examines the impact of including contrasting cases in an exploration activity, which can enhance student perception of novel problem features. **Samples** Undergraduate physics students (Experiment 1, N = 129; Experiment 2, N = 92) participated as part of their regular classroom instruction. **Methods** Students completed an activity either before or after instruction (explore-first or instruct-first conditions). In Experiment 1, the activity included contrasting cases; in Experiment 2, the activity instead included a rich dataset. Students completed a post-test assessing procedural knowledge, conceptual knowledge and transfer. **Results** In Experiment 1, students in the explore-first condition demonstrated similar procedural knowledge, higher conceptual knowledge and higher transfer than students in the instruct-first condition. In Experiment 2, there were no significant differences in learning outcomes between explore-first and instruct-first conditions. In both experiments, students in the explore-first and instruct-first conditions reported similar cognitive load and interest and enjoyment after the activity. **Conclusions** Contrasting cases may be important when designing exploratory learning activities, helping to improve both conceptual understanding and transfer to new topics.

Bengochea, A., & Sembiente, S. F. (2023). **A review of the methodological characteristics of vocabulary interventions for emergent bilinguals in preschool to sixth grade.** *Review of Education*, 11(1), e3386. <https://doi.org/10.1002/rev3.3386>

Vocabulary is foundational for reading and strongly linked to emergent bilingual (EB) students' academic achievement. Given the few syntheses on vocabulary interventions that are focused on emergent bilinguals, this literature review appraises the existing research and thoroughly accounts for methodological characteristics across studies relating to sample, treatment, and outcomes. We further investigate vocabulary teaching approaches that elicit positive vocabulary outcomes for preschool through to sixth grade EBs. Relevant intervention studies were identified and analysed for the study's sample, measure, and treatment characteristics as well as significant intervention outcomes. Analyses reveal that for sample characteristics there was a large amount of non-reported information and a predominance of homogeneous, Spanish-speaking, low second language proficiency sampling. For measurement characteristics, studies emphasised decontextualised and breadth of vocabulary knowledge as well as receptive vocabulary knowledge through oral responses. Patterns in treatment characteristics showed a prominence of unaligned treatment conditions, few investigations of home language support on EBs' vocabulary outcomes, and effectiveness of balanced approaches. Future research should build on effective balanced approaches and explore closer aligned comparison conditions with greater use of EBs' home languages. Practitioners should provide holistic vocabulary instruction for EBs that incorporates home language support, multimedia support during reading,

and independent reading, all of which should provide extended and repeated vocabulary exposure.

Bergeron, G., & Douville, L. (2023). **Analyse clinique et jugement professionnel au coeur de l'évaluation psychoéducative. Concepts théoriques et illustrations cliniques**. Consulté à l'adresse <https://www.pulaval.com/livres/analyse-clinique-et-jugement-professionnel-au-coeur-de-l-evaluation-psychoeducative-concepts-theoriques-et-illustrations-cliniques>

Les auteurs de cet ouvrage ont choisi d'aborder l'évaluation psychoéducative en insistant sur l'appropriation et l'utilisation de deux concepts majeurs, soit l'analyse clinique ainsi que le jugement professionnel. Ce livre se veut avant tout un référentiel qui s'adresse principalement aux futurs ou actuels psychoéducateurs et psychoéducatrices qui utilisent la démarche d'évaluation dans le cadre de leur mandat.

Bialka, C. S., Hansen, N., & Wong, S. J. (2023). **Erasure or empowerment?: how pre-service teachers address disability when using children's literature**. *International Journal of Qualitative Studies in Education*, 36(2), 102-120. <https://doi.org/10.1080/09518398.2021.1956629>

Research suggests that in classrooms across the United States, teachers are hesitant to engage students in a discussion about disability. However, if children are not given opportunities to talk about disability, they run the risk of internalizing disability stereotypes or believing that discussing disability is not appropriate. In this paper, we use an explanatory, instrumental qualitative case study design to understand how 30 pre-service teachers (PSTs) notice and name disability when describing ideas for using children's literature in the classroom. Additionally, we operationalize and build on Sapon-Shevin's categorization of teachers' responses to ableist behavior to examine the nuances of PST discussion. We found that most PSTs chose not to talk about disability or presented disability in a generic or potentially problematic way. This research provides necessary insight into the ways that teacher education programs can work with PSTs to effectively engage in disability discussion.

Bizami, N. A., Tasir, Z., & Kew, S. N. (2023). **Innovative pedagogical principles and technological tools capabilities for immersive blended learning: a systematic literature review**. *Education and Information Technologies*, 28(2), 1373-1425. <https://doi.org/10.1007/s10639-022-11243-w>

Blended learning is widely known for its ability to improve learning, nevertheless little is still known about the best ways of designing effective blended learning environment which can support immersive learning such as greater learning experience and accessibility to education. In this respect, this study investigates the mapping of the principles of three Education 4.0 innovative pedagogies, namely, heutagogy, peeragogy, and cybergogy, with the capabilities of three technological learning tools, that is, Facebook (FB), Learning Management System (LMS), and Blog, via a systematic literature review technique. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were used as the methodology, and the literature was further selected using Gough's Weight of Evidence criteria, resulting in 59 studies. The results show that cognitive factor is the most linked pedagogical principle to the four main capabilities of technological learning tools, that is, time, self-related, learning task, and learning community-related. This mapping is useful for instructors to plan learning and teaching by choosing the

technological learning tools that match with appropriate Education 4.0 pedagogies for optimising the immersive blended learning practices.

Bjørn, A.-M. (2023). **Multi-grade Teaching in a Small Rural School in Northern Norway**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 213-229). [https://doi.org/10.1007/978-3-030-97460-2\\_14](https://doi.org/10.1007/978-3-030-97460-2_14)

This chapter investigates multi-grade teaching in a small rural school in Northern Norway. The aims of the chapter are to show what characterizes the teaching practices in a multi-grade school in a small rural community, and how these practices enable inclusion and adapted education. The chapter gives a brief insight into parts of the Norwegian framework for education; the Education Act and the Core- and Subject Curricula, and theory about didactical tools that are useful in multi-grade school settings. The data were collected during a visit to a small rural school. The field work lasted two full days and included observations of classroom sessions, participation at recess and informal talks with the teachers. Findings show that the three didactical tools student group formation/subject organizing, peer-learning and pupils' personal working plans are useful when conducting multi-grade teaching in a small school with few pupils. Alongside the subject orientation, the chapter also discusses the Norwegian Core curriculum's focus on social learning and how this is an important fourth element when working towards a practice that is inclusive and adapted to the individual pupil.

Burke, A., Boison, B., & Toope, D. (2023). **Collaborative Pedagogies: Seeking and Finding Truth Within Indigenous Children's Literature Through Multiliteracies**. In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 161-178). [https://doi.org/10.1007/978-3-030-97460-2\\_11](https://doi.org/10.1007/978-3-030-97460-2_11)

In this chapter, we highlight the work of two teachers as they engaged in collaborative practice while designing a curriculum that incorporated Indigenous perspectives and ways of knowing through a multiliteracies approach. We describe how these teachers used postcolonial Indigenous children's literature as a launching point to explore historical and critical issues of Indigenous peoples with their students in an elementary classroom. We use data generated from interviews, focus group discussions, children's drawings, journal writings, and photographs of classroom sessions. Using a multiliteracies pedagogical framework (situated practice, overt instruction, critical framing, and transformative practice), we show how these teachers transformed their practice and students' understandings as they participated in learning events together. We also share some possible practices for incorporating Indigenous perspectives and ways of knowing into elementary classrooms. In conclusion, we discuss implications for teachers' practice and the need for further research as we continue the important work towards truth and reconciliation.

Caliman, L. V., Citton, Y., & Prado-Martin, M. R. (2023). **L'attention médicamentée : La Ritaline à l'école**. Consulté à l'adresse <https://public-production.azurewebsites.net/product/9022/l-attention-medicamentee>

Les troubles de l'attention et de l'hyperactivité (TDAH) sont souvent dénoncés comme un mal du siècle. Parmi la gamme de réponses mobilisées pour y faire face, les traitements médicamenteux (Ritaline, méthylphénidate) occupent une place croissante à l'échelle mondiale, avec 800% d'augmentation en dix ans au Brésil. Cet ouvrage

collectif mobilise des chercheur·es venant de disciplines très variées (sciences de l'éducation, psychologie, neurosciences, médecine, sociologie, économie, humanités) pour analyser les pratiques actuelles de diagnostic et de traitement. Il adopte une approche comparatiste en contrastant les situations de la France, du Brésil et du Chili. Il resitue enfin les questions attentionnelles dans l'histoire longue des transformations de nos modes de production. Cette approche historicisée, internationale et interdisciplinaire invite à regarder de plus près ce qui se passe sur le terrain concret de la médecine scolaire et des conditions institutionnelles d'enseignement. Sans cautionner ni diaboliser le recours aux traitements chimiques individuels, l'ouvrage propose de limiter le déferlement de Ritaline sur nos écoles en sollicitant les alternatives collectives offertes par des pratiques pédagogiques alternatives ou novatrices.

Camphuijsen, M. K., & Parcerisa, L. (2023). **Teachers' beliefs about standardised testing and test-based accountability: Comparing the perceptions and experiences of teachers in Chile and Norway.** *European Journal of Education*, 58(1), 67-82. <https://doi.org/10.1111/ejed.12540>

The global popularity of test-based accountability appears to signal political trust in standardised assessments as valid and relevant measures of education quality. Nonetheless, research shows that educators' perceptions of standardised testing and test-based accountability can vary significantly, as do their responses to accountability demands. Considering the key influence of teachers' beliefs on the way in which they respond to education reforms, in this article we examine teachers' beliefs and opinions about standardised tests and test-based accountability. We analyse a comparative study on interpretations and experiences of standardised testing and test-based accountability demands of compulsory education teachers in Chile and Norway. These cases were selected following a most-different-systems design approach. The data was derived from an electronic survey (n = 2,531) and in-depth interviews (n = 41). The analysis shows how in both contexts, teachers are relatively critical about the validity, usefulness and fairness of standardised tests. This indicates lacking teacher trust in standardised testing and test-based accountability. Still, despite similar trends, some key differences in the beliefs of Chilean and Norwegian teachers are found, which highlight the influence of the sociocultural context in shaping teachers' beliefs. By illuminating how teachers in different contexts make sense of test-based accountability, our analysis contributes to the understanding of why the often-reported mismatch between policy expectations and policy outcomes might occur.

Carpenter, J. P., Morrison, S. A., Rosenberg, J. M., & Hawthorne, K. A. (2023). **Using Social Media in pre-service teacher education: The case of a program-wide twitter hashtag.** *Teaching and Teacher Education*, 124, 104036. <https://doi.org/10.1016/j.tate.2023.104036>

Herein we examine the use of a program-wide Twitter hashtag as a part of pre-service teacher education activities at one institution. After detailing the context around the hashtag's use, we use data mining, descriptive statistics, and social network analysis to examine more than 49,000 tweets sent over six years. We describe the traffic associated with the program-wide Twitter hashtag, the users who contributed, and the interactions that occurred among pre-service teachers (PSTs) and other users. The hashtag appeared to feature some opportunities and challenges for PSTs to observe and interact with peers, alumni, faculty and staff, and in-service educators.

Casey, J. E., Kirk, J., Kuklies, K., & Mireles, S. V. (2023). **Using the technology acceptance model to assess how preservice teachers' view educational technology in middle and high school classrooms.** *Education and Information Technologies*, 28(2), 2361-2382. <https://doi.org/10.1007/s10639-022-11263-6>

Elementary, middle, and high school students need opportunities to engage with educational technology. This is particularly essential for those students who may not have access to new technologies at home and/or school. The socioeconomic status continues to increase the digital divide and equity in education in terms of access to technology; and as new and advanced technology becomes more available for some, others are falling further behind. A key component in ensuring all K-12 students receive opportunities to engage with technology is to prepare preservice teachers to be proficient at using new educational technologies in their classrooms. Virtual Reality (VR) environments are gaining traction across some environments. However, in the United States, some states limit or exclude VR from elementary and middle grades. In a recent service-learning project, 14 preservice teachers were introduced to two types of floor-robots and one style of a VR headset. Most preservice teachers had not used any of the technology prior to the required course. After learning how to manipulate floor-robots and navigate virtual environments, they taught middle and high school students with exceptionalities how to use technology to enhance comprehension of mathematics and social studies content. Of the 14 preservice teachers in the course, seven agreed to allow their surveys and reflections to be used for data collection and analysis. Results demonstrate that preservice teachers view technology for use in school settings favorably, and they believed that middle and high school students with exceptionalities benefitted from the educational technology instructional experiences. However, there were some concerns about costs.

Coleman, J. J. (2023). **Narrative repair in teacher education: Restorying painful histories and "damaged" queer teacher identity.** *Teaching and Teacher Education*, 124, 104031. <https://doi.org/10.1016/j.tate.2023.104031>

Theorizing narrative repair, this article provides an actionable process for addressing "damaged" teacher identity in teacher education. Narrative repair involves three steps: 1) storying your pain, 2) composing alternative feelings using speculative storytelling, and 3) processing repair. Drawn from a United States-based narrative inquiry study with queer educators, findings in this article illustrate this process and demonstrate how queer teachers can address pain attached to so-called "damaged" queer teacher identity. This article concludes by complicating the call for moving beyond damage-based research frames in teacher education globally and instead invites an orientation towards repair.

Curammeng, E. R. (2023). **Portraiture as collage: ethnic studies as a methodological framework for education research.** *International Journal of Qualitative Studies in Education*, 36(2), 186-202. <https://doi.org/10.1080/09518398.2020.1828646>

In this article, Curammeng addresses how Ethnic Studies can inform portraiture and its capacity for qualitative research studies. Using Filipino American teachers' narratives, Curammeng describes portraiture as collages demonstrating how such an approach offers new modes of engagement for portraitists' collaborators and readers. The implications from this work illuminate how portraiture – through an Ethnic Studies perspective – draws attention to the multi-layered and nuanced experiences of teachers, how they make sense of their work as minoritized people, and how qualitative



researchers can utilize Ethnic Studies with portraiture to capture these nuances. Finally, Curammeng argues for the consideration of 'decipherment' to piece together new methodological strengths for portraitists and educational research.

Damon-Tao, L., Virat, M., & Hagège, H. (2023). **Les vécus, stratégies et attentes de formation d'enseignants de primaire face aux comportements perturbateurs des élèves : une enquête exploratoire.** *Revue internationale de Communication et Socialisation*, 512065 Bytes. <https://doi.org/10.6084/M9.FIGSHARE.22083383.V1>

Les comportements perturbateurs des élèves sont fortement associés à la dimension du conflit de la relation enseignant-élève. En France, il semble que les enseignants soient confrontés à des problématiques importantes dans ce domaine. Une étude qualitative par questionnaire en ligne a été menée auprès d'enseignants de primaire français pour mieux comprendre leurs vécus, connaissances et attentes en matière de régulation des comportements perturbateurs d'élèves. Vingt personnes ont répondu, uniquement des femmes. Plus de trois quarts des enseignantes interrogées relatent des situations où des élèves ont fait preuve de comportements agressifs, générant chez elles un sentiment d'épuisement émotionnel, d'anxiété, d'impuissance ainsi qu'une baisse du sentiment d'efficacité personnelle. Cependant, la moitié des participantes exprime un avis défavorable à l'idée de suivre une formation dédiée sur ce sujet. En outre, les participantes disposées à suivre une formation précisent qu'il est nécessaire qu'elle soit en lien avec leurs vécus et apporte des outils pratiques.

Demant-Poort, L., & Andersen, L. P. (2023). **"A Lesson Is Most Exciting [When] the Teacher Typically Explains Complex Topics": A Student Perspective on Public Schooling in Greenland.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 125-142). [https://doi.org/10.1007/978-3-030-97460-2\\_9](https://doi.org/10.1007/978-3-030-97460-2_9)

Research on and knowledge about the Greenlandic school system is primarily based on quantitative, evaluative measures, such as grade point statistics. Though the aforementioned research is centred around schooling there is a lack of pedagogical research on schooling based on the voices of students and knowledge about what happens inside classrooms. This chapter describes the findings from a survey study of students' experience of public schooling in Greenland. The goal of the study is to identify students' perceptions of schooling and lessons and to broaden available knowledge on what schooling is in Greenland.

Dionisio, R. J., & Gray-Nicolas, N. M. (2023). **Unlearning Discipline: Increasing Opportunities and Addressing Disproportionality in Discipline for Black and Latinx Students.** *Journal of Cases in Educational Leadership*, 26(1), 58-70. <https://doi.org/10.1177/15554589221150415>

Schools in the United States continue to be vastly inequitable, particularly in disciplinary practices for Black and Latinx students. This case examines one school's attempts to alleviate disproportionate disciplinary practices. Teachers are encouraged to interrogate themselves, practices, and policies through equity professional learning to create better outcomes. As the school attempts to unlearn harmful punitive approaches to discipline, facilitators met with resistance from staff members, and inequities remain and even worsen. This case asks readers to consider the challenges leaders face when implementing professional learning to minimize disproportionality in discipline and grow staff capacity for culturally responsive pedagogy and restorative practices.

Diracca, C. (2023). **Mes deux leviers pédagogiques pendant la crise : le numérique et l'empathie.** *Journal de ma prise de conscience. Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Ce récit retrace les événements survenus à partir du jour de l'annonce du confinement. Je suis enseignante dans une école classée en réseau d'éducation prioritaire renforcée (REP ) depuis plus de dix ans. Cette année, j'ai en charge une classe de CM1. Le groupe est composé de vingt et un élèves. Travailler en REP , c'est travailler auprès d'un public spécifique, pour lequel les normes scolaires ne vont pas de soi. Avec le confinement, mon instinct me pousse à faire preuve de créativité, d'innovation pour entraîner les élèves dans mon enseignement à distance. Les parents ne sauront pas toujours les aider. Enseigner en REP réclame une motivation extrinsèque plus forte qu'ailleurs, pour donner du sens à l'école.

Doyle, L., Easterbrook, M. J., & Harris, P. R. (2023). **Roles of socioeconomic status, ethnicity and teacher beliefs in academic grading.** *British Journal of Educational Psychology*, 93(1), 91-112. <https://doi.org/10.1111/bjep.12541>

Background Educational outcomes in the United Kingdom vary as a function of students' family background, with those of lower socioeconomic status (SES) and certain ethnic minority groups among the worst affected. Aims This pre-registered study investigates: (i) whether knowledge about students' socioeconomic and ethnic background influences teachers' judgements about the quality of their work and potential for the future, and (ii) the role of teachers' beliefs—most notably about meritocracy—in their practices. Sample Our findings are based on the responses of 416 in-service (88%) and trainee (12%) teachers who successfully passed several stringent exclusion criteria. Methods As part of a 2 × 2 independent measures design, teachers were randomly assigned to assess an identical piece of work ostensibly written by a student who varied by SES (higher vs. lower) and ethnicity (White British vs. Black Caribbean). Following this, they responded to several measures assessing their beliefs about education. Results Teachers judged students of lower SES to be inferior to students of higher SES across a range of indicators. By contrast, we found no evidence of racial bias in teachers' judgements, though potential reasons for this are discussed. Teachers who believed that schooling is meritocratic were significantly less likely to support equity-enhancing teaching practices and initiatives. Conclusions Unconscious teacher biases and beliefs may be contributing to the relative underperformance of students from poorer backgrounds. These findings provide a mandate for educational institutions to help teachers reflect upon, and develop the skills required to mitigate potentially harmful biases.

Du, H., & Xing, W. (2023). **Leveraging explainability for discussion forum classification: Using confusion detection as an example.** *Distance Education*, 44(1), 190-205. <https://doi.org/10.1080/01587919.2022.2150145>

Online discussion forums are highly valued by instructors due to their affordance for understanding class activities and learning. However, a discussion forum with a great number of posts requires a large amount of time to view, and help requests are easily overlooked. Various machine-learning-based tools have been developed to help instructors monitor or identify posts that require immediate responses. However, the black-box nature of deep learning cannot explain why and how decisions are achieved, raising trust and reliability issues. To address the gap, this work developed an explainable

text classifier framework based on a model originally designed for legal services. We used the Stanford MOOCPost dataset to identify posts of confusion. Our results showed that the framework can not only identify discussion forum posts with confusion of different levels, but also provide explanation in terms of words from the identified posts.

Ehren, M. (2023a). **A conceptual framework for trust in standardised assessments: Commercial, quasi-market and national systems.** *European Journal of Education*, 58(1), 11-22. <https://doi.org/10.1111/ejed.12544>

This article presents a conceptual framework for trust in standardised assessments. Standardised assessments play an important role in many education systems as they inform decisions about students' future schooling career or entry to the labour market. Also, standardised assessments are often used for teacher performance reviews and school accountability, or to monitor learning outcomes on the national level. Various stakeholders rely on the accuracy of assessment outcomes when making decisions about students' competences, or seek to improve the quality of education. Such reliance implies a need for trust in those who design and administer standardised assessments and make decisions on the basis of the outcomes. The framework presented in this article describes the type of relational and macro-level trust that is relevant for three types of assessment systems: national, quasi-market and commercial systems. Throughout the analysis presented, examples are provided to illustrate the ways in which relational and macro-level trust can vary by who is tested and by whom they are assessed; and how trust in evaluations varies by the purpose and consequences of testing, as well as the individual agency of students, their teachers and school leaders.

Ehren, M. (2023b). **Trust in standardised assessments.** *European Journal of Education*, 58(1), 5-10. <https://doi.org/10.1111/ejed.12546>

Espinosa, G. (2023). **La relation enseignant-élève en France: réflexion pour son amélioration.** *Revue internationale de Communication et Socialisation*. <https://doi.org/10.6084/M9.FIGSHARE.22083368.V1>

Ce texte porte sur la place de la relation enseignant-élève dans le système éducatif français et présente des pistes pour travailler à l'amélioration de cette relation dans le cadre de la formation des enseignants. Dans un premier temps, sont présentés les contenus des textes officiels de l'Éducation nationale française, permettant de constater la présence, très générale, des questions de la relation enseignant-élève – et notamment de la notion de bienveillance – et du bien-être de l'élève à l'école. Est, en même temps, soulignée une absence d'accompagnement et de formation des enseignants, notamment en Institut national supérieur du professorat et de l'éducation (Inspé), à la question de la relation enseignant-élève. Nous indiquons alors que c'est, selon nous, justement sur ce point qu'un travail devrait être fourni, en France, pour participer à améliorer la relation enseignant-élève. Dans un deuxième temps, sont présentés des résultats d'importance issus de la recherche scientifique menée, à l'international, sur la question de la relation enseignant-élève et vers lesquels il conviendrait que le système éducatif français se tourne. Dans un troisième et dernier temps, nous proposons deux balises pour l'élaboration d'une formation initiale et continue des enseignants à la relation enseignant-élève.

Eutsler, L., Naik, M., Peecksen, S., & Branton, R. (2023). **Impact of inquiry portfolios within a service-learning literacy field experience on preservice teachers' knowledge growth**

and GPA. *Teaching and Teacher Education*, 124, 104032.  
<https://doi.org/10.1016/j.tate.2023.104032>

Debate remains around using portfolios to demonstrate knowledge growth. This mixed-method study examined 63 preservice teachers' knowledge to teach literacy, with a longitudinal measure of the impact on grade point average, using coarsened-exact matching with a sample of 522 college of education students. Regression results demonstrate achievement outpaced other matched students in the same college. Comprehensive portfolios containing artifacts and reflections demonstrate knowledge growth across these themes: a) Presentation: Experience review; b) Perspective taking: Empathetic observation; c) Understanding; d) Projections. Implications apply to teacher educators seeking to implement portfolios to assess student knowledge.

Fornero, S., & Régnier, J.-C. (2022, septembre 12). **Intelligence collective dans la classe. Impact des interactions et autres facteurs sur l'intelligence collective dans des groupes de travail restreints au collège.** Présenté à Congrès international d'Actualité de la Recherche en Éducation et en Formation (AREF). Consulté à l'adresse <https://hal.science/hal-03779761>

OBJET DE LA RECHERCHE Notre recherche exploratoire porte sur le concept scientifiquement non stabilisé d'intelligence collective. Si ce terme est désormais abondamment employé en sciences de gestion (Gréselle-Zaïbet, 2019), en informatique et en sociologie (Lévy, 1994), il est quasiment absent des sciences de l'éducation, comme si les groupes d'enfants et d'adolescents en étaient dépourvus. Après une revue de littérature et une définition synchrétique et tridimensionnelle du concept, à la fois comme capacité d'un groupe à résoudre un problème, émergence lors de la collaboration et produit de ce processus, nous cherchons à identifier ses caractéristiques dans le cadre de situation d'enseignement-apprentissage de mathématiques. HYPOTHESES Notre cadre théorique est celui de la pensée complexe développé par Edgar Morin, qui considère l'intelligence collective comme émergence, fruit des interactions et rétroactions dans un système complexe, (Morin, 1990), ce qui nous permet de dépasser par la dialogique l'opposition entre une approche réductionniste prétendant prédire l'émergence à partir des éléments présents et une approche systémique considérant l'évolution du système comme imprévisible. (Perru, 2007) Nous faisons l'hypothèse que sous certaines conditions à identifier, les collégiens engagés dans une résolution de problèmes mathématiques en groupes peuvent vivre les mêmes processus d'intelligence collective que ceux identifiés dans les recherches chez les adultes. Une question centrale demeure : dans quelle mesure et sous quelles conditions, peut être prédite son émergence ? METHODE Notre recherche menée avec une enseignante de mathématique est collaborative et repose sur l'idée que les "savoirs savants" et les "savoirs d'action" peuvent contribuer à la construction d'un nouveau savoir. (Desgagné, 1997) Nous avons cherché à objectiver l'intelligence collective en dégagant des indicateurs autour de trois axes : capacité, émergence et produit. Notre échantillon est constitué de 50 collégiens de classe de 6<sup>ème</sup> d'un collège lyonnais. Les données sont mixtes, et ont été construites par une enquête par questionnaire, par une observation contrôlée lors des séances de travail ainsi que par des captations vidéo, traces de l'activité et entretiens. Cette base de données constitue la réalisation de 116 variables. RESULTATS ESCOMPTEES Par l'analyse quali-quantitative des données (Régnier, 2022) menée avec l'aide des logiciels SPAD 9.2 et Chic 7.0, nous cherchons à identifier l'impact des interactions sur l'émergence d'intelligence collective ainsi que d'autres facteurs qui interviennent. Nous espérons par cette recherche exploratoire contribuer à

la réflexion sur une possible pédagogie de l'intelligence collective. A défaut d'apporter toutes les réponses, nous espérons soulever des questions pour des travaux de recherche à venir.

Franz, D. J., Richter, T., Lenhard, W., Marx, P., Stein, R., & Ratz, C. (2023). **The Influence of Diagnostic Labels on the Evaluation of Students: a Multilevel Meta-Analysis**. *Educational Psychology Review*, 35(1), 17. <https://doi.org/10.1007/s10648-023-09716-6>

Research suggests that children suffering from different types of disorders (learning disorders, behavioral disorders, or intellectual disabilities) are sometimes evaluated differently simply due to the presence of a diagnostic label. We conducted a multilevel meta-analysis of experimental studies (based on data from 8,295 participants and on 284 effects nested in 60 experiments) to examine the magnitude and robustness of such label effects and to explore the impact of potential moderators (type of evaluation, diagnostic category, expertise, student's gender, and amount and type of information). We found a moderately negative overall label effect (Hedges'  $g = -0.42$ ), which was robust across several types of evaluation, different samples, and different diagnostic categories. There was no indication that expertise and the gender of the child moderated the effect. Presenting participants with only a label yielded the strongest negative effect of  $g = -1.26$ , suggesting that the effect was dependent on the amount of information being presented to participants. We conclude that labeling a child can exacerbate negative academic evaluations, behavioral evaluations, evaluations of personality, and overall assessments of the child. Further implications for theory and future research are discussed.

Gélin, O., Joigneaux, C., Mamede, M., Régibier, L., Sochala, L., Waszack, C., ... Marchais, C. (2022). **Faire apprendre tous les élèves à distance avec le numérique? Pratiques enseignantes, expériences des élèves et construction des significations à l'école** [Report]. Consulté à l'adresse Ministère de l'Éducation Nationale et de la Jeunesse website: <https://hal.u-pec.fr/hal-03928000>

Gélin, O., Joigneaux, C., & Sochala, L. (2022). **Les interactions en classe à distance - Bulletin de veille long n°3 du GTnum Pléiades**. Consulté à l'adresse <https://hal.science/hal-03930204>

Ce document est rédigé par les équipes de recherche dans le cadre des GTnum du ministère de l'Éducation nationale et de la Jeunesse. La responsabilité des contenus publiés leur appartient. #GTnum Pléiades 2020-2022 GTnum 4 Ces travaux sont publiés dans le cadre des groupes thématiques numériques soutenus par la Direction du numérique pour l'éducation. • Eduscol <https://eduscol.education.fr/2174/enseigner-et-apprendre-avec-la-recherche-les-groupes-thematiquesnumeriques-gtnum> • Carnet Hypothèses « Éducation, numérique et recherche » <https://edunumrech.hypotheses.org/> Octobre 2022 Conditions d'utilisation : sauf indication contraire, tout le contenu de ce document est disponible sous Licence Ouverte 2.0

Genoud, P. (2023). **Perception des interactions avec leurs enseignants et motivation scolaire des élèves**. *Revue internationale de Communication et Socialisation*. <https://doi.org/10.6084/M9.FIGSHARE.22083464.V1>

Cet article a pour objectif d'examiner de quelle manière la motivation peut être influencée par un facteur contextuel : le climat relationnel en classe. Plus spécifiquement, notre recherche vise à mettre en évidence les liens entre le profil interactionnel de l'enseignant tel que perçu par l'élève et différentes dimensions de la

motivation, de manière différentielle selon la filière correspondant à trois niveaux d'exigence particuliers. Les données ont été récoltées en fin de scolarité obligatoire, auprès de 341 élèves suisses. Les analyses soulignent que les liens entre leurs perceptions des interactions en classe et la motivation auto-rapportée se distinguent selon la filière dans laquelle ils se trouvent. En particulier, les élèves de niveau intermédiaire semblent être en effet beaucoup plus sensibles à la qualité des interactions avec leurs enseignants que leurs pairs des autres filières.

Gong, D., Yang, H. H., Wu, D., & Dai, J. (2023). **Relationships between Teaching Presence, Connected Classroom Climate, and Deep Learning within the Rotational Synchronous Teaching Model**. *Education and Information Technologies*, 28(2), 1715-1733. <https://doi.org/10.1007/s10639-022-11207-0>

The rotational synchronous teaching (RST) model has attracted attention as it can increase the teaching presence and connected classroom climate in multiple synchronous classroom learning environments. This paper presents an investigation of the effects of the relationships between college students' perception of teaching presence, connected classroom climate, and deep learning in RST. A total of 264 valid data sets were collected from 288 first-year college students. Structural equation modeling was employed, showing that teaching presence and connected classroom climate were both positively related to students' deep learning. In addition, an indirect effect was identified between teaching presence and deep learning through connected classroom climate. Further analysis showed that the facilitating discourse dimension of teaching presence had a direct effect on the reflective learning dimension of deep learning and connected classroom climate. Moreover, the assessment dimension of teaching presence had a direct effect on higher-order learning and integrated learning dimensions of deep learning and connected classroom climate. Employing connected classroom climate as a mediator, (1) partially mediated the relationships between facilitating discourse and reflective learning, as well as assessment and higher-order learning, and (2) fully mediated the relationships between facilitating discourse and higher-order learning. These findings have practical implications for educators, which can be used to enhance teaching presence and connected classroom climate thus promoting students' deep learning within the RST model of instruction.

Gougeaud, É. (2023). **Travailler en partenariat en éducation prioritaire**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*. Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Comment travailler en partenariat sur les territoires prioritaires ? Mon expérience de principal guidera ma réflexion sur les pratiques professionnelles dans ce domaine. Après avoir défini tout l'intérêt de travailler en partenariat, de faire se rencontrer établissements scolaires et quartiers populaires afin d'œuvrer de concert et engager des actions efficaces, nous soulignerons que malgré les bonnes volontés de nombreux freins peuvent exister. Collaborer avec différents partenaires ne peut être fructueux qu'à la condition de construire une communauté éducative, mettant consciemment en œuvre une « intelligence territoriale ». Ces partenariats méritent donc un cadre clair pour l'ensemble des acteurs, qui trouveront toute leur place et s'engageront dans des projets structurants au bénéfice des jeunes.

Greenhalgh-Spencer, H. (2022). **Deep Listening as Bridge-Building in School-Community Partnerships**. *Educational Theory*, 72(6), 793-811. <https://doi.org/10.1111/edth.12561>

In this article, Heather Greenhalgh-Spencer argues that deep listening is the foundational component of bridge-building; that it is deep listening that foments the trust and desire for action that undergirds our building of bridges. While “listening” is not a new topic, Greenhalgh-Spencer adds to the literature by expanding on what are the essential components of the kind of listening — which she calls “deep listening” — that can lead to ethical action, change, and connection. She identifies desire, care, acknowledgment of difference, acknowledgment of power, and courage as the key components of this form of listening. Furthermore, she aims to provide concrete examples of how deep listening enables — in fact, is the primary foundation for — bridge-building. She begins the article by defining “deep listening” and then moves to an example of deep listening in action, one taken from the context of community-engaged partnerships — a type of bridge-building in which university faculty create partnerships with community members. In taking this approach, Greenhalgh-Spencer provides a clear illustration of the essential role deep listening plays in the ethical bridge-building process.

Grosse, G., Simon, A., Soemer, A., Schönfeld, R., Barth, S., & Linde, N. (2022). **Teacher–Child Interaction Quality Fosters Working Memory and Social-Emotional Behavior in Two- and-Three-Year-Old Children.** *International Journal of Early Childhood*, 54(3), 421-444. <https://doi.org/10.1007/s13158-022-00327-w>

How does teacher–child interaction quality in early child care and education settings influence the development of social-emotional skills in children at around two to three years of age? We measured the quality of interactions on the side of the child care teachers (N = 9, CLASS Toddler) and assessed self-regulatory skills through an individual assessment (i.e. working memory by the “Hidden Toys Task”, selective attention with the NEPSY, inhibitory control by using the “Toy Wrap Task”), testing children between 22 and 45 months old (M = 33 months, SD = 6 months; N = 64; 44% girls) who attended a child care center. Additionally, children’s social and self-regulatory skills were assessed by their teachers by using the MASCS and CBRS rating scales. We found evidence that for even children this young, the quality of interactions in child care settings is positively related to working memory, and less disruptive behavior. Conversely, we found no evidence that interaction quality influenced other aspects of social-emotional development, such as selective attention, inhibitory control, self-regulatory skills, prosocial behavior and impulsiveness. Results emphasize the importance of positive interaction in child care settings for children at about the age of three. Possible reasons for null findings are discussed.

Guimond, F.-A., Brendgen, M., Vitaro, F., Dionne, G., & Boivin, M. (2023). **Teachers’ behaviour and children’s academic achievement: Evidence of gene–environment interactions.** *British Journal of Educational Psychology*, 93(1), 167-182. <https://doi.org/10.1111/bjep.12546>

Background Children’s academic achievement is considerably influenced by genetic factors, which rarely operate independently of environmental influences such as teachers’ behaviour. Praise and punitive discipline are commonly used management strategies by teachers. However, their effects on the genetic expression of children’s academic achievement are still unclear. Aims This study examined potential gene–environment interactions in the associations between children’s estimated genetic disposition for academic achievement and teachers’ use of praise and punitive discipline in predicting academic achievement. Sample The participants were 165 twin pairs in sixth grade (M = 12.1 years). Methods Teachers reported on children’s academic

achievement, as well as on their own behaviour. Results Multilevel regression analyses showed significant interactions between children's estimated genetic disposition for academic achievement and teachers' use of praise and punitive discipline, respectively, in predicting academic achievement. These interactions indicated an enhancement process, suggesting that genetically advantaged children are those most likely to benefit from regular praise and infrequent punishments from their teacher. Moreover, genetically advantaged children were not more (nor less) likely to receive praise or punishments than other students. However, students from underprivileged backgrounds were less likely to receive praise from their teachers. Conclusions The results emphasize the importance of teachers' regular use of praise and infrequent punitive discipline to help genetically advantaged children reach their full potential. Future studies should investigate other protective factors of the school environment that might reduce the role of genetic influences that undermine disadvantaged youth's academic achievement.

Guyon, R. (2023). **Un métier, sans cesse renouvelé, sans cesse questionné.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative.* Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Haiat, S., & Charron, A. (2023). **Étude de la relation enseignant-élèves en 1re année du primaire dans le cadre d'une comparaison des systèmes éducatifs québécois et français.** *Revue internationale de Communication et Socialisation.* <https://doi.org/10.6084/M9.FIGSHARE.22083443.V1>

Cette recherche qualitative porte sur la relation enseignant-élèves en 1re année du primaire dans le cadre d'une comparaison des systèmes éducatifs québécois et français. De nombreuses recherches (Espinosa, 2020 ; Fortin et al., 2011 ; Roffey, 2012 ; Virat, 2019) montrent qu'une relation enseignant-élèves de qualité est un élément majeur du bien-être social et psychologique de l'enseignant et de l'élève, mais qu'elle permet également la réussite éducative et scolaire des élèves. Dans le cadre de cette recherche, six enseignantes de 1re année de l'école primaire, dont trois québécoises et trois françaises, ont pris part à un entretien semi-dirigé qui a permis de recueillir leurs représentations et leurs pratiques déclarées au regard de la qualité de leur relation avec leurs élèves. Les résultats montrent des similitudes et des différences entre les deux systèmes éducatifs, notamment que les enseignantes françaises semblent accorder davantage d'importance aux apprentissages, contrairement aux enseignantes québécoises qui semblent plutôt accorder de l'importance aux liens affectifs.

Haiat, S., Charron, A., & Charbonnier, É. (2023). **La relation enseignant-apprenants : enjeux et impacts.** *Revue internationale de Communication et Socialisation.* <https://doi.org/10.6084/M9.FIGSHARE.22083335.V1>

Une relation enseignant-apprenants[1] de qualité est cruciale pour assurer la réussite éducative des élèves et leur épanouissement tout au long de leur scolarité, et même au-delà. En effet, au cours des années 2000, plusieurs recherches ont été menées sur la relation enseignant-apprenants. Certaines d'entre elles ont montré l'impact majeur de cette relation sur la réussite éducative et scolaire des apprenants, et aussi sur leur motivation, leur engagement et leur bien-être scolaire et social (Davis, 2003 ; Fortin et al., 2011 ; Fredriksen et Rhodes, 2004 ; Pianta et al., 2008 ; Pianta et Hamre, 2007 ; Rousseau et al., 2009 ; Virat, 2019). Plus précisément, ces recherches ont mis en évidence l'importance de la qualité d'une relation entre enseignant et apprenants qui devient plus globale, plus humaine, dépassant la stricte transmission des savoirs et l'instruction.



Cette relation éducative apparaît comme une situation humaine, car elle est complexe, faite d'échanges et de contextes (Postic, 2015). Elle peut être envisagée sous différents domaines comme la pédagogie, la psychologie, la psychanalyse ou la sociologie, marquant le fait que l'apprenant est avant tout un être humain, un interlocuteur à part entière. [1] Dans les articles de ce numéro, les termes «relation enseignant-apprenants» et «relation enseignant-élèves» seront utilisés. Ces termes englobent le féminin et le masculin, et ce, afin de ne pas alourdir le texte.

Hayward, L., Baird, J.-A., Allan, S., Godfrey-Faussett, T., Hutchinson, C., MacIntosh, E., ... Wiseman-Orr, M. L. (2023). **National qualifications in Scotland: A lightning rod for public concern about equity during the pandemic.** *European Journal of Education*, 58(1), 83-97. <https://doi.org/10.1111/ejed.12543>

Scotland, traditionally, has high levels of confidence in teachers. Fairness and justice are key concepts in policy and practice in Scottish education. For more than 100 years, the high-stakes assessment system in Scotland, with the Scottish Higher qualification at its heart, has been crucial to that sense of opportunity and justice. However, in 2019–2020, public confidence in high-stakes assessment in Scotland, as in other United Kingdom countries, was dented. In Scotland, the Covid-19 pandemic meant that schools were closed, teachers provided online learning opportunities for pupils working at home and, for the first time in 130 years, it was not possible to run national examinations. To ensure that learners were not further disadvantaged, alternative approaches to gathering evidence for qualifications were instigated. However, these results were challenged as socially unjust and the results that had been nationally moderated were replaced by results based on locally moderated teachers' professional judgement. As Scotland looks to qualifications beyond Covid-19, trust must be re-built. This article reports on a participative research project that sought to understand public perceptions of standards and fairness across a range of key communities following this experience. Drawing on both qualitative and quantitative data, we analyse factors which affected trust in National Qualifications under the pandemic. The evidence suggests that when considering what matters for qualifications to be trusted, technocratic solutions are likely to be rejected by stakeholders. Understanding and responding to what led to the mistrust of qualifications in Scotland will be crucial to inform its future qualifications system.

Herbst, M., Sobotka, A., & Wójcik, P. (2023). **The effect of peer group stability on achievements: Evidence from Poland.** *European Journal of Education*, 58(1), 166-180. <https://doi.org/10.1111/ejed.12545>

This article reports on a study using data from nation-wide standardised examinations in Poland. We analysed the extent to which grade 9 student achievements have depended on the stability of their peer group over the course of middle school. We controlled for the fixed effects of schools attended by the students, as well as for individual achievements prior to middle school enrolment. To mitigate the risk for endogeneity, analysis was informed by a consideration of the fact that middle schools operate in different institutional relations with nearby primary schools. This also allowed us to distinguish between the effect related to peer group stability and the one connected to the stability of the learning environment in general. The results of our analysis show that instability significantly reduces students' expected performance in mathematics and science. The impact of peer group stability on test achievements varies strongly across the student ability distribution. Very low-performing students and top performers were most affected. The average students were largely unaffected. One category of students

that seems to benefit from the change when moving to middle school are students from very competitive primary schools who have average skills.

Hoekstra, N. A. H., van den Berg, Y. H. M., Lansu, T. A. M., Mainhard, M. T., & Cillessen, A. H. N. (2023). **Teachers' goals and strategies for classroom seating arrangements: A qualitative study.** *Teaching and Teacher Education*, 124, 104016. <https://doi.org/10.1016/j.tate.2023.104016>

Teachers can use seating arrangements to effectively manage classroom dynamics. However, what do teachers aim for and how are they trying to achieve this when creating seating arrangements? We conducted semi-structured interviews with 13 upper elementary school teachers. Teachers expressed to have both academic and social-emotional goals addressing the group and individual students. Although their goals were quite similar, teachers employed different, sometimes even opposite strategies to achieve them. Moreover, they adapted goals and strategies to specific group or individual student needs. Our findings add to the growing body of knowledge regarding teachers' practices in managing classroom social dynamics.

Jõgi, A.-L., Aulén, A.-M., Pakarinen, E., & Lerkkanen, M.-K. (2023). **Teachers' daily physiological stress and positive affect in relation to their general occupational well-being.** *British Journal of Educational Psychology*, 93(1), 368-385. <https://doi.org/10.1111/bjep.12561>

Background Teachers' stress, affect and general occupational well-being influence their teaching and their students. However, how teachers' daily physiological stress and positive affect are related in the classroom is unknown. To reduce teachers' stress and enhance their positive affect, it is crucial to understand how occupational well-being relates to stress and affect. Aim The aim of the study was to examine the relationships between teachers' daily physiological stress and positive affect in authentic classroom settings and the roles played by teachers' self-efficacy beliefs, perceptions of school climate and burnout symptoms in daily stress and affect. Sample The sample consisted of 45 classroom teachers. Method Daily physiological stress was assessed by measuring salivary cortisol levels three times in two days. Positive affect was reported by experience sampling at the same time that cortisol was collected. Questionnaires were used to assess self-efficacy beliefs, perceptions of school climate and burnout symptoms. Three-level modelling with random intercepts and slopes was used to analyse the relationships between daily stress and affect and the effect of teachers' general occupational well-being on stress and affect. Results No relationships were evident between teachers' physiological stress and positive affect or between daily changes of stress and affect. Self-efficacy beliefs were related to lower stress and higher affect in the middle of the school day. Having sufficient school resources were related to higher positive affect. Teachers' burnout symptoms were associated with lower positive affect. Conclusions We emphasize the potential for self-efficacy and perceptions of school resources as targets for intervening in teachers' stress and affect.

Ketonen, L., & Nieminen, J. H. (2023). **Supporting student teachers' reflection through assessment: The case of reflective podcasts.** *Teaching and Teacher Education*, 124, 104039. <https://doi.org/10.1016/j.tate.2023.104039>

Reflection is a key learning objective of teacher education, yet little is known about the ways in which it could be supported through assessment. In this case study (N = 14), we examine the potential of a novel assessment task—reflective podcasting—in supporting

first-year student teachers' reflection. We analyzed student group podcasts and corresponding student reflections and found that the task engendered reflection. Three theory-driven dimensions were constructed to emphasize the unique nature of podcasts for student reflection: experientiality, authenticity, and communality. We encourage factoring these dimensions into assessment designs that seek to foster student reflection.

Kipling, R. P., Stiles, W. A. V., de Andrade-Lima, M., MacKintosh, N., Roberts, M. W., Williams, C. L., ... Watson-Jones, S. J. (2023). **Interaction in online postgraduate learning: what makes a good forum?** *Distance Education*, 44(1), 162-189. <https://doi.org/10.1080/01587919.2022.2150391>

Online postgraduate courses for professionals often use discussion forums to promote engagement and interaction. Equivalency theorem suggests that student-student interaction may increase satisfaction but is not necessary for achieving desired learning outcomes. Therefore, costs, as well as benefits, should be ascertained. We used data from student feedback and interviews to assess the perceptions of part-time postgraduate distance learners, and analyze their views of the role, benefits, and drawbacks of discussion forums. The aim was to assess forum efficacy in the context of the specific needs of these learners, to inform forum use and design. Thematic analysis revealed complex interactions between student context and experience, forum design and management. Structurally tweaking forums to control engagement may be particularly ineffective, stimulating unhelpful grade-focused participation and highlighting forum opportunity costs. The study revealed the importance of designing and managing forums, with direct reference to their costs and benefits for specific student groups.

Laurent, R., Dessus, P., & Vaufreydaz, D. (2023). **L'instrumentation intelligente des salles de classe au service de l'observation des interactions enseignant-apprenants.** *Revue internationale de Communication et Socialisation*. <https://doi.org/10.6084/M9.FIGSHARE.22083449.V1>

Cette recherche qualitative porte sur la relation enseignant-élèves en 1<sup>re</sup> année du primaire dans le cadre d'une comparaison des systèmes éducatifs québécois et français. De nombreuses recherches (Espinosa, 2020 ; Fortin et al., 2011 ; Roffey, 2012 ; Virat, 2019) montrent qu'une relation enseignant-élèves de qualité est un élément majeur du bien-être social et psychologique de l'enseignant et de l'élève, mais qu'elle permet également la réussite éducative et scolaire des élèves. Dans le cadre de cette recherche, six enseignantes de 1<sup>re</sup> année de l'école primaire, dont trois québécoises et trois françaises, ont pris part à un entretien semi-dirigé qui a permis de recueillir leurs représentations et leurs pratiques déclarées au regard de la qualité de leur relation avec leurs élèves. Les résultats montrent des similitudes et des différences entre les deux systèmes éducatifs, notamment que les enseignantes françaises semblent accorder davantage d'importance aux apprentissages, contrairement aux enseignantes québécoises qui semblent plutôt accorder de l'importance aux liens affectifs.

Lee, J. Y., Lee, H. J., Masters, A. S., Fletcher, K. K., Suh, D. D., Golinkoff, R. M., & Hirsh-Pasek, K. (2023). **Bringing playful learning to South Korea: An alternative pedagogical approach to promote children's learning and success.** *International Journal of Educational Development*, 97, 102710. <https://doi.org/10.1016/j.ijedudev.2022.102710>

Korean society values skills such as creativity and confidence, but the current education system fails to support children in developing these skills. We present a model of Playful

Learning that leverages « how » children learn to support not just content but other skills needed for 21st century success. We contextualize the innovative model of « what » and « how » of learning within longstanding Korean value systems and discuss the successful adaptation of Playful Learning. By addressing pervasive misunderstandings about play, providing safe spaces for play, and allocating time for play, Korea can emerge as a leading paragon of the International Playful Learning Movement.

Lee, J. Y., & Sung, J. (2023). **Effects of in-service programs on childcare teachers' interaction quality: A meta-analysis.** *Teaching and Teacher Education*, 124, 104017. <https://doi.org/10.1016/j.tate.2023.104017>

Childcare teachers' warm and sensitive responses play a critical role in infant development. Korean in-service systems do not sufficiently support the interaction quality of childcare teachers. This study examined previous in-service programs shown to improve the interaction quality of teachers and calculated the effect sizes of 38 in-service programs reported in Korean and English-language research, and explored their moderating factors. In-service programs had moderate effects on interaction quality, and mixed workshop-coaching programs had the largest effect size. Programs shorter than 1 month, or with more than 20 sessions or 4–6 h per session effectively improved interaction quality.

Letzel, V., Pozas, M., & Schneider, C. (2023). **Challenging but positive! – An exploration into teacher attitude profiles towards differentiated instruction (DI) in Germany.** *British Journal of Educational Psychology*, 93(1), 1-16. <https://doi.org/10.1111/bjep.12535>

Background Research has highlighted that personal characteristics such as teachers' attitudes play an important role in the implementation of inclusive education. However, there are only a few studies that have shed empirical evidence on the relationship of attitudes and inclusive teaching approaches, such as differentiated instruction. In this vein, the present study tackles this research gap and aims to explore teachers' attitudes specifically towards the inclusive practice of DI in Germany. Aims The present study aimed to investigate teacher profiles based on their attitudes towards differentiated instruction, as well as further to explore whether teachers differentiated instructional implementation varies between the teacher profiles. Sample The sample consists of 450 teachers (Mage = 42.89, SD = 10.48, 65% female), from different school tracks in Germany. Methods A two-step cluster analysis was performed in order to identify teacher attitude profiles concerning their implementation of differentiated instruction. Moreover, an analysis of variance was conducted in order to identify variations in terms of the implementation of differentiated instruction across the three clusters. Results Results from the cluster analyses indicate three distinct teacher attitude profiles: Cluster 1 'The valuing-teacher', Cluster 2 'The non-valuing-teacher' and Cluster 3 'The challenged-but-valuing-teacher'. Moreover, the findings reveal gender and school track differences between the three teacher attitude profiles. Lastly, an analysis of variance indicated that teachers' differentiated instruction practice varied significantly across the clusters. Conclusions The findings from the present study indicate that teachers not only perceive the value of DI but also the insufficient resources. Thus, it can be assumed that teachers identify both the 'positive' and the 'negative' aspect of DI, and more importantly, they can recognize both attitude domains towards DI in a similar or different level. Consequently, the results show that attitudes in the context of inclusion cannot be characterised as continuum with two distinct poles.

Leung, S. K. Y., Wu, J., Lam, Y., & Ho, T.-H. (2023). **An explanatory study of kindergarten teachers' teaching behaviours in their visual arts classrooms.** *Teaching and Teacher Education*, 124, 104018. <https://doi.org/10.1016/j.tate.2023.104018>

This study aimed at using a mixture of direct observations and interviews to investigate kindergarten teachers' knowledge and pedagogical approaches to visual arts. An adapted version of the Early Childhood Teacher Behaviour Observation (ECTBO) instrument was used to investigate the possible reasons for teachers' current behaviours in Hong Kong visual arts classrooms. In an observation study, a total of 18 classrooms with 76 children in two local kindergartens in Hong Kong were observed during a 30-min visual arts activity. Altogether, 540 min of video data were recorded and analysed using field notes and a time sampling strategy. In addition, 18 class teachers from the observed classrooms were invited to give post-observation interviews, and 810 min of data were recorded. The interview participants supported the importance of non-directive early childhood arts. However, the observation findings revealed that they still relied heavily on directive teaching in implementing early visual arts teaching. Thus, a discrepancy was found between the teachers' subject matter knowledge in visual arts and the integration of their pedagogies in their actual classroom practice. The findings of this study in a local setting have the potential to significantly change the way in which early childhood visual arts teaching is conceptualised and discussed in international contexts.

Liu, J., & Birkeland, Å. (2022). **Perceptions of Risky Play among Kindergarten Teachers in Norway and China.** *International Journal of Early Childhood*, 54(3), 339-360. <https://doi.org/10.1007/s13158-021-00313-8>

Risky play provides multiple benefits for children's development. This study compared teachers' perceptions of risky play in one kindergarten in Norway and one in China, including the concept of risky play, the roles of teachers, the protective strategies adopted, and the factors limiting the practice of risky play. The aim of the article is to identify how teachers perceive risky play in different cultures and broaden our knowledge of what risky play is. The research question is: How do teachers from different cultures perceive different aspects of risky play? The study employs a risk "thermostat" model (Adams, 2001), drawing on teachers' perceptions of individual propensity to risks, perceived danger, potential rewards, and accidents in children's risky play. Semi-structured interviews with ten employees revealed that teachers in the two participating kindergartens had different perceptions of risky play. Findings indicated that teachers in the Norwegian kindergarten have theoretical and practical experience of understanding risky play within their cultural background. Guided by the kindergarten philosophy (rules or guidelines that kindergartens should follow, such as letting go of children and encouraging risky play), kindergarten teachers in Anji (a county in China) have learned a little about risky play and are gradually developing their views on it in practice. Teachers in both kindergartens support children's risky play, although in different ways and with different perceptions. This study contributes information on the differences in risky play across countries with diverse cultures.

Lu, H., Chen, X., & Qi, C. (2023). **Which is more predictive: Domain- or task-specific self-efficacy in teaching and outcomes?** *British Journal of Educational Psychology*, 93(1), 283-298. <https://doi.org/10.1111/bjep.12554>

Background Students' academic performance and learning experiences are crucial in school education, yet their relationships with instructional characteristics remain an open question. Aims The present study examined how cognitive activation and teacher

support were associated with students' academic emotions and achievement in math classrooms via domain- and task-specific self-efficacy. Sample In total, 5388 eighth graders from central China participated in this study. Methods Cognitive activation, teacher support, math-related enjoyment and anxiety, and domain- and task-specific self-efficacy were measured with self-reported student questionnaires. The math achievement was measured with a standardized test. Results Our findings showed that the two instructional characteristics were positively related to math achievement and enjoyment but negatively related to math anxiety, with the mediation effects of task- and domain-specific self-efficacy. In detail, cognitive activation had a stronger relationship with math anxiety through task-specific self-efficacy than domain-specific self-efficacy. Whereas, cognitive activation had a greater linkage with math enjoyment through domain-specific self-efficacy than task-specific self-efficacy. In addition, teacher support had a greater association with learning outcomes through domain-specific self-efficacy than task-specific self-efficacy. Conclusions The relational mechanism of cognitive activation and teacher support on math achievement and academic emotions were differentially mediated by task- and domain-specific self-efficacy in Chinese math classrooms.

Lugaresi, G., Frigerio, N., Lin, Z., Zhang, M., & Matta, A. (2023). **A new teaching approach exploiting lab-scale models of manufacturing systems for simulation classes.** *Journal of Simulation*, 0(0), 1-16. <https://doi.org/10.1080/17477778.2023.2174458>

Teaching in higher education is often challenging for the lack of practical implementation and difficulties in student involvement. In engineering classes, students are often deeply involved in computer laboratories and projects in which they are challenged with decision-making problems. The lack of the real system that is being modelled may hinder the effectiveness of the teaching activities. In this paper, we propose a new teaching approach based on the student's interaction with lab-scale models of manufacturing systems. Students have the possibility to make observations, collect data, and implement improvements to a system, all within a course duration. The flexibility of the proposed approach enables its application to a wide range of courses, for instance manufacturing system engineering, production management, Industry 4.0. As case study, we target a course on simulation of manufacturing systems for industrial and mechanical engineering, in which students are asked to build, validate, and use a discrete event simulation model of a production system. The application of this project methodology changed the way of teaching simulation in the course and significantly improved students' evaluation and satisfaction.

Lysaght, Z. (2023). **What's trust got to do with it? The 'washback effect' of engagement in the 2020 calculated grades process on teachers' trust and future senior cycle reform in Ireland.** *European Journal of Education*, 58(1), 51-66. <https://doi.org/10.1111/ejed.12541>

In Ireland, the high-stakes Leaving Certificate Examination at the end of upper secondary education was abruptly cancelled in 2020 due to the Covid-19 pandemic. Instead, calculated grades were introduced, necessitating for the first time the involvement of secondary school teachers in the assessment of their own students for certification. This article reports on analysis of responses to an online survey with 713 respondents conducted in the autumn of 2020, focusing on teacher experiences of engagement in the process of calculated grades in their schools and how this might inform perceptions of their future roles as assessors. Among the key findings to emerge from re-analyses of these data are inter alia that, for some teachers, (1) negotiation of student grades with

colleagues—particularly those at grade boundaries—caused them to question the professional judgements of peers; (2) release by the Department of Education and Skills of student ranks, in addition to grades, constituted a breach of trust because it ran contrary to what they understood had been agreed initially; and (3) living and working in small towns or rural communities in Ireland left them very vulnerable to disgruntled students and their families—resulting in the perception that trust in their professional judgements had been undermined. Hence, the conclusion that the success of Senior Cycle reform efforts is contingent on both rebuilding teachers' trust over time while also working, in the immediate term, with teachers interested in exploring further their roles in school-based assessment for certification purposes.

MacRae, C., & Jones, L. (2023). **A philosophical reflection on the “Leuven Scale” and young children’s expressions of involvement.** *International Journal of Qualitative Studies in Education*, 36(2), 234-246. <https://doi.org/10.1080/09518398.2020.1828650>

This paper explores the term involvement in relation to children's experiences within early years pedagogy, where it is used as a marker of a quality learning environment. We explore how philosophical enquiry offers ways of thinking more deeply about involvement as a vital quality, and how this prompts us to move beyond universal and progressive child development theories. Our discussion is grounded in the widely used Leuven Scale developed by Ferre Laevers, which we view through the prism of two data examples. The ensuing examination of both data and the scale open an appraisal of the genealogical influences underpinning the scale as well as an opportunity for us to re-read the scale through the vector of Deleuzian philosophy. The paper concludes by speculating what the repercussions might be when philosophy plays a more productive and forceful place within the context of early years education.

Magill, K. R. (2023). **“I Can’t believe I said that”:** **An analysis of preservice teacher ideological transformation in a social-issues-in-education course.** *Teaching and Teacher Education*, 124, 104046. <https://doi.org/10.1016/j.tate.2023.104046>

In this research paper, I present findings related to ideology shifts students experienced within a social issues in education course at a conservative Christian research university. I find that ideological transformation occurred through the revelation of self and/or social tensions, the development of cognitive and experiential cross-cultural exchanges, and the recognition/reconsideration of when, where, and why one is and is not privileged. Good faith personal reflections on identity, engagements with course experiences, and willingness to work through ideological dissonance helped ideological self-transformation, clarification of the struggle against alienation, and cultivation of transformational agency. Teacher educators can support transformations by using tools such as social inquiry, and critical dialogue, and helping students apply critical analytical frames to education and society.

Manley, H., Tu, E.-N., Reardon, T., & Creswell, C. (2023). **The relationship between teachers’ day-to-day classroom management practices and anxiety in primary school children: A systematic review.** *Review of Education*, 11(1), e3385. <https://doi.org/10.1002/rev3.3385>

Anxiety problems are common in children and can have profound adverse effects on personal, social and academic life. Almost 40% of anxiety disorders emerge before age 14, making primary schools invaluable settings for prevention and early support of child anxiety. Research indicates that school-based interventions can be costly and difficult to schedule, school staff lack confidence to deliver them effectively, and outcomes are

mixed. One solution may be for school staff to adapt and enhance their day-to-day practices to better support children with anxiety. This systematic review aims to summarise what is known about the relationship between teachers' classroom management and anxiety in primary school-aged children. We searched ASSIA, British Education Index, Education Abstracts, Embase, ERIC, MEDLINE, PsycINFO and Scopus in December 2020 and June 2022, using a predefined strategy. We included studies of any design, published in peer-reviewed journals at any time, in any language, reporting associations between day-to-day classroom management strategies/methods and anxiety/internalising outcomes in children aged 4–11 years, taught in mainstream primary schools. Studies were assessed for quality/risk of bias. We identified eight studies (six quantitative, two qualitative) including 4505 children. We found some evidence that authoritarian, controlling and punitive classrooms may be linked to higher levels of anxiety, although, overall, existing evidence indicates either a weak or no association between classroom management and anxiety. This review highlights a paucity of research in this area. Furthermore, variability in design, measures and quality makes drawing firm conclusions difficult. Recommendations for future research are discussed. Context and Implications

**Rationale for this study** This review explores what is currently known about the relationship between teachers' day-to-day classroom management practices and anxiety in primary school-aged children. Why the findings matter Anxiety problems are common and often start in the primary years, however there is scant evidence to inform primary school educators on how day-to-day classroom practices can be used to better support children with or at risk of anxiety problems. Implications for researchers and practitioners This review is relevant for primary classroom practitioners, school leaders, education professionals, academics, researchers and policymakers keen to better understand how to support those with or at risk of anxiety. Although overall findings indicate very small associations between teaching styles/practices and anxiety in children, there is very little research to draw on. Research is urgently needed that uses robust designs to focus on whether specific, feasible, day-to-day strategies can be used by school staff to effectively manage and minimise children's anxiety problems and, if so, how school staff can best be supported and equipped to deliver them.

Maricuțoiu, L. P., Pap, Z., Ștefancu, E., Mladenovici, V., Valache, D. G., Popescu, B. D., ... Vîrgă, D. (2023). **Is Teachers' Well-Being Associated with Students' School Experience? A Meta-analysis of Cross-Sectional Evidence.** *Educational Psychology Review*, 35(1), 1. <https://doi.org/10.1007/s10648-023-09721-9>

The present contribution reports a systematic review of the literature that analyzed the relationships between teachers' subjective well-being (SWB) and student school experience (i.e., academic performance, academic engagement, student well-being, and student reports of teacher-student interactions). We categorized teachers' well-being into hedonic SWB (e.g., experiencing positive emotions, life satisfaction, job satisfaction) and eudaimonic SWB (e.g., experiencing high psychological functioning or high sense of self-realization). An online search yielded 1872 abstracts that were analyzed for eligibility, yielding a number of 26 studies that were included in the meta-analysis. These 26 contributions (i) reported an empirical research study; (ii) collected data from teachers and students; and (iii) reported zero-order standardized correlation coefficients between teacher data and student data. We found that most studies focused on assessing teachers' psychological functioning (20 studies). Overall results suggested that teachers' eudaimonic SWB had moderate associations with the quality of student-teacher interactions ( $r = .243$ , 95% CI [.045; .422],  $k = 9$ ), with students' well-being ( $r = .280$ ,



95% CI [.117; .428],  $k = 8$ ), and with student engagement ( $r = .250$ , 95% CI [.115; .375],  $k = 8$ ). We found weaker correlations between teachers' eudaimonic SWB and student achievement ( $r = .065$ , 95% CI [.016; .112],  $k = 8$ ). Our results suggested that teachers' eudaimonic SWB is significantly associated with student-related variables, but the directionality of this relationship needs further investigations.

Markland, B., Sargeant, C., & Wright, S. (2023). **Teachers' beliefs: How they shape the support offered to trans-spectrum young people.** *Teaching and Teacher Education*, 124, 104019. <https://doi.org/10.1016/j.tate.2023.104019>

Focus groups and an individual interview were carried out with 15 secondary school teachers in South East England, exploring their beliefs regarding gender identity and how this influences the support offered to trans-spectrum young people. Through a process of reflexive thematic analysis, six themes were developed, indicating that lack of confidence, fears of community resistance and implicitly held views of gender identity underscored a hesitancy in teachers' practice. However, teachers expressed a strong desire to develop their knowledge and through reflection within their focus group or interview, began to construct ideas of how to be inclusive in their work.

Marsollier, C. (2023). **L'attention aux vulnérabilités des élèves.** Consulté à l'adresse <https://www.berger-levrault.com/fr/communiqué-de-presse/lattention-aux-vulnerabilites-des-eleves/>

Dans le champ de l'éducation, les textes et discours institutionnels et la formation pédagogique réservent principalement le critère de vulnérabilité aux élèves affectés par un handicap. Ainsi, sont encore négligées les blessures parfois profondes et souvent peu visibles que vivent un spectre considérablement plus large de jeunes, notamment à l'école. Tous les enfants, les adolescents sont vulnérables, et nombre d'entre eux vivent, de manière passagère ou durable, des expériences familiales, amicales et scolaires qui les fragilisent émotionnellement de manière très vive au point d'orienter radicalement leur rapport à l'école, au savoir et leur parcours scolaire. L'auteur invite à mieux comprendre l'étendue et le poids des risques auxquels chaque élève se trouve plus ou moins exposé dans sa vie. Sur la base de nombreuses références scientifiques, il explicite les différents types de vulnérabilités, leurs contextes d'émergence et leurs facteurs. Il élargit le regard et la conscience vis-à-vis des blessures psychologiques et de leurs enjeux. Cette attention agit comme une clé donnant accès à l'amélioration des conditions de développement, de bien-être, de réussite et de réalisation personnelle. L'ouvrage aide à repérer les signes de vulnérabilité et propose des solutions pour aider les élèves à faire de leurs vulnérabilités des forces. Il montre comment de nombreux acteurs de l'éducation peuvent progresser en matière d'éthique de l'accompagnement des élèves et d'efficacité professionnelle.

Martin, M., Farrell, M., Seidel, T., Rieß, W., Könings, K. D., van Merriënboer, J. J. G., & Renkl, A. (2023). **Knowing what matters: Short introductory texts support pre-service teachers' professional vision of tutoring interactions.** *Teaching and Teacher Education*, 124, 104014. <https://doi.org/10.1016/j.tate.2023.104014>

Applying professional-vision skills to classroom situations depends on knowledge about what matters in these situations. In an experiment with 85 biology pre-service teachers, we investigated a 90-min intervention combining both acquisition and application of knowledge about tutoring. The intervention started with an introductory text, followed by classroom video examples. Students who read a text on concrete tutoring strategies

made more references to pedagogical concepts in their analyses than students who read about generic video observational guidelines. We conclude that combining a short, focused theoretical introduction and video analysis is a promising method to broadly anchor professional-vision training within teacher education.

Martin-Beltrán, M., Durham, C., & Cataneo, A. (2023). **Preservice teachers developing humanizing intercultural competence during field-based interactions: Opportunities and challenges.** *Teaching and Teacher Education*, 124, 104008. <https://doi.org/10.1016/j.tate.2022.104008>

To promote equity in education, teacher educators must prepare teachers to connect with culturally and linguistically diverse (CLD) students in critical and humanizing ways. This study examines how pre-service teachers (PSTs) who engaged in a field-based experience made sense of and strove to develop humanizing, intercultural competence (HICC). Findings reveal that through interactions with CLD students, PSTs used discursive tools to build trusting relationships, engage in dialogic learning, and begin confronting systemic inequities in their process of becoming more culturally and linguistically responsive. We discuss implications for preparing teachers to work with students in critical and humanizing ways.

Mayeko, T. (2022). **Les gestes de l'enseignant d'EPS pour réguler l'activité des élèves en classe : analyse et perspectives pour l'intervention en milieu scolaire.** *Staps*, 137(3), 79-98. <https://doi.org/10.3917/sta.pr1.0045>

Située au carrefour des approches didactique et clinique, cette recherche s'intéresse aux gestes de régulation mobilisés par un enseignant d'éducation physique et sportive au cours d'une première séquence d'enseignement en tennis de table avec des élèves de collège. Elle a principalement pour but de comprendre les manières dont l'enseignant guide les élèves dans les apprentissages. Les résultats montrent que ce dernier automatise certaines procédures de régulation au fil de ses expériences en classe. Il inscrit son intervention dans une triple logique de diversification (des gestes), de stabilisation (des modalités de régulation jugées efficaces) et de différenciation (des contenus d'enseignement et des formes d'interaction). Ces divers éléments sont constitutifs de son activité, se chevauchent dans le temps et témoignent surtout de sa capacité à réorienter l'activité des élèves en tennis de table. Au-delà, les résultats engagent une discussion sur les conditions de régulation des apprentissages et de différenciation en EPS.

Naidu, S. (2023). **In the wake of COVID-19—A time to rethink and reengineer education systems.** *Distance Education*, 44(1), 1-5. <https://doi.org/10.1080/01587919.2023.2165432>

Naraian, S., & Gabel, S. (2023). **Teaching for inclusion: complexifying practice with critical disability studies.** *International Journal of Qualitative Studies in Education*, 36(2), 99-101. <https://doi.org/10.1080/09518398.2021.2003902>

Neubauer, D., & Wesely, P. (2023). **K-12 world language teachers' use of conferences as professional development.** *Teaching and Teacher Education*, 124, 104042. <https://doi.org/10.1016/j.tate.2023.104042>

This study investigates 12 world language teachers' use of language teaching conferences as professional development (PD). Participants varied in languages taught, years of experience, and location in the US. Teachers were interviewed twice, once

shortly after conference attendance and again at the end of the subsequent school year. Findings relate to perceived gains from active learning experiences such as observing lessons, being a language student, and coaching; collaboration and community for moral support and pedagogical changes; and the need to contend with overwhelm from the quantity of ideas presented. Implications for research, teacher education, and conference design are noted.

Newman, L., Pelosi, A., Zino, G., Monti, G., & Line, T. (2022). **A study on assessments of teaching quality in GPE partner countries: final report**. Consulté à l'adresse <https://www.globalpartnership.org/node/document/download?file=document/file/2022-12-study-assessments-teaching-quality-partner-countries-final-report.pdf>

Évaluer la qualité de l'enseignement permet de déterminer et d'orienter les priorités en matière de pédagogie, de soutien institutionnel et d'élaboration de politiques publiques pour améliorer l'efficacité de l'enseignement. Ce rapport analyse dans une perspective comparative l'état de l'utilisation des outils d'observation en classe dans les 76 pays partenaires du partenariat mondial pour l'éducation. 52 pays ont effectué des observations en classe pour évaluer la qualité de l'enseignement entre 2017 et 2021. Dans la plupart des cas, les observations en classe ne sont mises en œuvre que dans un seul niveau d'enseignement, généralement dans l'enseignement primaire, suivi du secondaire, puis du préscolaire. Les observations en classe ont tendance à évaluer la qualité de l'enseignement (telle que la manière dont les enseignants dispensent l'enseignement ou l'environnement de la classe), plutôt que le temps passé à enseigner ou la présence des enseignants. Les pays classés comme « avancés » consacrent en moyenne un budget supérieur aux celui des autres pays à l'éducation (5 % de leur PIB).

Nieminen, J. H. (2023). **Unveiling ableism and disablism in assessment: a critical analysis of disabled students' experiences of assessment and assessment accommodations**. *Higher Education*, 85(3), 613-636. <https://doi.org/10.1007/s10734-022-00857-1>

This study examines the underlying mechanisms of ableism and disablism in the assessment of student learning in higher education. Globally, higher education institutions rely strongly on assessment accommodations (e.g., extra time in tests) to ensure disabled students' participation in assessment. This is also the case in Finland. Even though research on disabled students' experiences of assessment has repeatedly shown that both assessment and assessment accommodations cause barriers for disabled students' inclusion, critically oriented research on this topic has been scarce. In this study, the frameworks of ableism and disablism are used to unveil how assessment is predominantly designed for "the ideal, able student" and how disabled students are framed as "the Other" through assessment. This work is based on an analysis of 139 disabled students' experiences of assessment and assessment accommodations as collected through an open-ended, institution-wide survey at a Finnish university. The findings reveal the profound role of assessment in excluding and marginalizing disabled students as unfit to take part in the testing cultures of academia. The accommodation model is shown to hold disabled people responsible for their own exclusion. Disablism is identified in students' experiences of outright discrimination, such as teachers denying access to assessment accommodations when they are officially granted. This study offers a novel, critical means of discussing assessment from the viewpoints of diversity and inclusion. It also proposes future trajectories for anti-ableist assessment approaches that understand diversity as enriching, rather than obscuring, assessment.

Nwaokugha, D. O., & Keri-Frank, F. (2023). **Pedagogy for Overcoming the Challenges of Marital Instability in Nigeria.** *British Journal of Education*, 11(2), 36-65. <https://doi.org/10.37745/bje.2013/vol11n23665>

Marriage is a universal practice but what obtains in one culture and state maybe different from what obtains in another. However, one common denominator that is present in the marriage institution irrespective of culture and state of origin is change. Change in marriage has tremendously altered basic and fundamental values and objectives of marriage so much that love, happiness, fulfilments and accomplishments that are inherent in marriage have become hypothetical assumptions following the fact that married couples presently live as intimate enemies (Dildar, Sitwat and Yasin, 2013) – a development where marital instability is fast becoming a norm. Using the philosophical methodology, this paper takes a position that the marriage institution needs to be protected and upon this the paper makes a case by proffering pedagogical strategies for overcoming the challenges of marital instability in Nigeria. Among other things, the paper suggests and recommends that marriage and its survival should take centre stage in educational provisions in Nigeria, that measures should be put in place for the promotion of marriage so much that evidence of marriage should be the basic entry point for access to social goods provided by the state, including the state adopting marriage as a social justice mechanism and supporting those who identify with it. The paper also suggests that decline in marriage and marital instability should be a cause for concern to any state that is desirous of development.

O'Farrell, P., Wilson, C., & Shiel, G. (2023). **Teachers' perceptions of the barriers to assessment of mental health in schools with implications for educational policy: A systematic review.** *British Journal of Educational Psychology*, 93(1), 262-282. <https://doi.org/10.1111/bjep.12553>

Background Assessment of mental health in schools has garnered increased interest in recent years. Children spend a large proportion of their waking hours in schools. Teachers can act as gatekeepers by playing a key role in identifying children with mental health difficulties in the classroom and making the necessary onward referrals to external services. The prevalence of mental health difficulties, their impact on schooling (and beyond) and the importance of early intervention means that it is incumbent on schools to identify and support potentially affected children. Aims Previous reviews focused on mental health interventions in schools; however, this review focuses on the assessment of mental health in schools and on teachers' perceptions of this, as such a review is still lacking. Therefore, the study fills a gap in the existing literature while also providing new, highly relevant evidence that may inform policy making in this area. Composition of studies included in this review This review included 19 studies. Five studied teachers exclusively at primary/elementary level, and seven focused on secondary level, while six included both primary and secondary teachers. Three studies employed mixed methods, ten were primarily qualitative studies, and five were primarily quantitative. Methods Bronfenbrenner's (The ecology of human development: Experiments by nature and design, Harvard University Press, 1979) framework, adapted by Harvest (How can EPs best support secondary school staff to work effectively with children and young people who experience social, emotional and mental health difficulties? 2018), which includes the mature version of the theory (Tudge et al., 2009, J. Fam. Theory Rev., 1, 198), was used to analyse the literature. Results Results found that lack of training in assessment of mental health and 'role conflict' were key barriers; some teachers attributed this to their lack of knowledge, skills and confidence in the area. Conclusion Implications for practice and

research are discussed in relation to the importance of sustained training both pre-service and in-service.

Ouedraogo, G. P. (2021). **Analyse de l'activité de travail de l'enseignant en école primaire catholique à Kaya, au Burkina Faso: une approche ergologique de la construction des savoirs d'expérience et de l'identité professionnelle** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-03954262>  
Notre thèse analyse l'activité des enseignants du primaire du privé catholique de Kaya au Burkina Faso, selon la démarche ergologique. Elle cherche à vérifier l'hypothèse selon laquelle en travaillant, les enseignants gèrent constamment des situations en partie nouvelles. De ce fait, ils vont mobiliser des ressources et élaborer des savoirs (savoirs institutionnels et savoirs nouveaux) et façonner leur identité personnelle et professionnelle. Notre analyse de l'activité des enseignants se fixe pour but ultime de comprendre ce que signifie travailler pour ces professionnels et ainsi de proposer des pistes de transformation au sein de l'institution scolaire du privé catholique au Burkina Faso.

Paquette, A., Bigras, N., & Lemay, L. (2023). **Exploration de la qualité des orientations pédagogiques d'enseignantes de maternelle de grande section en France**. *Revue internationale de Communication et Socialisation*. <https://doi.org/10.6084/M9.FIGSHARE.22083377.V1>

La qualité des orientations pédagogiques à l'éducation préscolaire concerne entre autres la perception des enseignantes de maternelle de leur rôle éducatif auprès des élèves. Cette qualité des orientations est susceptible d'être influencée par les composantes de la qualité structurelle (par ex., l'aménagement de la classe) et, en retour, d'avoir une incidence sur la qualité des interactions entre les enseignantes et les enfants (voir Ansari et Pianta, 2019). Dans cette perspective, la présente étude vise à explorer les perceptions de 15 enseignantes de maternelle de grande section en France au sujet de leur rôle. Des entretiens semi-dirigés ont été menés auprès de ces enseignantes au sujet de leur quotidien en classe. L'analyse a porté sur le rôle qu'elles privilégiaient explicitement et implicitement dans leur discours. Les résultats préliminaires suggèrent que les participantes perçoivent leur rôle éducatif en classe maternelle surtout en termes de relations centrées sur la transmission de savoirs. De plus, bien que l'établissement d'un climat positif avec les élèves soit parfois abordé, le soutien émotionnel est peu présent dans les propos des enseignantes lorsqu'elles discutent de leurs interactions avec les élèves. En outre, la discussion aborde l'influence du programme éducatif de maternelle de grande section centré sur les apprentissages scolaires, de même que de l'organisation de la classe, tous deux associés à des composantes de la qualité structurelle, sur les interactions perçues. Ainsi, il semble pertinent de concevoir la qualité des orientations pédagogiques en classe maternelle de grande section comme étant en partie affectée par le contexte culturel qui poserait d'une part les bases de caractéristiques de la qualité structurelle et, d'autre part, celles des interactions entre les enseignantes et les élèves.

Perifanou, M. A., Tzafilkou, K., & Economides, A. A. (2023). **Teacher intention to transfer ICT training when integrating digital technologies in education: The teacher transfer of ICT training model (TeTra-ICT)**. *European Journal of Education*, 58(1), 111-129. <https://doi.org/10.1111/ejed.12534>

The aim of this study is to propose a new structural model for how teachers transfer their ICT training (TeTra-ICT), shedding light on the factors that tend to affect their intention to integrate digital technologies in educational practices as well as train their colleagues. The proposed model exploits training programme design characteristics and ICT-related individual factors. A total of 117 new ICT instructors for primary and secondary education teachers in Greece were evaluated. The instructors participated in a national Teacher Training Programme on applying ICT in education. Results indicate significant effects of individual (ICT-related self-efficacy in teaching) and programme design characteristics (platform's ease of use, support, content, and resources) on the teachers' final motivation and intention to transfer their ICT knowledge and skills. The model also reveals significant correlations between individual and training characteristics, the teachers' post-training self-efficacy for transferring skills and their perception of the usefulness of the training programme. The examined constructs explain 86% of the variance in teacher intentions to transfer their ICT knowledge and skills, and 72% of their perception of the usefulness of the training programme. Interestingly, while there were no gender differences in individual ICT-related characteristics, women expressed significantly higher values than men in their perception of the usefulness of training, self-efficacy, motivation, and intention to transfer.

Petiot, O., & Kermarrec, G. (2022). **Le travail émotionnel des enseignants : une part méconnue du métier.** *Administration & Éducation*, 176(4), 71-78. <https://doi.org/10.3917/admed.176.0071>

Exacerber sa satisfaction lors de l'exposé d'un élève, masquer sa colère face à la réaction d'un collègue, exprimer sincèrement sa déception à son chef d'établissement, retenir ses larmes devant la reconnaissance d'un parent d'élève, etc. Le métier d'enseignant semble aller de pair avec un travail émotionnel particulièrement exigeant. Depuis les années 2000, ces dimensions émotionnelles du métier ont été progressivement revalorisées dans les discours professionnels comme dans les productions scientifiques. En partant de témoignages d'enseignants confiant les moments les plus marquants vécus au cours de leur carrière, cet article propose de lever le voile sur une part encore méconnue du métier : le travail émotionnel que les enseignants mettent en œuvre au quotidien.

Poupard, V., & Zanna, O. (2022). **La difficile cohabitation des émotions au sein de la classe : quand la remarque d'un élève ébranle le statut d'une enseignante.** *Administration & Éducation*, 176(4), 87-93. <https://doi.org/10.3917/admed.176.0087>

Rahadian, R. B., & Budiningsih, C. A. (2023). **Development of Classroom Management Based on Student Learning Style Database.** *Papernia - Multidisciplinary Scientific Journal for Innovative Research*, 1(1), 1. <https://doi.org/10.5281/zenodo.7618566>

This study aims to produce a classroom management application based on a database of student learning styles to identify and analyze student learning styles and match them with appropriate learning methods and media. This application is expected to facilitate classroom management according to student preferences. This research was research and development. Respondents were 198 people consisting of 30 teachers and 168 students at a Junior High School in South Bangka Indonesia. The data analysis used quantitative data analysis techniques using descriptive statistics. The results showed that the application developed was feasible to be used to identify and analyze student learning styles and provide suggestions for learning methods and media that teachers

should use in classroom management. The level of application eligibility in terms of technical aspects reaches 4.75 and the content aspect reaches 4.80. This application proved to be useful for teachers in class management as evidenced by the achievement of the usability test score by the teacher reaching 4.40. The usefulness of the application from the students perspective can be seen from the increase in the attractiveness of learning that occurs after the teacher uses this application compared to before.

Randall, V. (2023). **'We want to, but we can't': pre-service teachers' experiences of learning to teach primary physical education.** *Oxford Review of Education*, 49(2), 209-228. <https://doi.org/10.1080/03054985.2022.2040471>

A growing trend in primary schools in recent times has been to outsource Physical Education (PE) to external sport and activity providers. The impact of this has not yet been examined on new teachers entering the profession. Drawing upon Critical Theory, this paper aims to explore and understand pre-service teachers' (PSTs) school-based experience of learning and teaching in primary PE. A total of 625 PSTs took part in the study, representing a variety of routes into primary teaching. Quantitative data were obtained, identifying the number of lessons taught by PSTs, and their perceived confidence and willingness to teach. Qualitative data were also gathered to examine the contextual factors influencing PSTs' development. Findings showed that while PSTs were both willing and confident to teach primary PE, over a third were unable to do so. Reasons were predominantly attributed to curriculum outsourcing and perceived low subject priority in initial teacher education.

Ricks, P. H., & Young, T. A. (2023). **The negotiations of teaching and learning that occur during a picturebook read-aloud with teacher candidates.** *Teaching and Teacher Education*, 124, 104013. <https://doi.org/10.1016/j.tate.2023.104013>

Almost all read-aloud research focuses on the experiences of young readers. This article, however, examines the important negotiations that occurred amongst teacher candidates and their instructor during one interactive picturebook read-aloud. Using reflexive thematic analysis (RTA) framed through reader response lenses, researchers found that participants engaged in nuanced negotiations of their relative expertise, their critical readings of the text, and the ways that they imagined how the text could be shared with young audiences in the future. Additionally, findings showed that participants' discussions fostered opportunities for teacher candidates and their instructor to wrestle with and make sense of the complex interplay of visual and written text presented in a "simple" story for children. By engaging with the picturebook in these ways, this study highlights the possibilities that read-alouds may have for teacher candidates, their instructors, and a wide range of other audiences vastly underrepresented in current read-aloud research.

Rodríguez, N. N., Brown, M. G., Updegraff, A., & Vickery, A. (2023). **Exceptionalist narratives and faceless clip art: Critically analyzing Indigenous history resources found on online curriculum marketplaces.** *Teaching and Teacher Education*, 124, 104009. <https://doi.org/10.1016/j.tate.2022.104009>

Although children may come to school with knowledge about Indigenous Peoples, early childhood and elementary educators regularly teach about these topics with outdated, misinformed curricular materials. This article describes a critical content analysis of Indigenous history resources found online by preservice teachers. We analyze preservice teachers' assessment of the resources they discovered using a critical media literacy

checklist. The analysis revealed that preservice teachers could pinpoint visual stereotypical depictions but struggled to identify problematic narratives and determine what to teach instead. We argue that for-profit marketplaces cannot be viewed as venues for quality, justice-oriented instructional materials and end with recommendations for teaching Indigenous histories.

Rousseau, N. (2023). **Le bien-être à l'école selon la perspective des personnes apprenantes: l'importance de la relation enseignant-élève et outils mobilisés.** *Revue internationale de Communication et Socialisation*.  
<https://doi.org/10.6084/M9.FIGSHARE.22083359.V1>

De plus en plus d'écrits reconnaissent l'importance de s'intéresser à la voix des apprenants en contextes éducatifs. Cela permet de bonifier les pratiques pédagogiques déployées à leur endroit (caractère pratique) de même que de contribuer au développement de nouvelles connaissances en contexte de recherche où les élèves sont des participants importants, voire des collaborateurs à la recherche. L'article proposé mettra ainsi en lumière les résultats d'une synthèse des écrits (métasynthèse) se rapportant aux outils de collecte de données les plus susceptibles de donner la voix aux enfants et aux adolescents dans l'étude du bien-être à l'école. L'article fera d'abord état des différentes façons de concevoir le bien-être, pour ensuite se centrer sur ce que représente le bien-être à l'école pour les apprenants où la qualité de la relation enseignant-élève occupe une place importante. Un portrait des outils relatifs au recueil des voix des apprenants est ensuite dressé. Les limites des outils recensés sont abordées.

Sochala, L., Gelin, O., Viriot-Goeldel, C., & Train, G. (2022). **Emergency remote teaching in france: the influence of social background in teachers' choices.** Consulté à l'adresse <https://hal.science/hal-03930220>

The present study aims to investigate the extent to which the emergency remote teaching which took place beginning in the spring of 2020 in France was implemented differently by teachers working in schools serving students from socially disadvantaged backgrounds. Questionnaire surveys (n=351), 22 teachers' semi-structured interviews and observation of 19 of their videoconference class sessions showed significant differences according to social contexts in three main areas: parental involvement in remote learning, the use of videoconferencing, and learning requirements. Discussion will address the influence of social context in pandemic teaching and consider the contribution these results could offer to foster school equity in France.

Sointu, E., Hyypiä, M., Lambert, M. C., Hirsto, L., Saarelainen, M., & Valtonen, T. (2023). **Preliminary evidence of key factors in successful flipping: predicting positive student experiences in flipped classrooms.** *Higher Education*, 85(3), 503-520.  
<https://doi.org/10.1007/s10734-022-00848-2>

Flipped classrooms have become widely adopted in educational settings (e.g., in higher education) worldwide. However, there is a need for more precise understanding of the ingredients for student satisfaction in a flipped setting. The aim of this paper was to investigate university students' experiences of the factors that create a successful flipped course. Ten measures were used to investigate the hypothesized factors affecting satisfaction, which were chosen based on the results from previous flipped classroom studies and higher educational research. These measures were grouped into three dimensions: (1) pedagogical (five measures), (2) social (three measures), and (3) technological (two measures). Exploratory factor analysis was run to analyze the



adequacy of the instruments. Results revealed that the factor structure was as expected and that the instruments measuring all ten factors of teaching and learning in a flipped classroom were adequate. Furthermore, confirmatory factor analysis was used to formally operationalize the hypothesized latent constructs, and to build a structural equation model for predicting the student satisfaction of a flipped classroom. In the end, seven factors were found to predict student satisfaction with flipped courses. The highest predictor was guidance from the dimension of pedagogy, and the second-best predictor was experienced teaching for understanding. The results, limitations, and conclusion are discussed in terms of key issues and the development of a flipped classroom pedagogical design for higher education.

Sun, J., Ma, H., Zeng, Y., Han, D., & Jin, Y. (2023). **Promoting the AI teaching competency of K-12 computer science teachers: A TPACK-based professional development approach.** *Education and Information Technologies*, 28(2), 1509-1533. <https://doi.org/10.1007/s10639-022-11256-5>

With the rapid development of artificial intelligence (AI), the demand for K-12 computer science (CS) education continues to grow. However, there has long been a lack of trained CS teachers. To promote the AI teaching competency of CS teachers, a professional development (PD) program based on the technological pedagogical content knowledge (TPACK) framework was intentionally designed in this research. A quasi-experimental design with a 25-day (75-h) intervention was conducted among 40 in-service CS teachers to examine its impact on AI teaching competency, including AI knowledge, AI teaching skills, and AI teaching self-efficacy. The quantitative data were collected via a pretest and posttest, and qualitative data were collected via artifact analysis and semistructured interviews. The results indicated that the TPACK-based PD program a) significantly improved CS teachers' AI knowledge, especially in representation and reasoning, interaction, and social impact; b) developed CS teachers' AI teaching skills, including their AI lesson plan ability and AI programming skills; and c) significantly improved CS teachers' AI teaching self-efficacy, both in AI teaching efficacy beliefs and AI teaching outcome expectancy. These findings revealed the effectiveness of the TPACK-based PD program in improving the AI teaching competency of K-12 CS teachers and could help to expand the design of effective PD for CS teachers.

Toscani, P. (2022). **Transfert et contre-transfert à l'œuvre dans la relation éducative : une histoire d'émotions partagées.** *Administration & Éducation*, 176(4), 113-119. <https://doi.org/10.3917/admed.176.0113>

Tournier, B., Chimier, C., & Jones, C. (2023). **Leading teaching and learning together: the role of the middle tier.** Reading: Education development trust.

Les systèmes éducatifs du monde entier partagent un objectif simple : préparer, cultiver et développer les générations futures afin que chacun puisse réaliser pleinement son potentiel. La réalisation de cet objectif n'est pas simple : les systèmes éducatifs sont complexes et comportent de nombreux niveaux, acteurs et priorités concurrentes. Le niveau intermédiaire désigne les acteurs et les structures de l'éducation qui se situent au milieu des systèmes éducatifs, entre les écoles et le niveau central où sont élaborées les politiques. Ces acteurs peuvent être des responsables de l'éducation au niveau du district, des animateurs de réseaux, des superviseurs ou des enseignants mentors. Comment les aider les enseignants à dispenser une éducation de qualité ? Ce rapport explore le rôle du niveau intermédiaire pour mieux soutenir les enseignants. Il décrit les

fonctions clés exercées par ces acteurs pour améliorer l'enseignement et l'apprentissage et se penche sur la manière de maximiser leur rôle et leur efficacité.

Trouble, R. (2023). **Les Objectifs de Développement Durable (ODD). Un levier pour l'éducation: des repères et des pistes à destination de la communauté éducative.** Consulté à l'adresse <https://fondationtaraocean.org/app/uploads/2023/01/guide-odd-2023.pdf>

Destiné à l'ensemble de la communauté éducative, le guide construit sous forme de 27 questions-réponses permet à chacun, quel que soit son niveau d'expertise, de s'acculturer aux Objectifs de développement durable (ODD) et de s'interroger sur la mobilisation des ODD dans les pratiques pédagogiques (cours, projet en classe, projet à l'échelle de l'établissement, projet avec les éco-délégués, projet à dimension internationale, etc.). Il propose en dernière partie une liste non exhaustive de ressources pédagogiques et pistes d'activités.

Tsybulsky, D., & Muchnik-Rozanov, Y. (2023). **The contribution of a project-based learning course, designed as a pedagogy of practice, to the development of preservice teachers' professional identity.** *Teaching and Teacher Education*, 124, 104020. <https://doi.org/10.1016/j.tate.2023.104020>

This study demonstrates a positive link between participation in an online project-based learning course, designed as a pedagogy of practice, and preservice teachers' professional-identity development process. The linguistic and content analyses revealed that the construction of professional identity was manifested through six motifs: Self-confidence, self-agency, sense of belonging, self-awareness, autonomy, and envisioning a future teaching self. Each of the motifs was portrayed with its characteristic set of time-oriented types of discourse (i.e., using past, present, and future tenses while describing feelings and thoughts regarding one's teaching self.) Based on the findings, we introduce a multidimensional model that explains identity construction as occurring at the intersection between the dimensions of identity and the temporal dimensions found in reflective discourse.

Vahle, C., de Araujo, Z., Han, J., & Otten, S. (2023). **Teachers' instructional responses to the COVID-19 pandemic.** *Teaching and Teacher Education*, 124, 104040. <https://doi.org/10.1016/j.tate.2023.104040>

In response to the COVID-19 pandemic, schools transitioned to Emergency Remote Teaching (ERT). In May 2020, as part of an existing study of flipped Algebra instruction, we interviewed eleven Missouri teachers to understand how their instruction changed as they moved to ERT. Drawing on practical rationality, we found the pandemic led to a breach of norms (assigning grades, synchronous meeting times, delivering new content, and students' completion of work). Findings highlight the interconnected nature of norms and reveal differences in teachers' responses to the breach of norms. We found administrative policies, particularly around grading, significantly impact teachers' decisions during ERT.

Vasconcelos, A., Monsore, J., Almeida, T., Quadros, L., Ogasawara, E., & Quadros, J. (2023). **Applying Gestalt approach as a method for teaching computer science practice in the classroom: A case study in primary schools in Brazil.** *Education and Information Technologies*, 28(2), 2383-2403. <https://doi.org/10.1007/s10639-022-11278-z>

The use of information technology in the academic environment has grown. Building different didactic techniques to help students learn and practice with Information Technology (IT) resources is common. However, applying these techniques does not necessarily mean that students may acquire knowledge. The differential idea of this work is to create an approach in which students are protagonists and not just absorbers of IT. Based on this perspective, we applied a Gestalt approach to assist students in practicing these technological resources. They produce new hardware and software tools during classes based on their personal needs and worldviews. We analyzed applications of this novel way of computer science teaching in three different schools. It was possible to observe greater motivation from the students to experience new knowledge from technological resources. The common aspect was that solutions were conceived and developed from students' needs. The development followed a Gestalt approach, which combines the idea of form and imagination. Thus, with this approach, reactivity towards IT was reduced. It helped construct technological tools to acquire propaedeutic knowledge.

Virat, M. (2022). **Quelle forme d'amour entre les enseignants et les élèves ?** *Administration & Éducation*, 176(4), 121-126. <https://doi.org/10.3917/admed.176.0121>

Wells, T., Sandretto, S., & Tilson, J. (2023). **Bridging the theory-practice divide in teacher education through process drama pedagogy: "You fully experience what you're learning"**. *Teaching and Teacher Education*, 124, 103993. <https://doi.org/10.1016/j.tate.2022.103993>

In this article, we critically examine one example of the theory-practice divide in initial teacher education (ITE) in the context of process drama. We report findings from research in Aotearoa New Zealand, where we explored ITE students' experiences of embodied learning through process drama, on campus and in primary schools. Through a sociocultural lens, we analysed survey data and focus group interview transcripts. Our findings evidence the rich embodied learning through process drama that takes place on campus, but is rarely enacted in schools. We argue embodied learning can bridge the divide to merge theory and practice.

Wrenn, M., Gregory, K., & Gallagher, J. (2023). **Critical Professional Development: A Necessary Risk?** *Journal of Cases in Educational Leadership*, 26(1), 3-15. <https://doi.org/10.1177/15554589221148405>

Amy Yarborough, a veteran teacher and curriculum resource leader in a rural district in Virginia, facilitates a professional learning community focused on social justice and equity-oriented instructional practices. When allegations of teaching critical race theory are reported via the state's email tip line and community social media groups, Amy is asked to present her professional learning community materials to the local school board. In the midst of stakeholder protests and media scrutiny, Amy must decide how to explain her professional decisions. Current and future educational leaders interested in issues related to race and equity will consider the roles of policy and the public in influencing teachers' lessons.

Zhang, Q., Sun, J., & Yeung, W. (2023). **Effects of using picture books in mathematics teaching and learning: A systematic literature review from 2000–2022.** *Review of Education*, 11(1), e3383. <https://doi.org/10.1002/rev3.3383>

Using picture books in teaching is a popular trend in early childhood education. However, little attention has been paid to such pedagogy in mathematics learning. For this article, we reviewed 16 empirical studies from the past two decades (2000–2022) regarding the use of picture books in mathematics instruction, in order to investigate their effects on mathematics learning in students. We analyse and critically assess approaches used to integrate picture books into mathematics instruction, the overall effects of such integration on the mathematical performance of students, and the factors that inhibit or enhance these effects. The findings of our review reveal that most of the selected studies targeted early mathematics education, with only a minority addressing secondary education. Various approaches are available for the integration of picture books into mathematics teaching, having various positive effects on student attitudes toward mathematics, as well as their academic performance and mathematical representation ability. The reported inhibiting factors for teachers using picture books in teaching included a lack of pedagogical knowledge and confidence, time constraints, resource constraints and doubts regarding the expected outcomes. Conversely, the enhancing factors included early educational stage (especially the pre-school level), perceived pedagogical benefits, desire to improve teaching and enabling social norms. Suggestions for future research focused on the integration of picture books into classroom teaching are also discussed.

## Relation formation-emploi

Kavka, J. (2021). **L'exigence de professionnalisation à l'université: émergence, réceptions et effets en Europe, en France et en République tchèque** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-03977183>

Cette thèse étudie la montée en puissance de la professionnalisation à l'université durant les années 2000. Elle définit la professionnalisation comme une politique publique qui vise à adapter les études universitaires au marché de l'emploi mais aussi comme une « exigence » qu'il faut situer socialement et historiquement. Pour cela, une enquête multi-située interroge d'abord l'essor de la professionnalisation dans la politique universitaire française, tchèque et européenne. Elle explore ensuite un secteur économique émergent centré sur les services du conseil d'orientation professionnelle. Les réceptions et effets de la professionnalisation sont analysés par une enquête ethnographique auprès d'étudiants et enseignants dans quatre facultés de philosophie. La philosophie est envisagée comme un cas « limite », une discipline réputée pour sa conception du savoir désintéressé, a priori éloignée de l'exigence de professionnalisation.

Khelifi, S. (2023). **Informal university entrepreneurship: The missing link in transition higher education systems**. *International Journal of Educational Development*, 97, 102725. <https://doi.org/10.1016/j.ijedudev.2023.102725>

This article probes the transition of an emerging higher education system into the entrepreneurial model. Tunisia's alignment with the European Bologna Process reforms in 2008 was meant to ease graduates' transition to the job market through enhancing their employability skills as well as injecting them with an entrepreneurial proclivity to mainstream self-employment as a worthy career path. Several measures were introduced across public universities, including a transversal entrepreneurship module and a corresponding entrepreneurship support structure of technology transfer office and incubators. North's new institutional lens will be used to frame the discussion

analytically. The article goes beyond such formal interventions and particularly looks into the informal aspects of the newly-assumed entrepreneurial identity of Tunisian higher education. Following a scoping review approach informed by PRISMA-ScR guidelines, it investigates some informal matters on the shop floor to ascertain the extent to which the new identity has been established more than a decade after the introduction of the reforms. It looks into the profile of the purpose-hired teaching staff entrusted with delivering the cross-curricular entrepreneurship module; students' and academics' networks and rapport with the staff of the recently-established support structure; as well as their openness to the Tunisian entrepreneurial ecosystem. Empirical findings from the scoping review suggest a misalignment between progressive formal measures on the one hand and, on the other, a persistently uncondusive university environment structured along deep-seated collegial values and quite decoupled from the realities of its national ecosystem.

Pierre, J., Collinet, C., & Schut, P.-O. (2022). **Les diplômés en STAPS : quelle(s) formation(s) pour quelle insertion professionnelle ?** *Staps*, 137(3), 11-34.  
<https://doi.org/10.3917/sta.pr1.0039>

Au cours de la dernière décennie, les effectifs d'étudiants en STAPS (Sciences et Techniques des Activités Physiques et Sportives) n'ont cessé d'augmenter. Régulièrement filière en tension, l'augmentation de ses capacités d'accueil ne peut se faire sans s'interroger sur les débouchés professionnels. Cet article s'appuie sur une enquête nationale menée en 2018 auprès d'un échantillon représentatif de diplômés STAPS de la promotion 2016 (n=2086) issus de 24 structures STAPS. L'objectif est d'analyser les choix de poursuite d'étude des diplômés et/ou les caractéristiques de leur insertion professionnelle à partir d'indicateurs de la qualité de l'emploi. Les résultats révèlent un taux d'insertion dans l'emploi de 82,1 % pour l'ensemble des diplômes STAPS (90,9 % pour les Masters), soit l'équivalent de 5 239 emplois occupés à l'échelle nationale. Au sein d'une même filière STAPS, l'augmentation du niveau du diplôme obtenu permet à la fois une amélioration de certains indicateurs de stabilité de l'emploi et l'accès à davantage de postes à responsabilités dans le sous-secteur professionnel visé. Les emplois occupés par les diplômés témoignent d'une réussite dans la diversification des formations et des parcours opérés par la filière STAPS, malgré une concurrence d'autres systèmes de certifications aux métiers du sport.

## Réussite scolaire

Broadbent, J., & Howe, W. D. W. (2023). **Help-seeking matters for online learners who are unconfident.** *Distance Education*, 44(1), 106-119.  
<https://doi.org/10.1080/01587919.2022.2155616>

Online help-seeking refers to a learner's willingness to seek help in online learning environments. Counterintuitively, studies of help-seeking have found mixed results for the relationship between help-seeking and academic achievement. We hypothesized that these mixed findings might, in part, be accounted for by the confidence level of the learner. Utilizing a sample of 321 online university students (M = 32.78 years; SD = 9.53), we explored the moderating effect of self-efficacy in the help-seeking-academic achievement relationship. Aligned with the vulnerability hypothesis, when online learners were confident, they engaged in help-seeking more often than learners with low confidence. Importantly, however, when online learners were unconfident, we found that help-seeking behaviors were positively associated with academic success.

Confident learners did not appear to gain any academic performance benefit from using help-seeking strategies. Our study highlights help-seeking's potential importance in improving academic success for our least confident learners, with no impact on confident learners.

Chen, X., Zhou, J., Liu, J., Li, D., & Liu, S. (2023). **Academic performance and depression in Chinese children: Same-domain and cross-domain effects in friendships.** *Child Development, 94*(2), 348-362. <https://doi.org/10.1111/cdev.13864>

This 1-year longitudinal study examined the effects of academic performance and depression in friendships among elementary school children in China. Participants included 1122 children (44% boys) within 561 stable friendship dyads initially in fourth and fifth grades (initial Mage = 11 years). Data on academic performance, depression, and friendship were collected from multiple sources in the period of 2012 to 2014. Dyadic analysis using the actor-partner interdependence model showed that friends' academic performance significantly and positively predicted children's later academic performance, indicating same-domain effects, and significantly and negatively predicted children's later depression, indicating cross-domain effects, with a medium effect size ( $\epsilon^2 = .70$ ) for the effects of academic performance. The results help understand the role of friendship in children's development in the Chinese context.

Comité interordres de la relève étudiante. (2023). **L'expérience collégiale en temps de pandémie: points de vue étudiants.** Consulté à l'adresse <https://www.cse.gouv.qc.ca/wp-content/uploads/2023/02/50-3000-ER-experience-collegiale-etudiants.pdf>

Cette publication traite des changements soudains causés par la pandémie de COVID-19 dans l'enseignement collégial, dans les services et dans la vie de campus, qui ont pu avoir des répercussions sur la santé mentale et la réussite scolaire de plusieurs jeunes, et ce, malgré des mesures de soutien. En 2021, les membres du CIRÉ ont réalisé un sondage auprès de 1098 personnes inscrites dans les établissements collégiaux. Près de la moitié des répondantes et des répondants auraient aimé recevoir davantage de soutien psychologique. De plus, la moitié des étudiantes et des étudiants estimait que l'enseignement à distance Néanmoins, plusieurs croient que l'enseignement à distance devrait être maintenu à condition qu'il soit conjugué avec de l'enseignement en présence. La transition du secondaire au collégial et les études à ce dernier ordre d'enseignement, semblent avoir été vécues plus difficilement chez les groupes étudiant dans un grand centre urbain ou entrés au collégial à l'automne 2020.

Dousti, M., & Amirian, Z. (2023). **The effect of web-mediated, blended, and purely online learning on EFL learners' writing achievement in the Iranian context: A comparative study.** *Education and Information Technologies, 28*(2), 1675-1696. <https://doi.org/10.1007/s10639-022-11215-0>

In the era of web-based technology, the conventional instructions seem archaic and need to be replaced or improved with more novel technology-enhanced instructions (TEIs) that have been reported to enrich the instructional settings by providing further innovative teaching and learning opportunities. As a result, the present study aimed at not only examining but also comparing the effectiveness of web-mediated, blended, and purely online learning instructions on EFL learners' writing achievement in the Iranian context. Therefore, 49 homogenous participants were randomly assigned into the web-mediated learning (WML) group that attended the workshop physically at predetermined

times, the enriched virtual blended learning (EVBL) group that not only was provided with online sessions but also received compulsory in-person instructional sessions, and the purely online learning (POL) group that merely received an online instruction. All learners delivered four argumentative essay writing pre-tests, performed the WebQuest tasks, engaged in pair/group works, completed all the sub-tasks, and finally wrote four essays as post-tests. The results of paired-samples t-tests revealed that EFL learners' achievement in writing skill as a whole and writing sub-skills improved significantly from pre-tests to post-tests in all the WML, EVBL, and POL groups. The mentioned finding was vindicated considering the peculiar characteristic of EFL learners and the distinctive nature of TEIs. In addition, the results of one-way between-groups ANOVA indicated that WML and EVBL groups outperformed the POL group in the overall writing achievement, which was explained in the light of technology-related dimension, the interaction dimension, and the conventional perspective of education dimension. The presented findings can provide insights for stakeholders to incorporate more TEIs in developing EFL contexts.

Feraco, T., Casali, N., Ganzit, E., & Meneghetti, C. (2023). **Adaptability and emotional, behavioural and cognitive aspects of self-regulated learning: Direct and indirect relations with academic achievement and life satisfaction.** *British Journal of Educational Psychology*, 93(1), 353-367. <https://doi.org/10.1111/bjep.12560>

Background Adaptability regulates individuals' cognitive, behavioural and emotional responses to new, unexpected and uncertain situations, but to date no study has analysed whether adaptability contemporarily favours cognitive, behavioural and emotional aspects of learning. Aims This study aims to address this gap by examining (i) the direct relations between adaptability and achievement emotions, self-regulated learning strategies and academic self-efficacy and (ii) the direct and indirect relations between adaptability and academic achievement and life satisfaction through and over the other study-related factors. Sample A total of 1083 students (415 males, Mage = 13.37, SDage = 1.97, age range = 10–18) in grades 6–12 participated to the study. Method Questionnaires were used to measure students' adaptability, positive and negative achievement emotions, self-regulated learning strategies, academic self-efficacy and life satisfaction. Schools provided grades obtained by each student at the end of the academic year. Results A path analysis based on 1083 students (10–18 years old) confirmed that adaptability directly relates to the three study-related factors considered and to life satisfaction and indirectly relates to academic achievement and life satisfaction—through the mediation of the other variables. Conclusions The results, discussed in accordance with the self-regulated learning theory, enlarge the nomological framework of adaptability and highlight its importance for emotional, behavioural and cognitive aspects of self-regulated learning.

García, A. J., Fong, C. J., & Regalado, Y. M. (2023). **Motivational, Identity-Based, and Self-Regulatory Factors Associated with Academic Achievement of US Collegiate Student-Athletes: A Meta-Analytic Investigation.** *Educational Psychology Review*, 35(1), 14. <https://doi.org/10.1007/s10648-023-09730-8>

In the USA, over 600,000 student-athletes participate in nationally organized intercollegiate sports and occupy socially prominent spaces on college campuses. Although their athletic accomplishments often garner much attention, there is growing interest in collegiate student-athletes' academic achievement and its precursors. One set of factors that have been extensively examined in the literature as antecedents to academic performance are motivational, identity-based, and self-regulatory variables.

Based on 73 studies using 79 unique samples of US collegiate student-athletes (N = 43,617), our meta-analytic findings indicated several factors were positive correlates (academic identity, academic motivation, role negotiation, and self-regulation) and negative correlates (athletic identity and athletic motivation) to grade point averages. Sample and sport characteristics moderated some of these relationships. We discuss implications for educational practice and future directions when considering how to best support student-athletes and to conduct research in this area.

Guillaume, M., Roy, E., Van Rinsveld, A., Starkey, G. S., Consortium, P. iLead, Uncapher, M. R., & McCandliss, B. D. (2023). **Groupitizing reflects conceptual developments in math cognition and inequities in math achievement from childhood through adolescence.** *Child Development*, 94(2), 335-347. <https://doi.org/10.1111/cdev.13859>

Understanding the cognitive processes central to mathematical development is crucial to addressing systemic inequities in math achievement. We investigate the “Groupitizing” ability in 1209 third to eighth graders (mean age at first timepoint = 10.48, 586 girls, 39.16% Asian, 28.88% Hispanic/Latino, 18.51% White), a process that captures the ability to use grouping cues to access the exact value of a set. Groupitizing improves each year from late childhood to early adolescence ( $d = 3.29$ ), is a central predictor of math achievement (beta weight = .30), is linked to conceptual processes in mathematics (minimum  $d = 0.69$ ), and helps explain the dynamic between the ongoing development of non-symbolic number concepts, systemic educational inequities in school associated with SES, and mathematics achievement (minimum beta weight = .11) in ways that explicit symbolic measures may miss.

Guimond, F.-A., Brendgen, M., Vitaro, F., Dionne, G., & Boivin, M. (2023). **Teachers' behaviour and children's academic achievement: Evidence of gene-environment interactions.** *British Journal of Educational Psychology*, 93(1), 167-182. <https://doi.org/10.1111/bjep.12546>

Background Children's academic achievement is considerably influenced by genetic factors, which rarely operate independently of environmental influences such as teachers' behaviour. Praise and punitive discipline are commonly used management strategies by teachers. However, their effects on the genetic expression of children's academic achievement are still unclear. Aims This study examined potential gene-environment interactions in the associations between children's estimated genetic disposition for academic achievement and teachers' use of praise and punitive discipline in predicting academic achievement. Sample The participants were 165 twin pairs in sixth grade ( $M = 12.1$  years). Methods Teachers reported on children's academic achievement, as well as on their own behaviour. Results Multilevel regression analyses showed significant interactions between children's estimated genetic disposition for academic achievement and teachers' use of praise and punitive discipline, respectively, in predicting academic achievement. These interactions indicated an enhancement process, suggesting that genetically advantaged children are those most likely to benefit from regular praise and infrequent punishments from their teacher. Moreover, genetically advantaged children were not more (nor less) likely to receive praise or punishments than other students. However, students from underprivileged backgrounds were less likely to receive praise from their teachers. Conclusions The results emphasize the importance of teachers' regular use of praise and infrequent punitive discipline to help genetically advantaged children reach their full potential. Future studies should investigate other



protective factors of the school environment that might reduce the role of genetic influences that undermine disadvantaged youth's academic achievement.

Hu, J., & Yu, H. (2023). **Impact of extracurricular synchronous and asynchronous computer-mediated communication between students and teachers on digital reading performance: Evidence from 53 countries/regions.** *Education and Information Technologies*, 28(2), 1559-1586. <https://doi.org/10.1007/s10639-022-11223-0>

This study compared the effects of extracurricular synchronous computer-mediated communication (SCMC) and asynchronous computer-mediated communication (ASCMC) between students and teachers on students' digital reading performance at different frequencies. 392,269 samples from 53 countries/regions that participated in the Programme for International Student Assessment 2018 were collected. Multilevel regression analysis showed that SCMC negatively influenced digital reading performance across countries/regions. As the frequency decreased, the negative effect of SCMC diminished. In contrast, ASCMC at a moderately low frequency could facilitate digital reading performance in some countries/regions; however, as frequency increased, the positive effect became negative. These results showed that synchronicity played a role in predicting students' digital reading performance. This study also explored the mediating effect of metacognition with Nelson and Naren's metacognitive control-monitoring model. A multilevel mediation analysis proved that the effects of SCMC and ASCMC on digital reading performance were mediated by students' metacognition of assessing credibility. Practical implications and suggestions for students' self-paced learning were discussed with the purpose of promoting the effective use of extracurricular CMC between students and teachers and improving students' digital reading achievement in the post-COVID-19 pandemic era.

Hübner, N., Wagner, W., Zitzmann, S., & Nagengast, B. (2023). **How Strong Is the Evidence for a Causal Reciprocal Effect? Contrasting Traditional and New Methods to Investigate the Reciprocal Effects Model of Self-Concept and Achievement.** *Educational Psychology Review*, 35(1), 6. <https://doi.org/10.1007/s10648-023-09724-6>

The relationship between students' subject-specific academic self-concept and their academic achievement is one of the most widely researched topics in educational psychology. A large proportion of this research has considered cross-lagged panel models (CLPMs), oftentimes synonymously referred to as reciprocal effects models (REMs), as the gold standard for investigating the causal relationships between the two variables and has reported evidence of a reciprocal relationship between self-concept and achievement. However, more recent methodological research has questioned the plausibility of assumptions that need to be satisfied in order to interpret results from traditional CLPMs causally. In this substantive-methodological synergy, we aimed to contrast traditional and more recently developed methods to investigate reciprocal effects of students' academic self-concept and achievement. Specifically, we compared results from CLPMs, full-forward CLPMs (FF-CLPMs), and random intercept CLPMs (RI-CLPMs) with two weighting approaches developed to study causal effects of continuous treatment variables. To estimate these different models, we used rich longitudinal data of N = 3757 students from lower secondary schools in Germany. Results from CLPMs, FF-CLPMs, and weighting methods supported the reciprocal effects model, particularly when math self-concept and grades were considered. Results from the RI-CLPMs were less consistent. Implications from our study for the interpretation of effects

from the different models and methods as well as for school motivation theory are discussed.

Izagirre, L. A., Rodríguez-Fernández, A., & Fernández-Zabala, A. (2023). **Perceived academic performance explained by school climate, positive psychological variables and life satisfaction.** *British Journal of Educational Psychology*, 93(1), 318-332. <https://doi.org/10.1111/bjep.12557>

**Background** Adolescents spend a large percentage of their time at school, where learning and achievement are important activities that are vital to their future educational success and subsequent career opportunities. However, studies reveal a significant drop in satisfaction and performance during the teenage years. **Aim** Based on the ecological model, this study aims to explore the relationship dynamics between contextual (school climate) and psychological (emotional intelligence and resilience) variables, life satisfaction and perceived academic performance, analysing, to this end, four theoretical models grounded in previous research. **Sample** The sample comprised a total of 1397 adolescents aged between 12 and 16 years from the Autonomous Community of the Basque Country (northern Spain). **Analysis** The Equations 6.2 program was used to estimate the measurement model and the structural models, using the robust maximum likelihood procedure. **Results** School climate and life satisfaction were found to directly influence perceived academic performance, whereas emotional intelligence and resilience did so indirectly, with the full mediation of life satisfaction. **Conclusions** These results have important educational implications, since they reveal existing relationship dynamics, which should serve as a basis for the effective implementation of school programs. They also indicate how important it is for adolescents to be psychologically well-adjusted and satisfied with their lives, in order for them to perform optimally at school.

Kucirkova, N. (2023). **Commentary on Highly Successful Female Educational Psychologists: Equity and Intersectionality in Success Definitions.** *Educational Psychology Review*, 35(1), 7. <https://doi.org/10.1007/s10648-023-09727-3>

Despite the international focus on validation and success indicators of academic work across disciplines, examples of accomplished educational psychologists and their personal stories have been limited in the literature. Prinz et al. (2021) interviewed Five Highly Successful Female Educational Psychologists and offered a content analysis of their success stories, including the academics' strategies and trademark characteristics. In this Commentary, I expand on their findings in light of equity and intersectionality perspectives on academic success. I problematise academic success indicators (publication records and impact) with reference to literature on gender disparities in publication metrics and lack of inclusivity in generic measures of academic success. I outline how individual success narratives intersect with our collective responsibility for higher wellbeing and professional recognition of all colleagues. I argue that the equity and intersectionality perspectives are fundamental to inclusive narratives of success and highlight the power structures that have historically impeded access of diverse and minority scholars to top academic positions. I conclude with four recommendations for addressing the persistent structures of inequities in academic career opportunities.

Lee, J. Y., Lee, H. J., Masters, A. S., Fletcher, K. K., Suh, D. D., Golinkoff, R. M., & Hirsh-Pasek, K. (2023). **Bringing playful learning to South Korea: An alternative pedagogical approach**

**to promote children's learning and success.** *International Journal of Educational Development*, 97, 102710. <https://doi.org/10.1016/j.ijedudev.2022.102710>

Korean society values skills such as creativity and confidence, but the current education system fails to support children in developing these skills. We present a model of Playful Learning that leverages « how » children learn to support not just content but other skills needed for 21st century success. We contextualize the innovative model of « what » and « how » of learning within longstanding Korean value systems and discuss the successful adaptation of Playful Learning. By addressing pervasive misunderstandings about play, providing safe spaces for play, and allocating time for play, Korea can emerge as a leading paragon of the International Playful Learning Movement.

Lu, H., Chen, X., & Qi, C. (2023). **Which is more predictive: Domain- or task-specific self-efficacy in teaching and outcomes?** *British Journal of Educational Psychology*, 93(1), 283-298. <https://doi.org/10.1111/bjep.12554>

Background Students' academic performance and learning experiences are crucial in school education, yet their relationships with instructional characteristics remain an open question. Aims The present study examined how cognitive activation and teacher support were associated with students' academic emotions and achievement in math classrooms via domain- and task-specific self-efficacy. Sample In total, 5388 eighth graders from central China participated in this study. Methods Cognitive activation, teacher support, math-related enjoyment and anxiety, and domain- and task-specific self-efficacy were measured with self-reported student questionnaires. The math achievement was measured with a standardized test. Results Our findings showed that the two instructional characteristics were positively related to math achievement and enjoyment but negatively related to math anxiety, with the mediation effects of task- and domain-specific self-efficacy. In detail, cognitive activation had a stronger relationship with math anxiety through task-specific self-efficacy than domain-specific self-efficacy. Whereas, cognitive activation had a greater linkage with math enjoyment through domain-specific self-efficacy than task-specific self-efficacy. In addition, teacher support had a greater association with learning outcomes through domain-specific self-efficacy than task-specific self-efficacy. Conclusions The relational mechanism of cognitive activation and teacher support on math achievement and academic emotions were differentially mediated by task- and domain-specific self-efficacy in Chinese math classrooms.

Ma, H., Li, D., & Zhu, X. (2023). **Effects of parental involvement and family socioeconomic status on adolescent problem behaviors in China.** *International Journal of Educational Development*, 97, 102720. <https://doi.org/10.1016/j.ijedudev.2022.102720>

As the important others of adolescents, parents play a key role in the socialization of their children as they grow. Based on the data of the China Education Panel Survey, we explored the types of parental involvement, differences in family socioeconomic status and their impact on the problem behaviors of adolescents in China. We discerned four potential types of parental involvement in China, namely, the supportive, disengaged, basic, and supervisory types, of which about three-quarters of parents adopted the supportive and basic types. Families with a low SES tended to adopt the supervisory and disengaged types, while those with a high SES applied the supportive and basic types. Parental involvement has a significant impact on adolescent problem behaviors. Supportive involvement offers the most conducive way to reduce internalizing and

externalizing problem behaviors of adolescents, while disengaged involvement is least conducive to reduce externalizing problem behaviors of adolescents.

Ménard, B. (2023). **Réussite, assiduité en 1<sup>ère</sup> année de licence et passage en 2<sup>e</sup> année.** Note d'information du SIES, (23-01). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-02/ni-sies-2023-01-26325.pdf>

Depuis la mise en place de la loi ORE, le taux de passage en 2<sup>e</sup> année de licence, de 53,5 % pour les néo-bacheliers inscrits en licence en 2019-2020, progresse de façon continue.

Meyer, J., Jansen, T., Hübner, N., & Lüdtke, O. (2023). **Disentangling the Association Between the Big Five Personality Traits and Student Achievement: Meta-Analytic Evidence on the Role of Domain Specificity and Achievement Measures.** *Educational Psychology Review*, 35(1), 12. <https://doi.org/10.1007/s10648-023-09736-2>

Students' academic achievement is a central predictor of a long list of important educational outcomes, such as access to higher education and socioeconomic success. Prior studies have extensively focused on identifying variables that are related to academic achievement and an important variable in this context appears to be students' personality. Notably, although findings from more recent studies suggested that the association between student achievement and personality varies by the subject domain (language vs. STEM) and the type of achievement measure (grades vs. test scores), systematic meta-analytical evidence is still lacking. To address this gap in the educational research literature, we conducted a meta-analysis based on 78 studies, with 1491 effect sizes representing data from 500,218 students and 110 samples from elementary to high school. We used a random-effects model with robust variance estimation to calculate mean effect sizes and standard deviations. We found moderating effects of measure or domain for all five personality traits, with differences in the direction of the effects. Our results highlight the importance of the domain and measure when examining how personality traits relate to academic achievement in school. The combination of subject domain and achievement was also found to be relevant for some of the traits. These findings emphasize that subject domains and types of achievement measures should be explicitly considered when investigating the personality saturation of student achievement. We discuss implications for future research, highlighting that there is no "best" or "more objective" achievement measure but, instead, that achievement measures should be chosen based on the research question of interest.

Pang, H., & Qiao, Y. (2023). **Identifying the impact of WeChat interaction on college adjustment and academic performance among freshmen: The mediator role school connectedness.** *Education and Information Technologies*, 28(2), 1987-2007. <https://doi.org/10.1007/s10639-022-11267-2>

Previous studies have indicated that mobile social apps have crucial implications for social connectedness among college students, the specific patterns of WeChat usage that facilitate freshmen's college adjustment and academic performance still remain unclear. To fulfil this identified study gap, the current research thoroughly examined the dynamic associations between distinct patterns of WeChat interactions, school connectedness, college adjustment, and perceived academic performance among freshmen. Anonymous self-report online survey data from college students in mainland China supported the conceptual model, revealing that habitual use of WeChat and time

spend on WeChat have positive associations with school connectedness. Additionally, habitual use and time spend on WeChat were directly correlated with academic performance and college adjustment. Furthermore, the association between WeChat usage, college adjustment, and academic performance was moderated by school connectedness. Obtained results may offer a more comprehensive portrait of how newly emerging mobile social apps could foster college adjustment and academic performance in contemporary mobile media-saturated settings.

Roslan, M. H. B., & Chen, C. J. (2023). **Predicting students' performance in English and Mathematics using data mining techniques.** *Education and Information Technologies*, 28(2), 1427-1453. <https://doi.org/10.1007/s10639-022-11259-2>

This study attempts to predict secondary school students' performance in English and Mathematics subjects using data mining (DM) techniques. It aims to provide insights into predictors of students' performance in English and Mathematics, characteristics of students with different levels of performance, the most effective DM technique for students' performance prediction, and the relationship between these two subjects. The study employed the archival data of students who were 16 years old in 2019 and sat for the Malaysian Certificate of Examination (MCE) in 2021. The learning of English and Mathematics is a concern in many countries. Three main factors, namely students' past academic performance, demographics, and psychological attributes were scrutinized to identify their impact on the prediction. This study utilized the Orange software for the DM process. It employed Decision Tree (DT) rules to determine the characteristics of students with low, moderate, and high performance in English and Mathematics subjects. DT and Naïve Bayes (NB) techniques show the best predictive performance for English and Mathematics subjects, respectively. Such characteristics and predictions may cue appropriate interventions to improve students' performance in these subjects. This study revealed students' past academic performance as the most critical predictor, as well as a few demographics and psychological attributes. By examining top predictors derived using four different classifier types, this study found that students' past Mathematics performance predicts their MCE English performance and students' past English performance predicts their MCE Mathematics performance. This finding shows students' performances in both subjects are interrelated.

Sointu, E., Hyypiä, M., Lambert, M. C., Hirsto, L., Saarelainen, M., & Valtonen, T. (2023). **Preliminary evidence of key factors in successful flipping: predicting positive student experiences in flipped classrooms.** *Higher Education*, 85(3), 503-520. <https://doi.org/10.1007/s10734-022-00848-2>

Flipped classrooms have become widely adopted in educational settings (e.g., in higher education) worldwide. However, there is a need for more precise understanding of the ingredients for student satisfaction in a flipped setting. The aim of this paper was to investigate university students' experiences of the factors that create a successful flipped course. Ten measures were used to investigate the hypothesized factors affecting satisfaction, which were chosen based on the results from previous flipped classroom studies and higher educational research. These measures were grouped into three dimensions: (1) pedagogical (five measures), (2) social (three measures), and (3) technological (two measures). Exploratory factor analysis was run to analyze the adequacy of the instruments. Results revealed that the factor structure was as expected and that the instruments measuring all ten factors of teaching and learning in a flipped classroom were adequate. Furthermore, confirmatory factor analysis was used to

formally operationalize the hypothesized latent constructs, and to build a structural equation model for predicting the student satisfaction of a flipped classroom. In the end, seven factors were found to predict student satisfaction with flipped courses. The highest predictor was guidance from the dimension of pedagogy, and the second-best predictor was experienced teaching for understanding. The results, limitations, and conclusion are discussed in terms of key issues and the development of a flipped classroom pedagogical design for higher education.

Tan, S. H., & Pang, J. S. (2023). **Test Anxiety: An Integration of the Test Anxiety and Achievement Motivation Research Traditions.** *Educational Psychology Review*, 35(1), 13. <https://doi.org/10.1007/s10648-023-09737-1>

Test anxiety refers to a specific type of anxiety that is experienced in tests, exams, and other similar testing situations that evaluate one's achievement. Research in test anxiety has been pursued under two traditions—the test anxiety and achievement motivation research traditions—more or less independently. The test anxiety research tradition is focused on the conceptualization and operationalization of test anxiety as a multidimensional construct. Under the achievement motivation research tradition, researchers who followed Atkinson's research conceptualized test anxiety as a component of fear of failure while other researchers drew clear distinctions between the two constructs. The objective of this paper is to discuss the integration of the test anxiety and achievement motivation research traditions in order to further advance the understanding of the test anxiety construct. To this end, this paper begins with a brief review of the test anxiety and achievement motivation research traditions individually. The brief review highlights the lack of attention paid to the motivational component of test anxiety as a limitation of the test anxiety research tradition—this can be complemented by the achievement motivation research tradition which focuses on the motivational properties of test anxiety. We describe how the two traditions could be integrated by examining the relationships between the hope of success and test anxiety as well as by incorporating motivational properties into the test anxiety construct. The theoretical, research, and application implications of the integration of the two traditions are discussed.

Teuber, Z., Sielemann, L., & Wild, E. (2023). **Facing academic problems: Longitudinal relations between parental involvement and student academic achievement from a self-determination perspective.** *British Journal of Educational Psychology*, 93(1), 229-244. <https://doi.org/10.1111/bjep.12551>

**Background** The relation between parental involvement and student achievement has been of research interest for many decades. Although the idea of reciprocal processes between parent and child was proposed 40 years ago, very few efforts have been made to investigate reciprocal relations between parental involvement and student achievement. **Aims** Using self-determination theory, this study investigated the longitudinal associations of the manner of parental involvement (i.e., autonomy-supportive or controlling) in children's academic problems with children's academic achievement. This study further addressed the recently intensely debated methodological issue of examining reciprocal relations by comparing a random-intercept cross-lagged panel model (RI-CLPM) with the traditional cross-lagged panel model (CLPM). **Sample and Methods** A RI-CLPM and a traditional CLPM were applied to 5-year longitudinal data including 1465 secondary school students (Mage at T1 = 10.82 years, SD = 0.62). In both models, we controlled for students' gender, school type,

socioeconomic status and cognitive ability. Results The results show that the RI-CLPM fitted the data better than the CLPM. Trait-like stability was found for both forms of parental involvement and academic achievement. At the between-person level, controlling involvement related to lower achievement, whereas no correlation between autonomy-supportive involvement and achievement was found. At the within-person level, there were positive reciprocal relations between autonomy-supportive involvement and achievement, whereas controlling involvement was not associated with achievement. Conclusions This study contributes substantially to the understanding of the relations between parental involvement in children's academic problems and children's academic achievement by simultaneously taking between-person differences and within-person processes into consideration.

Toktamysov, S., Alwaely, S. A., & Gallyamova, Z. (2023). **Digital technologies in history training: the impact on students' academic performance.** *Education and Information Technologies*, 28(2), 2173-2186. <https://doi.org/10.1007/s10639-022-11210-5>

Current circumstances require the development of new methodological approaches and the use of digital technologies in education in order to maintain a sufficient level of academic performance of students. The research aims to explore the academic performance of high school students learning history with digital technologies such as Apps Quizlet and Virtual Reality Glasses 3D. The methodology is based on the survey method, as well as the design method in developing a program for studying history. The research is based on data collected from 308 high school students who studied under specialised academic programmes in the public secondary schools #1273 (Law class), #2030 (Law class) and Anton Chekhov Educational Centre #170 (History of Russia class) in Kazakhstan and the Russian Federation. The illustrative materials, Apps Quizlet and Virtual Reality Glasses 3D were used in teaching history. Comparing two groups of participants, the study shows no differences between students who studied history using the illustrative materials and Apps Quizlet. The academic results in the two groups are similar ( $p > 0.05$ ): the average scores are  $3.93 \pm 0.11$  and  $3.97 \pm 0.39$ , respectively. Further research should the modes of teaching history with digital technologies. The results can be used to elaborate the syllabus and teaching materials. Future research will analyse the correlation between the use of digital technologies in teaching history and academic performance.

Ünal, Z. E., Greene, N. R., Lin, X., & Geary, D. C. (2023). **What Is the Source of the Correlation Between Reading and Mathematics Achievement? Two Meta-analytic Studies.** *Educational Psychology Review*, 35(1), 4. <https://doi.org/10.1007/s10648-023-09717-5>

Two meta-analyses assessed whether the relations between reading and mathematics outcomes could be explained through overlapping skills (e.g., systems for word and fact retrieval) or domain-general influences (e.g., top-down attentional control). The first (378 studies, 1,282,796 participants) included weighted random-effects meta-regression models to explore and contrast the magnitudes of the links between different reading and mathematical competencies. The second (138 studies, 39,836 participants) used meta-analytic structural equation modeling to determine the influence of a domain-general factor, defined by intelligence, executive functioning, working and short-term memory, and processing speed measures, on the link between reading and mathematics skills. The overall relation was significant ( $r = 0.52$ ), as were all associations between specific reading and mathematics measures ( $r_s = 0.23$  to  $0.61$ ,  $p_s < .05$ ). Most of the correlations were similar across different types of reading and mathematics

competencies, although generally smaller than within-domain correlations. The domain-general model explained most of the covariance between reading and mathematics outcomes, with a few modest moderating effects (e.g., age). The results imply correlations between reading and mathematics measures are largely due to domain-general processes, although within-domain correlations confirm the importance of overlapping competencies especially for reading.

Yang, C. C. Y., & Ogata, H. (2023). **Personalized review learning approach for improving behavioral engagement and academic achievement in language learning through e-books.** *Education and Information Technologies*, 28(2), 1491-1508. <https://doi.org/10.1007/s10639-022-11245-8>

Language learners' engagement with a specific task is crucial to improving their academic achievement. To enhance student engagement and academic achievement in language learning, personalized language learning (PLL) can be employed to consider individual learning needs. Personalized review learning has emerged to facilitate PLL as a promising means of enhancing the long-term preservation of skills and knowledge in language education. In this paper, a personalized review learning approach is proposed that improves behavioral engagement and academic achievement in language learning through e-books. It involves implementing an e-book system, namely BookRoll, which allows users to browse uploaded learning materials anytime and anywhere, in concert with a personalized review learning system based on repeated retrieval practice. To evaluate the effects of this approach, a quasi-experiment was conducted on two classes of sophomore undergraduate students majoring in accounting who were enrolled in a Japanese course. 47 students from one class were assigned to an experimental group, whereas 44 students from another class were assigned to a control group. The duration of the experiment was 8 weeks. The experimental group learned using both the e-book system and personalized review learning system, whereas the control group learned only using the e-book system. The experimental group significantly outperformed the control group in terms of both behavioral engagement and academic achievement. The findings indicate that the proposed approach enhanced the students' PLL experiences.

Zhang, J., Chiu, M. M., & Lei, H. (2023). **Achievement, self-concept and anxiety in mathematics and English: A three-wave cross-lagged panel study.** *British Journal of Educational Psychology*, 93(1), 56-72. <https://doi.org/10.1111/bjep.12539>

**Background** Many studies (especially cross-sectional ones) have shown significant links between two of these three constructs-achievement, self-concept and anxiety. **Objectives** Unlike past longitudinal studies that examined only two of these three constructs, this study examines all three, grounded in self-determination theory, control-value theory and transactional theory of anxiety. **Methods** Chinese secondary school students (N = 823) completed questionnaires across three time points covering one school year, and we collected data on their mathematics and second language (L2) English test scores. **Results** Cross-lagged panel models showed equal effect sizes in both pairs of time periods (T1–T2 and T2–T3). In both mathematics and L2 English, (a) achievement, self-concept and anxiety all showed moderate autoregression effects and hence, relative stability, (b) achievement and self-concept showed reciprocal positive effects and (c) self-concept negatively predicted subsequent anxiety. In mathematics but not L2 English, anxiety negatively predicted self-concept, and achievement negatively predicted anxiety, showing domain differences. Self-concept mediated



achievement's negative effect on anxiety only in L2 English. Conclusions Distinguishing within domain and cross domain effects of achievement, self-concept, and anxiety in mathematics and L2 English deepen our understanding of the relationships among these three constructs.

## Valeurs

Trouble, R. (2023). **Les Objectifs de Développement Durable (ODD). Un levier pour l'éducation: des repères et des pistes à destination de la communauté éducative.** Consulté à l'adresse <https://fondationtaraocean.org/app/uploads/2023/01/guide-odd-2023.pdf>

Destiné à l'ensemble de la communauté éducative, le guide construit sous forme de 27 questions-réponses permet à chacun, quel que soit son niveau d'expertise, de s'acculturer aux Objectifs de développement durable (ODD) et de s'interroger sur la mobilisation des ODD dans les pratiques pédagogiques (cours, projet en classe, projet à l'échelle de l'établissement, projet avec les éco-délégués, projet à dimension internationale, etc.). Il propose en dernière partie une liste non exhaustive de ressources pédagogiques et pistes d'activités.

Windsor, S., & Kers, K. (2023). **Teaching Social Sustainability and About Sweden's Sami Peoples in Senior Secondary School.** In D. B. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (Éd.), *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (p. 143-159). [https://doi.org/10.1007/978-3-030-97460-2\\_10](https://doi.org/10.1007/978-3-030-97460-2_10)

This chapter outlines an action research project conducted in a Social Studies classroom in a Senior Secondary School in South Sápmi, Sweden. The teacher researcher had noted that despite some of the students identifying as Sami, there was a lack of awareness about Sami history and culture, and that when Sami peoples were referred to it was often in discriminatory and derogatory terms. The unit of lessons aimed to increase the students' knowledge of Sami life both historically and presently, and awareness of how prejudice and stereotyping are used to 'other' certain groups to justify exploitation and oppression. Using the 'Educating yourself in Empowerment for Sustainability' tool and designing learner centred and collaborative activities this research found that when students' knowledge of Sami life increases, their prejudicial ideas about Sami peoples decrease.