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Veille de l'IREDU

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Acquisition de compétences

Álvarez-Huerta, P., Muela, A., & Larrea, I. (2023). **Disposition Towards Critical Thinking and Student Engagement in Higher Education**. *Innovative Higher Education*, *48*(2), 239-256. https://doi.org/10.1007/s10755-022-09614-9
Developing student critical thinking skills is a core purpose of higher education, and requires the cognitive and disposition components of critical thinking to be fostered. The present study aims to examine the relationship between disposition towards critical thinking and engagement in higher education students. Participants were 836 students from two universities in Spain. Results showed a direct and positive relationship between student critical thinking disposition and several aspects of student engagement, such as reflective learning and participation in high-impact practices. These results could inform general pedagogical practices within the higher education curriculum so as to foster critical thinking disposition among future graduates.

Balas, S. (2018). **La compétence est-elle le bon outil pour la reconnaissance de l'expérience ? Le cas des dispositifs éducatifs français**. In C. Cavaco, *Reconhecimento, validação e certificação de adquiridos experienciais em Portugal, França, Bélgica e Itália | Reconnaissance, validation et certification des acquis de l´expérience au Portugal, France, Belgique et Italie* (p. 145-170). Consulté à l'adresse https://hal-cnam.archives-ouvertes.fr/hal-04047935

Bélair, L., & Talbot, N. (2023). **Guide d'évaluation des compétences au service du travail de supervision des stagiaires en enseignement : enjeux et défis**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.788

Bouwer, R., & Dirkx, K. (2023). **The eye-mind of processing written feedback: Unraveling how students read and use feedback for revision**. *Learning and Instruction*, *85*, 101745. https://doi.org/10.1016/j.learninstruc.2023.101745
This research aims to promote our understanding of feedback engagement processes in writing tasks using a combination of online and offline measures, including eye-tracking, thinking-aloud, and text-analyses. Study 1 explored how sixteen students read, evaluate, and use feedback for revision. Results revealed three feedback processing strategies: (1) superficial processing (n = 6), which is characterized by reading feedback in a linear way, without critically rereading or revising the text, (2) local processing (n = 6) in which students switched between reading the comments and the commented text, and (3) deep processing (n = 4) in which students integrated the feedback with both commented and uncommented parts of the text and made more substantial revisions. In Study 2, we investigated the local and deep feedback reading strategy in more detail with 41 students using a within-subject design with different types of feedback. Results demonstrated the same strategies among students, but also that the focus of feedback affected students' revision behavior, above and beyond an individual feedback processing strategy. This finding is in line with previous research that emphasized the effects of feedback characteristics on students' use of feedback. By triangulating various process measures, this research is one of the first that provides empirical evidence for different feedback processing strategies among students. These novel insights in individual feedback engagement processing can be used to extend and refine current theories on how, when, and why feedback works and for whom.

Caron, G. (2022). **L'émancipation comme finalité pédagogique en contexte scolaire**. *Penser l'éducation. Philosophie de l'éducation et histoires des idées pédagogiques*, (50), 9-34. https://doi.org/10.4000/pensereduc.608
Dans cet article, nous étayons une caractérisation de la notion d'émancipation en éducation pour la questionner comme finalité pédagogique en milieu scolaire. Nous nous appuyons pour cela sur l'idée que l'émancipation est le processus de construction d'un sujet libéré des déterminismes, des tutelles, des emprises et des préjugés sur soi et son environnement. Sur le plan pédagogique, cela suppose la mise en œuvre de dispositifs permettant de prendre conscience de soi, de sa subjectivité et de sa capacité à être auteur, en lien avec les autres, de sa propre transformation et de celle du monde qui nous entoure. La répétition de ces expériences ainsi vécues serait susceptible de générer des capacités et des schèmes transférables à l'âge adulte. Une relecture de l'histoire de la notion d'émancipation et sa réinterrogation dans un contexte postmoderne nous permet de caractériser ce que pourraient être de telles expériences selon quatre dimensions qui s'imbriquent entre elles : intellectuelle, sociale, politique et existentielle. Elles s'inscrivent dans une articulation entre l'individuel, via l'idée de liberté, et le collectif, par la prise de conscience de l'égalité.

Cook, K. D., & Catanzaro, B. A. (2023). **"Constantly Working on My Attitude Towards Statistics!" Education Doctoral Students' Experiences with and Motivations for Learning Statistics**. *Innovative Higher Education*, *48*(2), 257-284. https://doi.org/10.1007/s10755-022-09621-w
Doctoral students in education-related fields are required to take graduate level statistics courses and often face anxiety and negative attitudes about taking these courses. Using a mixed methods survey research design (N = 95), this study explored students' experiences with statistics anxiety and how course instructors can support them to mitigate statistics anxiety and improve attitudes. Analyses of quantitative survey data found that students who had never taken a statistics course before beginning their doctoral program, and students that had completed less doctoral coursework had higher negative attitudes towards learning statistics; and older students had higher statistics anxiety. Plans to use research in the future predicted more positive attitudes and lower statistics anxiety. Analysis of qualitative survey data found that students: (1) expressed that their attitude towards learning statistics was very important and played a big role in how they approached their coursework; (2) considered their plans to use research skills in the future as motivation to learn statistics; and (3) believed that their instructors' attitudes and instructional practices supported learning and decreased statistics anxiety. This study has implications for how statistics and research methods courses are taught in higher education, and how the experiences of graduate students in education may have lasting implications for research use in Prek-12 education settings.

Dasli, M., & Sangster, P. (2023). **Learning ethnographically during the year abroad: modern languages students in Europe and Latin America**. *Educational Review*, *75*(3), 447-467. https://doi.org/10.1080/00131911.2021.1937062
This paper reports findings from a longitudinal qualitative study that explored the ethnographic learning processes of 10 modern languages students who spent one full academic year abroad, having first completed successfully an Introduction to Ethnography course in the UK. It begins from the argument that although significant attempts have been made to integrate ethnography into modern languages undergraduate degree programmes, relatively little is known about its actual impact on

modern languages sojourners. Drawing on active interviews and reflective diaries that were designed to investigate this impact from shortly before participants embarked on their year abroad to the moment they returned, the thematic and critical discourse analysis of the data focuses attention on two key themes: students' perceptions of their host cultures and the impact of ethnography on students' perceptions. Findings from the first theme reveal that participants' perceptions were derogatory and that they used a number of mitigating discourse strategies to avoid creating a negative impression on the researchers. Findings from the second theme suggest that ethnography made little impact on most participants, given that their derogatory perceptions of the "foreign other" remained almost intact throughout the year abroad. The paper discusses possible reasons for these findings, arguing that the contextual nature of ethnographic inquiry does not always enable modern languages sojourners to dismantle the cultural generalisations they may make.

Desrochers, A., & Ziegler, J. C. (Éd.). (2023). **L'apprentissage de la lecture au primaire, du décodage à la compréhension, de multiples habiletés en interaction**. *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (182). Consulté à l'adresse http://www.anae-revue.com/

Edwards, A. A., Steacy, L. M., Rigobon, V. M., Petscher, Y., & Compton, D. L. (2023). **Examining the Relationship Between Word Reading and Nonword Reading Development Within an Orthographic Learning Framework Are There Variations as a Function of SES and Reading Ability?** *The Elementary School Journal*, *123*(3), 396-413. https://doi.org/10.1086/723396
Perfetti's representational quality hypothesis suggests that orthographic learning in developing readers is associated with two important changes to the orthographic lexicon that drive continued word reading development, namely, addition of word-specific representations and acquisition of complex context-dependent decoding skills. Perfetti further hypothesizes that these two changes are mutually facilitative suggesting a bidirectional relationship. To test this hypothesis, cross-lagged panel models were used to model the relationship between word reading and nonword reading longitudinally across Grades 1–4 in a diverse sample (N = 433) of developing readers. Overall results revealed the codevelopmental pattern between word and nonword reading to be bidirectional in nature such that word reading impacted later nonword reading and vice versa. These bidirectional relations did not differ significantly between those who qualify for free and reduced lunch and those who do not. However, differences were observed between those at-risk for dyslexia and those not at-risk.

Fenoglio, P. (2023). **La présence pour mieux apprendre à distance**. *EduBref*, (mars 2023). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=26
Dans le cadre de la formation, la distance peut affecter la persévérance des apprenant·es. Pour y remédier, la présence à distance désigne une manière d'être avec, ou entre, les apprenant·es, qui se réalise à travers la maitrise des médias utilisés pour interagir. La présence à distance, en rassemblant deux dimensions apparemment contraires, la distance et la proximité, est utile pour la pratique au sein de dispositifs de formation synchrones ou asynchrones. Cependant, comment la présence à distance recompose-t-elle la sociabilité dans la formation à distance à la fois par la présence cognitive, socio-affective et pédagogique et par les outils mobilisés ? Comment « faire

acte de présence » en tant qu'enseignant·e et/ou en tant qu'apprenant·e ? Enfin, quelles perspectives donner à ce concept et quels sont les défis à relever, à l'heure ou l'hybridité des formations se généralise ? Cet EduBref n°14, à la suite du Dossier de veille sur la classe à distance 141 (Fenoglio, 2022), vise à approfondir ces questions.

Gallipoli, G., & Gomez-Cardona, S. (2023). ***The Production of Financial Literacy*** (Working Paper N° 2023-007). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2023-007.htm
We study the accumulation of financial competencies in a model of dynamic skill formation. We find evidence of complementarities between financial literacy and risk attitudes. Risk tolerance facilitates experimentation and learning-by-doing. Latent risk attitudes and financial literacy are unevenly distributed across households and do not align with general human capital. Linking estimates with data on household portfolios, we show that early-life differences in financial literacy may account for more than half of the standard deviation of wealth by age 60. Dynamic complementarities in skill formation imply that early interventions could reduce later-life inequality while boosting wealth growth.

Gélinas-Proulx, A., Jacquin, P., Labelle, J., & Cambron-Prémont, A. (2022). **Élaboration d'un questionnaire d'autoévaluation de la compétence interculturelle des directions d'établissement scolaire de langue française au Québec et au Nouveau-Brunswick**. *Mesure et évaluation en éducation*, *45*(1), 67-102. https://doi.org/10.7202/1097153ar
En cette ère d'inclusion, force est d'admettre que les directions d'établissement scolaire, qui baignent ou non dans un contexte de diversité ethnoculturelle, linguistique et religieuse, ont intérêt à développer leur compétence interculturelle. Or, comment conscientiser les directions et savoir si elles ont développé une telle compétence ? Compte tenu d'un tel enjeu, l'objectif de cet article est de présenter le processus d'élaboration d'un questionnaire d'autoévaluation de la compétence interculturelle des directions d'établissement scolaire de langue française au Québec et au Nouveau-Brunswick, qui comprend 1) la recension de questionnaires portant sur cette compétence, 2) la construction d'une banque d'items, 3) le recueil de preuves basées sur le contenu, 4) l'élaboration de la version préliminaire du questionnaire d'autoévaluation, 5) le prétest et 6) l'accumulation de preuves basées sur la structure interne. Finalement, un questionnaire d'autoévaluation préliminaire de 43 items est proposé. Les limites de la recherche et les retombées de ce questionnaire d'autoévaluation préliminaire sont mentionnées en conclusion.

Gonnet, A. (2023). **Opportunités et limites de la valorisation des compétences hors travail**. *Formation emploi*, (161), 61-81. https://doi.org/10.4000/formationemploi.11276
Le déploiement, depuis une dizaine d'années, de politiques dites de sécurisation des parcours professionnels s'est appuyé sur la montée en charge – antérieure – de la valorisation des compétences à des fins de mobilité. S'ils mettent en avant la diversité de leurs méthodes, ces dispositifs – à l'instar du bilan de compétences étudié ici – privilégient une prise en charge individualisée et externalisée vis-à-vis du travail, quand bien même les « désirs » croissants de mobilité traduiraient un problème plus global lié en partie au travail. Quelles sont alors les opportunités, mais aussi les limites d'une démarche individualisée et externalisée de valorisation des compétences, notamment vis-à-vis de parcours professionnels « déqualifiant » et d'inégalités d'accès à la formation ?

Hall, S., Schmautzer, D., Timri, S., Ibrahim, H., Dorn, E., & Sarfraz, S. (2023). ***The skills revolution and the future of learning and earning***. Consulté à l'adresse https://www.worldgovernmentsummit.org/docs/default-source/publication/2023/20230209-2100-wgs_educationreport.pdf?sfvrsn=2844f27d_1
Alors que les entreprises de tous les secteurs déploient de nouvelles technologies, les travailleurs doivent s'adapter en permanence. Le rapport souligne l'importance de se concentrer sur le développement des compétences à tous les stades de l'éducation, dès la petite enfance jusqu'à l'apprentissage. Il examine comment les nouvelles technologies et approches peuvent aider à la fois les étudiants à entrer sur le marché du travail et les travailleurs à réussir. L'accent est mis sur le Moyen-Orient et l'Afrique du Nord.

Janta, B., Kritikos, E., & Clack, T. (2023). ***The green transition in the labour market: how to ensure equal access to green skills across education and training systems: analytical report***. Consulté à l'adresse https://eenee.eu/wp-content/uploads/2023/01/EENEE_AR02_Green-skills_Final-report-without-identifiers.pdf
Joint Research Centre (European Commission), & Economou, A. (2023). ***SELFIE for teachers: toolkit Using SELFIEforTEACHERS : supporting teachers in building their digital competence***. Consulté à l'adresse https://data.europa.eu/doi/10.2760/626409
The SELFIEforTEACHERS toolkit is a guide for the SELFIEforTEACHERS self-reflection tool. It aims at providing guidance to teachers, teacher educators and trainers, as well as education authorities and other interested parties, who want to use the SELFIEforTEACHERS self-reflection tool in professional learning. More specifically, it aims at providing the reader with an overall understanding of SELFIEforTEACHERS by describing the tool, presenting the design principles behind it, explaining how to use it and giving insights on how it can support teachers' professional learning for their digital competence. It provides some general guidelines, along with step-by-step instructions how to use the tool. At the same time, it provides references to further reading and tips on its use.

Joshi, E. (2023). **Unpacking the Relationship Between Classroom Teacher Characteristics and Time to English Learner Reclassification**. *American Educational Research Journal*, *60*(2), 257-292. https://doi.org/10.3102/00028312221144755
Reclassification is a crucial outcome for English learner (EL) students' academic progress. Though ELs spend a large portion of their academic time with general education teachers, we know little about the role general education teachers play in developing ELs' English language proficiency. Drawing from a longitudinal administrative dataset from Tennessee, this study uses discrete-time survival analysis to estimate the relationship between ELs' likelihood of reclassification and characteristics of their general education English language arts (ELA) teachers in Grades 3–8. The study finds that several measures of teacher effectiveness consistently predict EL reclassification. Sensitivity and robustness checks substantiate these relationships. Findings have important policy implications for the identification and assignment of ELs to effective general education ELA teachers.

Khosronejad, M., Ryan, M., Barton, G., & Kervin, L. (2023). **"I get all my ideas from the tree": investigating elementary students' views as reflexive writers**. *Research Papers in Education*, *38*(2), 227-249. https://doi.org/10.1080/02671522.2021.1961299
Despite the importance of writing skills to school and life success, there is scant research into the enabling and constraining conditions that shape elementary students' views

about their writing practices. This paper examines students' views about writing through the lens of reflexivity theory. Applying an explanatory sequential model of mixed-method design, it first describes the development of a self-report questionnaire to investigate the views of 570 elementary students about themselves as writers. Second, it draws on semi-structured interviews with 46 students across Years 3 to 6. The results show that the majority of students see themselves as autonomous and meta-reflexive writers. In addition, results indicate time, teacher pedagogy and the place to practice writing as contextual conditions experienced by learners and place an emphasis on the personal conditions such as students' lack of confidence, persistence and ideas. We discuss implications for further practice in elementary schools.

Lafontaine, D., Jude, N., & Leck, J. (2022). **Éléments de validation d'une échelle de mesure des connaissances métacognitives liées à la lecture numérique**. *Mesure et évaluation en éducation*, *45*(1), 1-35. https://doi.org/10.7202/1097151ar
Cette étude vise à identifier des traces de validité d'une échelle de mesure des connaissances métacognitives de la lecture numérique inédite, développée pour le PISA 2018 et, plus particulièrement, à établir si cette échelle mesure des connaissances relevant de la lecture plutôt que de la littératie numérique. Les données des 37 pays de l'OCDE ont été utilisées. Les résultats montrent que l'échelle de connaissances métacognitives présente une forte corrélation avec les performances en lecture et avec deux échelles ayant subi un processus de validation de la mesure de la métacognition en lecture. Cette échelle est aussi significativement liée à l'intérêt des élèves, à leur concept de soi et à leur sentiment d'efficacité en lecture, mais n'est pas liée avec leur utilisation des TIC, leur intérêt ou leur sentiment d'efficacité perçue dans ce domaine. Les résultats appuient le fait que l'échelle mesure des connaissances relevant de la lecture plutôt que de la littératie numérique et mettent en évidence une corrélation robuste entre les connaissances métacognitives et les performances en lecture.

Leschitz, J. T., Faxib-Mills, S., Prado Tuma, A., Tosh, K., Augustine, C. H., & Schwartz, H. L. (2023). ***Skills for success: developing social and emotional competencies in out-of-school-time programs***. Consulté à l'adresse https://www.rand.org/content/dam/rand/pubs/research_reports/RRA300/RRA379-11/RAND_RRA379-11.pdf
Les programmes d'activités extrascolaires se concentrent depuis longtemps sur le développement socio-émotionnel. La recherche démontre que lorsque que ces derniers sont de grande qualité et fondés sur des données probantes, on constate des résultats positifs pour les enfants et les jeunes, notamment une amélioration du comportement, des attitudes et des résultats scolaires. Ce rapport fournit des conseils et des recommandations afin d'aider les organisations qui proposent des activités centrées sur le développement socio-émotionnel à intégrer des instructions et des pratiques de grande qualité dans leurs programmes. Les auteurs se sont appuyés sur un vaste ensemble de données, des enquêtes, des observations et l'analyse d'une centaine de programmes mois en œuvre aux États-Unis.

Mawas, N. E., Trúchly, P., Podhradský, P., Medveckỳ, M., & Muntean, C. H. (2022). **Impact of game-based learning on STEM learning and motivation: Two case studies in Europe**. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, *14*(4), 360. https://doi.org/10.34105/j.kmel.2022.14.020

The number of science, technology, engineering, and mathematics (STEM)-related jobs is increasing all around the world and especially in Europe. However, teachers face many difficulties in making STEM related classes more attractive and motivating the students to learn. This paper presents two case studies involving 116 students from two European countries (Slovakia and Ireland). The studies investigated the impact of a new educational computer game called Final Frontier on learning process and students' motivation. We found that there are no significant differences between the two countries in terms of students' interest in STEM, although the students in Slovakia achieved slightly better grades than those in Ireland. We also found that in both countries, the students using the Final Frontier game outperformed those not using the game in improving their subject knowledge after the study. Furthermore, the impact of game-based learning on students' motivation for STEM differed in the two countries.

Melo Araneda, F. (2023). **Rapport au savoir des élèves hispanophones de l'Amérique latine nouvellement arrivés : une approche axée sur leurs récits de vie en contexte montréalais**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.a275

Monfette, O., & Malo, A. (2023). **Articuler l'évaluation des stagiaires à une approche par compétences : portrait et constats tirés de l'analyse d'outils en formation initiale à l'enseignement au Québec**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.785

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.

Nguia, J. I. M. (2022). ***L'apprentissage par modélisation, simulation et prototypage avec une imprimante 3D, dans l'enseignement Technique et professionnel au Gabon*** (Phdthesis, Université Cergy-Pontoise). Consulté à l'adresse https://shs.hal.science/tel-03844144

Lors du deuxième Congrès international de l'enseignement technique et professionnel à Séoul en Corée du Sud (1999, pp.16-30), les experts avaient formulé des recommandations, qui ont été actualisées dans les « Recommandation révisée concernant l'enseignement technique et professionnel » de l'UNESCO (2001, p.6). Les participants avaient pris des recommandations visant « … à développer et à améliorer l'enseignement technique et professionnel à travers des mesures, législatives ou autres… ». Cette résolution nous a conduit à penser cette thèse, en tenant compte de l'avènement de la mondialisation et la révolution des technologies de l'information et de la communication (TIC). L'enseignement technique et professionnel étant un maillon fondamental du processus éducatif dans tous les pays, nous avons dans le cadre de ce travail, prospecté sur l'enseignement technique et professionnel au Gabon, dans le but de réfléchir aux conditions objectives de sa réforme. Ainsi, les écrits de Bekale Nze, J. S. & Ginestié, J. (2011, p.33), dans « La construction de l'identité professionnelle d'un enseignant de l'enseignement technique au Gabon » affirme l'intérêt qu'il y a pour l'enseignement technique de s'adapter aux évolutions des métiers et des emplois en mettant un accent particulier sur la formation des formateurs. Parce que ceux-ci doivent former pour le marché du travail des professionnels d'aujourd'hui, pour des emplois de demain et du futur. Malheureusement, le Gabon, depuis la réforme lancée en 1998 n'a pas pu s'adapter aux réalités technologiques internationales. Ginestié, J. (2007, p.8), dans « Adéquation emploi, qualification, formation, éducation une approche du développement durable », suggère dans l'état actuel de cet ordre d'enseignement au Gabon, qu'il est nécessaire de faire des investissements, certes couteux en équipements, car leurs utilisations ne seraient viables que pour les petits effectifs. Bosqué, C. (2015, p.169), dans « Enquête au coeur des FabLabs, hackerspaces, makerspaces. Le dessin comme outil d'observation », a constaté la croissance du « mouvement maker » et ceci grâce à l'accessibilité du grand public aux machines de fabrication numérique, de même que l'éclosion de plusieurs formes d'organisations «Tiers-lieux», «FabLab», entre autres, qui favorisent « l'apprentissage par la pratique, la décentralisation et le partage de compétences ; l'autoproduction, l'accomplissement personnel par la fabrication et l'émancipation par les techniques numériques », surtout les pratiques de réalisation qui se rapprochent du design, de l'industrie et du prototypage. De ce qui précède, nous pensons que les modèles d'organisation dans les FabLab et autres tiers-lieux peuvent faire l'objet d'une redéfinition, afin d'intégrer très tôt l'enseignement technique et professionnel au Gabon. Parce qu'aujourd'hui, ce concept a déjà touché le milieu industriel et s'est installé dans les entreprises sous d'autres cieux. Il s'agit d'éviter à la longue ce que Burret, A. (2013, p.90), dans « Démocratiser les tiers-lieux », désigne comme « une nouvelle forme d'exclusion appelée fracture digitale », car la particularité de ces lieux hors cadre de formation, ne sont fréquentés que par « des protagonistes - professionnels ou amateurs - qui constituent des collectifs de travail d'un nouveau genre, fortement marqués par la culture numérique ». Comme le montre Jamgotchian, S. (2014, pp.71-93), dans « A propos des tiers-lieux : Travailler au sein de nouveaux espaces d'activités industrieuses », et ainsi que le confirme Akila & Gagnebien (2015, pp.101-114), dans « Les fablabs, étude de cas, le faclab de Cergy-Pontoise à Gennevilliers est-il un lieu d'expérimentation sociale en faveur des jeunes ? », les innovations sociales méritent d'être testées afin d'en évaluer l'impact, parce qu'elles émanent souvent de l'initiative des usagers (acteurs) et non des institutions. Aussi, ces types d'innovations « ont pour objectif de proposer de nouvelles formes d'apprentissages et de partage de connaissances, si possible de manières originales ». Bouvier-Patron, P. (2015, pp.165-188), dans « FabLab et extension de la forme réseau : vers une nouvelle Dynamique

industrielle ? », et surtout Buclet, N. (2015, pp.47-57), mettent en avant l'organisation sociale et le fonctionnement de ces tiers-lieux. Il est aussi fait un rapport à l'amortissement de l'investissement initial de ces lieux qui peuvent aider à faciliter la baisse de coûts des différentes étapes de « conception, prototypage, test de série préindustrielle ». Notre intérêt dans l'apprentissage par modélisation, simulation et prototypage se trouve conforté par la communication de Trivery C. & al. (2015, pp.1-6), dans « Analyse d'un dispositif de type FabLab dans un contexte industriel ». Les auteurs postulent qu'en mettant les acteurs ensemble et en leur offrant un environnement de travail dédié, ils peuvent laisser exprimer leur imagination et déployer l'expression de leurs pensées, parce que nombre d'innovations ou de prototypes ont vu le jour dans ces tiers-lieux. Alors comment ce concept qui a émergé dans les « tiers-lieux » peut-il intégrer l'enseignement technique et professionnel gabonais ? Denis, C. (2013), sur la page web d'Educavox, dans « Comment un FabLab peut favoriser un renouveau pédagogique ? », a exploré « …l'un des usages des FabLabs est la création d'une approche pédagogique expérimentale. Souvent l'apprentissage s'inscrit dans une perspective déductive dans laquelle la leçon précède l'exercice. Le FabLab peut permettre d'entrer dans un autre cycle pédagogique ou l'expérience tactile engage d'abord un processus d'action, de motivation et d'idéation. L'intégration de séquences pédagogiques dans un FabLab peut contribuer à accélérer l'apprentissage par la conjugaison de plusieurs phénomènes… ». Dans le cadre de cette thèse, nous envisageons intégrer une approche FabLab dans les séquences pédagogiques en laissant les apprenants donner libre cours à leur imagination pendant les phases de modélisation et simulation des objets techniques étudiés, jusqu'à la phase de prototypage. Comme l'a écrit Legendre, R. (2006), dans « Dictionnaire actuel de l'éducation », plusieurs modèles pédagogiques ont enthousiasmé le monde. Malheureusement au Gabon, ceux-ci n'ont jamais pu être généralisés, les uns ayant succédés aux autres. Certaines causes apparaissent dans un rapport de l'UNESCO « IBE Working Papers on Curriculum Issues N° 7 », intitulé : « l'approche par compétences en Afrique francophone : quelques tendances » (2008, pp.1-31). Ce document démontre le manque d'adhésion des acteurs locaux aux solutions importées du nord, malgré le soutien des bailleurs de fonds internationaux. Enfin, nous comptons dans le cadre de cette thèse, observer les différentes approches pédagogiques qui peuvent être adoptées par les enseignants, notamment celles mises en oeuvre dans un apprentissage de type modélisation, simulation et prototypage avec une imprimante 3D, visant à atteindre l'objectif de fabrication, lequel est fondé « …sur une conception interactionniste et constructiviste de l'enseignement apprentissage et visant à mettre en relation les apprentissages acquis à l'école avec la réalité sociale… », comme l'a écrit Meziane O. A. A. (2014, p.143), dans « De la pédagogie par objectifs à l'approche par compétences : migration de la notion de compétence ».

OECD. (2023). ***OECD Skills Strategy Southeast Asia: Skills for a Post-COVID Recovery and Growth***. https://doi.org/10.1787/923bfd03-en
Skills are the key to shaping a better future, enabling countries and people to thrive in an increasingly interconnected and rapidly changing world. Megatrends such as globalisation, technological progress, demographic change, migration, and climate change, and most recently COVID-19, are reshaping work and society, generating a growing demand for higher levels and new sets of skills. The OECD Skills Strategy offers a strategic and comprehensive approach to assessing the skills challenges and opportunities of countries and regions for the purposes of helping them build more effective skills systems. The foundation of this approach is the OECD Skills Strategy

Framework, which allows for an examination of what countries and regions can do better to: 1) develop relevant skills over the life course; 2) use skills effectively in work and in society; and 3) strengthen the governance of the skills system. This report, OECD Skills Strategy Southeast Asia: Skills for a Post-COVID Recovery and Growth, applies the OECD Skills Strategy framework to assess the performance of countries in Southeast Asia, identifies opportunities for improvement and provides recommendations based on in-depth desk analysis and consultations with stakeholder representatives.

Pelletier, M.-A. (2022). **La conscience de soi des enseignantes et des enseignants à l'éducation préscolaire : un domaine de compétences socio-émotionnelles à explorer dès la période d'insertion professionnelle**. *Éducation et francophonie*, *50*(2), 1097034ar. https://doi.org/10.7202/1097034ar

Petit, L. (2022). **La rencontre de l'Intelligence artificielle (IA) et de l'esprit critique (EC) : nouveaux enjeux ? nouvelle formation ?** *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8256
Dans quelle mesure les avancées de l'Intelligence artificielle (IA) réinterrogent-elles la formation au développement de l'esprit critique (EC) et, partant, la formation des enseignants ? Après avoir cerné les enjeux posés par cette I-artificialisation dans et de l'éducation, nous soulignerons l'insuffisance des réponses apportées par les référentiels de compétences ou les approches scientifiques limitées à une ou quelques disciplines. Nous insisterons alors sur les enjeux éducationnels d'une démarche scientifique interdisciplinaire à inculquer le plus tôt possible et aux connaissances nouvelles indispensables à maîtriser en ce siècle de bouleversements techniques et médiatiques accélérés.

Rafi, M. S., & Moghees, A. (2023). **Writing challenges, causes, and strategies to facilitate the doctoral dissertation-writing process: A qualitative analysis**. *International Social Science Journal*, *73*(247), 139-156. https://doi.org/10.1111/issj.12367
This study grows out of the absence of literature on an in-depth understanding of dissertation-writing challenges, facilitating strategies, and causes to develop a more profound understanding of Pakistani doctoral students. This is primarily qualitative research. One of the largest private universities was selected as a case to collect the data. The data were based on 12 Pakistani doctoral dissertations, 49 evaluation reports from 13 countries, mainly from the state-run universities, and a survey questionnaire responded to by 12 PhD graduates. The data were codified for commonly emerging categories and themes based on the methodological approach of Clarke and Braun (2017). The data revealed that the doctoral students faced challenges concerning mechanics of writing, developing an argument in a coherent whole, and structural organization of the dissertation. The examiners recommended the doctoral students to copyedit/proofread the dissertation to overcome mechanics of writing problems, build the argument logically, use formal language, write transition sentences to knit the texts coherently, embed citations to support the claims, and uniform the structure of the dissertation. Five causes of writing difficulties emerged from the survey questions. Despite a mismatch between the academic resources and research support provided to Pakistani doctoral students, their research work is deemed par with foreign universities, which encourage native-like English. It is hoped that this study will help doctoral students improve their dissertation-writing quality.

Roberts, G. J., Mehmedovic, S., Cote, B., Wexler, J., & Strain, P. (2023). **The Impact of Embedding Behavioral Supports into Reading Instruction for Upper Elementary Students with Reading Difficulties and Inattention**. *The Elementary School Journal*, *123*(3), 457-478. https://doi.org/10.1086/723397
The present multiprobe single-case design study investigated the impact of integrating evidence-based behavioral supports into a small-group reading intervention on student engagement and disruptive behavior for six upper elementary students with co-occurring reading difficulties and inattention. Visual analysis suggested a functional relation for all six students on engagement and five students on disruptive behavior. Furthermore, there was a statistically significant mean effect of the intervention on engagement (Tau-U = 0.76) and disruptive behavior (Tau-U = 0.81). At the student level, the intervention led to a statistically significant improvement in engagement and decline in disruptive behavior for three and five students, respectively. Study outcomes suggested that evidence-based behavior supports, integrated into an evidence-based commercially available reading curriculum during small-group instruction, are both feasible and can lead to improved student behavior. Limitations and implications for research and practice are discussed.

Rollin, B. (2023). **L'open-badge comme outil au service de la reconnaissance des compétences transversales : le point de vue des étudiant·es de l'enseignement supérieur**. *L'orientation scolaire et professionnelle*, (52/1), 145-168. https://doi.org/10.4000/osp.17206
La mondialisation ou encore l'importance grandissante des technologies de l'information et de la communication ont profondément transformé nos sociétés. De plus, la récente crise sanitaire a renforcé l'incertitude autour d'un monde en perpétuelle évolution. Les organisations internationales insistent sur la nécessité d'investir dans l'orientation scolaire et professionnelle en mettant en avant la transformation numérique comme l'une des pistes à suivre. Ainsi, certaines certifications numériques tendent à prendre de plus en plus d'importance, notamment pour répondre à la demande de reconnaissance des compétences transversales. C'est le cas des open-badges au sein des universités francophones. Pourtant l'intérêt pour un tel outil digital reste mal documenté. À partir d'une méthode quantitative, cet article propose donc de revenir sur l'intérêt des étudiant·es de l'enseignement supérieur pour ce nouvel outil numérique. Notre analyse révèle que certaines caractéristiques, comme la motivation des étudiant·es, leur choix de filière d'études ou encore leur rapport aux expériences extracurriculaires, influencent leur niveau d'intérêt.

Weinstein, J., & Bravo, J. (2023). ***The comprehensive learning diagnosis: Chile's approach to assess socio-emotional learning in schools***. Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2023/02/Brief_the-comprehensive-learning-diagnosis_FINAL.pdf
Au Chili, pendant la crise du COVID-19, les besoins socio-émotionnels des élèves ont constitué une préoccupation majeure pour les écoles et la société et le système de responsabilisation des établissements basé sur des tests standardisés a été interrompu. Le « Comprehensive Learning Diagnosis» (DIA) a été lancé par l'Agence de la qualité de l'éducation Le DIA, un outil d'évaluation, mis à la disposition de toutes les écoles qui favorise le développement global des élèves, en fournissant des informations et des conseils pour évaluer dans les domaines académique et socio-émotionnel. Le rapport montre que des situations sociales et éducatives critiques peuvent devenir un terrain

fertile de transformation profonde et rapide si un acteur est capable d'apporter une réponse pertinente et pratique aux besoins de l'école. Le nouveau gouvernement chilien a décidé de renforcer la DIA en tant que composante importante d'un plan national quadriennal de réactivation de l'apprentissage scolaire et socio-émotionnel.

Wilkinson, I. A. G., Reznitskaya, A., & D'Agostino, J. V. (2023). **Professional development in classroom discussion to improve argumentation: Teacher and student outcomes**. *Learning and Instruction*, *85*, 101732. https://doi.org/10.1016/j.learninstruc.2023.101732
The purpose of this study was to examine the effects of a year-long professional development program in classroom discussion designed to improve students' argumentation skills in language arts classes. Twenty-six fifth-grade teachers and their 471 students at two research sites participated: 14 teachers in the experimental condition, who received the professional development, and 12 teachers in the comparison condition. Results showed that the professional development led to statistically significant improvements in the quality of teachers' facilitation and student argumentation during discussions, and in students' performance on individual argumentative reading and writing tasks following the discussions, at the end of the year. Findings suggest that the professional development for teachers resulted in strengthened student abilities to connect positions with relevant reasons and evidence, and that argumentation skills acquired in the discussions may have transferred to students' individual argumentation, at least for reading outcomes.

Aspects économiques de l'éducation

Acton, R., Orr, C., & Rogers, S. (2023). ***Returns to School Spending in Rural America: Evidence from Wisconsin's Sparsity Aid Program*** (IZA Discussion Paper N° 15915). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15915.htm
We study the effects of increased school spending in rural American school districts by leveraging the introduction and subsequent expansion of Wisconsin's Sparsity Aid Program. We find that the program, which provides additional state funding to small and isolated school districts, increased spending in eligible districts by 2% annually and that districts primarily allocated funds to areas with low baseline budget shares. This increased spending has little effect on standardized test scores, but modestly increases college enrollment and completion for students with a low likelihood of attending or completing college.

Ainsworth, R., Dehejia, R., Pop-Eleches, C., & Urquiola, M. (2023). **Why Do Households Leave School Value Added on the Table? The Roles of Information and Preferences**. *American Economic Review*, *113*(4), 1049-1082. https://doi.org/10.1257/aer.20210949
Romanian households could choose schools with one standard deviation worth of additional value added. Why do households leave value added « on the table »? We study two possibilities: (i) information and (ii) preferences for other school traits. In an experiment, we inform randomly selected households about schools' value added. These households choose schools with up to 0.2 standard deviations of additional value added. We then estimate a discrete choice model and show that households have preferences for a variety of school traits. As a result, fully correcting households' beliefs would eliminate at most a quarter of the value added that households leave unexploited.

Almar, F., Friedrich, B., Reynoso, A., Schulz, B., & Vejlin, R. (2023). ***Marital Sorting and Inequality: How Educational Categorization Matters*** (CESifo Working Paper Series N° 10265). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10265.htm
This paper revisits the link between education-based marriage market sorting and income inequality. Leveraging Danish administrative data, we develop a novel categorization of marriage market types based on the starting wages and wage growth trajectories associated with educational programs: ambition types. We find a substantial increase in sorting by educational ambition over time, which explains more than 40% of increasing inequality since 1980. In contrast, sorting trends are flat with the commonly used level of education. Hence, the mapping between education and marriage-market types matters crucially for conclusions about the role of marital sorting in rising income inequality.

Basiglio, S., Del Boca, D., & Pronzato, C. (2023). ***The Impact of the « Coding Girls » Program on High School Students' Educational Choices*** (Working Paper N° 2023-006). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2023-006.htm
This paper evaluates the impact of « Coding Girls » , an educational enrichment program designed to address the underrepresentation of women and girls in the fields of science, technology, engineering, and math (STEM) in Italy by stimulating young female studentsâ€™ interest in programming and science and encouraging them to consider careers in STEMrelated fields. Implemented in ten secondary schools in Turin (Italy) over the period 2019- 2022, the Coding Girls program provided lab-based computer programming instruction as well as introductory talks on specific topics in STEM. The program was evaluated by randomized controlled trial. Our results show that Coding Girls had a significant and positive impact on male and female studentsâ€™ programming skills and on their awareness of gender differences in the workforce. However, it did not seem to affect girlsâ€™ aspirations to pursue higher education in STEM-related disciplines. The gender stereotypes children are exposed to from a very young age tend to steer girls and young women to the humanities. This bias is deeply entrenched and difficult to modify.

Bassi, M., Dinarte-Diaz, L., Ferreyra, M. M., & Urzua, S. (2023). ***What Makes a Program Good? Evidence from Short-Cycle Higher Education Programs in Five Developing Countries*** (CESifo Working Paper Series N° 10255). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10255.htm
Short-cycle higher education programs (SCPs) can play a central role in skill development and higher education expansion, yet their quality varies greatly within and among countries. In this paper we explore the relationship between programs' practices and inputs (quality determinants) and student academic and labor market outcomes. We design and conduct a novel survey to collect program-level information on quality determinants and average outcomes for Brazil, Colombia, Dominican Republic, Ecuador, and Peru. Categories of quality determinants include training and curriculum, infrastructure, faculty, link with productive sector, costs and funding, and practices on student admission and institutional governance. We also collect administrative, student-level data on higher education and formal employment for SCP students in Brazil and Ecuador and match it to survey data. Using machine learning methods, we select the

quality determinants that predict outcomes at the program and student levels. Estimates indicate that some quality determinants may favor academic and labor market outcomes while others may hinder them. Two practices predict improvements in all labor market outcomes in Brazil and Ecuador—teaching numerical competencies and providing job market information—and one practice—teaching numerical competencies—additionally predicts improvements in labor market outcomes for all survey countries. Since quality determinants account for 20-40 percent of the explained variation in student-level outcomes, quality determinants might have a role shrinking program quality gaps. Findings have implications for the design and replication of high-quality SCPs, their regulation, and the development of information systems.

Bekkouche, Y., Houngbedji, K., & Koussihouede, O. (2023). ***Rainy days and learning outcomes: Evidence from sub-saharan Africa*** [Working Paper]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/halwpaper/hal-03962882.htm
We combined information on daily rainfall at school locations and standardized test scores to study how learning outcomes at primary schools are affected by precipitation during school days in Sub-Saharan Africa. Our results suggest that student test scores are lower in schools that are exposed to more rainy days during the academic year. Students in locations that had more rainy school days are also more likely to experience grade repetition. We tested the mechanisms through which rainfall affects learning outcomes in our study area and found that teachers are more likely to be absent in locations with more rainy school days. We discuss the implications of these results and draw attention to policy options to mitigate learning loss during rainy school days.

Bugeja, F., & Frouillou, L. (2023, mars 22). **À l'université, le cercle vicieux de la précarité étudiante**. Consulté 29 mars 2023, à l'adresse The Conversation website: http://theconversation.com/a-luniversite-le-cercle-vicieux-de-la-precarite-etudiante-201914
Alors que le recours aux banques alimentaires explose et que la réforme des bourses étudiantes tarde, les enquêtes de terrain nous renseignent sur l'ampleur de la précarité qui touche la jeunesse.

Cui, T., Cheng, E. H., Kam, C. C. S., & Liu, Q. (2023). **A Moderated Mediation Model of Socio-Economic Status, Hope, Teacher-Student Relationship, and Autonomous Learning among Chinese Middle School Students**. *Child Indicators Research*, *16*(2), 671-688. https://doi.org/10.1007/s12187-022-09991-9
This study proposed a moderated mediation model to examine the mediating effect of hope and moderating effect of the teacher-student relationship in the relationship between socio-economic status (SES) and autonomous learning among Chinese middle school students. Mediation analysis first indicated that hope partially mediated the relationship between SES and autonomous learning. Moderated mediation analysis further indicated that the teacher-student relationship moderated on the mediating pathway of hope on autonomous learning. With a higher level of teacher-student relationship, the positive relationship between hope and autonomous learning would be stronger. The findings elucidated that positive interaction with teachers could benefit students' learning process by facilitating their hope belief and autonomous learning; such positive interaction could motivate students' hope beliefs into autonomous learning behaviors. Implications of the findings are discussed.

Di Gioacchino, D., Sabani, L., & Usai, S. (2023). ***Why does education expenditure differ across countries? The role of income inequality, human capital and the inclusiveness of education systems*** (Working Papers in Public Economics N° 236). Consulté à l'adresse University of Rome La Sapienza, Department of Economics and Law website: https://econpapers.repec.org/paper/sapwpaper/wp236.htm
This paper provides a simple model of hierarchical education to study the political determinants of the public education budget and its allocation between different stages of education (basic education and advanced education). The model integrates private education decisions by allowing parents, who are differentiated according to income and human capital, to opt out of the public system and enrol their offspring at private universities. Majority voting decides the size of the budget allocated to education and the expenditure composition. The model exhibits a potential for multiple equilibria and « low education » traps. Income inequality, the distribution of the adult population's human capital and the inclusiveness of the education system play a fundamental role in deciding the equilibrium public education budget and its allocation between different tiers of education. The main predictions of the theory are broadly consistent with cross-country evidence collected for OECD countries and help to explain why some OECD countries, such as Italy, seem to remain stuck in a « low education » equilibrium.

Dinarte-Diaz, L., Ferreyra, M. M., Melguizo, T., & Sanchez, A. (2023). ***The Contribution of Short-Cycle Programs to Student Outcomes: Evidence from Colombia*** (CESifo Working Paper Series N° 10262). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10262.htm
Short-cycle higher education programs (SCPs), lasting two or three years, capture about a quarter of higher education enrollment in the world and can play a key role enhancing workforce skills. In this paper, we estimate the program-level contribution of SCPs to student academic and labor market outcomes, and study how and why these contributions vary across programs. We exploit unique administrative data from Colombia on the universe of students, institutions, and programs to control for a rich set of student, peer, and local choice set characteristics. We find that program-level contributions account for about 60-70 percent of the variation in student-level graduation and labor market outcomes. Our estimates show that programs vary greatly in their contributions, across and especially within fields of study. Moreover, the estimated contributions are strongly correlated with program outcomes but not with other commonly used quality measures. Programs contribute more to formal employment and wages when they are longer, have been provided for a longer time, are taught by more specialized institutions, and are offered in larger cities.

Gallipoli, G., & Gomez-Cardona, S. (2023). ***The Production of Financial Literacy*** (Working Paper N° 2023-007). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2023-007.htm
We study the accumulation of financial competencies in a model of dynamic skill formation. We find evidence of complementarities between financial literacy and risk attitudes. Risk tolerance facilitates experimentation and learning-by-doing. Latent risk attitudes and financial literacy are unevenly distributed across households and do not align with general human capital. Linking estimates with data on household portfolios, we show that early-life differences in financial literacy may account for more than half of the standard deviation of wealth by age 60. Dynamic complementarities in skill

formation imply that early interventions could reduce later-life inequality while boosting wealth growth.

Kovalenko, A. (2023). **Natural Resource Booms, Human Capital, and Earnings: Evidence from Linked Education and Employment Records**. *American Economic Journal: Applied Economics*, *15*(2), 184-217. https://doi.org/10.1257/app.20200762
Using administrative panel data on the universe of Texas public school students, I analyze how shocks to local economic conditions affect education and employment decisions. I find that high school students at the bottom of the academic ability distribution worked and earned more in response to the fracking boom and that these earnings gains persisted through ages 24–25 despite the fact that the same students also became less likely to attend classes and graduate from high school. My results suggest that the opportunity cost of education is large for these students.

Long, K., & Renbarger, R. (2023). **Persistence of Poverty: How Measures of Socioeconomic Status Have Changed Over Time**. *Educational Researcher*, *52*(3), 144-154. https://doi.org/10.3102/0013189X221141409
Socioeconomic status (SES) is a common measure used to gauge social, cultural, and financial capital in scientific literature. Over time, SES research has produced an extremely wide and inconsistently used variety of SES variables and components. This study will review research that estimates SES and will examine common components and trends from the inception of its measurement to present data. A systematic review protocol was used to gather literature related to SES, and a historical analysis was conducted to examine the SES variables and their components that were most commonly used in the literature. Results displayed varying trends by decade, with earlier SES measures including components on social capital and more recent measures incorporating aspects of cultural and economic capital. Subjective perspectives of social class became more common toward the turn of the century, and few measures included components from more asset-based frameworks. The Big 3 measures (parental education, parental occupation, and income) have been common measures across time.

Machado, C., Reyes, G., & Riehl, E. (2023). ***The Efficacy of Large-Scale Affirmative Action at Elite Universities*** [CEDLAS, Working Paper]. Consulté à l'adresse CEDLAS, Universidad Nacional de La Plata website: https://econpapers.repec.org/paper/dlswpaper/0311.htm
We study the effects of affirmative action at an elite Brazilian university that adopted race- and income-based quotas for 45 percent of its admission slots. We link admission records to national employer-employee data to examine how the policy affected the careers of both its targeted beneficiaries and the university's other students. For students admitted through affirmative action, the policy led to a modest increase in early-career earnings that faded as their careers progressed. Conversely, the adoption of affirmative action caused a large and persistent decrease in earnings for the university's most highly ranked students. We present evidence that these negative earnings effects are driven by a reduction in human capital accumulation and a decline in the value of networking.

Risse, L. (2023). **The Economic Impacts of the COVID-19 Pandemic in Australia: A Closer Look at Gender Gaps in Employment, Earnings and Education**. *Australian Economic Review*, *56*(1), 91-108. https://doi.org/10.1111/1467-8462.12502

Three years into the COVID-19 pandemic, this article considers the longer-lasting economic impacts on the Australian workforce through a gender lens. Using Australian Bureau of Statistics data, it analyses changes in employment, earnings and educational participation relative to the pre-pandemic trends that were predicted to have otherwise occurred. Despite women's employment moving back towards pre-pandemic levels more rapidly than men's, the pandemic also saw a widening of the gender gap in earnings and a larger fall in women's educational participation. This paper highlights the need for ongoing monitoring of labour market indicators through a gender lens to inform more responsive policy design.

Smith, C. M., & Hirschl, N. (2023). **Mixed Signals? Economically (Dis)advantaged Students' College Attendance Under Mandatory College and Career Readiness Assessments**. *Educational Researcher*, *52*(3), 131-143. https://doi.org/10.3102/0013189X221137899
In 2015, Wisconsin began mandating the ACT college entrance exam and the WorkKeys career readiness assessment. With population-level data and several quasi-experimental designs, we assess how this policy affected college attendance. We estimate a positive policy effect for middle/high-income students, no effect for low-income students, and greater effects at high schools that had lower ACT participation before the policy. We further find little evidence that being deemed college-ready by one's ACT scores or career-ready by one's WorkKeys scores affects college attendance probabilities. Pragmatically, the findings highlight the policy's excellence and equity consequences, which are complex given that the policy has principally helped advantaged students. Theoretically, the findings shed light on students' (dis)inclinations to update educational beliefs in light of new signals.

Aspects psychologiques de l'éducation

Al-Adawi, S., Ganesh, A., Al-Harthi, L., Al-Saadoon, M., Al Sibani, N., & Eswaramangalam, A. (2023). **Epidemiological and Psychosocial Correlates of Cognitive, Emotional, and Social Deficits among Children and Adolescents in Oman: A Literature Review**. *Child Indicators Research*, *16*(2), 689-716. https://doi.org/10.1007/s12187-022-09988-4
Over the last few decades, Oman has undergone a dramatic transition from an impoverished and inward-looking society to an affluent, globalized one. Demographically, the country is in the second stage of demographic transition, with approximately 50% of the population under the age of 25. Existing literature suggests that cognitive, emotional, and social deficits (CESD) among children and adolescents are becoming increasingly common all over the world. The present review highlights the identified rates of CESD and its covariates in the Omani populace. A literature search on CESD in Oman revealed several studies related to impulse control and externalizing behavioral disorders/attention deficit hyperactivity disorder (ADHD), disordered eating, and autism spectrum disorder (ASD). The rates of ADHD are indicated to be between 5.1% and 8.8%, while disruptive behavior disorders are reported to constitute 12% of the sample. The results indicate that 9.5% of children and adolescents have disordered eating habits. The rate of children with ASD is in the range of 1.4 – 20.35/10,000. Other CESD observed among Omani children and adolescents include depressive symptoms (3% – 17%), bipolar mood disorder (1%), phobias (5.8% – 58%), school bullying (38.9% – 76%), adverse childhood experiences (0.6%), disorders of elimination (2%) and learning disorders (30%). As for psychosocial correlates, childhood CESD in Oman appears to also

be influenced by the nature of the childcare-network system, including the creation of a feedback loop phenomenon of triggering poor mental health outcomes as well as adversely impacting the quality of life and psychosocial functioning among the caregivers. These psychosocial correlates ultimately result in suboptimal social and academic performance of the impacted children and adolescents, consequently impacting their general quality of life. Globally, 9 – 13% of child and adolescent age groups have serious CESD, some of which have also been reported in Oman. The magnitude of most types of CESD in Oman appears to generally fall within the range of international prevalence rates, with some outliers. It can be hypothesized that sociocultural factors influence the magnitude of CESD in Oman. As most of the reviewed studies were conducted using non-culturally sensitive measures, it is unclear whether the results might vary if the study instruments were equipped to decipher local idioms of distress. Therefore, future prospective studies employing more robust methodology are required in order to further examine potential rehabilitation and remedial factors for CESD.

Alcaraz, A. R. (2022). ***L'écoute clinique en formation d'adultes : Place de la clinique narrative dans la formation des futurs professionnels du secteur médico-social*** (Phdthesis, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-04042216
S'appuyant sur son vécu et ses expériences, notamment en psychothérapie institutionnelle, l'auteur traite, dans ce travail de thèse, la question de la formation des étudiants en travail social et en soins infirmiers à l'élaboration d'une posture professionnelle basée sur une clinique de l'écoute. Á travers l'étude sociohistorique de deux métiers emblématiques du secteur, les infirmiers et les éducateurs spécialisés, cette recherche met en lumière les mutations qui ont traversé les institutions médicosociales, et qui continuent de transformer les conditions d'exercice et les pratiques des professionnels. L'enquête, menée auprès d'une vingtaine d'étudiants rend compte de l'enchevêtrement des sphères privées et professionnelles et met en évidence la nécessité de prendre en compte les histoires de vie des étudiants dans le processus de professionnalisation. La recherche biographique, et particulièrement la sociologie clinique, à travers l'expérimentation d'un module de formation,présentent alors un intérêt certain pour former les futurs professionnels à l'accueil de la parole et à la prise en compte des histoires de vie des publics qu'ils accompagnent

Alves-Wold, A., Walgermo, B. R., McTigue, E., & Uppstad, P. H. (2023). **Assessing Writing Motivation: a Systematic Review of K-5 Students' Self-Reports**. *Educational Psychology Review*, *35*(1), 24. https://doi.org/10.1007/s10648-023-09732-6
For attaining success in writing, motivation is essential. Crucially, instruction is dependent on knowing the student's capabilities and inner drives. To date, research on writing has yet to establish a consistent framework for assessing writing motivation, and often fails to acknowledge students' self-reports, rather favoring evaluations of students' writing motivation made by others, such as teachers and researchers. This limbo state originates partly from a general skepticism towards the trustworthiness of elementary students' self-reports. Nonetheless, the validity of such self-reports has been acknowledged in adjacent fields, such as reading. Aiming to establish a knowledge base from studies addressing students' voices, the present study adopts the method of a systematic review and investigates how writing motivation has been assessed in empirical studies (1996–2020) through K-5 students' self-reports. Of the 7047 studies identified through database search, 56 met the inclusion criteria and are examined in this review. Results indicate that (a)

storytelling is the genre most used to operationalize writing in the investigations, (b) surveys and interview questions measuring students' attitude towards writing are the most common type of self-report used, and (c) students' voices are weighted differently across the studies. Findings suggest that future research should (1) work to counteract existing biases in writing tasks, (2) provide a rationale for their choice/design of measure of motivation, and (3) report clearly whose voices are being heard (e.g., students', teachers', or researchers') and the appropriateness of this choice regarding study purpose, design, and findings.

Badiee, M. (2023). **Predictors of Latina Undergraduate Psychology Students' Resilience**. *Journal of Hispanic Higher Education*, *22*(2), 192-204. https://doi.org/10.1177/15381927221096537
In the face of environmental adversities, Latina college students demonstrate resilience. A psychosocial framework was applied in this study to evaluate perceptions of barriers (i.e., environmental risk), COVID-19 distress (i.e., personal vulnerability), social support (i.e., environmental protective), and mindfulness (i.e., personal strength) as predictors of Latina students' resilience. Only social support and mindfulness contributed to resilience after controlling for demographic factors. Findings enhance strengths-based literature in resilience and have theoretical, research, and practical implications.

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.

Basarkod, G., Marsh, H. W., Guo, J., Parker, P. D., Dicke, T., & Pekrun, R. (2023). **The happy-fish-little-pond effect on enjoyment: Generalizability across multiple domains and countries**. *Learning and Instruction*, *85*, 101733. https://doi.org/10.1016/j.learninstruc.2023.101733
Academic enjoyment is an important educational construct given that it benefits students' engagement, persistence, wellbeing, and mental health. In this study, we examine two factors that determine this crucial emotion, namely student- and class-level achievement. Past research has been restricted to single-country or single-domain examinations of secondary school students, limiting generalizability of findings. To bridge this gap, we utilize the Trends in International Mathematics and Science Study and the Progress in International Reading Literacy Study (TIMSS-PIRLS) combined 2011 data (N = 180,084 4th-grade students, 37 countries). Our results provide robust evidence that student-level achievement positively predicts enjoyment in math, science, and reading, while the effects of class-level achievement are negative—the Happy-Fish-Little-Pond Effect. These results showed relative universality across the domains and countries examined.

Beames, J. R., Spanos, S., Roberts, A., McGillivray, L., Li, S., Newby, J. M., … Werner-Seidler, A. (2023). **Intervention Programs Targeting the Mental Health, Professional Burnout, and/or Wellbeing of School Teachers: Systematic Review and Meta-Analyses**. *Educational Psychology Review*, *35*(1), 26. https://doi.org/10.1007/s10648-023-09720-w
This paper outlines a systematic review and meta-analyses to identify, describe, and evaluate randomised and non-randomised controlled trials of psychological programs targeting the mental health, professional burnout, and/or wellbeing of school classroom teachers. Eighty-eight unique studies were identified for inclusion in the review, and of those 46 were included in the meta-analyses (23 randomised controlled trials). In randomised controlled trials, the programs examined had large effects on stress (g=0.93), and moderate effects on anxiety (g=0.65), depression (g=0.51), professional burnout (g=0.57), and wellbeing (g=0.56) at post. In non-randomised controlled trials, programs had moderate effects on stress (g=0.50), and small effects on anxiety (g=0.38) and wellbeing (g=0.38) at post. Studies were heterogeneous in design and methodological

quality was generally poor, particularly in non-randomised controlled trials. There was an inadequate number of comparisons to perform sub-group analyses, meta-regression, or publication bias analyses. Most of the programs examined required significant time, effort, and resources to deliver and complete. These programs may not translate well outside of research trials to real-world contexts due to teachers being time-poor. Priorities for research include using methodologically rigorous designs, developing programs for teachers with teachers (i.e. co-design), and considering implementation factors to ensure feasibility, acceptability, and uptake. Systematic Review Registration Number: PROPSERO - CRD42020159805.

Bembenutty, H., Liem, G. A. D., Allen, K.-A., King, R. B., Martin, A. J., Marsh, H. W., … Datu, J. A. D. (2023). **Culture, Motivation, Self-Regulation, and the Impactful Work of Dennis M. McInerney**. *Educational Psychology Review*, *35*(1), 28. https://doi.org/10.1007/s10648-023-09743-3
This tribute celebrates the distinguished scholarship and extraordinary life of Dennis Michael McInerney, who passed away in Hong Kong on May 20th, 2022. It is a testimony of his impact on our professional and personal lives while highlighting the multitude and depth of his scholarly contributions. McInerney was one of those thinkers who invited us to reconsider how we conceptualize, assess, and apply scientific investigations in our teaching and learning practices. He authored and co-authored numerous widely used books and published numerous research articles in peer-refereed journals. During his remarkable career, McInerney dedicated a significant part to researching the problems associated with studying culture and uncovering how culture is a missing link in most motivation research. He believed there was a noteworthy need to conduct Indigenous educational research to understand the extent to which mainstream motivation theories apply to culturally diverse groups and stand up to cross-cultural testing scrutiny. McInerney's influence and impact will transcend future generations of research, given the gravity of his scholarly contributions.

Gendron, B. (2023). ***Capital émotionnel, réussites & bien-être à l'université : vers une bienvivance***. Consulté à l'adresse https://librairie.publibook.com/sciences-humaines/10699-capital-emotionnel-reussites-bien-etre-a-l-universite-vers-une-bienvivance-9782342366846.html

Brady, A. C., Griffin, M. M., Lewis, A. R., Fong, C. J., & Robinson, D. H. (2023). **How Scientific Is Educational Psychology Research? The Increasing Trend of Squeezing Causality and Recommendations from Non-intervention Studies**. *Educational Psychology Review*, *35*(1), 37. https://doi.org/10.1007/s10648-023-09759-9
The field of educational psychology has been moving away from intervention and experimental methods and toward observational and correlational methods (Hsieh et al., Journal of Educational Psychology, 97(4), 523–529, 2005; Reinhart et al., Journal of Educational Psychology, 105(1), 241–247, 2013; Robinson et al., American Educational Research Journal, 44(2), 400–413, 2007). Additionally, there has been an increase in the percentage of observational and correlational articles that include recommendations for practice. The present study updated previous data to 2020 by examining methodologies and recommendations for practice in articles published in five empirical educational psychology journals (Journal of Educational Psychology, American Educational Research Journal, Cognition and Instruction, Journal of Experimental Education, and Contemporary Educational Psychology). The percentage of articles

employing experimental methods has continued to decrease (20%), whereas qualitative methods have increased (22%). Across correlational, qualitative, and mixed method articles, two-thirds included recommendations for practice—up from 46% in 2010. Implications are discussed.

Brod, G., Kucirkova, N., Shepherd, J., Jolles, D., & Molenaar, I. (2023). **Agency in Educational Technology: Interdisciplinary Perspectives and Implications for Learning Design**. *Educational Psychology Review*, *35*(1), 25. https://doi.org/10.1007/s10648-023-09749-x
Advancing learners' agency is a key educational goal. The advent of personalized EdTech, which automatically tailor learning environments to individual learners, gives renewed relevance to the topic. EdTech researchers and practitioners are confronted with the same basic question: What is the right amount of agency to give to learners during their interactions with EdTech? This question is even more relevant for younger learners. Our aim in this paper is twofold: First, we outline and synthesize the ways in which agency is conceptualized in three key learning disciplines (philosophy, education, and psychology). We show that there are different types and levels of agency and various prerequisites for the effective exercise of agency and that these undergo developmental change. Second, we provide guiding principles for how agency can be designed for in EdTech for children. We propose an agency personalization loop in which the level of agency provided by the EdTech is assigned in an adaptive manner to strike a balance between allowing children to freely choose learning content and assigning optimal content to them. Finally, we highlight some examples from practice.

Cabot, I., & Bradette, A. (2022). **Processus d'élaboration et de validation de l'échelle de la motivation en éducation physique et à la santé (ÉMÉPS) auprès d'étudiants du postsecondaire**. *Mesure et évaluation en éducation*, *45*(1), 103-131. https://doi.org/10.7202/1097154ar
La littérature compte de nombreux instruments permettant de mesurer la motivation à l'égard des activités physiques et des sports pratiqués dans le cadre des cours d'éducation physique et à la santé (ÉPS). Toutefois, rares sont ceux qui visent la motivation à l'égard des cours d'ÉPS. Pour lutter contre les effets indésirables de l'inactivité physique, des enseignants d'ÉPS mettent sur pied diverses stratégies d'enseignement et d'évaluation. Dans ce contexte, un instrument mesurant la motivation en ÉPS pourrait contribuer à évaluer l'efficacité des stratégies mises en place. La présente étude rapporte le processus d'élaboration et de validation d'un tel instrument auprès d'étudiants francophones du postsecondaire, incluant une version préintervention et une version postintervention. Les résultats indiquent de bonnes qualités psychométriques pour l'instrument élaboré. Ils sont analysés en fonction des prospectives de l'instrument et des besoins qui ont justifié sa conduite.

Chantal, G. (2022). ***La motivation scolaire des élèves handicapés ou en difficulté d'adaptation ou d'apprentissage intégrés dans un programme arts, langues et sports (PALS) au secondaire*** (Masters, Université du Québec à Rimouski). Consulté à l'adresse https://semaphore.uqar.ca/id/eprint/2093/
RÉSUMÉ : Les écrits scientifiques permettent de constater une différence notable entre la motivation scolaire des élèves inscrits dans des programmes à vocation particulière et celle des élèves handicapés ou en difficulté d'adaptation ou d'apprentissage (HDAA), où celle de ces derniers est plus faible que celle des élèves inscrits dans des programmes

à vocation particulière en raison des difficultés scolaires qu'ils peuvent rencontrer (Viau, 1994). Cette recherche, à devis méthodologique mixte, réalisée à l'École secondaire Pointe-Lévy auprès d'élèves de la première année à la cinquième année du secondaire intégrés dans un programme arts, langues et sports (PALS), avait donc pour but de brosser un portrait de la motivation scolaire des élèves HDAA qui y sont intégrés. L'échantillon était composé de douze élèves pour la première partie et de onze élèves HDAA pour la deuxième partie. D'abord, elle visait à mesurer les niveaux des sept types de motivation scolaire selon le genre, l'âge et le nombre d'années de fréquentation du programme des élèves ainsi que le type de sport pratiqué à l'aide de l'Échelle de motivation en éducation au secondaire (ÉMÉ-S 28) (Vallerand, 1991). Cette étude avait également pour objectif de décrire l'impact des facteurs externes qui influencent la dynamique motivationnelle des participants (Viau, 1994), leurs systèmes de conception et de perception (Barbeau, 1993) et d'expliquer leur niveau de motivation scolaire à l'aide d'entrevues semi-dirigées réalisées avec les mêmes élèves. Par ailleurs, les principales théories ou modèles théoriques qui ont orienté cette recherche sont la théorie de l'autodétermination (Deci et Ryan, 2017), la dynamique motivationnelle de Viau (1994) avec les facteurs externes qui l'influencent. Le modèle d'analyse des sources motivationnelles de Barbeau (1993) regroupant la théorie attentes-valeurs (Wigfield et Eccles 2000), la théorie des buts d'accomplissement (Elliot et Hulleman, 2017), les perceptions attributionnelles (Weiner, 2012) et la perception de compétence sous la forme de systèmes de conception et de perception complète le cadre conceptuel de cette étude. Les résultats de cette recherche ont révélé que les élèves HDAA intégrés au PALS ayant participé à cette étude ont principalement une motivation extrinsèque avec une régulation identifiée, ce qui correspond à une motivation autodéterminée. Il fut également observé que le PALS avait un impact positif sur la motivation scolaire de ces élèves en raison de la pratique de sport quotidienne, des relations sociales des élèves, du nombre de cours par jour et de la perception de compétence engendrée par l'accomplissement de défis scolaires et sportifs, et ce, malgré leurs difficultés scolaires. Aussi, les exigences du programme contribuent, pour un peu plus de la moitié des participants, à l'augmentation de leur motivation scolaire alors qu'elle est anxiogène pour d'autres. De plus, la majorité des participants possèdent des buts de maîtrise-évitement à l'école, accordent une grande valeur aux tâches liées aux matières scolaires et ont des buts de maîtrise-approche envers leur discipline sportive. -- Mot(s) clé(s) en français : motivation scolaire, sport-études, EHDAA, autodétermination, buts d'accomplissement, attentes-valeurs, dynamique motivationnelle, perception de compétence, méthodologie mixte. -- ABSTRACT : Scientific publications indicate a noteworthy difference between students' school motivation participating in a specialized program and special need students' school motivation, where the latter have a lower motivation than their peer participating in a specialized program because of the school difficulties they may encounter (Viau, 1994).This mixed methodology research aimed to get an overview of students from first to fifth grade with handicaps, social maladjustments, or learning difficulties integrated into the arts, langues et sports program in l'École Pointe-Lévy located in Lévis. The sample of this study was made of twelve high school students with handicaps, adjustment or learning difficulties for the first part of the research and eleven of these students for the second part of this research. First, the data collection tool we used was L'Échelle de motivation en éducation au secondaire (ÉMÉ-S 28) (Vallerand, 1991) with the aim to measure the seven types of students' school motivation considering their gender, their age, the sport they practise and the number of years of participating in that program. Secondly, this research also

aimed to describe external factors' impact on students' motivational dynamic (Viau, 1994) and their academic motivation through conception and perception systems (Barbeau, 1993) making semi-directed interviews with the same participants. Moreover, these interviews also helped explain the quantitative results about their motivation levels. Furthermore, theoretical frameworks that helped orient this research are the Self-Determination Theory (Deci et Ryan, 2017), the motivational dynamic (Viau, 1994) with the external factors influencing it, and Barbeau's analysis model of motivational sources (1993) gathering the Achievement Goal Theory (Elliot and Hulleman, 2017), the Expectancy-Value Theory (Wigfield and Eccles, 2000), the Attribution Theory (Weiner, 2012) and the theoretical constructs about the perception of competence within conception and perception systems. Finally, the research's results showed that students with learning and adjustment difficulties integrated into the arts, langues et sports program (PALS) have an extrinsic motivation with an identified regulation which is an auto determined motivation. The results also demonstrated that such programs have a positive impact on students' academic motivation because of the daily sport, social relations within this program, the number of classes by day and the improvement of perception of competence within scholars and sports challenges despite their academic difficulties. Also, the program's requirements help enhance most participants' school motivation, but they may create anxiety for some students. Additionally, participants of this research have mastery-avoidance goals for school, put values on school tasks and have mastery-approach goals for their sport. -- Mot(s) clé(s) en anglais : School Motivation, School Sports, Learning Difficulties, Self-Determination, Achievement Goal, Expectancy-Value, Perception of Competence, Mixed Methodology.

Cook, K. D., & Catanzaro, B. A. (2023). **"Constantly Working on My Attitude Towards Statistics!" Education Doctoral Students' Experiences with and Motivations for Learning Statistics**. *Innovative Higher Education*, *48*(2), 257-284. https://doi.org/10.1007/s10755-022-09621-w

Doctoral students in education-related fields are required to take graduate level statistics courses and often face anxiety and negative attitudes about taking these courses. Using a mixed methods survey research design (N = 95), this study explored students' experiences with statistics anxiety and how course instructors can support them to mitigate statistics anxiety and improve attitudes. Analyses of quantitative survey data found that students who had never taken a statistics course before beginning their doctoral program, and students that had completed less doctoral coursework had higher negative attitudes towards learning statistics; and older students had higher statistics anxiety. Plans to use research in the future predicted more positive attitudes and lower statistics anxiety. Analysis of qualitative survey data found that students: (1) expressed that their attitude towards learning statistics was very important and played a big role in how they approached their coursework; (2) considered their plans to use research skills in the future as motivation to learn statistics; and (3) believed that their instructors' attitudes and instructional practices supported learning and decreased statistics anxiety. This study has implications for how statistics and research methods courses are taught in higher education, and how the experiences of graduate students in education may have lasting implications for research use in Prek-12 education settings.

Debs, M., Kafka, J., Makris, M. V., & Roda, A. (2023). **Happiness-Oriented Parents: An Alternative Perspective on Privilege and Choosing Schools**. *American Journal of Education*, *129*(2), 145-176. https://doi.org/10.1086/723066

Purpose: Research on privileged parents, defined here as those with the economic, social, and educational resources to navigate school choice processes to their advantage, often depicts such parents as anxious about maintaining social mobility, leading them to "opportunity hoard" desirable or academically competitive schools in ways that exclude other families. In contrast, we identify a subset of privileged parents in urban settings that we term "happiness-oriented parents" who seek schools that prioritize their child's social-emotional happiness. Research Methods: Using a qualitative meta-analysis combining seven studies conducted by the authors in New York City; Hartford, Connecticut; and a small East Coast city between 2012 and 2021, we reanalyzed interview data from semistructured interviews with 106 privileged parents who have the ability to access and navigate a range of school choice options. Findings: We found a happiness orientation in a diverse group of privileged parents (40% identified as Black, Latinx, Asian American, or multiracial, and the remaining 60% were white). Although these parents were choosing a range of school options in different contexts and they identified different criteria as important to cultivating happiness, they consistently (1) centered happiness, (2) chose for social-emotional and noncompetitive academic factors, and (3) saw this choice as different from the norm. Implications: In identifying this repeated but understudied phenomenon, we consider that happiness-oriented parents' choices might affect a range of education policy changes and outcomes. In the case of our studies, we examine the potential of these parents as allies in school integration efforts.

Dinsmore, D. L., & Fryer, L. K. (2023). **Critical Thinking and Its Relation to Strategic Processing**. *Educational Psychology Review*, *35*(1), 36. https://doi.org/10.1007/s10648-023-09755-z
Critical thinking and strategic processing have become ubiquitous both in the educational research literature as well as practice. However, neither of these constructs has had commonly agreed upon definitions or common agreement on how they relate to each other. This review first lays the conceptual stage for how these constructs have been defined and possible theoretical ways in which they could relate. Following this conceptual exploration, we present a systematic review that investigates how in the contemporary literature these constructs have been operationalized in the extant research literature. The primary finding of this review is that studies that investigate strategic processing and critical thinking have relied primarily on self-report surveys, the Motivated Strategies for Learning Questionnaire in particular. Recommendations for future research include explicitly conceptualizing critical thinking and strategies, diversifying the operationalization of these two constructs, and taking more of a developmental view of the co-relation between them.

Donath, J. L., Lüke, T., Graf, E., Tran, U. S., & Götz, T. (2023). **Does Professional Development Effectively Support the Implementation of Inclusive Education? A Meta-Analysis**. *Educational Psychology Review*, *35*(1), 30. https://doi.org/10.1007/s10648-023-09752-2
Inclusive education is a reform aimed at educating all students in general classrooms, independent of diversity features such as special educational needs, giftedness, or migration. Its successful implementation requires teachers with professional knowledge about inclusive education, skills to address the diverse needs in the classroom, and positive beliefs toward inclusive education. Teachers are provided with professional development opportunities, but are these effective in improving their learning process and positively impacting students' behavior? We conducted a meta-analysis to address

this question. The screening of 12,050 search results revealed 342 eligible studies with more than 155,000 participants and 1123 effects from four outcome categories: teachers' knowledge, skills, and beliefs and students' behavior. We observed positive, though varying, effects on all four outcome categories: large effects on teachers' knowledge regarding inclusive education (g = 0.93), moderate effects on teachers' skills (g = 0.49), small effects on teachers' beliefs (g = 0.23), and small-to-moderate effects on student behavior (g = 0.37). We also examined factors that might explain the differences in the strength of training effects. The data suggest that long-term training with high practical relevance and active learning opportunities facilitates transfer to schools.

Donegan, R. E., Wanzek, J., Petscher, Y., & Otaiba, S. A. (2023). **The Impact of Student Race, Sex, and Mindset on Reading Intervention Response at the Upper Elementary Level**. *The Elementary School Journal*, *123*(3), 437-456. https://doi.org/10.1086/723373
Effects from different studies of reading and mindset interventions are inconsistent, pointing to the need to investigate moderating factors affecting response. In this study, we implemented two intensive intervention conditions for fourth-grade students with/at risk for reading disabilities (N = 360). One intervention condition included reading intervention only, whereas the other intervention condition incorporated both reading and mindset interventions. Through exploratory analyses, we examined student characteristics (sex, race/ethnicity, mindset) as moderators of the effects of the interventions on mindset, word attack, and reading comprehension outcomes and also explored potential interactions. Overall, we found no differential outcomes of intervention by race, sex, or initial mindset level. Our exploration of the interactions also did not yield any significant effects; however, we were limited by small sample sizes in subgroups. Overall, more research is needed to explore potential interactions moderating intervention outcomes.

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.

Erol, E., Koyuncu, Z., & Batgı, D. (2023). **Quality of Life, Depressive Symptoms, and Personality Traits in Syrian Refugee Adolescents**. *Child Indicators Research*, *16*(2), 641-653. https://doi.org/10.1007/s12187-022-09983-9
Refugee adolescents' quality of life (Qol) was not investigated during the Covid-19 pandemic which have a potential impact on refugee adolescents' Qol. In this study, it is planned to investigate refugee adolescents' Qol and its association with depression and quality of life.

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.

Fritz, T., González Cruz, H., Janke, S., & Daumiller, M. (2023). **Elucidating the Associations Between Achievement Goals and Academic Dishonesty: a Meta-analysis**. *Educational Psychology Review*, *35*(1), 33. https://doi.org/10.1007/s10648-023-09753-1
Academic dishonesty is a pervasive problem undermining the effectiveness of educational institutions. From a motivational perspective, researchers have proposed achievement goals as antecedents of academic dishonesty. Empirical findings corroborate the notion that mastery goals (focus on learning and competence development) are negatively linked to academic dishonesty. However, even though theoretical considerations suggest positive links between performance goals (focus on competence demonstration) and academic dishonesty, empirical findings are mixed. To provide a better understanding of how goals matter for academic dishonesty, we conducted three-level meta-analyses encompassing 163 effect sizes from 33 studies and a total of 19,787 participants. We found a disproportional use of correlational designs (using self-report measures of academic dishonesty) and personal goal measures (opposed to surrounding goal structures). Evidence of publication bias was not found. Our results confirmed the expected negative associations between mastery goals and academic dishonesty and revealed heterogenous findings for performance goals, with indications of positive associations within behavioral and intentional dishonesty measures, but not within self-reports. To further clarify the associations between achievement goals and academic dishonesty, we call for more methodological rigor in the measurement of goals and dishonesty as well as multi-methods approaches when investigating their interplay.

Froehlich, L., Brokjøb, L. G., Nikitin, J., & Martiny, S. E. (2023). **Integration or isolation: Social identity threat relates to immigrant students' sense of belonging and social approach motivation in the academic context**. *Journal of Social Issues*, *79*(1), 264-290. https://doi.org/10.1111/josi.12548
Stigmatized individuals often feel threatened by negative stereotypes about their group. Previous research showed that concerns about being negatively stereotyped (i.e., social identity threat) have detrimental effects on performance in the stereotyped domain. Little research has focused on interpersonal consequences of negative stereotypes, despite their essential role for integration of stigmatized groups like immigrants. The current work examines the relations of social identity threat with sense of belonging and social approach motivation in immigrant university students, and the moderating effect of ethnic and national identity. Two studies with immigrant university students in Norway (total sample N = 252) showed that concerns about being negatively stereotyped at university were negatively associated with immigrant students' sense of belonging to university which in turn related to lower social approach motivation toward other students. Further, social approach motivation predicted students' behavioral intentions to approach social events. There was also first evidence for a moderating effect of ethnic and national identity on the relationship between social identity threat and sense of belonging. Practical implications for immigrants' societal and educational integration 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.

Garneau, M. (2023). ***Dépistage des problèmes émotionnels et comportementaux chez les enfants autochtones âgés de huit à 11 ans : validation du Dominique Interactif auprès d'élèves innus*** (Doctorat en psychoéducation, Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/20224
Alors que l'usage d'un test psychométrique auto-rapporté pourrait contribuer à une évaluation probante des difficultés émotionnelles et comportementales auprès des enfants autochtones, très peu de tests sont validés pour cette clientèle, et ce, particulièrement au Canada (Owais et al., 2022; Williamson et al., 2014). Cette thèse par articles visait donc à étudier la fidélité des scores et la validité des interprétations fondées

sur les scores du Dominique Interactif (Valla, 2008), questionnaire informatisé multimédia, prenant la forme d'un jeu et évaluant les symptômes de sept problèmes de santé mentale, auprès de 195 enfants innus âgés entre huit et 11 ans. Le premier article de la thèse, publié dans la revue Psychological Assessment (Garneau et al., 2020), avait pour objectifs d'étudier (1) la fidélité des scores basée sur les covariances entre les items, (2) la structure factorielle des scores et (3) l'invariance de la mesure entre les filles et les garçons innus, le tout pour chacune des sept échelles du Dominique Interactif. Les scores des échelles Opposition, Problèmes de la conduite, Dépression et Inattention/hyperactivité/impulsivité (IAHI) présentaient une excellente fidélité et les résultats des analyses factorielles confirmatoires (AFC) soutenaient l'interprétation uni-factorielle des scores de même que l'équivalence de la mesure entre les filles et les garçons innus. Les scores de l'échelle Anxiété généralisée présentait une bonne fidélité et l'équivalence de la mesure entre les filles et les garçons était soutenue, mais la structure uni-factorielle des scores n'a pas été confirmée. Les scores de l'échelle Anxiété de séparation présentaient une fidélité plus limitée, quoiqu'acceptable. Il semblait toutefois que les réponses aux items devraient être interprétées sous deux facteurs, plutôt qu'un seul, tant pour les filles que pour les garçons innus. Enfin, les scores de l'échelle Phobies spécifiques présentaient une fidélité plus limitée, mais acceptable, et, bien que la structure uni-factorielle ait été soutenue, la mesure s'est avérée non-équivalente entre les filles et les garçons innus. Les scores des échelles représentant des symptômes anxieux sont donc à interpréter avec précaution. Le second article de la thèse, accepté pour publication par la Revue de psychoéducation (Garneau et al., sous presse), avait pour objectifs d'étudier (1) la fidélité test-retest des scores et (2) des preuves de validité basées sur les relations avec d'autres variables, soit (a) le statut référé à des services psychosociaux de l'enfant, (b) les scores de problèmes émotionnels et comportementaux rapportés par une personne enseignante connaissant bien l'enfant et (c) le sexe de l'enfant. La fidélité test-retest s'est avérée satisfaisante pour toutes les échelles de symptômes, ainsi que pour les échelles composites Intériorisation, Extériorisation et Total de problèmes. Des corrélations faibles à modérées telles qu'attendues ont été observées entre les scores de problèmes analogues auto-rapportés par l'enfant et rapportés par une personne enseignante soutenant la validité des construits mesurés au Dominique Interactif. Par contre, seuls les scores des échelles Anxiété de séparation, Anxiété généralisée, Intériorisation et Total de problèmes se sont avérés associés au statut référé de l'enfant. Les filles ayant rapporté davantage de difficultés émotionnelles et comportementales et étant significativement moins référées que les garçons dans l'échantillon à l'étude, les résultats permettent de croire que les filles sont sous-référées. L'ensemble des résultats de la thèse soutient l'importance d'inclure la voix de l'enfant autochtone dans l'évaluation de sa propre santé mentale. L'enfant peut y contribuer de façon valide et unique avec l'utilisation d'un test auto-rapporté comme le Dominique Interactif ce qui pourrait permettre un meilleur dépistage des difficultés vécues par les enfants autochtones.

Gentaz, E. (2023). ***Comment les émotions viennent aux enfants - Et pourquoi apprendre à les réguler va les aider toute leur vie. Edouard Gentaz***. Consulté à l'adresse https://site.nathan.fr/livres/comment-les-emotions-viennent-aux-enfants-et-pourquoi-apprendre-les-reguler-va-les-aider-toute-leur-vie-edouard-gentaz-9782092493199.html
La fin d'un neuro-mythe : les émotions aussi sont au cœur des apprentissages. Découvrez leur fonctionnement et aidez votre enfant à booster ses compétences émotionnelles Et si la gestion des émotions chez l'enfant ne lui servait pas seulement dans ses relations

avec autres ? Les dernières recherches scientifiques sont formelles : l'idée largement répandue que certaines régions de notre cerveau sont le siège de nos émotions, alors que d'autres sont celui de la cognition est fausse : émotions et fonctions cognitives sont intimement liées et vont de pair. C'est pour cette raison que la compréhension et la régulation des émotions de l'enfant sont au cœur de ses apprentissages et conditionne sa réussite scolaire. Mais comment se construisent les émotions de l'enfant, sa capacité à les identifier, à reconnaître celle des autres, à les réguler ? Comment se mettent en place de telles compétences ? Et en tant que parents, comment aider son enfant à les développer ? Un ouvrage éclairant pout comprendre le mécanisme des émotions et aider votre enfant à développer ses compétences émotionnelles, facteurs de réussite dans tous les domaines. > Introduction : Comprendre et accompagner > Les émotions sont-elles universelles ou culturelles ? innées ou acquises ? > Comment mon enfant comprend-il les émotions morales ? > Comment mon enfant régule-t-il ses émotions ? Un révélateur de processus multiples > Comment développer les compétences émotionnelles de l'enfant ?

Giahi-Foomani, G. (2022). ***Qualité des processus, mesures de développement langagier et de difficultés comportementales d'enfants de 4 ans en centre de la petite enfance*** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/16418/

L'accroissement de l'usage des services de garde s'accompagne d'un intérêt grandissant du milieu de la recherche au sujet des effets de cette expérience sur le développement des enfants pendant la petite enfance (Aguiar et al., 2019; Ansari et al., 2019; Laurin et al., 2015). Plusieurs études ont déjà démontré que la fréquentation de services de garde serait associée à la réussite éducative ultérieure des enfants et pourrait aussi contribuer à prévenir les difficultés développementales des enfants exposés à des facteurs de risque tels qu'un faible revenu familial, une faible scolarité parentale, et la monoparentalité (Burchinal et al., 2018; Laurin et al., 2015). Cependant, il ne suffit pas de fréquenter les services de garde pour que ces effets positifs soient observés, le niveau de la qualité de ces services de garde serait déterminant. De nombreux écrits soulignent en effet depuis plusieurs années que le niveau de qualité du service de garde serait la variable la plus susceptible d'influencer le développement et l'apprentissage de l'enfant et ainsi affecter positivement sa réussite éducative ultérieure (Barnett, 2011; Burchinal, 2018; Burchinal et al., 2015; Leyva et al., 2015; Mashburn et al., 2008). Le présent essai doctoral s'intéresse à cette problématique. Il vise à mesurer le niveau de développement langagier et les difficultés comportementales d'enfants de 4 ans et à les mettre en relation avec le niveau de qualité des processus des centres de petite enfance (CPE) qu'ils fréquentent, en prenant en compte certains facteurs de risque. Le premier objectif était de déterminer si la qualité des processus est associée aux scores de développement langagier et aux difficultés comportementales des enfants de notre échantillon. Alors que le second objectif était de vérifier si le niveau de qualité des processus en CPE pouvait contribuer à diminuer les effets des facteurs de risque sur les scores de développement langagier et comportemental des enfants. Des analyses secondaires ont été effectuées sur les données de l'étude « Jeune Enfant et ses milieux de vie » (2009-2012) avec un échantillon de 136 enfants âgés de 4 ans fréquentant un Centre de petite enfance (CPE). Les outils utilisés pour mesurer le niveau de développement langagier sont les scores de l'échelle verbale de l'échelle d'intelligence de Wechsler pour enfant (WPPSI-IIICDN-F, Wechsler, 2004). Alors que le Child Behavior Cheklist 18 mois – 5 ans (CBCL, Achenbach et Rescorla, 2000) et le Caregiver - Teacher

Report Form, 18 mois – 5 ans (C-TRF, Achenbach et Rescorla, 2000) ont permis aux parents et aux éducatrices d'évaluer les difficultés comportementales des enfants. De plus, les données sur la qualité des processus ont été collectées à l'aide d'un instrument d'observation de la qualité éducative, l'Échelle d'observation de la qualité éducative, version préscolaire (ÉOQÉ, Bourgon et Lavallée, 2004). Les résultats démontrent d'abord que plus les scores de qualité des processus sont élevés, plus les scores de développement langagier des enfants le sont aussi. Cependant, aucune corrélation statistiquement significative n'est observée entre les scores de qualité des processus et les scores de difficultés comportementales des enfants, tant pour les scores intériorisés, extériorisés qu'à l'échelle globale pour les deux types de répondants (parents et éducatrices). Les résultats aux analyses de modérations indiquent que la qualité des processus ne modère pas l'association entre la présence de facteur de risque et les scores de développement langagier des enfants. Pour ce qui est des difficultés comportementales, on observe que la qualité des processus modère les effets négatifs de la présence de facteurs de risque familiaux sur les difficultés comportementales intériorisées et extériorisées des enfants observés par les éducatrices alors que cela n'est pas observé pour la mesure complétée par les parents. Cette étude montre que certains aspects de la qualité des processus semblent plus importants que d'autres pour le développement des enfants. Nous constatons que l'interaction de l'éducatrice avec les enfants est au centre de cette association. Plus précisément, l'intervention démocratique, la communication et les relations interpersonnelles semblent avoir un effet positif sur le développement verbal des enfants et soutenir la diminution des comportements intériorisés et extériorisés de ceux-ci. Au final, cette étude offre une opportunité unique d'évaluer les facteurs de risque familiaux auxquels les enfants sont exposés au Québec et de faire avancer les connaissances sur les composantes des services de garde afin d'atténuer les effets négatifs de certains facteurs de risque familiaux sur des difficultés comportementales d'enfants de 4 ans.

Giudicelli, E., Syssau, A., & Blanc, N. (2022). **Quelles pistes pour un vécu positif du doctorat ? Apports de la littérature scientifique actuelle**. *Psychologie Française*. https://doi.org/10.1016/j.psfr.2022.06.003
Un travail de recherche qui ne progresse pas, une supervision insatisfaisante, des perspectives de carrière incertaines ou encore le sentiment de ne pas appartenir à une communauté scientifique, telles sont les difficultés que rencontrent nombre de thésards pendant leur doctorat. Si ces difficultés font l'objet d'un nombre croissant de publications, peu de travaux se sont attachés à mettre en lumière les déterminants du vécu positif du doctorat. En effet, le vécu d'une thèse peut être extrêmement enrichissant. Dans cette revue de la littérature, notre objectif est d'exploiter les connaissances actuelles permettant d'envisager l'expérience du doctorat comme positive pour en extraire des pistes susceptibles d'améliorer cette expérience. Dans un premier temps, nous exposons les éléments de la littérature qui démontrent que, bien que le doctorat puisse être vécu comme une épreuve difficile, il peut également être vécu comme une expérience très positive. Dans un second temps, nous proposons des pistes d'améliorations de l'expérience du doctorat. Dans l'ensemble, cet article, présente un intérêt pour les doctorants désireux d'approfondir leurs réflexions sur leurs conditions de travail, mais aussi pour tous ceux qui les entourent, tels les directeurs de thèse, les directeurs d'unités de recherche, et les directeurs d'écoles doctorales.

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 apprised 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.

Greaves, M., & Bahous, R. (2023). **A history of violence; exploring Lebanese university faculty mental health and professional lived experiences following the 4th of August 2020**

port blast. *Teaching and Teacher Education*, *125*, 104048. https://doi.org/10.1016/j.tate.2023.104048
This qualitative research uses lived experience data to explore the mental health and professional experiences of faculty members in the education department of an English language university in Beirut, following the August 4, 2020 Beirut port blast. The data shows how our participants managed adverse mental health issues, while simultaneously re-engaging with teaching in the aftermath of the explosion. The study concludes that university emergency plans should aim to provide continuous professional development for faculty; utilize unambiguous language in cross-university communications; and offer personalized psychosocial support strategies for staff and students alike.

Grimes, J. O. (2023). **It is more than a degree: Black men's motivation for pursuing doctorates in education**. *International Journal of Qualitative Studies in Education*, *36*(3), 326-340. https://doi.org/10.1080/09518398.2022.2127012
Black men historically in graduate education have endured issues of racial indignity, hostile classroom environments, microaggressions, and questioning of intellectual ability, which subsequently have a negative effect on doctoral enrollment. Not only do Black men in doctoral programs undergo acts of racism in their educational experiences at many Historically White Institutions (HWIs); they seemingly operate in educational spaces where their presence is not welcome at certain institutions. What is more important, is how historical educational policies and practices embedded in racism, have created structures that fail to adequately address how access and preparedness for graduate programs, exclude the challenges Black men have faced throughout their educational socialization. Therefore, the purpose of this article is to share intrinsic and extrinsic motivating factors impacting seven Black men's pursuit of a doctoral degree.

Heikkilä, M., Mauno, S., Herttalampi, M., Minkkinen, J., Muotka, J., & Feldt, T. (2023). **Ethical dilemmas and well-being in teachers' work: A three-wave, two-year longitudinal study**. *Teaching and Teacher Education*, *125*, 104049. https://doi.org/10.1016/j.tate.2023.104049
The aim of the present longitudinal study was two-fold: First, to explore what kinds of ethical dilemma groups can be identified among Finnish teachers (n = 310) and second, to examine how these groups differ from each other with respect to occupational well-being and recovery from job strain over the two-year follow-up. Using Latent Profile Analysis, three ethical dilemma prevalence groups were identified: rare (27%), occasional (51%), and frequent dilemmas (22%). Teachers in frequent dilemmas group reported highest burnout, however, their recovery from job strain improved and their burnout (exhaustion) diminished over time. To reduce teachers' ethical dilemmas different approaches are proposed.

Hooper, L. M., Lee, S.-Y., Tomek, S., Jaggers, J. W., Kim, G., & Church, W. T. (2023). **Attachment to Peers and School: Longitudinal Moderators of the Relation Between Caregiver Psychological Distress and Adolescent Hopelessness**. *Journal of Youth and Adolescence*, *52*(5), 931-949. https://doi.org/10.1007/s10964-020-01375-y
Research has yet to determine how relationships outside of the family system may buffer negative outcomes associated with hopelessness among racial minority youth. In a sample of Black American youth (N = 512; 49% females) and their parents or caregivers, this study used longitudinal growth models to explore whether youth relationships (attachment to peers and attachment to school) moderated the association between caregiver distress (depressive symptoms and traumatic stress), and youth hopelessness.

Adolescents' gender was examined to determine if there were gender differences present in these associations. Four linear growth models showed a significant change in levels of hopelessness over time for youth and a significant positive relation between caregiver distress and youth level of hopelessness. Attachment to peers and attachment to school did not equally moderate the relation between caregiver psychological distress and youth hopelessness. The type of caregiver distress had a differential effect on youth hopelessness in the context of the moderation models and based on gender. The type of caregiver distress had a differential effect on youth hopelessness in the context of the moderation models and based on gender. Implications for the importance of non-familial attachments among Black American youth with distressed parents are discussed.

Hossain, S., O'Neill, S., & Strnadová, I. (2023). **What Constitutes Student Well-Being: A Scoping Review Of Students' Perspectives**. *Child Indicators Research*, *16*(2), 447-483. https://doi.org/10.1007/s12187-022-09990-w
Student well-being has recently emerged as a critical educational agenda due to its wide-reaching benefits for students in performing better at school and later as adults. With the emergence of student well-being as a priority area in educational policy and practice, efforts to measure and monitor student well-being have increased, and so has the number of student well-being domains proposed. Presently, a lack of consensus exists about what domains are appropriate to investigate and understand student well-being, resulting in a fragmented body of work. This paper aims to clarify the construct of student well-being by summarising and mapping different conceptualisations, approaches used to measure, and domains that entail well-being. The search of multiple databases identified 33 studies published in academic journals between 1989 and 2020. There were four approaches to conceptualising student well-being found in the reviewed studies. They were: Hedonic, eudaimonic, integrative (i.e., combining both hedonic and eudaimonic), and others. Results identified eight overarching domains of student well-being: Positive emotion, (lack of) Negative emotion, Relationships, Engagement, Accomplishment, Purpose at school, Intrapersonal/Internal factors, and Contextual/External factors. Recommendations for further research are offered, including the need for more qualitative research on student well-being as perceived and experienced by students and for research to be conducted in a non-western context.

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.

Johnson, D. S., Johnson, A. D., Crossney, K. B., & Devereux, E. (2023). **Women in higher education: A brief report on stress during COVID-19**. *Management in Education*, *37*(2), 93-100. https://doi.org/10.1177/08920206211019401
Higher education institutions have evolved into a more stressful environment. Women have been experiencing higher levels of stress than their male counterparts. With higher education adopting to the onset of the pandemic, this brief report studied women's perceived stress in relation to perceived organizational and supervisory support, and age during times of crisis. In an era of social distancing, quarantines, and lockdowns, the findings suggest that women's perceived stress is negatively related to age, perceived organizational support, and perceived supervisory support. Society as we once knew it pre-pandemic will never be the same. Higher education is inevitably going to have to manage the aftermath, a new normal that can only be as effective as the employees that help keep the organization running.

Kassa, T. (2023). **Salient Components of Itiopiawinnet: Meaning-Making and Sense of National Identity among Students in Washera Qenie School**. *Child Indicators Research*, *16*(2), 777-796. https://doi.org/10.1007/s12187-022-09989-3
Based on fieldwork in Washera Qenie School, this article explores Ethiopian national identity from Qenie students' viewpoint. Given a distinct line of knowledge system they come across, Qenie students viewed Ethiopia and Itiopiawinnet differently. Individual and group interviews with 66 Qenie students (12 to 18 years old) uncovered traits that the children identified as significant markers of Itiopiawinnet. These were presented under three key psychological dimensions as cognitive, emotional, and behavioral manifestations of national identity. By illuminating salient aspects of Ethiopian identity, this study contributes to the literature on Ethiopian national identity and for policymakers as a stepping board for further reconstruction or reframing of a multifaceted Ethiopian identity.

Keller, L., Lüdtke, O., Preckel, F., & Brunner, M. (2023). **Educational Inequalities at the Intersection of Multiple Social Categories: An Introduction and Systematic Review of the Multilevel Analysis of Individual Heterogeneity and Discriminatory Accuracy (MAIHDA) Approach**. *Educational Psychology Review*, *35*(1), 31. https://doi.org/10.1007/s10648-023-09733-5
Intersectional approaches have become increasingly important for explaining educational inequalities because they help to improve our understanding of how individual experiences are shaped by simultaneous membership in multiple social categories that are associated with interconnected systems of power, privilege, and oppression. For years, there has been a call in psychological and educational research for quantitative approaches that can account for the intersection of multiple social categories. The present paper introduces the Multilevel Analysis of Individual

Heterogeneity and Discriminatory Accuracy (MAIHDA) approach, a novel intersectional approach from epidemiology, to study educational inequalities. The MAIHDA approach uses a multilevel model as the statistical framework to define intersectional strata that represent individuals' membership in multiple social categories. By partitioning the variance within and between intersectional strata, the MAIHDA approach allows identifying intersectional effects at the strata level as well as obtaining information on the discriminatory accuracy of these strata for predicting individual educational outcomes. Compared to conventional quantitative intersectional approaches, MAIHDA analyses have several advantages, including better scalability for higher dimensions, model parsimony, and precision-weighted estimates of strata with small sample sizes. We provide a systematic review of its past application and illustrate its use by analyzing inequalities in reading achievement across 40 unique intersectional strata (combining the social categories of gender, immigrant background, parental education, and parental occupational status) using data from 15-year-old students in Germany (N = 5451). We conclude that the MAIHDA approach is a valuable intersectional tool to study inequalities in educational contexts.

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.

Klingbeil, D. A., Van Norman, E. R., Osman, D. J., Berry-Corie, K., Carberry, C. K., & Kim, J. S. (2023). **Comparing AimswebPlus to the Benchmark Assessment System for Universal Screening in Upper Elementary Grades**. *Journal of Psychoeducational Assessment*, *41*(2), 194-208. https://doi.org/10.1177/07342829221139520
Early identification of students needing additional support is a foundational component of Multi-Tiered Systems of Support (MTSS). Due to the resource-intensive nature of implementing MTSS, it is critical that universal screening procedures are maximally accurate and efficient. The purpose of this study was to compare the classification accuracy of aimswebPlus reading scores to the Benchmark Assessment System scores. We used data from a mid-size city in Texas to retrospectively compare the classification accuracy between fall aimswebPlus reading composites to the Benchmark Assessment System scores when predicting student performance on the statewide reading test. When classification decisions were made based on the vendor-recommended cut-scores, both measures were insufficiently sensitive for screening in MTSS. Following aimswebPlus' recommended method for establishing local-cut scores improved the sensitivity of decisions, but the specificity values were well below minimally acceptable

levels. Limitations, directions for future research, and implications for practice are discussed.

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.

Lim, H. J., & Lee, S. (2023). **How Grit-S Items Work in Measuring Growth: Focusing on Item Discrimination and Sensitivity to Change**. *Journal of Psychoeducational Assessment*, *41*(2), 175-193. https://doi.org/10.1177/07342829221139344
This study investigates how sensitively the current grit measure (Grit-S) is able to reflect the differences between individuals (i.e. item discrimination) and change within individuals (i.e. sensitivity to change of items) using longitudinal data. Data from the Korean Children and Youth Panel Study 2018 of elementary (fourth grade) and middle school (seventh grade) cohorts were analyzed. We compared a series of longitudinal factor models of change with an initial trait and a change in grit represented by latent traits. Results showed that the models hypothesizing two latent traits with respect to the two elements of grit (interest and effort) best fit the data. In the elementary school cohort, sensitivity to change was different from discriminating between-person differences at baseline. Meanwhile, in the middle school cohort, sensitivity to change was identical to discriminating between-person differences at baseline. The items having low discrimination and low sensitivity to change resulted in syntactical complexity and did not accurately reflect the trait that was intended to be measured. Despite the Grit-S being widely used for many years, it is suggested that researchers and educators should administer this measure at taking an individual's change and school-level difference into account.

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.

Marquez, J., Lambert, L., & Cutts, M. (2023). **Geographic, Socio-Demographic and School Type Variation in Adolescent Wellbeing and Mental Health and Links with Academic Competence in the United Arab Emirates**. *Child Indicators Research*, *16*(2), 797-836. https://doi.org/10.1007/s12187-022-09993-7
Interest in adolescents' wellbeing and mental health is growing worldwide, but little research in this area has been conducted in certain world regions and countries such as the United Arab Emirates (UAE). Geographic, socio-demographic and school type differences in adolescent wellbeing and mental health are commonly observed in the field, and the UAE is a diverse country where these types of differences have been found for other outcomes (notably, academic). Yet, no prior national study has explored these differences in terms of wellbeing and mental health in the nation. We address this gap by investigating differences across emirates, gender, socio-economic status, immigrant status, school sector and school curriculum for overall life satisfaction, positive affect,

negative affect, meaning and purpose in life, and internalizing difficulties. We use linear regression to analyse cross-sectional data from the Programme for International Student Assessment (PISA) study from 2015 and 2018. We find substantial geographic, socio-demographic and school type differences in levels (2018) of wellbeing and mental health -which vary across distinct domains- and declines (2015–2018) of wellbeing. Better wellbeing and mental health are observed in the northern emirates and among boys. Better wellbeing and poorer mental health are observed among nationals (compared to expatriates) and in public schools (compared to private schools). Despite presenting the best academic outcomes, British schools present the worst wellbeing and mental health outcomes. However, results show the absence of a trade-off between academic competence and wellbeing and mental health, with evidence of a small positive association with wellbeing.

Mawas, N. E., Trúchly, P., Podhradský, P., Medveckỳ, M., & Muntean, C. H. (2022). **Impact of game-based learning on STEM learning and motivation: Two case studies in Europe**. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, *14*(4), 360. https://doi.org/10.34105/j.kmel.2022.14.020
The number of science, technology, engineering, and mathematics (STEM)-related jobs is increasing all around the world and especially in Europe. However, teachers face many difficulties in making STEM related classes more attractive and motivating the students to learn. This paper presents two case studies involving 116 students from two European countries (Slovakia and Ireland). The studies investigated the impact of a new educational computer game called Final Frontier on learning process and students' motivation. We found that there are no significant differences between the two countries in terms of students' interest in STEM, although the students in Slovakia achieved slightly better grades than those in Ireland. We also found that in both countries, the students using the Final Frontier game outperformed those not using the game in improving their subject knowledge after the study. Furthermore, the impact of game-based learning on students' motivation for STEM differed in the two countries.

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.

Morgan, B., Teye-Kwadjo, E., Asumeng, M., Rabie, S., Naidoo, A. V., & de Bruin, G. P. (2023). **Psychometric properties of the African Career Interest Inventory in Ghana**. *International Journal for Educational and Vocational Guidance*, *23*(1), 219-248. https://doi.org/10.1007/s10775-021-09499-8
This study set out to investigate the psychometric properties of the African Career Interest Inventory (ACII) in Ghana. The ACII is an interest measure developed in South Africa that operationalises Holland's model of vocational personality/interest types. We obtained 617 responses to the ACII from university students at a university in Ghana. Most of the items showed satisfactory fit to the Rasch model with only a few items showing poor fit. The ACII scale scores showed good reliability and the randomisation test of hypothesised order relations and covariance structure modelling supported circumplex structure of these scale scores. Implications for theory and practice are provided.

Muir, R. A., Howard, S. J., & Kervin, L. (2023). **Interventions and Approaches Targeting Early Self-Regulation or Executive Functioning in Preschools: A Systematic Review**. *Educational Psychology Review*, *35*(1), 27. https://doi.org/10.1007/s10648-023-09740-6
This systematic literature review sought to reconcile the evidence of efficacy for interventions and approaches to enhancing self-regulation and/or executive function in preschool settings. Following PRISMA methodology, a comprehensive search of 20 years of intervention research identified 85 studies that met inclusion criteria. Interventions were categorised by intervention approach and coded for their characteristics (e.g. sample size, dose, duration, interventionist, intervention activities), outcomes (e.g. significance, size of effects) and study quality (i.e. risk of bias). Reconciliation of intervention results indicated (1) within intervention approaches, some approaches had more consistent and robust evidence of efficacy (e.g. mindfulness, mediated play, physical activity) and (2) across intervention approaches, characteristics that had greater (or exclusive) presence amongst the higher efficacy interventions (e.g. cognitive challenge, movement, as well as interventionist, fidelity and dose considerations). Implications for future intervention (re)design, and for theorising about mechanisms of self-regulation and executive function change, are discussed.

Murphy, P. K., Ogata, T. M., & Schoute, E. C. (2023). **"Valued" Thinking in Education: Liberating the Narrative**. *Educational Psychology Review*, *35*(1), 35. https://doi.org/10.1007/s10648-023-09754-0
Our purpose in this article is to forward a narrative of valued thinking in education—a narrative that has long been strongly influenced by Western philosophy and scientific psychology. Specifically, we begin by examining the philosophical forebearers of valued thinking, including theories such as rationalism, empiricism, and pragmatism. We follow these philosophical roots into the burgeoning mid-life of introspection, positivism, and the cognitive revolution that made way for mental-focused conceptualizations of valued thinking (e.g., higher-order thinking, critical thinking, or critical-analytic thinking). In

sharing this narrative, we also hope to draw attention to the ways in which the voices of White, predominantly male scholars, past and present, have dominated understandings of valued thinking. As we turn to the final section and the possible future of valued thinking, we humbly overview two theoretical perspectives that liberate prevailing epistemic notions and center critical aspects of valued thinking.

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.

Ntsiful, A., Kwarteng, M. A., Pilík, M., & Osakwe, C. N. (2023). **Transitioning to Online Teaching During the Pandemic Period: The Role of Innovation and Psychological Characteristics**. *Innovative Higher Education*, *48*(2), 197-218. https://doi.org/10.1007/s10755-022-09613-w
Given the effect of the COVID-19 pandemic, which led to the forced adoption of online teaching in several academic institutions across the world, we set out an objective in this paper to examine salient factors that may affect the decision to use online teaching by faculty members (teaching staff). We propose and validate a model based on an extended innovation diffusion theory and 284 online survey responses from Ghana and find that the attitude towards online teaching is predictably influenced by relative advantage and observability. Contrary to theory, complexity boosts rather than inhibits the attitude towards online teaching. The most salient predictors of willingness to use the mode of online teaching are attitude, observability, institutional trust, and compatibility. We conclude with discussions on the important implications for the scientific community and educational policymakers.

Pastor, D. A., Patterson, C. R., & Finney, S. J. (2023). **Development and Internal Validity of the Student Opinion Scale: A Measure of Test-Taking Motivation**. *Journal of Psychoeducational Assessment*, *41*(2), 209-225. https://doi.org/10.1177/07342829221140957

In low-stakes testing contexts, there are minimal personal consequences associated with examinee performance. Examples include assessments administered for research, program evaluation, test development, and international comparisons (e.g., Programme for International Student Assessment [PISA]). Because test-taking motivation can suffer in low-stakes conditions, the Student Opinion Scale (SOS) is commonly administered to measure test-taking effort and how personally important the examinee feels it is to do well on the test. Although popular, studies of the scale's internal validity yield conflicting findings. The present study critically evaluates the creation of the SOS and considers its factor structure across six samples of college students differing in their college experience level and version of the SOS administered. Because findings only support the internal validity of the effort subscale, further study and development of the importance subscale is recommended.

Pisanti, R., Soraci, P., & Schwarzer, R. (2023). **The Italian Version of the Teacher Self Efficacy Scale (TSES-Ita): Dimensionality, Internal Consistency and Validity**. *Journal of Psychoeducational Assessment*, *41*(2), 234-243. https://doi.org/10.1177/07342829221133621
The present study aimed to adapt the Teacher Self-Efficacy Scale (TSES) developed by Schwarzer et al. (1999) into Italian and to test its validity and reliability. In a group of teachers (N = 683; 83% female), the factor structure (Confirmatory Factor Analyses), construct validity (latent relations with burnout variables), measurement invariance and reliability (internal consistency) of the Italian version of TSES (TSES-Ita) were tested. Support for a one-factor solution for the TSES-Ita was found. The one-factor model was found to be factorially invariant across gender, teaching experience and teaching level. Moreover, the scale demonstrated good reliability (a = .88). As expected, TSES-Ita was negatively associated with emotional exhaustion and with depersonalization, and positively associated with personal accomplishment. Our results provide evidence that the Italian version of the TSES-Ita is reliable, valid, and thus, potentially useful for research on occupational stress and burnout in the teaching profession.

Ramos Salazar, L., & Meador, A. (2023). **College students' grit, autonomous learning, and well-being: Self-control as a mediator**. *Psychology in the Schools*, *60*(1), 53-77. https://doi.org/10.1002/pits.22760
Objective(s) To use self-control and self-determination theories in a grit model with self-control as a mediator of autonomous learning and well-being. Method A cross-sectional online survey using a convenience sampling approach was employed to recruit 511 university students (70.6% female) with an average age of 25. Results Grit was positively related to self-control, autonomous learning, and grade point average (GPA). Additionally, self-control had a mediated effect on the relationship between grit and autonomous learning, and between grit and well-being. Conclusions Findings offer insights on the role of self-control in enhancing autonomous learning and GPA among gritty students. Implications are also offered for research and practice in higher education settings.

Roberts, G. J., Mehmedovic, S., Cote, B., Wexler, J., & Strain, P. (2023). **The Impact of Embedding Behavioral Supports into Reading Instruction for Upper Elementary Students with Reading Difficulties and Inattention**. *The Elementary School Journal*, *123*(3), 457-478. https://doi.org/10.1086/723397

The present multiprobe single-case design study investigated the impact of integrating evidence-based behavioral supports into a small-group reading intervention on student engagement and disruptive behavior for six upper elementary students with co-occurring reading difficulties and inattention. Visual analysis suggested a functional relation for all six students on engagement and five students on disruptive behavior. Furthermore, there was a statistically significant mean effect of the intervention on engagement (Tau-U = 0.76) and disruptive behavior (Tau-U = 0.81). At the student level, the intervention led to a statistically significant improvement in engagement and decline in disruptive behavior for three and five students, respectively. Study outcomes suggested that evidence-based behavior supports, integrated into an evidence-based commercially available reading curriculum during small-group instruction, are both feasible and can lead to improved student behavior. Limitations and implications for research and practice are discussed.

Sella, E., Bolognesi, M., Bergamini, E., Mason, L., & Pazzaglia, F. (2023). **Psychological Benefits of Attending Forest School for Preschool Children: a Systematic Review**. *Educational Psychology Review*, *35*(1), 29. https://doi.org/10.1007/s10648-023-09750-4
Forest school is a form of outdoor learning that takes children into regular and repeated learning experiences in natural settings. Being based on a comprehensive experience with nature, it is assumed to be beneficial for learning and to promote restorative effects on cognitive and emotional function in preschool children. This review aimed to examine the available evidence on the benefits of forest school compared to indoor school activities in children aged 3 to 6 years. We searched for studies on forest school for preschool children in PsycInfo, JSTOR, and Scopus, with no restriction on publication year. The risk of bias was assessed using Joanna Briggs's criteria for quasi-experimental design. Of the 190 articles identified, 16 studies were reviewed (N = 1560). Higher benefits were found in children attending forest school compared to those attending indoor school in various areas of child development: cognitive function, motor coordination and balance, connectedness to nature, and health and well-being outcomes. There is, however, still a shortage of empirical evidence, and the methodological quality of most studies was limited. The literature on forest schools for preschool children in general supports positive effects in a wide range of variables that promote child health and development, but more evidence is needed to assess their effectiveness. Due to the methodological weaknesses of the reviewed studies, one should interpret their findings with caution.

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.

Sun, M., & Meng, S. (2023). **Short-Video Platform and Intrinsic Motivation of Rural Adolescents: A Comparative Case Study on Two Chinese Middle School Classes**. *Youth & Society*, *55*(4), 772-795. https://doi.org/10.1177/0044118X231162875
In tracing two Chinese rural middle school classes for 3?years, this study found the positive impact of adopting the algorithm-based mobile short video platform Douyin on rural adolescents? intrinsic motivation. The application?s broad adoption has reshaped the social processes supporting adolescent users? intrinsic motivation and spontaneous pursuit of life possibilities. In the online interaction based on algorithms, the rural adolescents discover and govern themselves during the algorithms-driven exploration and expression; they also conduct informational and emotional reciprocity with an algorithmic collectivity emerging from clustering technologies. In the offline interaction with the living community, the platform-state digital economy agenda has intervened and coordinated the local cultural attitudes towards youth development with an entrepreneurial solutionism. This study adds to the previous less empirically addressed issue of the rising algorithmic short video service and intrinsic motivation, and puts forward an ecological explanation concerning the national policy, platform business, and the user?s self-consciousness.

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.

Tang, H., Zhou, S., Du, X., Mo, Q., & Xing, Q. (2023). **Validating the Chinese Version of the Academic Grit Scale in Selected Adolescents**. *Journal of Psychoeducational Assessment*, *41*(2), 153-174. https://doi.org/10.1177/07342829221129078
This study evaluated the factor structure, measurement invariance, criterion-related and incremental validity of the Chinese version of the Academic Grit Scale (AGS) among 723 adolescents from mainland China. Results of exploratory and confirmatory factor analyses supported the single-factor model, exhibiting scalar invariance across gender and partial scalar invariance across groups (i.e., middle and high school students). The AGS total score showed internal consistency and temporal stability when used one month later. Moreover, academic grit was shown to be positively correlated with academic achievement, general grit, and dimensional student engagement. Academic grit also predicted academic achievement after isolating the effects of the related variables (i.e., general grit and student engagement) and overlapping components of academic grit and the related variables. Overall, the Chinese version of the AGS demonstrated adequate reliability and validity and was shown to be a useful tool for examining academic grit in Chinese adolescents.

Tao, V. Y. K., Kam, C. C. S., Li, Y., & Wu, A. M. S. (2023). **Differential prospective relationships of social-oriented and individual-oriented achievement motivations with achievement goals and affective wellbeing: A 1-year follow-up study**. *Learning and Instruction*, *85*, 101734. https://doi.org/10.1016/j.learninstruc.2023.101734
This study aimed to investigate the differential prospective relationships of social-oriented achievement motivation (SOAM) and individual-oriented achievement motivation (IOAM) with student's adoption of specific achievement goals and their affective wellbeing (AWB). A total of 332 Chinese university students (Mage = 19.139; Female = 75%) voluntarily participated in the baseline and the 1-year follow-up surveys of this study. The factor score path analysis results showed statistically significant positive paths from SOAM and IOAM at baseline to performance goals and mastery goals, respectively, at follow-up. Moreover, a statistically significant positive path was found from SOAM at baseline to negative affective experiences, at follow-up, and no association was found between IOAM and AWB, after controlling for achievement goals. The findings suggest the usefulness of raising educators' and parents' awareness regarding the double-edged sword of utilizing socially valued motives to promote performance approach goals in individuals because such values potentially lowering their psychological wellbeing.

Teye-Kwadjo, E. (2023). **Psychometric properties of the Job Search Behaviour Index (JSBI) in recent university graduates: a Rasch analysis**. *International Journal for Educational and Vocational Guidance*, *23*(1), 249-270. https://doi.org/10.1007/s10775-021-09501-3
School-to-work transition is a crucial period in the life of young adults, when they begin to realise their career aspirations. Yet, only a few young Ghanaian graduates find jobs one year after completing school. Understanding job search behaviour of graduates in Ghana would require a valid and reliable measure. This study evaluated the psychometric properties of the Job Search Behaviour Index (JSBI) using Rasch analysis. Data were from 429 recent graduates. Rasch analysis showed that the JSBI-7 was

unidimensional and locally independent. There was no noticeable differential item functioning across gender. JSBI-7 is a promising measure for use in Ghana.

Thakur, H., Stutts, M., Choi, J. W., Temple, J. R., & Cohen, J. R. (2023). **Adolescent Loneliness during the COVID-19 Pandemic: The Role of Pre-Pandemic Risk Factors**. *Child Indicators Research*, *16*(2), 617-639. https://doi.org/10.1007/s12187-022-09984-8
The COVID-19 pandemic is a global mental health crisis that disproportionately impacts adolescents. Loneliness is a particularly salient pandemic psychosocial outcome to understand; however, research to date on this outcome is sparse and largely cross-sectional. In response, we examined pre-pandemic risk factors for pandemic loneliness. Further, we examined how risk may differ based on key demographics, and whether mediation or moderation models best explained potential disparities in experiencing loneliness. Self-reported, pre-pandemic mental health, trauma exposure, and family conflict survey data were collected at Wave 1 in a diverse sample of 369 adolescents (54.5% female, 45.5% male; 30.1% White; 30.9% Black; 18.4% Hispanic; Mage = 15.04; SDage = 1.10). Subsequently, self-reported experiences of loneliness during the pandemic were collected 6 months (April-June 2020) and 12 months (October-December 2020) later. Using a regression-based framework (i.e., PROCESS), we tested (a) which pre-pandemic risks uniquely predicted prospective loneliness and (b) whether loneliness risk was elevated for certain identities (i.e., mediation models) or whether certain identities were more sensitive to specific risks (i.e., moderation models). Overall, pre-pandemic depressive and aggression symptoms predicted early pandemic loneliness (6-month follow-up), whereas anxiety symptoms specifically predicted mid-pandemic loneliness (12-month follow-up). Environmental stressors were moderated by gender, such that females with pre-pandemic trauma exposure were more likely to report pandemic loneliness. Further, pre-pandemic internalizing distress for girls and externalizing symptoms for boys, reflected gender-specific pathways for loneliness. Implications for mental health prevention in the wake of national disasters are discussed.

Thomas, A., Gale, A., & Golden, A. R. (2023). **Online Racial Discrimination, Critical Consciousness, and Psychosocial Distress Among Black and Latino Adolescents: A Moderated Mediation Model**. *Journal of Youth and Adolescence*, *52*(5), 967-979. https://doi.org/10.1007/s10964-022-01732-z
Past research has found that stressful events such as racial discrimination can spur social development in racially marginalized youth. Critical consciousness has been identified as one such developmental task. Yet, there is still much to learn regarding the role of racial discrimination in developing critical consciousness, particularly as it relates to the mechanism linking racial discrimination to critical consciousness. We examine whether stress, in the form of psychological distress, may explain the link between online racial discrimination and critical consciousness. Online racial discrimination is a type of racial discrimination and is a growing risk to safe internet use for ethnically and racially marginalized youth. The current study employed a moderated mediation model to examine the associations between online racial discrimination and critical consciousness (critical agency and critical action). Data were from 356 Black and Latino adolescents, 50% each (Mage = 15.97, SD = 1.61), and 78.92% female. The model included psychological distress as a mediator between online racial discrimination and critical consciousness and self-esteem as a moderator of psychological distress and two critical consciousness dimensions. Psychological distress was a successful mediator, and self-esteem moderated the link between psychological distress and critical consciousness

dimensions. The present findings suggest that psychological distress may be one mechanism through which online racial discrimination may impact the development of critical consciousness in Black and Latino adolescents.

Tian, L., Li, X., Chen, X., & Huebner, E. S. (2023). **Gender-specific trajectories of academic achievement in Chinese elementary school students: Relations with life satisfaction trajectories and suicidal ideation trajectories**. *Learning and Instruction*, *85*, 101751. https://doi.org/10.1016/j.learninstruc.2023.101751
This study explored heterogeneous developmental trajectories of academic achievement and their relations to trajectories of life satisfaction and trajectories of suicidal ideation among Chinese elementary school students. A sample of 547 students (55.0% boys; Mage = 9.00 years, SD = 0.76 at Time 1) completed a packet of measures on five occasions across two years, using 6-month intervals. Three distinct trajectories of academic achievement were identified: "high-stable" (86.28%), "low-increasing" (8.94%), and "low-decreasing" (4.78%). Girls demonstrated higher academic achievement than boys. Students displaying adverse developmental trends in academic achievement were more likely to show adverse trends in life satisfaction. Finally, trajectories of academic achievement and trajectories of suicidal ideation were related for girls, but not boys. Programs promoting academic achievement may require adaptations for the differing genders and start as early as elementary school.

Tisocco, F., & Liporace, M. F. (2023). **Structural Relationships Between Procrastination, Academic Motivation, and Academic Achievement Within University Students: A Self-determination Theory Approach**. *Innovative Higher Education*, *48*(2), 351-369. https://doi.org/10.1007/s10755-022-09622-9
This study aimed to analyze the influence of academic motivation on procrastination and, in turn, to examine the impact of procrastination on academic achievement, on the grounds of self-determination theory. Undergraduate students (N = 928) completed a sociodemographic and academic survey, the Tuckman Procrastination Scale, and the Academic Motivation Scale. Path-analysis findings revealed procrastination was negatively and significantly predicted by intrinsic motivation toward stimulating experiences, intrinsic motivation towards achievement, and extrinsic motivation external regulation. Further, procrastination was positively predicted by intrinsic motivation to know, extrinsic motivation identified regulation, extrinsic motivation introjected regulation, and amotivation. In turn, procrastination negatively predicted academic achievement. Overall, combining components of motivational interventions could aid in tailoring higher education interventions that seek to decrease procrastination and reduce the impact of this variable on academic achievement. Discussion of findings continues in light of previous literature concerning the relationship between motivation and procrastination.

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 (rs = 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.

Varela, J. J., Melipillán, R., Reschly, A. L., Squicciarini Navarro, A. M., Quintanilla, F. P., & Campos, P. S. (2023). **Cross-Cultural Validation of the Student Engagement Instrument for Chilean Students**. *Journal of Psychoeducational Assessment*, *41*(2), 226-233. https://doi.org/10.1177/07342829221141512
Student engagement is associated with various aspects of students' school experiences, including student achievement, high school completion, and post-secondary success. As measurement of student engagement has grown in countries around the world, few studies have been conducted in South America. This study examined a translated version of the Student Engagement Instrument, widely used in the U.S. and other countries, in a study of 2337 adolescents in Chile. Consistent with prior research, confirmatory factor analyses revealed a six-factor solution as the best fit for the data. However, fewer items were retained than on the studies of the SEI with students in the U.S. The Future Goals and Aspirations and Extrinsic motivation subscales were associated, in expected directions, with achievement 1 year later.

Viesel-Nordmeyer, N., Reuber, J., Kuhn, J.-T., Moll, K., Holling, H., & Dobel, C. (2023). **Cognitive Profiles of Children with Isolated and Comorbid Learning Difficulties in Reading and Math: a Meta-analysis**. *Educational Psychology Review*, *35*(1), 34. https://doi.org/10.1007/s10648-023-09735-3

The causes underlying comorbid learning difficulties in reading (RD) and math (MD) are still a matter of debate. Based on current research, two models for the relation of the cognitive profile of isolated and combined learning difficulties (RDMD) are discussed. Regarding the "multi-deficit model", the profile of RDMD is characterized by the sum of domain-specific core deficits of RD and MD (additivity) as well as shared domain-general risk factors of RD and MD resulting in less severe deficits than expected under additivity (under-additivity). The "three independent disorders model" explains RDMD as a distinct learning disorder, showing a separate cognitive profile with distinct and/or more severe deficits, compared to the sum of RD's and MD's profiles (over-additivity). To evaluate these approaches, a meta-analysis including 74 studies, examining children aged 6–12, was conducted. Separate group comparisons for the three subcomponents in the cognitive profiles—reading, math, executive functions (EF)—were considered. Linear hypothesis testing revealed different results regarding the three subcomponents of the cognitive profiles of children with isolated vs. combined learning difficulties: Whereas RDMDs' deficits in reading and math represented the sum of the deficits in the isolated groups (additivity), there was some evidence that RDMDs' deficits in EF skills corresponded to under-additivity. Furthermore, group differences in math skills were more pronounced in symbolic than in non-symbolic math tasks, whereas in reading, group differences were larger in phonological processing and reading than in rapid automatized naming and language skills. Results are discussed in terms of intervention options for RDMD.

Wang, H., Xiong, Y., & Liu, X. (2023). **How are Family Resources and School Resources Related to Low-Income Adolescents' Psychological Adjustment? The Moderating Role of Belief in a Just World**. *Child Indicators Research*, *16*(2), 655-670. https://doi.org/10.1007/s12187-022-09987-5

We examined the ways low-income adolescents' family resources, school resources, and belief in a just world, served to predict their subjective well-being, propensity for depression, and problem behaviors. One hundred and ninety-four low-income Chinese adolescents completed self-reported questionnaires. The results found that family resources interacted with school resources in predicting subjective well-being and depression, with resources made available through schools diminished the detrimental effects of low levels of family resources. Moreover, the relationship between the different sources of resources and psychological adjustment was moderated by the adolescents' belief in a just world. The belief in a just world enhanced the positive effects of high levels of school resources on subjective well-being and depression only among adolescents with relatively high family resources. The belief in a just world buffered the negative effects of low levels of school resources that contributed to problem behaviors. This study identified school resources and belief in a just world, which are potentially malleable, as protective factors related to low-income adolescents' psychological adjustment. The results have important implications for future studies and interventions.

Weeks, S. N., Renshaw, T. L., & Serang, S. (2023). **Validating the Structure of Proximal and Distal Factors within the Sexual Minority Adolescent Stress Inventory**. *Journal of*

Psychoeducational Assessment, *41*(2), 136-152. https://doi.org/10.1177/07342829221133172
Minority stress theory is a model for understanding health disparities among sexual minorities, defined as those who experience a level of same-sex attraction, identity, or behavior. Methods for assessing minority stress among youth included only adult measures until the development of the Sexual Minority Adolescent Stress Inventory (SMASI). The SMASI appears to be a robust scale in its ability to measure specific stressors and global minority stress among adolescents; however, it does not measure the domain-level constructs of proximal and distal stress, which are integral features of the underlying theory. This study tests the psychometric defensibility of including these domain-level factors within an updated SMASI measurement model. Results provide evidence for the structural validity of the proximal and distal domains within the SMASI measurement model and suggest this updated model has more informational value than the original model for capturing minority stress.

Witmer, S. E., Lovett, B. J., & Buzick, H. M. (2023). **Extended Time Accommodations on the 2017 NAEP Grade 8 Mathematics Test: Eligibility, Use, and Benefit**. *Journal of Psychoeducational Assessment*, *41*(2), 123-135. https://doi.org/10.1177/07342829221130457
Extended testing time is a common accommodation given to students with disabilities. However, little is known about whether students who are eligible for the accommodation actually use it, and with what effect. The present study used process data available from the digitally delivered 2017 National Assessment of Educational Progress (NAEP) mathematics test to explore these topics. We found that although the majority of students with special education plans were eligible for extended time accommodations, most of those eligible students did not actually take any additional time at all to complete the test. We describe differences in eligibility for extended time and use of extended time that were identified according to gender, race/ethnicity, disability type, family income level, English Learner status, perceived importance of the test, and use of the text-to-speech (TTS) accessibility feature. Use of extended time (among eligible students) was associated with higher performance. Implications for practice and future research are discussed.

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.

Yeh, C. S.-H., & Barrington, R. (2023). **Sustainable positive psychology interventions enhance primary teachers' wellbeing and beyond – A qualitative case study in England**. *Teaching and Teacher Education*, *125*, 104072. https://doi.org/10.1016/j.tate.2023.104072
Positive psychology interventions (PPIs) have become an influential approach to foster teacher wellbeing; however, little research addresses the critiques and sustainability of PPIs. This study investigated teacher experiences of PPIs and the impact on their wellbeing in professional and personal contexts. Qualitative data were collected using multi-methods in a primary school in two settings: staff-meetings with 21 teachers and a self-interest group with 9 teachers. Results showed practising PPIs enhanced teachers' wellbeing multidimensionally and produced positive impacts on others. The challenges experienced and plans for sustainable actions were identified. Insights into sustainable teacher wellbeing programmes and professional development are offered.

Zheng, S., Liu, H., & Yao, M. (2023). **Social Support From Parents and Teachers and Adolescents' Subjective Well-Being: Mediating Effect of Cognitive Regulatory Learning and Academic Procrastination**. *Child Indicators Research*, *16*(2), 485-508. https://doi.org/10.1007/s12187-022-10002-0
Previous researchers have suggested the influence of parents' and teachers' social support on adolescents' subjective well-being (SWB) without addressing the possible role of the academic process. In this longitudinal study we constructed a chain-mediated model to examine whether cognitive regulatory learning (i.e., cognitive focusing and metacognition) and academic procrastination mediated the relationships between parents' and teachers' social support and adolescents' SWB. A total of 453 Chinese adolescents (M age = 13.87, SD = 1.75) completed surveys at four time points. Results from the chain-mediated model showed that (a) parents' social support at Time 1 was directly and indirectly linked to adolescents' SWB at Time 4, whereas teachers' social support at Time 1 was indirectly linked to adolescents' SWB at Time 4; (b) metacognition at Time 2 separately mediated the associations of parents' and teachers' social support at time1 and SWB at Time 4; and (c) cognitive focusing at Time 2 and academic procrastination at Time 3 fully chain mediated the link between teachers' social support at Time1 and SWB at Time 4. A discussion and outline of the path from parents' and teachers' social support to the effect they had on adolescents' SWB provide important practical guidance for improving adolescents' psychological well-being.

Aspects sociaux de l'éducation

Al-Adawi, S., Ganesh, A., Al-Harthi, L., Al-Saadoon, M., Al Sibani, N., & Eswaramangalam, A. (2023). **Epidemiological and Psychosocial Correlates of Cognitive, Emotional, and Social Deficits among Children and Adolescents in Oman: A Literature Review**. *Child Indicators Research*, *16*(2), 689-716. https://doi.org/10.1007/s12187-022-09988-4

Over the last few decades, Oman has undergone a dramatic transition from an impoverished and inward-looking society to an affluent, globalized one. Demographically, the country is in the second stage of demographic transition, with approximately 50% of the population under the age of 25. Existing literature suggests that cognitive, emotional, and social deficits (CESD) among children and adolescents are becoming increasingly common all over the world. The present review highlights the identified rates of CESD and its covariates in the Omani populace. A literature search on CESD in Oman revealed several studies related to impulse control and externalizing behavioral disorders/attention deficit hyperactivity disorder (ADHD), disordered eating, and autism spectrum disorder (ASD). The rates of ADHD are indicated to be between 5.1% and 8.8%, while disruptive behavior disorders are reported to constitute 12% of the sample. The results indicate that 9.5% of children and adolescents have disordered eating habits. The rate of children with ASD is in the range of 1.4 – 20.35/10,000. Other CESD observed among Omani children and adolescents include depressive symptoms (3% – 17%), bipolar mood disorder (1%), phobias (5.8% – 58%), school bullying (38.9% – 76%), adverse childhood experiences (0.6%), disorders of elimination (2%) and learning disorders (30%). As for psychosocial correlates, childhood CESD in Oman appears to also be influenced by the nature of the childcare-network system, including the creation of a feedback loop phenomenon of triggering poor mental health outcomes as well as adversely impacting the quality of life and psychosocial functioning among the caregivers. These psychosocial correlates ultimately result in suboptimal social and academic performance of the impacted children and adolescents, consequently impacting their general quality of life. Globally, 9 – 13% of child and adolescent age groups have serious CESD, some of which have also been reported in Oman. The magnitude of most types of CESD in Oman appears to generally fall within the range of international prevalence rates, with some outliers. It can be hypothesized that sociocultural factors influence the magnitude of CESD in Oman. As most of the reviewed studies were conducted using non-culturally sensitive measures, it is unclear whether the results might vary if the study instruments were equipped to decipher local idioms of distress. Therefore, future prospective studies employing more robust methodology are required in order to further examine potential rehabilitation and remedial factors for CESD.

Albarello, F., Manganelli, S., Cavicchiolo, E., Lucidi, F., Chirico, A., & Alivernini, F. (2023). **Addressing Adolescents' Prejudice toward Immigrants: The Role of the Classroom Context**. *Journal of Youth and Adolescence*, *52*(5), 951-966. https://doi.org/10.1007/s10964-022-01725-y

According to social learning theory, classrooms are essential socialization contexts for intergroup attitudes, but analyses of contextual factors net of the impact of individual variables affecting prejudice toward immigrants are very limited. This study was conducted on a large sample of Italian adolescents (N = 2904; Mage = 13.70; females = 48.5%; 168 classrooms). It examined the role of classroom contextual factors affecting adolescents' prejudice toward immigrants, relying on the combination of groups' warmth and competence, and their antecedents (i.e., competition and status). Multilevel structural equation analyses revealed that classroom contextual factors (i.e., classroom socio-economic status-SES; classroom open to discussion climate; classroom educational achievements) indirectly affected, at the class level, adolescents' perceived warmth and competence of immigrants through the mediating role of perceived competition (and status) of immigrants. These findings suggest that

interventions targeting the classroom context can help to hinder prejudice in adolescence at the class level.

Almar, F., Friedrich, B., Reynoso, A., Schulz, B., & Vejlin, R. (2023). ***Marital Sorting and Inequality: How Educational Categorization Matters*** (CESifo Working Paper Series N° 10265). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10265.htm
This paper revisits the link between education-based marriage market sorting and income inequality. Leveraging Danish administrative data, we develop a novel categorization of marriage market types based on the starting wages and wage growth trajectories associated with educational programs: ambition types. We find a substantial increase in sorting by educational ambition over time, which explains more than 40% of increasing inequality since 1980. In contrast, sorting trends are flat with the commonly used level of education. Hence, the mapping between education and marriage-market types matters crucially for conclusions about the role of marital sorting in rising income inequality.

Amendola, C., & Marcel, J.-F. (2023). ***Devenir écolier ou écolière. Le sens d'une transition***. Consulté à l'adresse https://www.cepadues.com/livres/sciences/information-communication/1572-devenir-ecolier-ou-ecoliere-le-sens-dune-transition-9782383950202.html
« Devenir écolier ou écolière » constitue un sacré challenge pour les enfants ! C'est pourquoi, en investissant « le sens d'une transition », cet ouvrage original, assume pleinement l'ambition de se faire leur porte-voix. L'enjeu est d'actualité, car ils se trouvent, de plus en plus jeunes, confrontés à la scolarité obligatoire. Or, la transition avec leurs milieux de vie précédents, que ce soit la famille ou les structures d'accueil, est loin d'aller de soi. L'école est un environnement complexe et difficile à apprivoiser, tant au niveau de ses espaces, de ses temps, de ses personnes que de ses règles ou de ses activités.

Anderson, V., Mostolizadeh, S., Oranje, J., Fraser-Smith, A., & Crampton, E. (2023). **Navigating the secondary-tertiary education border: refugee-background students in Southern Aotearoa New Zealand**. *Research Papers in Education*, *38*(2), 250-275. https://doi.org/10.1080/02671522.2021.1961300
Access to tertiary education is a challenge for many people from refugee-backgrounds. In Aotearoa New Zealand (NZ), resettled refugees are entitled to access education alongside other New Zealanders, and NZ's resettlement policy material recognises education as a key pillar of resettlement. However, refugee-background students are not recognised as 'priority learners' in education policy, so educational institutions are not required to report on refugee-background students' educational access or outcomes. At all levels of the education system, teaching and support practices for refugee-background students vary widely. Many barriers hamper refugee-background students' access to and success in tertiary education. However, refugee-background students are also necessarily-skilful border navigators. In this paper, we share data from an in-progress participatory action research project based in southern NZ that involves collaborating with refugee-background students at the secondary-tertiary education border. After describing the project, its rationale, and our theoretical framework, we draw on insights from seven of the students to illustrate how students represented educational navigation in NZ: as a resistance project, a subterranean project, and a

relational project. We conclude by suggesting some implications from our study for research, policy and practice in education.

Aragau, C., Carriou, C., & Collectif Pop-Part. (2023). **Le « nous » négocié des jeunes du pavillonnaire modeste. Étude de cas en Seine-et-Marne**. *Agora débats/jeunesses*, *93*(1), 137-155. https://doi.org/10.3917/agora.093.0137
Ce dossier s'intéresse aux identifications collectives des jeunes des quartiers populaires. Il repose sur la recherche participative Pop-Part, qui s'est attachée à documenter l'ordinaire de la vie de jeunes dans leur diversité à partir de dix quartiers populaires de la région Île-de-France (quartiers de grands ensembles de villes périphériques, de centre-ville, quartiers d'habitat mixte, etc.). Portant le regard sur les expériences partagées par ces jeunes, creuset d'identification à un « nous » des quartiers, il montre des négociations en mouvement, à l'intérieur même des quartiers, mais aussi à partir d'une histoire plus grande, comme les attentats de 2015. Ces négociations se déploient également dans la confrontation avec d'autres, par exemple dans les contextes de transformation urbaine ou de déménagement vers le pavillonnaire du péri-urbain, qui amènent à côtoyer d'autres milieux sociaux.

Arroyo, D., & Bush, T. (2023). **Women's leadership in education: A perspective from Chilean school leaders**. *Management in Education*, *37*(2), 63-73. https://doi.org/10.1177/08920206211019402
This paper focuses on the experiences of six Chilean female headteachers. It addresses their career progress, and the facilitators and barriers, as well as the challenges they encountered in accessing and enacting school leadership. The six participants were drawn from all three of Chile's school types – public, semi-private and private – in what is a differentiated system. The findings demonstrate both differences and similarities in participants' experiences, across all three school sectors. A major difference relates to the additional barriers faced by public sector school leaders, compared with participants in the private and semi-private schools.

Bacqué, M.-H., Bellanger, E., Hatzfeld, H., & Collectif Pop-Part. (2023). **L'histoire comme héritage commun pour des jeunes de quartiers populaires ?** *Agora débats/jeunesses*, *93*(1), 65-83. https://doi.org/10.3917/agora.093.0065
Ce dossier s'intéresse aux identifications collectives des jeunes des quartiers populaires. Il repose sur la recherche participative Pop-Part, qui s'est attachée à documenter l'ordinaire de la vie de jeunes dans leur diversité à partir de dix quartiers populaires de la région Île-de-France (quartiers de grands ensembles de villes périphériques, de centre-ville, quartiers d'habitat mixte, etc.). Portant le regard sur les expériences partagées par ces jeunes, creuset d'identification à un « nous » des quartiers, il montre des négociations en mouvement, à l'intérieur même des quartiers, mais aussi à partir d'une histoire plus grande, comme les attentats de 2015. Ces négociations se déploient également dans la confrontation avec d'autres, par exemple dans les contextes de transformation urbaine ou de déménagement vers le pavillonnaire du péri-urbain, qui amènent à côtoyer d'autres milieux sociaux.

Badiee, M. (2023). **Predictors of Latina Undergraduate Psychology Students' Resilience**. *Journal of Hispanic Higher Education*, *22*(2), 192-204. https://doi.org/10.1177/15381927221096537

In the face of environmental adversities, Latina college students demonstrate resilience. A psychosocial framework was applied in this study to evaluate perceptions of barriers (i.e., environmental risk), COVID-19 distress (i.e., personal vulnerability), social support (i.e., environmental protective), and mindfulness (i.e., personal strength) as predictors of Latina students' resilience. Only social support and mindfulness contributed to resilience after controlling for demographic factors. Findings enhance strengths-based literature in resilience and have theoretical, research, and practical implications.

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.

Basiglio, S., Del Boca, D., & Pronzato, C. (2023). ***The Impact of the « Coding Girls » Program on High School Students' Educational Choices*** (Working Paper N° 2023-006). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2023-006.htm
This paper evaluates the impact of « Coding Girls » , an educational enrichment program designed to address the underrepresentation of women and girls in the fields of science, technology, engineering, and math (STEM) in Italy by stimulating young female studentsâ€™ interest in programming and science and encouraging them to consider careers in STEMrelated fields. Implemented in ten secondary schools in Turin (Italy) over the period 2019- 2022, the Coding Girls program provided lab-based computer programming instruction as well as introductory talks on specific topics in STEM. The program was evaluated by randomized controlled trial. Our results show that Coding Girls had a significant and positive impact on male and female studentsâ€™ programming skills and on their awareness of gender differences in the workforce. However, it did not seem to affect girlsâ€™ aspirations to pursue higher education in STEM-related disciplines. The gender stereotypes children are exposed to from a very young age tend to steer girls and young women to the humanities. This bias is deeply entrenched and difficult to modify.

Beaud, S. (2022). **L'histoire d'une famille algérienne racontée à des lycéens**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 140-152. https://doi.org/10.4000/hommesmigrations.14587
Un mois après la sortie du livre La France des Belhoumi. Portraits de famille (1977-2017) (La Découverte, 2018), qui raconte l'histoire d'une famille immigrée algérienne en France lors de ces quarante dernières années, deux professeurs de sciences économiques et sociales (SES) et d'allemand du lycée du Raincy (Seine Saint-Denis) m'invitent à venir le présenter dans leur établissement, devant une centaine d'élèves, pour beaucoup enfants d'immigrés maghrébins et africains. Ces derniers se montr...

Becquet, V., Fugier, P., & Iori, R. (2022). **La participation des jeunes dans une association de protection de l'enfance : des logiques d'action en tension**. *Sociétés et jeunesses en difficulté. Revue pluridisciplinaire de recherche*, (28). Consulté à l'adresse https://journals.openedition.org/sejed/11831
Cet article s'intéresse aux conditions et au processus de participation de jeunes « en difficulté » au sein d'une association de protection de l'enfance. Les recherches menées sur ces jeunes s'intéressent notamment aux modalités de prise en charge, aux parcours au sein des institutions ou encore aux transitions vers l'autonomie. Dans cet article, il s'agit d'analyser la participation en acte dans les dispositifs formels et informels, afin de mieux comprendre la tension entre normes d'action publique, appropriation par les professionnel·les et parcours de vie des jeunes. En prenant le cas d'une association départementale menant des activités de protection de l'enfance, de prévention spécialisée, de formation et d'insertion, nous montrerons les enjeux de la participation et les tensions qui se dégagent, relevant de quatre logiques d'action : civique, gestionnaire, normative et clinique.

Bédard, M. (2023). **Le Conseil supérieur de l'éducation et les enjeux de scolarisation selon le genre au Québec**. *Éducation et sociétés*, *49*(1), 97-114. https://doi.org/10.3917/es.049.0097
Le Conseil supérieur de l'éducation au Québec est comme un témoin et un interprète de l'évolution des enjeux de scolarisation selon le genre, analysés ici dans un corpus de 17 de ses publications. Le Conseil s'est d'abord montré prudent durant les années 1960 sur les façons de différencier ou non les parcours scolaires des filles et des garçons. La décennie suivante, il a amorcé un virage égalitaire sous l'influence des mouvements féministes. Ses recommandations incitaient les filles et les femmes à améliorer leur statut socioprofessionnel et les établissements à les soutenir. À compter des années 1990, il s'est préoccupé des difficultés observées dans la scolarisation masculine. Pour nuancer des lectures susceptibles de remettre en question l'égalité en progression, il a cherché à mieux cibler les groupes en difficultés tout en maintenant ses perspectives égalitaires.

Bellavoine, C., & Salane, F. (2023). **Introduction. Le(s) « nous » des jeunes des quartiers populaires : évolution des frontières et des affiliations**. *Agora débats/jeunesses*, *93*(1), 54-64. https://doi.org/10.3917/agora.093.0054
Ce dossier s'intéresse aux identifications collectives des jeunes des quartiers populaires. Il repose sur la recherche participative Pop-Part, qui s'est attachée à documenter l'ordinaire de la vie de jeunes dans leur diversité à partir de dix quartiers populaires de la région Île-de-France (quartiers de grands ensembles de villes périphériques, de centre-ville, quartiers d'habitat mixte, etc.). Portant le regard sur les expériences partagées par ces jeunes, creuset d'identification à un « nous » des quartiers, il montre des négociations

en mouvement, à l'intérieur même des quartiers, mais aussi à partir d'une histoire plus grande, comme les attentats de 2015. Ces négociations se déploient également dans la confrontation avec d'autres, par exemple dans les contextes de transformation urbaine ou de déménagement vers le pavillonnaire du péri-urbain, qui amènent à côtoyer d'autres milieux sociaux.

Bellavoine, C., Salane, F., & Collectif Pop-Part. (2023). **Les structures et les professionnel·e·s de jeunesse dans les quartiers populaires : (dé)construire le « nous » des quartiers ?** *Agora débats/jeunesses*, *93*(1), 85-102. https://doi.org/10.3917/agora.093.0085
Ce dossier s'intéresse aux identifications collectives des jeunes des quartiers populaires. Il repose sur la recherche participative Pop-Part, qui s'est attachée à documenter l'ordinaire de la vie de jeunes dans leur diversité à partir de dix quartiers populaires de la région Île-de-France (quartiers de grands ensembles de villes périphériques, de centre-ville, quartiers d'habitat mixte, etc.). Portant le regard sur les expériences partagées par ces jeunes, creuset d'identification à un « nous » des quartiers, il montre des négociations en mouvement, à l'intérieur même des quartiers, mais aussi à partir d'une histoire plus grande, comme les attentats de 2015. Ces négociations se déploient également dans la confrontation avec d'autres, par exemple dans les contextes de transformation urbaine ou de déménagement vers le pavillonnaire du péri-urbain, qui amènent à côtoyer d'autres milieux sociaux.

Ben Hamouda, L. (2023, mars 28). **Annabelle Allouch : Ouverture sociale, et les grandes écoles ?** Consulté 29 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/28/annabelle-allouch-ouverture-sociale-et-les-grandes-ecoles/
Dans son dernier livre, Annabelle Allouch, maîtresse de conférences de sociologie à l'Université de Picardie-Jules Verne et chercheuse associée à l'Institut national de l'audiovisuel (INA), étudie la sociologie des dispositifs d'ouverture sociale dans le cadre d'une enquête au sein de trois institutions de prestige, en France et au Royaume-Uni (Sciences Po, l'ESSEC et l'université d'Oxford). La…

Bertrand, J., & Mennesson, C. (2023). **S'engager dans une activité sportive ou physique : des pratiques socialement situées dès l'enfance**. *Sciences sociales et sport*, *21*(1), 35-70. https://doi.org/10.3917/rsss.021.0035
Les pratiques sportives constituent, en France, l'activité de loisir encadré la plus répandue chez les enfants. Le texte présente les résultats d'une enquête menée par questionnaire auprès de 690 parents, dont les enfants, scolarisés en école élémentaire, sont inscrits dans une activité sportive ou physique. Il en ressort que, si la plupart des parents s'accordent sur l'intérêt de ces pratiques, ils ne les envisagent pas de la même manière. La propension au cumul des activités sportives, l'association avec des pratiques culturelles et les rapports à la compétition sont les traits les plus saillants qui distinguent les catégories sociales, leurs usages de ces activités et, in fine, les stratégies éducatives familiales.

Besse-Patin, B. (2023, février 16). ***Les rouages de la jouabilité. Du centre de loisirs vers d'autres contextes urbains***. Présenté à Place aux enfants ? Transformations des dispositifs de jeux urbains. Consulté à l'adresse https://hal.science/hal-04006076

À partir d'une approche écologique du jeu (Bloch & Pellegrini, 1989), et de celui des enfants en particulier, cette communication se propose d'étudier comment un contexte et une situation sont (plus ou moins) « jouables ». Partant du principe que les pratiques de jeu sont toujours « situées » (Brougère, 2020), dépendantes de leur environnement et des « prises » (Joseph, 1997) qu'il offre, on se propose d'étudier cette « jouabilité » à partir du cas d'un centre de loisirs dans la filiation des travaux de Chombart de Lauwe (1976). De là, nous proposerons d'étendre cette étude à d'autres contextes tels le terrain d'aventure (Artières et al. 2020) ou la cour de récréation pour éclairer, à nouveaux frais, les espaces urbains.

Bingham, G. E., Phelps, C., & Dean, M. P. (2023). **Examining The Preschool to First-Grade Literacy and Language Outcomes of Black Children Experiencing a High-Quality Early Childhood Program**. *The Elementary School Journal*, *123*(3), 367-395. https://doi.org/10.1086/723372
This study examined the literacy trajectories of 185 Head Start-eligible Black children from preschool to first grade enrolled in a high-quality early learning program physically connected to an elementary school where they attended kindergarten and first grade. Social emotional, language, and literacy skills were assessed in the fall and spring of the school year in preschool and prekindergarten (PreK) and the fall only in kindergarten and first grade. Children made literacy and language gains in early childhood that were maintained into first grade. Although children in the connected early learning/elementary experience performed above peers on language and literacy skills, only differences in language skills reached significance. Advantages in kindergarten were gone by first grade as comparison children evidenced improvement of language skills that narrowed the performance gap. Findings point to the importance of creating clear academic pathways for young learners that prioritize instructional opportunities designed to maintain positive learning trajectories.

Bottiani, J. H., Kush, J. M., McDaniel, H. L., Pas, E. T., & Bradshaw, C. P. (2023). **Are We Moving the Needle on Racial Disproportionality? Measurement Challenges in Evaluating School Discipline Reform**. *American Educational Research Journal*, *60*(2), 293-329. https://doi.org/10.3102/00028312221140026
Challenges in the measurement of racial disparities in school discipline are a significant barrier to identifying policy and programmatic reforms that are effective at closing gaps. This article reviews key measurement issues and presents a set of empirical analyses as an illustrative case study. Specifically, we reframe the interpretation of discipline data in light of initiatives designed to reduce racial discipline disparities. We also characterize common metrics and recognize several additional ones for use in discipline disproportionality outcome evaluations. Leveraging a statewide policy reform as an example, we report findings from a quasi-experimental evaluation, which demonstrated that the various metrics can point to differing conclusions. We conclude with proposed guiding principles for the selection and use of discipline disproportionality metrics in evaluations.

Bréau, A., & Hauw, D. (2023). **S'épanouir sans les garçons… mais sous conditions. Analyse de l'activité située d'une adolescente au sein de classes non mixtes en EPS dans le canton de Genève**. *Éducation et sociétés*, *49*(1), 115-130. https://doi.org/10.3917/es.049.0115

Bien qu'étant plutôt envisagée, au départ, comme un espace d'enrichissement et de découverte, la mixité à l'école fait l'objet d'une remise en cause. C'est notamment le cas en éducation physique et sportive (EPS), une discipline scolaire directement confrontée à la question du genre et dans laquelle la participation et la réussite des filles peuvent être problématiques. Présent à une échelle internationale, le développement de cours non mixtes reste toujours plongé dans une part d'incertitudes. En privilégiant une approche énactive et une entrée via le faire genre (doing gender), ce travail rend compte de la manière dont le genre se réalise tout au long d'une année scolaire. Plutôt favorable au départ, la non-mixité tend à offrir la possibilité aux adolescentes de s'épanouir dans un espace éloigné de la pression subie avec les garçons. Toutefois, en lien avec les codes de féminité et les normes de genre, des rapports de domination se maintiennent au sein des classes non mixtes.

Bugeja, F., & Frouillou, L. (2023, mars 22). **À l'université, le cercle vicieux de la précarité étudiante**. Consulté 29 mars 2023, à l'adresse The Conversation website: http://theconversation.com/a-luniversite-le-cercle-vicieux-de-la-precarite-etudiante-201914
Alors que le recours aux banques alimentaires explose et que la réforme des bourses étudiantes tarde, les enquêtes de terrain nous renseignent sur l'ampleur de la précarité qui touche la jeunesse.

Busquet, G., Demoulin, J., Lafaye, C., & Collectif Pop-Part. (2023). **Les jeunes des quartiers populaires face aux transformations de leur lieu de vie : une communauté d'expérience contrastée**. *Agora débats/jeunesses*, *93*(1), 121-136. https://doi.org/10.3917/agora.093.0121
Ce dossier s'intéresse aux identifications collectives des jeunes des quartiers populaires. Il repose sur la recherche participative Pop-Part, qui s'est attachée à documenter l'ordinaire de la vie de jeunes dans leur diversité à partir de dix quartiers populaires de la région Île-de-France (quartiers de grands ensembles de villes périphériques, de centre-ville, quartiers d'habitat mixte, etc.). Portant le regard sur les expériences partagées par ces jeunes, creuset d'identification à un « nous » des quartiers, il montre des négociations en mouvement, à l'intérieur même des quartiers, mais aussi à partir d'une histoire plus grande, comme les attentats de 2015. Ces négociations se déploient également dans la confrontation avec d'autres, par exemple dans les contextes de transformation urbaine ou de déménagement vers le pavillonnaire du péri-urbain, qui amènent à côtoyer d'autres milieux sociaux.

Caraballo-Cueto, J., Godreau, Í., & Tremblay, R. (2023). **From Undergraduate Research to Graduation: Measuring the Robustness of the Pathway at a Hispanic-Serving Institution**. *Journal of Hispanic Higher Education*, *22*(2), 219-232. https://doi.org/10.1177/15381927221074026
Based on several regression specifications that control for a host of covariates, this article demonstrates that the quantity of undergraduate research experience was by far the most important determinant for increased graduation rates at a 100% Hispanic-serving institution. Our finding also shows a causal relationship confirmed by propensity score matching analyses. Results underscore the high impact but sometimes underestimated contribution of undergraduate research to academic success, even for teaching-oriented colleges.

Castaingts, É. (2022). **UPE2A, OEPRE : derrière les sigles, l'accueil des migrants à l'école**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 21-29. https://doi.org/10.4000/hommesmigrations.14514
Dernières dénominations officielles en date, les sigles UPE2A (Unité pédagogique pour élèves allophones arrivants) et OEPRE (Ouvrir l'École aux parents pour la réussite des enfants) désignent respectivement les dispositifs à destination des élèves allophones arrivants, et des parents allophones nouvellement arrivés ou qui vivent leur premier contact avec l'École française par la scolarisation d'un de leurs enfants. L'analyse de la mise en place de ces dispositifs dans un collège REP+ de la Marne conduit à relever une augmentation des pratiques innovantes et des projets liés au plurilinguisme et à l'interculturalité.

Castelain-Meunier, C. (2023). **Comment dépasser les stéréotypes et élever des garçons libres et heureux ?** *Éducation et sociétés*, *49*(1), 149-166. Consulté à l'adresse https://www.cairn.info/revue-education-et-societes-2023-1-page-149.htm
Comment libérer les garçons d'un idéal viril obsolète, de stéréotypes de genre reproduits alors même qu'ils sont dénoncés ? Comment surmonter ce paradoxe ? Comment ne pas gommer les spécificités individuelles au nom de l'égalité ? Comment développer une éducation qui pourrait être plus libre pour les garçons, portée par de nouvelles conceptions de la virilité ? Quelle est la place des nouvelles pédagogies ? Quel peut être l'apport de l'écoféminisme inclusif ? À partir d'enquêtes empiriques, une élaboration conceptuelle est entreprise afin de changer de posture, de convoquer de nouvelles références, de nouveaux symboles, de nouveaux repères, de nouvelles ressources.

Chan, R. C. H., & Lam, M. S. (2023). **Contextual Influence of School-Level Gender Role Attitudes and Sexual Prejudice on Allyship, Bullying, and Internalized Homonegativity**. *Journal of Youth and Adolescence*, *52*(5), 980-995. https://doi.org/10.1007/s10964-022-01731-0
Previous studies have primarily used an individual differences approach to identify dispositional factors associated with bullying behavior, which often neglect the broader school context in which bullying occurs. The present study used a multilevel research design to examine the contextual influence of school normative climate on allyship, bullying, and internalized homonegativity. The study included 3020 students (M = 15.83 years, SD = 1.50) from ten secondary schools in China. The results showed that school-level gender role attitudes were positively associated with bullying perpetration among heterosexual students as well as bullying victimization and internalized homonegativity among LGBQA+ students. In addition, there was a negative association between school-level sexual prejudice and allyship among heterosexual students. The findings demonstrate the contextual influence of school normative climate and highlight the need for regular school climate assessments, so that appropriate instructions, policies, and practices can be implemented to address gender biases and homophobia and the resulting bullying behavior.

Chantseva, V. (2022). ***Rendre propre. Une enquête multi-située sur un travail éducatif (France, Russie, Norvège)*** (Phdthesis, Université Sorbonne Paris Nord). Consulté à l'adresse https://hal.science/tel-03928789
L'enquête, que cette thèse restitue, s'intéresse à l'apprentissage de « la propreté sphinctérienne » via l'étude des représentations et des prescriptions normatives qui y sont

associées, des expériences des mères (parents), des objets des enfants et du travail des professionnelles de la petite enfance dans trois contextes nationaux : en France, en Russie et en Norvège. De fait, ce processus d'apprentissage est empreint d'une diversité de représentations et de prescriptions afférentes à l'âge, aux attitudes attendues des adultes et aux interdits caractéristiques des pratiques éducatives. À partir du constat des tensions normatives propres à ce processus et de l'ambivalence sous-jacente à ces tensions – relative au contrôle tantôt « externe », tantôt « interne » au corps de l'enfant, l'analyse cherche à comprendre les ressorts de la transformation de cet apprentissage en une « acquisition naturelle », les ruptures et les différends que suscite ce sujet et les mécanismes par lesquels s'établissent les consensus. Au-delà de prendre acte de « différences culturelles » entre trois contextes nationaux, la démarche comparative adoptée met en exergue le rôle des institutions, des industries, des groupes professionnels, et des formes de collaboration à l'intérieur et à l'extérieur de l'espace domestique. Ce faisant, cette démarche permet de montrer comment le contrôle des « besoins naturels » relève de processus non pas « naturels », mais sociaux. Dans un premier temps, en mobilisant le concept « d'informalisation », cette thèse retrace l'évolution des représentations et des prescriptions éducatives à partir de l'analyse de manuels de puériculture, et distingue ainsi trois modèles normatifs d'apprentissage (« dressage », « coopération », « autonomie »), qui se succèdent. Cette succession reflète, d'une part, un assouplissement, sur le plan discursif du moins, de la hiérarchie enfants-adultes, dont un effet collatéral est la délégitimation d'une imposition autoritaire de la maîtrise du corps. D'autre part, cette évolution renvoie à une transformation du travail domestique, et du mouvement sous-jacent, décliné différemment selon les pays, de naturalisation des contraintes sociales. Autrefois objet d'inculcation disciplinaire, la propreté devient une expression de maturation « naturelle » du corps et d'une volonté « naturelle » de l'enfant de grandir. Par l'analyse des prescriptions normatives à l'endroit des objectifs et de « erreurs » parentales, cette recherche montre comment le tabou récent de la coercition révèle en définitive des difficultés à rendre explicite la « contrainte civilisationnelle », désormais naturalisée, et des raisonnements préventifs qui anticipent les oppositions potentielles des enfants. Dans un deuxième temps, à partir d'observations ethnographiques et d'entretiens, cette thèse examine les conflits normatifs autour des articles de puériculture (couches jetables), des objets des enfants (albums, récompenses), ainsi que des tensions normatives qui émergent dans les situations et les lieux de confrontations des pratiques éducatives domestiques et institutionnels (lieux d'accueil de la petite enfance). Tout en soulignant les spécificités des configurations institutionnelles françaises, l'argument général développé dans cette thèse vise à montrer comment se déploient les contraintes liées à la prise en charge des jeunes enfants et les épreuves de coopération entre les personnes impliquées dans le partage du « sale boulot » de l'hygiène.

Chen, C. P., & Doherty, H. (2023). **Enhancing the career development of rural youth**. *International Journal for Educational and Vocational Guidance*, *23*(1), 97-109. https://doi.org/10.1007/s10775-021-09507-x

The career development experiences of rural youth are worthy of specialized attention from career counsellors. While rural youth share many commonalities with their urban counterparts, the rural experience presents distinctions that can influence their life-career decisions. To support career decision-making, career counsellors should be aware of how local economies, access to post-secondary education, and limited career exploration services shape the rural youth experience. Furthermore, counsellors must also consider

the relationship between rurality and identity, and recognize how rural youth confront and negotiate this tension as they explore career options. Both theoretical and applied implications for supporting rural youth are discussed.

Choi, S., Jang, D., & Lee, Y. (2023). **Smartphone Dependency, Happiness, and Social Class Awareness Among Middle School Students in South Korea**. *Youth & Society*, *55*(4), 730-748. https://doi.org/10.1177/0044118X221099546
Smartphone dependency (SD) has been linked to decreased happiness; however, research has not yet explored potential mediating mechanisms such as social class awareness (SCA) in this relationship. This study examined the association between SD and happiness among middle school students and the mediating effect of SCA in this relationship. Data from the 11th Korea-Child Happiness Index 2019 Survey were used, which is a cross-sectional survey administered to children and adolescents residing in South Korea collected by the Korea Social Science Data Archive (KOSSDA). A total of 2,296 Korean middle school students were selected for analysis. Findings suggest that higher levels of SD were associated with lower levels of happiness. SCA mediated the relationship between SD and happiness among middle school students. SD prevention and intervention approaches should consider the extent to which SCA impacts happiness of middle school students.

Coles, J. A. (2023). **Storying against non-human/superhuman narratives: Black youth Afro-futurist counterstories in qualitative research**. *International Journal of Qualitative Studies in Education*, *36*(3), 446-464. https://doi.org/10.1080/09518398.2022.2035455
Antiblackness, and the dominant stories it produces about Black humanity, creates distorted images of Black humanness that are used to justify violence against Black youth in schools and society. However, Black youth have different stories to tell about their being in the world that stems directly from their lived experiences and are inherently counter to damaged center narratives intertwined with Black suffering. Using the theoretical framing of BlackCrit and theorizations of Afrofuturism, I share two composite Afro-futurist counterstories developed by Black high school students in a summer writing course, which confront antiblackness and disrupt the ways the regime makes educators complicit in seeing Black youth as non-human/superhuman. The research provides insights into Black youth futurity in relation to schooling in an anti-Black world.

Cui, T., Cheng, E. H., Kam, C. C. S., & Liu, Q. (2023). **A Moderated Mediation Model of Socio-Economic Status, Hope, Teacher-Student Relationship, and Autonomous Learning among Chinese Middle School Students**. *Child Indicators Research*, *16*(2), 671-688. https://doi.org/10.1007/s12187-022-09991-9
This study proposed a moderated mediation model to examine the mediating effect of hope and moderating effect of the teacher-student relationship in the relationship between socio-economic status (SES) and autonomous learning among Chinese middle school students. Mediation analysis first indicated that hope partially mediated the relationship between SES and autonomous learning. Moderated mediation analysis further indicated that the teacher-student relationship moderated on the mediating pathway of hope on autonomous learning. With a higher level of teacher-student relationship, the positive relationship between hope and autonomous learning would be stronger. The findings elucidated that positive interaction with teachers could benefit students' learning process by facilitating their hope belief and autonomous learning;

such positive interaction could motivate students' hope beliefs into autonomous learning behaviors. Implications of the findings are discussed.

Cunningham, C. (2023). **School leadership, female empowerment and China's Rise**. *Management in Education*, *37*(2), 104-106. https://doi.org/10.1177/0892020621999676

Dauphant, F., Evain, F., Guillerm, M., Simon, C., & Rocher, T. (2023). **L'indice de position sociale (IPS) : un outil statistique pour décrire les inégalités sociales entre établissements**. *Note d'Information*, (23.16), 1-4. https://doi.org/10.48464/ni-23-16
L'indice de position sociale (IPS) d'un collège est un indicateur qui résume les conditions socio-économiques et culturelles des familles des élèves qu'il accueille.

Deer, F., & Heringer, R. (2023). **Indigenous Perspectives at the Cultural Interface: Exploring Student Achievement through School/Community-Based Interventions**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(1), 33-55. https://doi.org/10.53967/cje-rce.5707
Many schools, school districts, and provincial education authorities in Canada are collaborating with Indigenous communities to indigenize content and provide progamming to improve Indigenous student success. With a focus on high school achievement in the area of Indigenous education at the cultural interface of Indigenous communities and Euro-Western educational systems, this article examines the efforts of a school division to impact student achievement and experience. Data from interviews conducted with teachers, educational assistants, and administrators are presented and discussed, evidencing participants' perspectives on these initiatives. This study revealed that, despite numerous institutional and non-institutional challenges, the school division's efforts in Indigenous education programming in many of its high schools have been thriving and have also been well supported compared to other public school divisions in Canada.

Denecheau, B. (2023). **La Protection judiciaire de la jeunesse face à la scolarité des mineur·e·s sous main de justice. Un travail intermittent sur une question marginalisée**. *Agora débats/jeunesses*, *93*(1), 7-22. https://doi.org/10.3917/agora.093.0007
Ce dossier s'intéresse aux identifications collectives des jeunes des quartiers populaires. Il repose sur la recherche participative Pop-Part, qui s'est attachée à documenter l'ordinaire de la vie de jeunes dans leur diversité à partir de dix quartiers populaires de la région Île-de-France (quartiers de grands ensembles de villes périphériques, de centre-ville, quartiers d'habitat mixte, etc.). Portant le regard sur les expériences partagées par ces jeunes, creuset d'identification à un « nous » des quartiers, il montre des négociations en mouvement, à l'intérieur même des quartiers, mais aussi à partir d'une histoire plus grande, comme les attentats de 2015. Ces négociations se déploient également dans la confrontation avec d'autres, par exemple dans les contextes de transformation urbaine ou de déménagement vers le pavillonnaire du péri-urbain, qui amènent à côtoyer d'autres milieux sociaux.

Devineau, S. (2023). ***Des hommes dans les métiers de la prime enfance: Une mixité professionnelle contrainte par le genre***. Consulté à l'adresse https://purh.univ-rouen.fr/node/1397
L'entrée des hommes dans les métiers de la crèche ou de l'école maternelle s'inscrit dans un mouvement de mixité professionnelle qui reste timide dans le secteur de la petite

enfance tant à l'échelle nationale qu'internationale. Les blocages liés aux stéréotypes sexués de « métiers féminins » restent nombreux. C'est à leur compréhension que cet ouvrage contribue en premier lieu. L'observation des expériences vécues par ces hommes livre ainsi les obstacles que les équipes doivent surmonter au quotidien pour faire advenir la mixité professionnelle. L'opinion des parents ou les messages diffusés dans les médias et réseaux sociaux permettent aussi d'éclairer le contexte de l'innovation sociale qu'implique l'inclusion de professionnels hommes. Sans oublier l'impact des modèles de genre proposés dans les albums de littérature jeunesse et le poids de l'histoire de la maternité qui expliquent le peu d'attrait qu'exerce cette orientation chez les lycéens et les étudiants. L'analyse pointe par ailleurs la faiblesse de l'ambition égalitaire dans ces expériences de mixité professionnelle, ce que confirme le panorama international. Toutefois, les dispositifs étudiés permettent d'identifier les divers leviers qui peuvent être actionnés par les politiques publiques.

Dionne, P., Desrochers, F., Milot-Lapointe, F., & St-Cyr, G. (2023). **Recours au numérique lors d'interventions d'aide à l'emploi ou d'orientation en groupe : transformation des services et enjeux de justice sociale**. *L'orientation scolaire et professionnelle*, (52/1), 63-86. https://doi.org/10.4000/osp.16989
Plusieurs spécialistes de l'orientation ont été contraints, pendant la pandémie, de suspendre leurs activités de groupe en présentiel et d'opter pour des interventions de counseling de carrière groupal sur plateforme numérique. Or, le contexte précipité dans lequel cette télépratique a émergé a pu mener à une implantation hétérogène de services en ligne. Pour recenser ces services et pratiques d'intervention de groupe en télépratique dans les organismes d'aide à l'emploi au Québec, une enquête par questionnaire et des groupes de discussion ont été organisés. Les résultats obtenus, analysés selon l'approche par les capabilités, révèlent que la télépratique groupale constitue une avenue prometteuse pour soutenir le développement progressif de compétences numériques, mais qu'elle soulève des enjeux centraux à considérer pour favoriser un accès juste aux services d'orientation et d'emploi. Certaines inégalités sociales semblent effectivement exacerbées par les inégalités numériques, notamment celles découlant de ressources informatiques limitées ou d'une faible littératie numérique.

Donegan, R. E., Wanzek, J., Petscher, Y., & Otaiba, S. A. (2023). **The Impact of Student Race, Sex, and Mindset on Reading Intervention Response at the Upper Elementary Level**. *The Elementary School Journal*, *123*(3), 437-456. https://doi.org/10.1086/723373
Effects from different studies of reading and mindset interventions are inconsistent, pointing to the need to investigate moderating factors affecting response. In this study, we implemented two intensive intervention conditions for fourth-grade students with/at risk for reading disabilities (N = 360). One intervention condition included reading intervention only, whereas the other intervention condition incorporated both reading and mindset interventions. Through exploratory analyses, we examined student characteristics (sex, race/ethnicity, mindset) as moderators of the effects of the interventions on mindset, word attack, and reading comprehension outcomes and also explored potential interactions. Overall, we found no differential outcomes of intervention by race, sex, or initial mindset level. Our exploration of the interactions also did not yield any significant effects; however, we were limited by small sample sizes in subgroups. Overall, more research is needed to explore potential interactions moderating intervention outcomes.

Dumoulin, C., & Frechon, I. (2023). **Quand les filles réussissent moins bien à l'école que les garçons. Le cas des enfants placés à l'Aide Sociale à l'Enfance (ASE) en France**. *Éducation et sociétés*, *49*(1), 61-78. https://doi.org/10.3917/es.049.0061
En France, 187 000 enfants ou jeunes majeurs sont accueillis par l'Aide sociale à l'Enfance (ASE) au titre de l'enfance en danger, soit 1,1% des moins de 21 ans. S'ils entrent dans le dispositif à des âges très variés, tous doivent en sortir à 18 ans, âge de fin de la prise en charge légale ou à 21 ans maximum s'ils obtiennent un contrat jeune majeur. Leurs scolarités s'en trouvent affectées. Alors que la durée des études s'est fortement allongée en France, l'insuffisance du relais avec les aides de droit commun ne favorise pas la poursuite d'une formation au-delà de l'ASE. C'est pourquoi les orientations scolaires vers les voies courtes de l'enseignement professionnel sont massivement préconisées dans l'accompagnement des jeunes placés par l'ASE. Partant du constat inattendu d'un arrêt plus précoce de la scolarité des filles, inverse de ce qui est observé en population générale, cet article apporte un éclairage sur les processus genrés de l'orientation vers les voies professionnelles courtes et ses conséquences sur le devenir des filles et des garçons placés.

Duru-Bellat, M. (2023, mars 29). **Les gouvernants, les réformes et la toute-puissante « pédagogie »**. Consulté 30 mars 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/gouvernants-reformes-toute-puissante-pedagogie/00106458
Qu'il s'agisse de gérer la crise du Covid ou la réforme des retraites, « faire preuve de pédagogie » est le mot d'ordre de nos gouvernants quand il s'agit de faire passer des directives ou des projets. Cela peut se comprendre quand il y a sur un sujet un volume jugé suffisant de connaissances objectives, scientifiques.

Edwards, A. A., Steacy, L. M., Rigobon, V. M., Petscher, Y., & Compton, D. L. (2023). **Examining the Relationship Between Word Reading and Nonword Reading Development Within an Orthographic Learning Framework Are There Variations as a Function of SES and Reading Ability?** *The Elementary School Journal*, *123*(3), 396-413. https://doi.org/10.1086/723396
Perfetti's representational quality hypothesis suggests that orthographic learning in developing readers is associated with two important changes to the orthographic lexicon that drive continued word reading development, namely, addition of word-specific representations and acquisition of complex context-dependent decoding skills. Perfetti further hypothesizes that these two changes are mutually facilitative suggesting a bidirectional relationship. To test this hypothesis, cross-lagged panel models were used to model the relationship between word reading and nonword reading longitudinally across Grades 1–4 in a diverse sample (N = 433) of developing readers. Overall results revealed the codevelopmental pattern between word and nonword reading to be bidirectional in nature such that word reading impacted later nonword reading and vice versa. These bidirectional relations did not differ significantly between those who qualify for free and reduced lunch and those who do not. However, differences were observed between those at-risk for dyslexia and those not at-risk.

Équipe du Rapport mondial de suivi sur l'éducation. (2023). ***#HerEducationOurFuture: innovation and technology for gender equality; the latest facts on gender equality in education***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000384678

Malgré les progrès réalisés, des disparités de genre subsistent en matière d'accès à l'éducation, de compétences et de qualité de l'enseignement. Dans de nombreux pays, les filles les plus pauvres sont deux fois plus susceptibles de ne pas être scolarisées par rapport à la moyenne nationale. On note également que des écarts importants persistent dans le domaine de l'innovation et de la technologie, lequel peut contribuer à l'autonomisation des filles et des femmes. Cette fiche d'information fournit des recommandations sur la manière de favoriser la participation des filles et des femmes à l'innovation et à la technologie par le biais d'une éducation visant à faire évoluer favorablement l'égalité des genres.

Foping, D. K. (2022). **Sociologie du numérique**. *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8437
« Nul ne saurait dire que le numérique n'est pas pensé, n'est pas ausculté, n'est pas diagnostiqué comme phénomène majeur de notre temps » (p. 11), telle est la phrase introductive de la 2e édition de l'ouvrage 'Sociologie du numérique', prémices de l'emphase par son auteur Dominique Boullier, sur la pervasivité du numérique. Nonobstant les discours technophiles ou technophobes, notre rapport au monde, en tant qu'individu, groupe ou organisation, est bouleversé par le numérique, avec des enje...

Ford, J. R. (2023). **In the trenches: just trying to make it as black men in early career faculty roles**. *International Journal of Qualitative Studies in Education*, 36(3), 341-355. https://doi.org/10.1080/09518398.2022.2127014
At all levels of education, deficit models and negative narratives about Black men prevail. For many Black men, negative messages, associated feelings of isolation, and inherent racism perpetrated by faculty, students, and administrators contributed to their long-term experience of racial microaggressions throughout their educational journeys, including faculty careers. This study explores how Black men in early career faculty roles have navigated the academia in this study. Interviews seven early career faculty reaffirm the well-documented difficulties associated with racism, marginalization, and solitude in the academy. Their counternarratives demonstrate the systemic racism in Black men's socialization experiences as early career faculty. Recommendations are made to improve the inclusiveness, responsiveness, and transformative nature of academic environments for Black men serving as early career faculty.

Froehlich, L., Brokjøb, L. G., Nikitin, J., & Martiny, S. E. (2023). **Integration or isolation: Social identity threat relates to immigrant students' sense of belonging and social approach motivation in the academic context**. *Journal of Social Issues*, *79*(1), 264-290. https://doi.org/10.1111/josi.12548
Stigmatized individuals often feel threatened by negative stereotypes about their group. Previous research showed that concerns about being negatively stereotyped (i.e., social identity threat) have detrimental effects on performance in the stereotyped domain. Little research has focused on interpersonal consequences of negative stereotypes, despite their essential role for integration of stigmatized groups like immigrants. The current work examines the relations of social identity threat with sense of belonging and social approach motivation in immigrant university students, and the moderating effect of ethnic and national identity. Two studies with immigrant university students in Norway (total sample N = 252) showed that concerns about being negatively stereotyped at university were negatively associated with immigrant students' sense of belonging to

university which in turn related to lower social approach motivation toward other students. Further, social approach motivation predicted students' behavioral intentions to approach social events. There was also first evidence for a moderating effect of ethnic and national identity on the relationship between social identity threat and sense of belonging. Practical implications for immigrants' societal and educational integration are discussed.

Garza, N. E., Rodriguez, S. L., & Espino, M. L. (2023). **Nepantla aquí, Nepantla allá: The Borderlands of Identity from Mexican-Origin Women in STEM**. *Journal of Hispanic Higher Education*, *22*(2), 130-145. https://doi.org/10.1177/15381927221130174
The study explored how Mexican-origin women in STEM utilized Anzaldua's borderlands of identity and Conocimientos to successfully navigate between Mexican-origin cultures and STEM cultures. Students experienced life-changing events during their studies (el arrebato) and felt torn between STEM and Mexican-origin cultures (Nepantla). However, students also sought to reimagine their futures (Coyolxuahqui, the blow-up) and use their degrees to help their communities.

Gastineau, B., & Adjamagbo, A. (2023). **Le quotidien des élèves et des enseignants d'école primaire à Cotonou. Expressions implicites et explicites du système de genre**. *Éducation et sociétés*, *49*(1), 79-95. https://doi.org/10.3917/es.049.0079
Observées le plus souvent sous l'angle de l'accès à l'école primaire et/ou secondaire, les inégalités scolaires entre filles et garçons en Afrique ont fait l'objet de nombreuses recherches depuis les années 1970. Plus qu'une distinction filles/garçons, cet article propose une lecture à partir du genre du quotidien des enfants dans deux écoles primaires de Cotonou. Adossé à des observations et des entretiens avec des instituteurs, il montre comment l'entrée en classe, le placement des enfants sur les bancs, les interactions entre élèves et enseignants, la distribution des tâches sont régis par les représentations que les instituteurs se font des qualités et attributions des filles versus des garçons. Il apparaît alors que l'école n'est pas un lieu de changements, mais plutôt de maintien des normes de genre en vigueur à l'extérieur dans la société environnante.

Griffin, A. A., & D. Turner, J. (2023). **E-racing false narratives: a black woman track star's multimodal counterstory of possible futures**. *International Journal of Qualitative Studies in Education*, *36*(3), 374-391. https://doi.org/10.1080/09518398.2022.2100506
In 2019 the University of Missouri Athletics (Mizzou Athletics) tweeted an image of student athletes as part of their "I am" campaign. While the two white student athletes are defined with captions stating the certainty of their future careers, the Black students are defined by their racial identity and current values. The Mizzou tweet demonstrates how collegiate sports programs at PWIs reflect white patriarchal systems that seek to control the futures of Black women student-athletes like Arielle Mack. Throughout this paper we, two Black women literacy scholars, present a critical re-telling of Arielle's story for her future, which she narrated through a series of visual images and words. Specifically, we frame Arielle's multimodal counterstory with two reflective questions in mind: (1) What did Arielle have to say in response to the Mizzou tweet? and (2) How, if given the chance, might she have represented herself and her future differently?

Grimes, J. O. (2023). **It is more than a degree: Black men's motivation for pursuing doctorates in education**. *International Journal of Qualitative Studies in Education*, *36*(3), 326-340. https://doi.org/10.1080/09518398.2022.2127012

Black men historically in graduate education have endured issues of racial indignity, hostile classroom environments, microaggressions, and questioning of intellectual ability, which subsequently have a negative effect on doctoral enrollment. Not only do Black men in doctoral programs undergo acts of racism in their educational experiences at many Historically White Institutions (HWIs); they seemingly operate in educational spaces where their presence is not welcome at certain institutions. What is more important, is how historical educational policies and practices embedded in racism, have created structures that fail to adequately address how access and preparedness for graduate programs, exclude the challenges Black men have faced throughout their educational socialization. Therefore, the purpose of this article is to share intrinsic and extrinsic motivating factors impacting seven Black men's pursuit of a doctoral degree.

Heringer, R. (2023). **Hospitality, Self-Determination, and Black Refugee Students in Manitoba**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(1), 56-79. https://doi.org/10.53967/cje-rce.5673
A large number of refugees come to Canada every year, supporting the government's claims that they are encouraging of "cultural diversity." Nonetheless, the pervasiveness of racism and the paucity of research focused on the intersectional identity of Black refugee students raises several concerns, especially in light of the White savior myth that is embedded in a White society like Canada. Based on the ethic of hospitality, self-determination theory, and the tenets of critical race theory, this case study explored the hospitality of K–12 schools for Black refugee students in Manitoba. Through the voices of five students, this research demonstrates how students' needs for autonomy, relatedness, and competency were often threatened by racist (in)actions of teachers and classmates, thus negatively impacting their educational experience.

Hotchkins, B. K. (2023). **Virtual game boys: an examination of Black male cyberbonding play as navigation of a Hispanic Serving Institution**. *International Journal of Qualitative Studies in Education*, *36*(3), 301-313. https://doi.org/10.1080/09518398.2022.2127013
This critical qualitative study uses education journey maps (EJMs) as undergirded by critical race theory to examine how three Black male collegians use cyberbonding play to navigate the geographies of racism while attending a Hispanic-serving Institution (HSI). Sociospatial dialectic is applied in concert with educational journey mapping to center participants in a collaborative research process. Education journey maps (EJMs) created by participants explained the multidimensional value of contextualized counter-cartography narratives to understand the benefits of engaging in play across physical and virtual geographies. Each EMJ was created by participants using: (a) constructive prompts; (b) continual access; (c) genuine reciprocity; and (d) expressed authentic gratitude (Annamma, 2018). Unfurled digital and physical spaces yielded two emergent themes that comprised cyberbonding play: 1) "Get what you came for!"; and 2) User Friendly. Study findings inform how Black male collegians purposefully use cyberbonding play while in pursuit of degree attainment despite college geographic hostilities.

Igodoe, A. A. (2023). **Mobiliser les mères pour promouvoir la scolarisation des filles au Niger : l'expérience des associations des mères éducatrices à Dosso**. *Éducation et sociétés*, *49*(1), 47-59. https://doi.org/10.3917/es.049.0047
L'implication des mères de famille dans la scolarisation des filles est au centre de l'article à travers la mise en place des associations des mères éducatrices (AME) dans les écoles. Dans le cadre d'une enquête dans la région de Dosso au Niger entre 2015-2017, trois

associations des mères éducatrices ont été étudiées à travers des entretiens avec des enseignants et directeurs d'écoles et des agents de l'inspection scolaire. Ces échanges ont révélé que plusieurs activités menées par les mères de famille portent sur la santé, l'hygiène, le suivi scolaire des enfants et bénéficient en cela à l'ensemble des élèves. Par ailleurs, le rôle des mères dans la scolarisation des filles s'inscrit dans une perspective ambivalente, car tout autant qu'elles souhaitent renforcer les rôles sociaux de sexe des filles, elles veulent aussi leur insuffler un esprit d'autonomie. Enfin, la participation des mères à l'école est au cœur de conflits entre femmes et se heurte aux rapports de pouvoirs entre les sexes.

Jacquemin, M., Mondain, N., & Goudiaby, J.-A. (2023). **Repenser l'accompagnement scolaire des filles au Sénégal : la Maison de l'éducation à Ziguinchor comme dispositif de (re)mise à l'école**. *Éducation et sociétés*, *49*(1), 131-147. https://doi.org/10.3917/es.049.0131
Malgré les progrès réalisés en matière de parité filles-garçons dans l'accès et le maintien à l'école en Afrique, des inégalités persistent comme au Sénégal où les normes sociales de genre dominantes exposent davantage les filles que les garçons au cumul de sollicitations familiales et sociales, entre travail rémunérateur et travail domestique. Plutôt que de se limiter, comme la plupart des programmes en place, à retenir dans le système scolaire des élèves à risque de décrochage ou à favoriser l'accès à l'école des filles dès le plus jeune âge, le dispositif de la Maison de l'éducation (MDE), mis en place depuis 2014 à Ziguinchor par l'association Futur au présent, vise, en les accompagnant durant tout le cycle élémentaire, à permettre le retour à l'école publique de filles qui en sont déjà sorties ou d'un âge trop avancé pour y entrer normalement. Cet article prend appui sur une étude qualitative des trajectoires individuelles des filles qui sont passées par le dispositif de la MDE, pour en analyser les effets positifs, mais aussi poser la question de sa généralisation possible.

Johnson, D. S., Johnson, A. D., Crossney, K. B., & Devereux, E. (2023). **Women in higher education: A brief report on stress during COVID-19**. *Management in Education*, *37*(2), 93-100. https://doi.org/10.1177/08920206211019401
Higher education institutions have evolved into a more stressful environment. Women have been experiencing higher levels of stress than their male counterparts. With higher education adopting to the onset of the pandemic, this brief report studied women's perceived stress in relation to perceived organizational and supervisory support, and age during times of crisis. In an era of social distancing, quarantines, and lockdowns, the findings suggest that women's perceived stress is negatively related to age, perceived organizational support, and perceived supervisory support. Society as we once knew it pre-pandemic will never be the same. Higher education is inevitably going to have to manage the aftermath, a new normal that can only be as effective as the employees that help keep the organization running.

Johnson, R. M., & Manyweather, L. (2023). **Examining the experiences of formerly incarcerated black men at community colleges: the role of community cultural wealth**. *International Journal of Qualitative Studies in Education*, *36*(3), 287-300. https://doi.org/10.1080/09518398.2022.2127015
This study directs attention to an oft-overlooked group of students in higher education: formerly incarcerated Black men (FIBM). Specifically, we aim to generate knowledge about how FIBM experience the college-going process to inform policy and practice

aimed at broadening their participation and increasing their persistence. Two research questions guide our analysis: (1) How do FIBM understand and conceptualize the importance of college? (2) What factors help facilitate their access to and persistence in college? Employing qualitative research methods, we draw on Yosso's (2005) Community Cultural Wealth perspective as a conceptual frame. Three major findings were identified: "Choosing Community College as a Life-or-Death Decision," "Education as Liberation," "Critical Role of Institutional Agents."

Karmann, C., & Dinvaut, A. (2022). **Résilience collective, apprentissages, enseignement**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 71-78. https://doi.org/10.4000/hommesmigrations.14559
La mise en place de dispositifs d'enseignement dans une unité pédagogique pour élèves allophones arrivants requiert de l'enseignant·e et des élèves une grande faculté d'adaptation aux réalités biographiques, sociales et linguistiques diversifiées du groupe classe. Pour les enseignant·es, il s'agit d'endosser de multiples rôles et de valoriser les écarts entre les prescrits pédagogiques et l'appropriation qu'en font les élèves. Car, au-delà de la transmission des contenus scolaires, la sociali...

Kostas, M. (2023). **Textbooks, students and teachers talk around gender: A new materialist approach to children's agency**. *Teaching and Teacher Education*, *125*, 104052. https://doi.org/10.1016/j.tate.2023.104052
Theoretically anchored in Butlerian and Baradian approaches to gender performativity, this study scrutinized Athenian elementary pupils' understanding of gender-normative discourses in textbook illustrations and their teachers' capacity to identify such discourses. The findings revealed that educators were unaware of the prevalence of gendered discourses in textbooks and did not make substantive efforts to diminish their harmful effects on pupils' perceptions of gender. Children, however, are agentic subjects who negotiate gender discourses idiosyncratically. This study argues that introducing non-sexist curricula is not sufficient for combating sexism in education; textbook revisions need to be accompanied by in-service gender-training courses for educators.

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.

Kurt, Ş. H., & Özgün, Ö. (2023). **Play Experiences and Perceptions of Young Children Living in Disadvantaged Socioeconomic and Cultural Contexts in Turkey**. *Child Indicators Research*, *16*(2), 837-862. https://doi.org/10.1007/s12187-022-10000-2
This phenomenological study examined the play experiences and perceptions of eighteen 5- to 6-year-old children from three disadvantaged socioeconomic and cultural contexts in Turkey. Data were generated through semi-structured individual interviews with children. Results indicated that children's play experiences and perceptions were influenced by the context and cultural characteristics in which they lived. Children defined play as the various activities they choose to do primarily outdoors, and their play experiences varied in relation to their parents' attitudes, socioeconomic opportunities, culture-specific judgments, and affordances of their physical environment. Parents set limits on their children's play and play spaces due to safety concerns, possibility of damaging property, and responsibilities which the children were expected to fulfill. However, children were usually allowed to play outside within hearing distance of their parents, provided that they completed their homework and avoided risks and danger. Although the children had limited play materials, gender stereotypes were quite evident in their play materials and playmate preferences. Participant children reported that their parents usually did not play with them as well as did not prefer them to become playmates with children of the opposite gender.

Lancien, A. & Collectif Pop-Part. (2023). **Une place à prendre ? Les « jeunes » dans les espaces publics d'un quartier en gentrification**. *Agora débats/jeunesses*, *93*(1), 103-120. https://doi.org/10.3917/agora.093.0103
Ce dossier s'intéresse aux identifications collectives des jeunes des quartiers populaires. Il repose sur la recherche participative Pop-Part, qui s'est attachée à documenter l'ordinaire de la vie de jeunes dans leur diversité à partir de dix quartiers populaires de la région Île-de-France (quartiers de grands ensembles de villes périphériques, de centre-ville, quartiers d'habitat mixte, etc.). Portant le regard sur les expériences partagées par ces jeunes, creuset d'identification à un « nous » des quartiers, il montre des négociations en mouvement, à l'intérieur même des quartiers, mais aussi à partir d'une histoire plus grande, comme les attentats de 2015. Ces négociations se déploient également dans la confrontation avec d'autres, par exemple dans les contextes de transformation urbaine ou de déménagement vers le pavillonnaire du péri-urbain, qui amènent à côtoyer d'autres milieux sociaux.

Lange, M.-F. (2023). **Scolarisation et genre : perspectives Nord et Sud**. *Éducation et sociétés*, *49*(1), 5-27. https://doi.org/10.3917/es.049.0005
Ce dossier questionne la scolarisation au regard de la problématique du genre. Les inégalités entre filles et garçons sont interrogées par l'étude des formes qu'elles prennent, les origines et modalités de leurs constructions, les moyens de lutte mis en œuvre. Prendre en compte les recherches portées par la sociologie de l'éducation et de la formation dans les pays dits du Nord ou ceux du Sud et l'apport des travaux menés dans ces derniers peut favoriser la mise en œuvre d'approches heuristiques mais peu connues. Les méthodologies et orientations théoriques sont variées en raison de terrains différents (Bénin, France, Niger, Québec, Rwanda, Sénégal et Suisse), mais aussi de thématiques et d'approches singulières, reposant souvent sur des matériaux empiriques originaux.La perspective internationale stimule un regard neuf sur des environnements sociaux, politiques et culturels divers et des organisations scolaires aux histoires particulières. Les

inégalités constatées interrogent le système de genre en vigueur, qui socialise chaque enfant à devenir femme ou homme en influant sur sa destinée scolaire au-delà du rôle de l'école. Les articles invitent à découvrir des terrains peu connus des sociologues de l'éducation travaillant au Nord et à mettre en perspective les résultats de recherches situées dans des environnements contrastés, mais qui finalement signalent les mêmes types de discriminations et les mêmes difficultés à transformer les relations de genre. Là où les filles affichent de meilleurs résultats que les garçons, les écarts se déplacent sur le plan des filières suivies et des moindres réussites professionnelles. Au Nord, les femmes obtiennent de plus en plus de droits, même si certains peuvent être remis en cause du fait des mouvements masculinistes. Au Sud, le fossé entre les réussites scolaires des filles et leurs droits familiaux, politiques, sociaux ou économiques a été peu comblé. Si l'expansion de l'éducation des filles augmente, les options sociales et professionnelles des femmes ne modifient pas fondamentalement les relations de genre et de pouvoir.

Lewis Ellison, T., & Qiu, T. (2023). **From Black Girl Exclusion to Black Girl Empowerment: Understanding one Black girl's digital and STEAM literacy practices as empowering, liberatory, and agentic**. *International Journal of Qualitative Studies in Education*, *36*(3), 465-486. https://doi.org/10.1080/09518398.2022.2025493
In this article, we use the framework knowledgeable agents of the digital to understand the agentic experiences of one adolescent Black girl's digital and STEAM literacy practices. After discriminatory acts deterred Star's interest in exploring STEAM literacy practices in school, her involvement in a digital application workshop for Black girls and their fathers and a robotics club for Black girls reshaped her understanding of herself as a leader and innovator. Through qualitative data sources, including surveys, interviews, observations, photos, audio/video recordings, focus groups, vision boards, and digital app making, we explore her actions as a knowledge maker, creator, and producer. These roles (re)affirmed her interests in STEAM and her racialized and gendered identities as a Black girl. This study is important for rethinking collective educational efforts to disrupt systems that discourage and marginalize Black girls and women of varying identities in digital and STEAM literacies.

Livingston, D. (2023). **Beats, rhymes, and college life: making a case for mixtape methodology in higher education research**. *International Journal of Qualitative Studies in Education*, *36*(3), 314-325. https://doi.org/10.1080/09518398.2022.2135038
In this article, I will do two things: (1) synthesize existing literature exploring critical methodological frameworks that center race and hip-hop in educational contexts; and (2) propose future considerations for research for research, and introduce a new qualitative methodology called mixtaping. The aim of this article is to contribute to a growing body of scholarship supporting the decolonization of methodological practices, by framing minoritized voices – which are in this case, Black men in higher education, who identify as hip-hop artists – as both the subject of research and the producers of new knowledge.

Long, K., & Renbarger, R. (2023). **Persistence of Poverty: How Measures of Socioeconomic Status Have Changed Over Time**. *Educational Researcher*, *52*(3), 144-154. https://doi.org/10.3102/0013189X221141409
Socioeconomic status (SES) is a common measure used to gauge social, cultural, and financial capital in scientific literature. Over time, SES research has produced an extremely wide and inconsistently used variety of SES variables and components. This

study will review research that estimates SES and will examine common components and trends from the inception of its measurement to present data. A systematic review protocol was used to gather literature related to SES, and a historical analysis was conducted to examine the SES variables and their components that were most commonly used in the literature. Results displayed varying trends by decade, with earlier SES measures including components on social capital and more recent measures incorporating aspects of cultural and economic capital. Subjective perspectives of social class became more common toward the turn of the century, and few measures included components from more asset-based frameworks. The Big 3 measures (parental education, parental occupation, and income) have been common measures across time.

Louie, D. W., & Prince, L. (2023). **Achieving Equity in Graduation Rates and Other Indicators of Success for Indigenous Learners in Canada**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(1), 1-32. https://doi.org/10.53967/cje-rce.5493
This research project was designed to attend to inequity for Indigenous students, communities, and knowledges in a northern British Columbian district. The aims of the article are to share the systemic and individual transformation for Indigenous learners and their families based on the strengths and barriers they perceive in the system. Presented here are the results of extensive engagement with students, parents or guardians, teachers, administrators, and Indigenous communities that have led to novel practical approaches to governance, policy, programmatic design, and practice in a mainstream school district, resulting in improved school experiences for Indigenous learners. Through this research we illuminate the voices of Indigenous students and show how they guided the pursuit of equity in a Canadian school district. We examined the unconscious colonial agenda to understand how it emerges visibly and invisibly in a given context (Louie, 2020), while simultaneously creating distinct responses emerging from the teachings of Indigenous stakeholders and rights holders. Internal and external pressures on school districts often result in urgent demands for transformation, or at minimum, the urgent shift in perception of transformation (Daigle, 2019), but real and sustaining change cannot be rushed, borrowed, or created in isolation from the rest of the system.

Machado, C., Reyes, G., & Riehl, E. (2023). ***The Efficacy of Large-Scale Affirmative Action at Elite Universities*** [CEDLAS, Working Paper]. Consulté à l'adresse CEDLAS, Universidad Nacional de La Plata website: https://econpapers.repec.org/paper/dlswpaper/0311.htm
We study the effects of affirmative action at an elite Brazilian university that adopted race- and income-based quotas for 45 percent of its admission slots. We link admission records to national employer-employee data to examine how the policy affected the careers of both its targeted beneficiaries and the university's other students. For students admitted through affirmative action, the policy led to a modest increase in early-career earnings that faded as their careers progressed. Conversely, the adoption of affirmative action caused a large and persistent decrease in earnings for the university's most highly ranked students. We present evidence that these negative earnings effects are driven by a reduction in human capital accumulation and a decline in the value of networking.

Maillard, A. (2022). **École, migrations et socialisations**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 8-9. https://doi.org/10.4000/hommesmigrations.14497

Comment se déroule la scolarisation des enfants de migrants dans ce que l'on appelle en ce début de XXIe siècle, l' « École inclusive » ? L'usage du mot « inclusion » dans les mondes de l'éducation, bien qu'il remonte à la loi « pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées » du 11 février 2005, dite loi « handicap », s'est étendu ces dernières années à d'autres catégories d'élèves. L'inclusion est devenue une sorte d'impératif catégori...

Mannerström, R., Hietajärvi, L., Kuusisto, A., Salmela-Aro, K., & Kallioniemi, A. (2023). **Value Profiles Among Finnish Adolescents and Their Associations With Subjective and Social Well-Being**. *Child Indicators Research*, *16*(2), 509-531. https://doi.org/10.1007/s12187-022-09992-8
Previous research on Schwartz's theory of basic human values has mostly applied a variable-oriented approach. This study took a person-oriented approach and investigated how values co-occur and are manifested in individuals, that is, what kind of value profiles exist and how they differ in terms of subjective (i.e., life satisfaction) and social well-being (i.e., sense of belonging). In a sample of Finnish adolescents (N = 973; women 59.6%; Mage = 16.8, SD = .70), three value profiles emerged: personal-focus, growth-focus and self-protective, of which the personal-focus group scored highest on life satisfaction, the growth-focus group scored lowest on belonging to social media and the self-protective group scored highest on belonging to organizations. In all, subjective and social well-being were differently related to opposing values. The findings are discussed within a cultural and contextual framework.

Marroig, A., & Muniz-Terrera, G. (2023). **Latent Class approach to analyze children's nutritional trajectory and school dropout. A longitudinal population-based application**. *Quality & Quantity*, *57*(2), 1519-1531. https://doi.org/10.1007/s11135-022-01421-w
The study of the nutritional status is relevant during the entire life course, but in children it is relevant as malnutrition may be a marker of underlying functional and mental health deficits. Evidence of the association between malnutrition and school dropout is not conclusive. Our aim was to analyze children's nutritional trajectory measured using their Body Mass Index (BMI) of a Uruguayan cohort and its association with school dropout. With this purpose, Latent Class and Joint Latent Class Mixed Models were fitted to children's cohort study (N = 1392 girls and 1492 boys) in sex-stratified analyses adjusting for sociodemographic characteristics. We identified latent classes of boys and girls with similar BMI trajectories during school years and differences in relevant socioeconomic and anthropometric characteristics. Results indicated that boys dropped out at younger ages than girls. No association between age of school dropout and nutritional trajectory classes was found. None of the classes exhibited a deficit or decrease in BMI trajectories during school ages, although the obesity and overweight classes could be of concern. Results suggested no significant association between obesity or overweight and age of school dropout for children up to 14 years old. Future research on other samples may inform about trajectories in higher educational levels.

Martinez, E., Barraza, E., & Paredes, A. D. (2023). **"It's Really Hard to Have Your Own Place": The At-Home Experiences of Latina/o/x Undergraduates During COVID-19**. *Journal of Hispanic Higher Education*, *22*(2), 146-160. https://doi.org/10.1177/15381927221132453
The purpose of this study was to understand the at-home lived experiences of Latina/o/x college students during the COVID-19 pandemic. Using Critical Race Theory as the

guiding framework, the authors used storytelling to capture the at-home experiences of 19 Latina/o/x college students during the pandemic. Findings revealed how the pandemic shifted meaning of the home space, increased roles and responsibilities, and increased stress and mental health demands for students.

Matton, F. (2022). **Mémoires migrantes à l'école primaire**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 41-46. https://doi.org/10.4000/hommesmigrations.14532
Un projet de recherche-action fondée sur l'histoire orale est proposé dans une école primaire pilote genevoise. Ce travail sur la question migratoire prend acte du déficit d'enseignement de l'histoire des migrations à l'école en Suisse. Mobilisant des expériences familiales de la migration, il nécessite le développement d'outils et d'activités dédiés. De la création d'un arbre généalogique à l'analyse d'images, en passant par des jeux favorisant la mise en situation, de nombreux dispositifs sont mobilisés pour développer une écriture de l'histoire fondée sur la participation.

Maurin, L. (2023, mars 7). **Et si la domination masculine dans les filières les plus sélectives se jouait dès le CP ?** Consulté 3 avril 2023, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/filles-garcons-mathematiques
Les filles sont mieux diplômées que les garçons, mais ces derniers restent très majoritaires dans les études les plus sélectives. Du fait de leur meilleur niveau en maths, et cela se joue dès le CP. L'analyse de Louis Maurin, directeur de l'Observatoire des inégalités.

McCorkle, W. (2023). **"It's Dehumanizing on Purpose": Educators' Experiences at an Immigration Detention Center**. *Education and Urban Society*, *55*(4), 463-487. https://doi.org/10.1177/00131245211042392
This work highlights the experience of eight education students from a public university in the American Southeast in their trip to Stewart Immigration Detention Center. A pre-interview and two post-interviews were conducted to understand students' perceptions toward the topic, what they learned from their experience, and how the experience affected their views on immigration with a particular concern for the intersection of immigration and education. Some of the themes that emerged were the broader injustices of the profit driven immigration detention industry, the difficulties of structural change, the idea of American (industrialized world) privilege, the ease by which individuals are detained, and the dehumanizing treatment. In regard to education, participants highlighted the need for curriculum to focus on the topic of immigration including the integration of immigrant stories, a global education that counters xenophobic narratives, and the need for a more critical approach overall in the social studies classroom. This research is relevant to the larger intersection of immigration policy and education and the need for educators to become advocates for social change not only in their classroom but in regard to the larger injustices in the society.

McGowan, B. L., & Watkins, S. E. (2023). **Seizing the moment: exploring understudied subpopulations of Black men in higher education**. *International Journal of Qualitative Studies in Education*, *36*(3), 271-273. https://doi.org/10.1080/09518398.2022.2127029

McLinden, H., & Sedgewick, F. (2023). **'The girls are out there': professional perspectives on potential changes in the diagnostic process for, and recognition of, autistic females in**

the UK. *British Journal of Special Education*, *50*(1), 63-82. https://doi.org/10.1111/1467-8578.12442
There is widely growing recognition of autism in girls, and both researchers and community members have called for improvements in the diagnostic process. What is not yet known is whether these recommendations are being taken up by professionals. In this study, nine semi-structured interviews were conducted with a variety of professionals involved in the autism diagnostic process. The collected data were analyzed using thematic analysis. Three main themes were identified: gendered differences; lack of services; and informal change. Our study found that diagnostic professionals are aware of gender differences in presentation, and they make a range of informal adaptations to their processes for girls. While this is positive for those girls who interact with knowledgeable professionals, our data highlight the need for more systematic changes to ensure equality of access to diagnosis and post-diagnostic support.

Mendonça Dias, C., & Rigoni, I. (2022). **Atouts et enjeux de l'interdisciplinarité dans la recherche sociétale : l'exemple d'Evascol**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 61-69. https://doi.org/10.4000/hommesmigrations.14548
L'enquête Evascol, menée entre 2015 et 2017, portait sur l'évaluation de la scolarisation des élèves allophones nouvellement arrivés (EANA) et des enfants issus de familles itinérantes et de voyageurs (EFIV). L'étude des productions de cette recherche pluridisciplinaire permet de mettre en lumière les réponses à d'importants besoins de formation des personnels du secteur de l'accompagnement socio-éducatif. Au croisement de la sociologie, des sciences de l'éducation et des sciences du langage, Evascol offre des clés de lecture pour appréhender les situations différenciées de chaque enfant dans le groupe classe.

Molénat, X. (2023, mars 17). **Renforcer la mixité sociale à l'école, mode d'emploi**. Consulté 22 mars 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/renforcer-mixite-sociale-a-lecole-mode-demploi/00106295
Plusieurs recherches récentes ouvrent de nombreuses pistes d'action concrètes pour déjouer les mécanismes de la ségrégation scolaire.

Mordechay, K., & Terbeck, F. J. (2023). **Moving Out and Apart: Race, Poverty, and the Suburbanization of Public School Segregation**. *American Journal of Education*, *129*(2), 205-235. https://doi.org/10.1086/723065
Purpose: As US suburbs experience profound demographic shifts, scholars have expressed concern of rising segregation among suburban public schools. We extend this work by examining exposure to poverty by race and racial differences in exposure to economic disadvantage in the wake of the Great Recession across a typology of suburban neighborhoods in the Chicago metropolitan area. Research Methods/Approach: We merge enrollment data from schools with census data on the demographic and economic attributes of residents and examine racial differences in exposure to school poverty. Findings: We find intrasuburban variation, with all racial groups seeing a stark increase in economic school segregation between 2007 and 2018, with Whites experiencing the largest growth in inner suburbs, and Black and Hispanics

increasingly disadvantaged in outer suburbs. Implications: Our findings underscore complex forms of suburban disadvantage in rapidly diversifying suburbs.

Nahapétian, N. (2023, mars 16). **Mixité sociale à l'école : un plan pour pas grand-chose ?** Consulté 17 mars 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/mixite-sociale-a-lecole-un-plan-grand-chose/00106267
Abandonnée sous le mandat de Jean-Michel Blanquer, la lutte contre la ségrégation scolaire revient à l'ordre du jour. Mais rien n'indique que le plan que doit annoncer Pap Ndiaye dans les prochaines soit porteur d'une ambition à la hauteur des enjeux.

Narame, E., & Fassa, F. (2023). **Les politiques d'égalité entre les sexes dans l'éducation et la formation : regards croisés entre le Rwanda et la Suisse**. *Éducation et sociétés*, *49*(1), 29-45. https://doi.org/10.3917/es.049.0029
Cet article se fonde sur deux situations radicalement différentes. Tout semble a priori opposer le Rwanda et la Suisse, jusqu'à la volonté de construire l'égalité entre les sexes. Les textes de loi et la multiplication des mesures prises par les autorités rwandaises pour permettre aux filles et aux femmes d'acquérir plus d'autonomie et s'émanciper d'une tradition qui leur faisait une place peu enviable font penser que la volonté d'une égalité de genre (gender equality) est réelle dans ce pays alors que les atermoiements marquant les interventions des politiques éducatives suisses font douter de la volonté d'y introduire des politiques plus justes. Partant de deux espaces géographiques que tout distingue, cet article présente ce qui a été fait dans le domaine de l'égalité entre les sexes en ce qui concerne la scolarité obligatoire et la formation et identifie les mécanismes qui ont présidé à la mise en place et en œuvre de politiques d'égalité de genre en éducation dans les deux pays.

Observatoire des inégalités. (2023a, mars 23). **Pourquoi les enfants d'immigrés réussissent mieux à l'école que les autres**. Consulté 3 avril 2023, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Pourquoi-les-enfants-d-immigres-reussissent-mieux-a-l-ecole-que-les-autres
Les enfants d'immigrés obtiennent moins souvent le bac que les enfants dont les parents sont nés en France. Mais si on tient compte de leur milieu social, ils réussissent mieux.

Observatoire des inégalités. (2023b, mars 30). **Du lycée aux études supérieures : de moins en moins d'enfants d'ouvriers, de plus en plus d'enfants de cadres**. Consulté 3 avril 2023, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/inegalites-sociales-lycee-enseignement-superieur
Au fil de la scolarité, la part des enfants d'ouvriers se réduit alors que celle des cadres supérieurs s'accroît. Il y a deux fois moins d'enfants d'ouvriers sur les bancs de l'université qu'au collège. Comment expliquer cette disparition ? Extrait du Centre d'Observation de la société.

Okello, W. K. (2023). **"We've never seen this": reckoning with the impossibility of black [males'] vulnerability to sexual violence**. *International Journal of Qualitative Studies in Education*, *36*(3), 274-286. https://doi.org/10.1080/09518398.2022.2035452
Using the chokehold as a theoretical framework to analyze the gendered and sexualized vulnerabilities of Black males, I place historical records in conversation with the temporal moment, particularly the allegations of sexual violence committed against Black males

at the University of Michigan. In doing so, I conducted a critical discourse analysis of media documents, asking how does White supremacy function to both terrorize Black males' bodies and ignore their pain in higher education contexts? Findings from the study surfaced three critical implications that come to bear on student development theory and practice: the myth that Black people broadly, and Black males, in particular, do not have interior lives worth protecting; the historicized incapability of Black males to experience pain/assault; and sexual violence is ongoing and unremarkable in the lives of Black males.

O'Meara, K., Templeton, L. L., White-Lewis, D. K., Culpepper, D., & Anderson, J. (2023). **The Safest Bet: Identifying and Assessing Risk in Faculty Selection**. *American Educational Research Journal*, *60*(2), 330-366. https://doi.org/10.3102/00028312221150438
Efforts to mitigate bias in faculty hiring processes are well-documented in the literature. Yet, significant barriers to the hiring of racially minoritized and White women in many STEM fields remain. An underreported barrier to inclusive hiring is assessment of risk. Guided by theory from behavioral economics, social psychology, and decision-making, we examine the inner workings of five faculty search committees to understand how committee members identified and assessed risk with particular attention to assessments of risk that became intermingled with social biases. Committees identified and assessed five risks, including candidate interest, candidate disciplinary expertise, candidate competence, candidate collegiality, and the timing and oversight of the search process itself. We discuss implications of risk identification and assessment for effective and inclusive searches.

Papin, B., & Viaud, B. (2023). **La stratification territoriale des performances corporelles. Origines résidentielles et rapports à la mobilité des jeunes élites sportives**. *Sciences sociales et sport*, *21*(1), 131-159. https://doi.org/10.3917/rsss.021.0131
Cet article examine les lieux de résidence et les mobilités des sportifs d'élite à l'aide de données individuelles provenant d'une enquête réalisée auprès de sportifs de haut niveau originaire d'une région de l'ouest de la France.Poser le regard sur les lieux de résidence des parents des élites sportives interroge la réalité des mobilités. Les résultats montrent une concentration des origines résidentielles des prétendants au talent sportif dans les grands pôles urbains avec des configurations spécifiques à chaque sport. Contre l'idée de sens commun d'un impératif sportif qui s'accompagne d'un nécessaire déplacement pour rejoindre les structures sportives labellisées, les données montrent combien ils sont nombreux à construire leur entrée dans le haut niveau en restant « sur place ».

Park, H. J., Ruberton, P. M., Smyth, J. M., Cohen, G. L., Purdie-Greenaway, V., & Cook, J. E. (2023). **Lower SES PhD students experience interpersonal disconnection from others both inside and outside of academia**. *Journal of Social Issues*, *79*(1), 79-107. https://doi.org/10.1111/josi.12556
Students from lower socioeconomic status (SES) backgrounds can experience stigma in undergraduate educational settings but little research on this topic has been conducted at the PhD level. Lower-SES PhD students may feel lower levels of social integration as they experience incidents of interpersonal disconnection from others inside and outside of academia. Interpersonal disconnection may be a mechanism by which lower-SES leads to a lower sense of social integration. In this prospective study of first-year PhD students at three North American universities (N = 608), we assessed students' perceived

social integration and their interpersonal perceptions inside and outside of academia 2–8 times throughout their first year of graduate school. Relative to higher-SES students, lower-SES students perceived lower levels of social integration. They had difficulty making academic friends, felt dissimilar to their academic peers, and perceived a lack of understanding about their work in graduate school from non-academic families and friends. They also lost non-academic social ties. These interpersonal disconnections prospectively mediated the association between lower SES and lower levels of perceived social integration. Lower-SES PhD students are at risk of impaired interpersonal relationships. Institutional policies to promote social connections among PhD students may help lower-SES students integrate into academia.

Park, J. J., Kim, Y. K., Lue, K., Zheng, J., Parikh, R., Salazar, C., & Liwanag, A. (2021). **Who Are You Studying With? The Role of Diverse Friendships in STEM and Corresponding Inequality**. *Research in Higher Education*, *62*(8), 1146-1167. https://doi.org/10.1007/s11162-021-09638-8
While numerous studies have highlighted the consequences of exclusion in STEM, fewer studies have empirically tested the benefits of inclusion in peer relationships. We focus on the impact of having cross-racial or cross-gender study partners among one's close friends in a national sample of 408 STEM majors. Using structural equation modeling, we examined the direct and indirect relationships between having diverse study partners, key background and college experience variables, and college GPA. We identified a significant positive relationship, both direct and indirect, between studying with a close friend of a different race and GPA. We also found that having a cross-gender study partner is positively linked to organizing study groups and study-faculty interaction, which in turn improves GPA. However, Black students were less likely to have either cross-racial or cross-gender study partners among their close friends. We discuss implications for equity and the need to encourage positive intergroup relations in STEM.

Piot, C. (2022). **Entre migrations et inclusion : l'accueil des élèves allophones à l'école élémentaire du Peyrouat de Mont-de-Marsan (Landes)**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 11-19. https://doi.org/10.4000/hommesmigrations.14507
L'étude de l'accueil des élèves allophones nouvellement arrivés (EANA) à l'école du Peyrouat de Mont-de-Marsan (Landes) permet de mettre en lumière des dispositifs concrets favorisant leur inclusion. Au-delà de la réponse didactique fondée sur une éducation plurilingue transculturelle, l'enjeu est la participation des EANA à toutes les activités scolaires pour les intégrer dans le groupe classe. Côté enseignant, la collaboration est également de mise entre l'enseignant-ressource et les professeurs des écoles de classes ordinaires.

Player, G. D., Animashaun, O., & Thornton, T. (2023). **"Getting lost in stars and glitter": black girls' multimodal literacies as portals to new suns**. *International Journal of Qualitative Studies in Education*, *36*(3), 411-429. https://doi.org/10.1080/09518398.2022.2025490
Using Octavia Butler's prophetic writing, specifically, passages from her Parable series, as a conceptual lens, this article will explore the ways one Black girl uses multimodal literacies to imagine new worlds that center and celebrate her Black girlhood. An exploration of her multimodal literacies shows how she simultaneously confronts reality, what exists under this earthly sun, and, in turn, also imagines and shares a new world,

under a new sun, built for and by Black girls. This article builds on data collected from a practitioner research study of writing collaborative for girls of Color and applies feminist of Color analyses to create a narrative portrait that explores Black girl literacies as portals to new suns.

Poinsot, M. (2022). **Faire école avec tous les élèves**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 3. https://doi.org/10.4000/hommesmigrations.14492
La France accueille près de 70 00 élèves migrants allophones par an. Ils ont vécu des parcours migratoires hétérogènes, certains des traumatismes, d'autres un exil fait d'arrachement familial. Souvent, ces enfants partagent un sentiment d'insécurité, une précarité sociale et juridique que l'institution scolaire ne peut méconnaître. Comment l'école, cet espace de socialisations par excellence, affronte-t-elle ces situations complexes pour assurer sa mission éducative auprès de ces élèves ? L'o...

Porter, K. B., Levitsky, S. R., & Armstrong, E. A. (2023). **Gender Equity and Due Process in Campus Sexual Assault Adjudication Procedures**. *The Journal of Higher Education*, *94*(2), 200-226. https://doi.org/10.1080/00221546.2022.2082784
Title IX prohibits sex discrimination in federally funded education programs. In 2011, the Department of Education under President Obama issued a Dear Colleague Letter (DCL) advising schools of their obligation to protect Title IX rights by more effectively responding to campus sexual assault. Many observers hoped that this would promote gender equity. Yet it also generated a backlash, as critics charged schools with stripping accused students of due process rights in campus adjudication procedures. We conducted content analysis of the 2016–17 sexual misconduct policies of 381 American colleges and universities to analyze how well adjudication procedures created in response to the DCL attended to both gender equity and due process requirements. The state of adjudication at this pivotal moment provides an empirical baseline from which to assess equity in university sexual misconduct procedures. We found that most school procedures for investigating and adjudicating complaints of sexual misconduct included hybrid models that incorporated due process protections while acknowledging (but often not fully meeting) Title IX obligations. To our knowledge, this is the only large-scale national study of how schools have reconciled Title IX and due process rights in adjudication procedures.

Risse, L. (2023). **The Economic Impacts of the COVID-19 Pandemic in Australia: A Closer Look at Gender Gaps in Employment, Earnings and Education**. *Australian Economic Review*, *56*(1), 91-108. https://doi.org/10.1111/1467-8462.12502
Three years into the COVID-19 pandemic, this article considers the longer-lasting economic impacts on the Australian workforce through a gender lens. Using Australian Bureau of Statistics data, it analyses changes in employment, earnings and educational participation relative to the pre-pandemic trends that were predicted to have otherwise occurred. Despite women's employment moving back towards pre-pandemic levels more rapidly than men's, the pandemic also saw a widening of the gender gap in earnings and a larger fall in women's educational participation. This paper highlights the need for ongoing monitoring of labour market indicators through a gender lens to inform more responsive policy design.

Rusoja, A., Portillo, Y., & Vazquez Ponce, O. (2023). **"Mi Lucha es Tu Lucha; Tu Lucha es Mi Lucha": Latinx immigrant youth organizers facilitating a new common sense through coalitional multimodal literacies**. *International Journal of Qualitative Studies in Education*, *36*(3), 487-507. https://doi.org/10.1080/09518398.2022.2025491
This practitioner inquiry article examines the role that multimodal literacy plays in the organizing of Latinx immigrant youth in the U.S. Co-written by two of the youth who participated in this research, alongside the fellow immigrant activist who designed and carried out the year-long study, this paper analyzes a subset of qualitative data from the research and argues that young Latinx immigrant organizers are organic intellectuals who, as grassroots educators, mobilize their coalitional multimodal literacies to critically examine the common sense, meaning the dominant and taken-for-granted assumptions, of the immigrant rights movement in the U.S., and transform it into one that is inclusive, intergenerational, and challenging of colonial logics that separate oppressed and racialized communities from each other. Implications include conceptualizing socioemotional relational intuition as a component of multimodality and engaging young Latinx immigrants as grassroots educators whose coalitional multimodal literacies envision and enact a decolonial world.

Salazar, C., Barahona, C., Romero Viruel, A., Velasco Zuñiga, J. D., Palma, B., Meza, K. J., & Moreno, R. (2023). **Research Collectives With, For, and By Undocumented Scholars: Creating Counterspaces for Revelation, Validation, Resistance, Empowerment, and Liberation in Higher Education**. *Journal of Hispanic Higher Education*, *22*(2), 161-174. https://doi.org/10.1177/15381927221111869
We use a testimonio methodology to examine how engaging in a research collective designed with and for, and comprised by current and former undocumented scholars promoted our development, persistence, and professional preparedness. We argue that research collectives initiated through participatory action research serve as counterspaces for revelation, validation, resistance, empowerment, and liberation for undocumented students. We conclude with recommendations on how faculty can become empowerment agents and create these critical spaces in higher education.

Sasson, H., Tur-Sinai, A., Dvir, K., & Harel-Fisch, Y. (2023). **The Role of Parents and Peers in Cyberbullying Perpetration: Comparison among Arab and Jewish and Youth in Israel**. *Child Indicators Research*, *16*(2), 717-737. https://doi.org/10.1007/s12187-022-09986-6
In recent years, several studies have examined the effect of parents and friends on cyberbullying victims. Less is known about their combined effect on cyber perpetrators, especially among Jewish and Arab teens in Israel. We collected data from a representative sample of 350 Jewish and Arab adolescents (aged 15–16) and their parents. We repeated the interviews twice within a year. The survey included measurements of three parental practices: support, monitoring, and protectiveness, as reported by parents at the first time of data collection. We measured the adolescents' engagement in sensation-seeking and cyberbullying as perpetrators and perceptions about peers' involvement in these behaviors. Path-analysis models revealed that the perception of peers' involvement in cyberbullying perpetration was positively linked with involvement in such behavior among Jewish and Arab teens. Contrary to our expectations, no parental practice had a direct effect on cyberbullying perpetration among teens in either ethnic group.

Serour, N., Jury, M., Pironom, J., & Toczek, M.-C. (2023). **Les « élèves de SEGPA » et les « collégiens en grande difficulté scolaire » sont-ils perçus différemment ? Étude du contenu du stéréotype**. *La nouvelle revue - Éducation et société inclusives*. Consulté à l'adresse https://hal.uca.fr/hal-04025758
Au collège, la singularité des classes de SEGPA pourrait favoriser l'identification des élèves de ces sections comme un groupe particulier de collégiens en grande difficulté scolaire (GDS) auquel seraient rattachés des stéréotypes bien spécifiques. Cette recherche vise particulièrement à mettre en évidence le contenu du stéréotype des « élèves de SEGPA », puis d'examiner dans quelle mesure celui-ci diffère du groupe des « collégiens en GDS ». Ces contenus sont étudiés selon deux méthodes complémentaires, l'association libre (étude 1, N = 397) et le ratio diagnostic (étude 2, N = 217). Nos résultats indiquent que si un grand nombre d'attributs sont communs entre le groupe générique des « collégiens en GDS » et sa sous-catégorie des « élèves de SEGPA » des différences existent entre les deux confirmant ainsi que ces derniers seraient perçus comme une catégorie particulière de collégiens en GDS

Smith, C. M., & Hirschl, N. (2023). **Mixed Signals? Economically (Dis)advantaged Students' College Attendance Under Mandatory College and Career Readiness Assessments**. *Educational Researcher*, *52*(3), 131-143. https://doi.org/10.3102/0013189X221137899
In 2015, Wisconsin began mandating the ACT college entrance exam and the WorkKeys career readiness assessment. With population-level data and several quasi-experimental designs, we assess how this policy affected college attendance. We estimate a positive policy effect for middle/high-income students, no effect for low-income students, and greater effects at high schools that had lower ACT participation before the policy. We further find little evidence that being deemed college-ready by one's ACT scores or career-ready by one's WorkKeys scores affects college attendance probabilities. Pragmatically, the findings highlight the policy's excellence and equity consequences, which are complex given that the policy has principally helped advantaged students. Theoretically, the findings shed light on students' (dis)inclinations to update educational beliefs in light of new signals.

Smith, J., Porter, L., Harrison, B. J., & Wohlstetter, P. (2023). **Barriers to Increasing Teacher Diversity: The Need to Move Beyond Aspirational Legislation**. *Education and Urban Society*, *55*(4), 395-417. https://doi.org/10.1177/00131245221076086
Research has found that teachers of color contribute to better academic, behavioral, and socioemotional outcomes for diverse students. Despite these benefits, the diversity of the teacher workforce in the United States has not kept pace with increases in student diversity. States have adopted aspirational legislation aimed at increasing teaching diversity, but have fallen short of diversity targets. This qualitative study examines barriers to increasing teacher diversity by presenting the efforts to do so at 28 diverse-by-design charter schools across five locales. Despite a range of approaches, these schools struggled to meet teacher diversity targets, suggesting a need for states to adopt alternate policy instruments rather than relying on legislative mandates.

Sonmez, E. D., & Gokmenoglu, T. (2023). **The Impact of Principals' Distributed Leadership Behaviors on Teachers' Attitudes Toward Multiculturalism: Social Justice Leadership as Mediator**. *Education and Urban Society*, *55*(4), 433-462. https://doi.org/10.1177/00131245221076095

With the increasing cross-country immigration and human mobility, different cultures are reflected more in the schools. The behavioral patterns of educational leaders in multicultural settings and the affecting factors have been subject to many discussions and researches. This study examines the relationship between school principals' distributed leadership behaviors and teachers' social justice leadership and attitudes toward multiculturalism. A structural model has been created and tested through the mentioned variables integrative approach. The results partially confirm that teachers' social justice leadership behaviors mediate the relationships between the principals' distributed leadership behaviors and their attitudes toward multiculturalism. In a structure where leadership roles are shared at school, teachers can exhibit more social justice leadership behavior; their attitudes toward multiculturalism become more positive. Distributed leadership increases teachers' support, critical consciousness, and inclusive behavior. Implications for practice, theory, and policy are also discussed in the paper.

Stratilaki-Klein, S. (2022). **Représentations identitaires, socialisations et compétences plurilingues des élèves allophones**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 31-39. https://doi.org/10.4000/hommesmigrations.14523
Le projet de recherche-formation intitulé « Plurilinguisme et inclusion scolaire » (PLINSCO) révèle les contradictions qui grèvent l'inclusion des élèves allophones nouvellement arrivés dans le système éducatif français, notamment concernant leurs besoins et leurs compétences linguistiques spécifiques. Si le plurilinguisme caractérise ces élèves, il reste un enjeu de reconnaissance à géométrie variable pour l'institution, où le français demeure la langue de scolarisation. Il est dès lors nécessaire de repenser à nouveau frais la place accordée à l'altérité linguistique et éducative en classe.

Sun, M., & Meng, S. (2023). **Short-Video Platform and Intrinsic Motivation of Rural Adolescents: A Comparative Case Study on Two Chinese Middle School Classes**. *Youth & Society*, *55*(4), 772-795. https://doi.org/10.1177/0044118X231162875
In tracing two Chinese rural middle school classes for 3?years, this study found the positive impact of adopting the algorithm-based mobile short video platform Douyin on rural adolescents? intrinsic motivation. The application?s broad adoption has reshaped the social processes supporting adolescent users? intrinsic motivation and spontaneous pursuit of life possibilities. In the online interaction based on algorithms, the rural adolescents discover and govern themselves during the algorithms-driven exploration and expression; they also conduct informational and emotional reciprocity with an algorithmic collectivity emerging from clustering technologies. In the offline interaction with the living community, the platform-state digital economy agenda has intervened and coordinated the local cultural attitudes towards youth development with an entrepreneurial solutionism. This study adds to the previous less empirically addressed issue of the rising algorithmic short video service and intrinsic motivation, and puts forward an ecological explanation concerning the national policy, platform business, and the user?s self-consciousness.

Tefera, A. A., Artiles, A. J., Kramarczuk Voulgarides, C., Aylward, A., & Alvarado, S. (2023). **The Aftermath of Disproportionality Citations: Situating Disability-Race Intersections in Historical, Spatial, and Sociocultural Contexts**. *American Educational Research Journal*, *60*(2), 367-404. https://doi.org/10.3102/00028312221147007

We used a situated approach to examine the aftermath of citations for racial disparities in special education and discipline. The study was conducted in one suburban school district and examined staff's interpretations and responses to multiple disproportionality citations. We found that historical, spatial, and sociocultural contexts mediated stakeholders' interpretations and reactions to citations and the consequences of their responses. Our findings demonstrate how a history of race relations in the district and the community as well as spatial opportunity structures shaped disability and discipline racial disparities; the consequences of a damaged imagery for multiply marginalized youth and their families in explanations of disproportionality citations; and the shortcomings of the district's symbolic and predominately color-evasive responses as a consequence of ambiguous federal and state policy mandates.

Terry, N. P., Gatlin-Nash, B., Webb, M.-Y., Summy, S. R., & Raines, R. (2023). **Revisiting the Fourth-Grade Slump among Black Children: Taking a Closer Look at Oral Language and Reading**. *The Elementary School Journal*, *123*(3), 414-436. https://doi.org/10.1086/723371
Nearly 30 years ago, Chall, Jacobs, and Baldwin introduced the fourth-grade slump to describe the unexpected deceleration of reading skills between first and fourth grades among children growing up in poverty and low-income households. Advances in our understanding of reading development and how race, racism, or other forms of discrimination are implicated in student achievement encourage another look at the slump among Black children. We reexamined the slump in a cross-sectional, heterogeneous sample (n = 757) of typically developing, Black children (ages 6–11 years old), most of whom were growing up in low-income households. As in the original study, we observed a downward trend in word reading and reading comprehension skills between first and fourth grades. However, unlike the original study, children demonstrated relatively weaker performance on oral language measures at each grade level. Implications for studying oral language and reading in Black children are discussed.

Terry, N. P., Zuckerman, A. P., & McCardle, P. (2023). **Examining Reading Difficulty and Reading Disability in Racially and Socioeconomically Diverse Student Populations: Introduction to the Special Issue**. *The Elementary School Journal*, *123*(3), 363-366. https://doi.org/10.1086/723376

Thomas, A., Gale, A., & Golden, A. R. (2023). **Online Racial Discrimination, Critical Consciousness, and Psychosocial Distress Among Black and Latino Adolescents: A Moderated Mediation Model**. *Journal of Youth and Adolescence*, *52*(5), 967-979. https://doi.org/10.1007/s10964-022-01732-z
Past research has found that stressful events such as racial discrimination can spur social development in racially marginalized youth. Critical consciousness has been identified as one such developmental task. Yet, there is still much to learn regarding the role of racial discrimination in developing critical consciousness, particularly as it relates to the mechanism linking racial discrimination to critical consciousness. We examine whether stress, in the form of psychological distress, may explain the link between online racial discrimination and critical consciousness. Online racial discrimination is a type of racial discrimination and is a growing risk to safe internet use for ethnically and racially marginalized youth. The current study employed a moderated mediation model to examine the associations between online racial discrimination and critical consciousness (critical agency and critical action). Data were from 356 Black and Latino adolescents, 50% each (Mage = 15.97, SD = 1.61), and 78.92% female. The model included

psychological distress as a mediator between online racial discrimination and critical consciousness and self-esteem as a moderator of psychological distress and two critical consciousness dimensions. Psychological distress was a successful mediator, and self-esteem moderated the link between psychological distress and critical consciousness dimensions. The present findings suggest that psychological distress may be one mechanism through which online racial discrimination may impact the development of critical consciousness in Black and Latino adolescents.

Tian, L., Li, X., Chen, X., & Huebner, E. S. (2023). **Gender-specific trajectories of academic achievement in Chinese elementary school students: Relations with life satisfaction trajectories and suicidal ideation trajectories**. *Learning and Instruction*, *85*, 101751. https://doi.org/10.1016/j.learninstruc.2023.101751
This study explored heterogeneous developmental trajectories of academic achievement and their relations to trajectories of life satisfaction and trajectories of suicidal ideation among Chinese elementary school students. A sample of 547 students (55.0% boys; Mage = 9.00 years, SD = 0.76 at Time 1) completed a packet of measures on five occasions across two years, using 6-month intervals. Three distinct trajectories of academic achievement were identified: "high-stable" (86.28%), "low-increasing" (8.94%), and "low-decreasing" (4.78%). Girls demonstrated higher academic achievement than boys. Students displaying adverse developmental trends in academic achievement were more likely to show adverse trends in life satisfaction. Finally, trajectories of academic achievement and trajectories of suicidal ideation were related for girls, but not boys. Programs promoting academic achievement may require adaptations for the differing genders and start as early as elementary school.

Turner, J. D., Liu, R. Z., & Griffin, A. A. (2023). **Race(ing) towards futurity: Black and Latinx young people's multimodal compositions of future selves and literacies**. *International Journal of Qualitative Studies in Education*, *36*(3), 369-373. https://doi.org/10.1080/09518398.2022.2127028

UNESCO. Fonds Malala. (2023). ***Closing the gender digital learning divide: how policymakers can address gender-based inequality in digital learning strategies for girls***. Consulté à l'adresse https://assets.ctfassets.net/0oan5gk9rgbh/1rRENxVPVRUdyB1olpOUKh/e982ebc896f01667bdd9766879d35bfa/DigitalLearning_14_FullResolution.pdf

Vida, S. (2022). **Des élèves musulmans à l'École catholique**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 49-58. https://doi.org/10.4000/hommesmigrations.14542
Ouvert aux familles de toutes confessions, l'Enseignement catholique a, depuis les années 1960, développé une politique d'accueil des enfants issus de familles musulmanes. Partant de la mission apostolique de l'Église dans une société pluraliste, il s'agit de répondre au défi social, culturel et pédagogique que pose la présence des élèves immigrés, notamment musulmans. Devant l'hétérogénéité croissante des populations qu'elle accueille en son sein, l'École catholique saisit l'opportunité de promouvoir le respect de l'altérité et le pluralisme confessionnel, pour participer à l'éducation à la citoyenneté.

Wang, H., Xiong, Y., & Liu, X. (2023). **How are Family Resources and School Resources Related to Low-Income Adolescents' Psychological Adjustment? The Moderating Role of Belief in a Just World**. *Child Indicators Research*, *16*(2), 655-670. https://doi.org/10.1007/s12187-022-09987-5
We examined the ways low-income adolescents' family resources, school resources, and belief in a just world, served to predict their subjective well-being, propensity for depression, and problem behaviors. One hundred and ninety-four low-income Chinese adolescents completed self-reported questionnaires. The results found that family resources interacted with school resources in predicting subjective well-being and depression, with resources made available through schools diminished the detrimental effects of low levels of family resources. Moreover, the relationship between the different sources of resources and psychological adjustment was moderated by the adolescents' belief in a just world. The belief in a just world enhanced the positive effects of high levels of school resources on subjective well-being and depression only among adolescents with relatively high family resources. The belief in a just world buffered the negative effects of low levels of school resources that contributed to problem behaviors. This study identified school resources and belief in a just world, which are potentially malleable, as protective factors related to low-income adolescents' psychological adjustment. The results have important implications for future studies and interventions.

Wang, M.-T., Henry, D. A., & Del Toro, J. (2023). **Do Black and White Students Benefit From Racial Socialization? School Racial Socialization, School Climate, and Youth Academic Performance During Early Adolescence**. *American Educational Research Journal*, *60*(2), 405-444. https://doi.org/10.3102/00028312221134771
With racial inequalities plaguing the U.S. school system, educators have recognized the importance of establishing inclusive, equitable, and diverse school environments where students from different ethnic-racial backgrounds can feel respected and supported. This study examined the longitudinal links between adolescents' experiences of school racial socialization, school climate perceptions, and academic performance and tested whether these links varied by race (n = 941; 54% boys; 63% Black, 37% White). Results revealed that adolescents' experience of school racial socialization practices (i.e., cultural socialization and promotion of cultural competence) predicted positive changes in their perceptions of school climate and, in turn, promoted better academic performance. School racial socialization was linked to positive school experiences and achievement for both Black and White adolescents.

Watkins, S., & McGowan, B. (2023). **Exploring racism in the undergraduate and graduate school choices of scientists and engineers: counterspaces for Black men**. *International Journal of Qualitative Studies in Education*, *36*(3), 356-368. https://doi.org/10.1080/09518398.2022.2127018
Using critical race methodology as a methodological framework, this paper explores how 16 Black men PhD scientists and engineers describe their undergraduate and graduate school choices and how race and racism influenced these processes. Our analysis yielded two descriptive themes focused on counterspaces for Black men in science and engineering (S&E). Implications for higher education researchers and practitioners, and S&E faculty interested in supporting the persistence of Black men pursuing and completing S&E postsecondary degrees are offered within. This paper contributes to the literature by investigating the connections between racism, counterspaces, and undergraduate and graduate choices of Black men pursuing S&E.

Welsh, R. O. (2023). **Navigating Tensions in School Discipline: Examining School Leaders, Teachers, and the Conversion of Referrals into Suspensions**. *American Journal of Education*, *129*(2), 237-264. https://doi.org/10.1086/723064
Purpose: Racial inequality in school discipline is an important challenge facing educational stakeholders. There is little research on how educators exercise discretion in navigating the disciplinary process from perceived misbehavior to disciplinary consequences. Research Methods/Approach: This study draws primarily on semistructured interviews with district leaders, school administrators, and teachers in an urban emergent district in the southeastern United States to examine how principals, assistant principals, and teachers relate to and interact with each other in determining students' disciplinary consequences. Findings: The findings illustrate the variation of administrators' disciplinary philosophies across interventionist, interactionalist, and noninterventionist tendencies. Relationships and interactions among school leaders and teachers are a major component of the organizational dynamics underlying how perceived misbehavior is handled in schools. School-level decisions about the generation and adjudication of office discipline referrals are the product of interactional patterns and relationships among adults in schools that partly shape discretion and accountability in disciplinary decisions. The findings unearth two key tensions—disciplinary philosophical tensions and discretion and accountability for office discipline referrals tensions—among district leaders, school administrators, and teachers navigating referrals and further disciplinary consequences. Implications: More intensive on-the-job support for both school leaders and teachers is needed to reduce racial inequality in suspensions. Developing the professional capacity of teachers and school leaders through mentoring, coaching, and professional development is crucial to replacing exclusionary discipline with nonpunitive practices. Districts ought to prioritize supporting school leaders in developing and expanding their professional capacity, who in turn support teachers in addressing school discipline challenges.

Wenzek, F. (2022). **Gender: A Useful Category of Analysis for Tanzanian Researchers**. *Journal of International Women's Studies*, *23*(2), 119. Consulté à l'adresse https://hal-univ-paris.archives-ouvertes.fr/hal-03970662
This article enriches reflections on the circulation of the concept of gender in the Global South by looking at the transformations of Tanzanian research on gender in education between the 1970s and the early 1990s. A close reading of the texts shows how the concept of gender has been used in this field of study since 1990; it considers variations depending on authors and their positioning. Comparing this with the writings of the 1970s and 1980s, when no one used the concept, reveals how it contributed to epistemological change. The article also reflects on the respective role of local factors and international influences (via donor agencies and global epistemologies) in the epistemological evolutions of the field. It highlights that researchers, even in a time of growing international dependency, managed to keep intellectual autonomy.

Wright-Mair, R. (2023). **The Costs of Staying: Experiences of Racially Minoritized LGBTQ + Faculty in the Field of Higher Education**. *Innovative Higher Education*, *48*(2), 329-350. https://doi.org/10.1007/s10755-022-09620-x
This critical qualitative study illuminates how racially minoritized LGBTQ + faculty in the field of higher education navigate racist and heterosexist systems, leading to inordinate challenges related to tenure and promotion and deteriorating health and well-being.

This system of higher education fosters isolation, hostility, racial battle fatigue, and LGBTQ + erasure offering limited support, negative institutional environments, and insufficient mentoring for faculty with multiple minoritized identities. With intersectionality as the theoretical foundation of this research, three themes emerged from the data including problematizing productivity, exposing tokenization, and the costs of staying in the academy. I posit that refusal is a necessary strategy for racially minoritized LGBTQ + faculty who navigate the neoliberal institution.

Climat de l'école

Albarello, F., Manganelli, S., Cavicchiolo, E., Lucidi, F., Chirico, A., & Alivernini, F. (2023). **Addressing Adolescents' Prejudice toward Immigrants: The Role of the Classroom Context**. *Journal of Youth and Adolescence*, *52*(5), 951-966. https://doi.org/10.1007/s10964-022-01725-y
According to social learning theory, classrooms are essential socialization contexts for intergroup attitudes, but analyses of contextual factors net of the impact of individual variables affecting prejudice toward immigrants are very limited. This study was conducted on a large sample of Italian adolescents (N = 2904; Mage = 13.70; females = 48.5%; 168 classrooms). It examined the role of classroom contextual factors affecting adolescents' prejudice toward immigrants, relying on the combination of groups' warmth and competence, and their antecedents (i.e., competition and status). Multilevel structural equation analyses revealed that classroom contextual factors (i.e., classroom socio-economic status-SES; classroom open to discussion climate; classroom educational achievements) indirectly affected, at the class level, adolescents' perceived warmth and competence of immigrants through the mediating role of perceived competition (and status) of immigrants. These findings suggest that interventions targeting the classroom context can help to hinder prejudice in adolescence at the class level.

Bénédicte, G. (2023). ***Capital émotionnel, réussites & bien-être à l'université : vers une bienvivance***. Consulté à l'adresse https://librairie.publibook.com/sciences-humaines/10699-capital-emotionnel-reussites-bien-etre-a-l-universite-vers-une-bienvivance-9782342366846.html

Bottiani, J. H., Kush, J. M., McDaniel, H. L., Pas, E. T., & Bradshaw, C. P. (2023). **Are We Moving the Needle on Racial Disproportionality? Measurement Challenges in Evaluating School Discipline Reform**. *American Educational Research Journal*, *60*(2), 293-329. https://doi.org/10.3102/00028312221140026
Challenges in the measurement of racial disparities in school discipline are a significant barrier to identifying policy and programmatic reforms that are effective at closing gaps. This article reviews key measurement issues and presents a set of empirical analyses as an illustrative case study. Specifically, we reframe the interpretation of discipline data in light of initiatives designed to reduce racial discipline disparities. We also characterize common metrics and recognize several additional ones for use in discipline disproportionality outcome evaluations. Leveraging a statewide policy reform as an example, we report findings from a quasi-experimental evaluation, which demonstrated that the various metrics can point to differing conclusions. We conclude with proposed guiding principles for the selection and use of discipline disproportionality metrics in evaluations.

Chan, R. C. H., & Lam, M. S. (2023). **Contextual Influence of School-Level Gender Role Attitudes and Sexual Prejudice on Allyship, Bullying, and Internalized Homonegativity**. *Journal of Youth and Adolescence*, *52*(5), 980-995. https://doi.org/10.1007/s10964-022-01731-0
Previous studies have primarily used an individual differences approach to identify dispositional factors associated with bullying behavior, which often neglect the broader school context in which bullying occurs. The present study used a multilevel research design to examine the contextual influence of school normative climate on allyship, bullying, and internalized homonegativity. The study included 3020 students (M = 15.83 years, SD = 1.50) from ten secondary schools in China. The results showed that school-level gender role attitudes were positively associated with bullying perpetration among heterosexual students as well as bullying victimization and internalized homonegativity among LGBQA+ students. In addition, there was a negative association between school-level sexual prejudice and allyship among heterosexual students. The findings demonstrate the contextual influence of school normative climate and highlight the need for regular school climate assessments, so that appropriate instructions, policies, and practices can be implemented to address gender biases and homophobia and the resulting bullying behavior.

Cristofoli, S. (2023). **En 2021-2022, l'absentéisme touche en moyenne 5,4 % des élèves du second degré public**. *Note d'Information*, (23.14), 1-4. https://doi.org/10.48464/ni-23-14
Du fait de leurs absences, les élèves du second degré public ont perdu en 2021-2022, dans un contexte encore marqué par la crise sanitaire, 8,5 % de temps d'enseignement. Lorsque seules les absences non justifiées sont prises en compte, ce temps d'enseignement perdu représente 1,7 %. De septembre 2021 à mai 2022, dans les établissements publics du second degré, 5,4 % des élèves ont été absents de façon non justifiée quatre demi-journées ou plus par mois, en moyenne. Cet absentéisme concerne plus les élèves dans les lycées professionnels (12,9 %) que dans les collèges (4,2 %) et les lycées d'enseignement général et technologique (5,9 %). L'absentéisme a diminué dans les lycées professionnels par rapport aux années précédentes, mais a augmenté en collège. Comme chaque année, le taux d'absentéisme varie selon les mois : de 2,5 % en septembre 2021 à 11,2 % en mai 2022. 0,5 % des élèves sont signalés aux directions des services départementaux de l'éducation nationale pour leur absentéisme persistant.

Debs, M., Kafka, J., Makris, M. V., & Roda, A. (2023). **Happiness-Oriented Parents: An Alternative Perspective on Privilege and Choosing Schools**. *American Journal of Education*, *129*(2), 145-176. https://doi.org/10.1086/723066
Purpose: Research on privileged parents, defined here as those with the economic, social, and educational resources to navigate school choice processes to their advantage, often depicts such parents as anxious about maintaining social mobility, leading them to "opportunity hoard" desirable or academically competitive schools in ways that exclude other families. In contrast, we identify a subset of privileged parents in urban settings that we term "happiness-oriented parents" who seek schools that prioritize their child's social-emotional happiness. Research Methods: Using a qualitative meta-analysis combining seven studies conducted by the authors in New York City; Hartford, Connecticut; and a small East Coast city between 2012 and 2021, we reanalyzed interview data from semistructured interviews with 106 privileged parents who have the ability to access and navigate a range of school choice options. Findings: We found a

happiness orientation in a diverse group of privileged parents (40% identified as Black, Latinx, Asian American, or multiracial, and the remaining 60% were white). Although these parents were choosing a range of school options in different contexts and they identified different criteria as important to cultivating happiness, they consistently (1) centered happiness, (2) chose for social-emotional and noncompetitive academic factors, and (3) saw this choice as different from the norm. Implications: In identifying this repeated but understudied phenomenon, we consider that happiness-oriented parents' choices might affect a range of education policy changes and outcomes. In the case of our studies, we examine the potential of these parents as allies in school integration efforts.

Desmarais, M.-É., Kenny, A., & Carlson Berg, L. (2022). **Le bien-être, un levier pour contrer la pénurie du personnel enseignant ? Points de vue d'actrices et d'acteurs concernés sur les raisons de leur décrochage**. *Éducation et francophonie*, *50*(2), 1097039ar. https://doi.org/10.7202/1097039ar

Ditzel, A. L., Ketain Meiri, Y., Casas, F., Ben-Arieh, A., & Torres-Vallejos, J. (2023). **Satisfaction with the Neighborhood of Israeli and Chilean Children and its Effects on their Subjective Well-being**. *Child Indicators Research*, *16*(2), 863-895. https://doi.org/10.1007/s12187-022-10001-1
A study of subjective well-being in 4,942 children (49% girls) aged 10 and 12 living in Israel and Chile is presented. The association between perceptions of the neighborhood and subjective well-being (SWB) was analyzed based on a mediation model using satisfaction with the neighborhood as a mediating variable. The overall results showed high average SWB scores for both countries as well as high levels of satisfaction with the neighborhoods where they live. Differences between the countries were observed for the age groups. The SWB of Chilean children decreased with age, while a decrease was not detected for the Israeli children. The mediation model had excellent fit for the age groups and countries, and the satisfaction with the neighborhood variable presents a partial mediation effect between neighborhood variables and SWB. Satisfaction with the neighborhood displayed a greater effect on the SWB of the older children than the younger ones. Gender showed significant effects on SWB only in Chile. The results are discussed, analyzing the similarities and differences between both countries and providing new evidence for the study of SWB at the international level. Questions for a more specific analysis of SWB within each country are suggested.

Erdogan, Y., Hammami, N., & Elgar, F. J. (2023). **Bullying, Family Support, and Life Satisfaction in Adolescents of Single-Parent Households in 42 Countries**. *Child Indicators Research*, *16*(2), 739-753. https://doi.org/10.1007/s12187-022-09996-4
Adolescent development is strongly influenced by peers and parents. However, little is known about the intersection of bullying, life satisfaction, and parental support among adolescents living in single-parent households (SPH). We investigated whether bullying and poor life satisfaction are disproportionately more common among SPH adolescents and the protective role of parental support in these associations. Data from the 2013/14 cycle of the Health Behaviours in School-aged Children study was used to investigate the associations between bullying, family social support and adolescent life satisfaction (n = 219,811). Associations were assessed using multilevel regression models that controlled for age, gender, and material deprivation. Adolescents who are involved in bullying and who live in a SPH are more likely to experience low life satisfaction. However,

they are partially protected by perceived family support. Family social support ameliorated the negative associations of life satisfaction with bullying and being in a SPH in an international and representative sample of adolescents. This study highlights the need for stakeholders to provide families with appropriate resources so that families can support and nurture their children towards healthy development and wellbeing.

Fréchou, H., & Simon, C. (2023). **Résultats de l'enquête nationale de climat scolaire et de victimation 2022 auprès des directeurs d'école et des enseignants du premier degré**. *Note d'Information*, (23.15), 1-4. https://doi.org/10.48464/ni-23-15
Au cours du printemps 2022, les directeurs d'école et les enseignants du premier degré ont répondu à une enquête de climat scolaire. Ils ont globalement une perception positive du climat scolaire au sein de leur école. Plus de neuf personnels sur dix jugent favorablement leurs relations avec les membres de la communauté éducative et se sentent en sécurité dans l'école. Cependant, 55 % d'entre eux jugent qu'il y a un peu ou beaucoup de violence. Par ailleurs, la très grande majorité des personnels a le sentiment, dans le cadre de leur travail, de faire quelque chose d'utile aux autres et de faire des choses qui leur plaisent et qui ont du sens. Néanmoins, pour un personnel sur deux, les conditions d'exercice sont dégradées avec un déficit de reconnaissance de la part de l'institution et neuf sur dix expriment une forte insatisfaction au sujet de la rémunération. Parmi les violences subies par les personnels au cours de l'année scolaire 2021-2022, l'arrogance ou le mépris (37 %), le refus ou la contestation d'enseignement (27 %) sont les plus fréquemment cités. Les convictions personnelles de l'auteur de violence et les règles liées à la pandémie motivent le plus souvent le refus et la contestation d'enseignement. Les directeurs d'école sont plus souvent exposés que les enseignants à des violences verbales et les parents d'élèves sont les plus fréquemment cités comme auteurs des violences. Enfin, 6 % des personnels déclarent avoir été harcelés depuis le début de l'année scolaire.

Giudicelli, E., Syssau, A., & Blanc, N. (2022). **Quelles pistes pour un vécu positif du doctorat ? Apports de la littérature scientifique actuelle**. *Psychologie Française*. https://doi.org/10.1016/j.psfr.2022.06.003
Un travail de recherche qui ne progresse pas, une supervision insatisfaisante, des perspectives de carrière incertaines ou encore le sentiment de ne pas appartenir à une communauté scientifique, telles sont les difficultés que rencontrent nombre de thésards pendant leur doctorat. Si ces difficultés font l'objet d'un nombre croissant de publications, peu de travaux se sont attachés à mettre en lumière les déterminants du vécu positif du doctorat. En effet, le vécu d'une thèse peut être extrêmement enrichissant. Dans cette revue de la littérature, notre objectif est d'exploiter les connaissances actuelles permettant d'envisager l'expérience du doctorat comme positive pour en extraire des pistes susceptibles d'améliorer cette expérience. Dans un premier temps, nous exposons les éléments de la littérature qui démontrent que, bien que le doctorat puisse être vécu comme une épreuve difficile, il peut également être vécu comme une expérience très positive. Dans un second temps, nous proposons des pistes d'améliorations de l'expérience du doctorat. Dans l'ensemble, cet article, présente un intérêt pour les doctorants désireux d'approfondir leurs réflexions sur leurs conditions de travail, mais aussi pour tous ceux qui les entourent, tels les directeurs de thèse, les directeurs d'unités de recherche, et les directeurs d'écoles doctorales.

Hooper, L. M., Lee, S.-Y., Tomek, S., Jaggers, J. W., Kim, G., & Church, W. T. (2023). **Attachment to Peers and School: Longitudinal Moderators of the Relation Between Caregiver Psychological Distress and Adolescent Hopelessness**. *Journal of Youth and Adolescence*, *52*(5), 931-949. https://doi.org/10.1007/s10964-020-01375-y
Research has yet to determine how relationships outside of the family system may buffer negative outcomes associated with hopelessness among racial minority youth. In a sample of Black American youth (N = 512; 49% females) and their parents or caregivers, this study used longitudinal growth models to explore whether youth relationships (attachment to peers and attachment to school) moderated the association between caregiver distress (depressive symptoms and traumatic stress), and youth hopelessness. Adolescents' gender was examined to determine if there were gender differences present in these associations. Four linear growth models showed a significant change in levels of hopelessness over time for youth and a significant positive relation between caregiver distress and youth level of hopelessness. Attachment to peers and attachment to school did not equally moderate the relation between caregiver psychological distress and youth hopelessness. The type of caregiver distress had a differential effect on youth hopelessness in the context of the moderation models and based on gender. The type of caregiver distress had a differential effect on youth hopelessness in the context of the moderation models and based on gender. Implications for the importance of non-familial attachments among Black American youth with distressed parents are discussed.

Hossain, S., O'Neill, S., & Strnadová, I. (2023). **What Constitutes Student Well-Being: A Scoping Review Of Students' Perspectives**. *Child Indicators Research*, *16*(2), 447-483. https://doi.org/10.1007/s12187-022-09990-w
Student well-being has recently emerged as a critical educational agenda due to its wide-reaching benefits for students in performing better at school and later as adults. With the emergence of student well-being as a priority area in educational policy and practice, efforts to measure and monitor student well-being have increased, and so has the number of student well-being domains proposed. Presently, a lack of consensus exists about what domains are appropriate to investigate and understand student well-being, resulting in a fragmented body of work. This paper aims to clarify the construct of student well-being by summarising and mapping different conceptualisations, approaches used to measure, and domains that entail well-being. The search of multiple databases identified 33 studies published in academic journals between 1989 and 2020. There were four approaches to conceptualising student well-being found in the reviewed studies. They were: Hedonic, eudaimonic, integrative (i.e., combining both hedonic and eudaimonic), and others. Results identified eight overarching domains of student well-being: Positive emotion, (lack of) Negative emotion, Relationships, Engagement, Accomplishment, Purpose at school, Intrapersonal/Internal factors, and Contextual/External factors. Recommendations for further research are offered, including the need for more qualitative research on student well-being as perceived and experienced by students and for research to be conducted in a non-western context.

Hudson, T. D., Rockenbach, A. N., & Mayhew, M. J. (2023). **Campus Conditions and College Experiences that Facilitate Friendship Across Worldview Differences**. *The Journal of Higher Education*, *94*(2), 227-255. https://doi.org/10.1080/00221546.2022.2082785
Supporting students' friendships across social boundaries is one powerful way in which colleges and universities can contribute to the civic mission of higher education. Using data from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS),

a national, multi-institutional study, we examined how institutional conditions and various forms of student engagement predicted the number of interworldview friendships among college students at the end of their first year on campus. Multilevel regression results identified factors at three levels of context (personal/individual, community/institution, and network/group) associated with the number of interworldview friendships at Time 2 (dependent variable). Notably, at the community/institution level, we found the availability of co-curricular opportunities for interworldview engagement to be positively associated with interworldview friendship at the end of the first year, while several other institutional features were negatively associated. At the network/group level, we found positive associations between both formal and informal social engagement and interworldview friendship at the end of the first year, while associations between academic majors and interworldview friendship varied. Although some college students may gravitate toward interworldview friendships regardless of institutional conditions, our results affirm that these relationships thrive when structures are in place to encourage social interactions and cooperation across worldview differences.

Kong, F., Li, W., Wang, Q., & Zhen, Z. (2023). **Incremental Well-being Beliefs and Well-being in Adolescents: The Mediating Role of Self-esteem and Optimism**. *Child Indicators Research*, *16*(2), 533-549. https://doi.org/10.1007/s12187-022-09994-6
Prior research has shown that incremental beliefs about well-being can influence well-being in adults, but less is known about the relationship in adolescents and the potential underlying mechanisms that explain the relationship. The present study aimed at examining the association between incremental well-being beliefs and well-being in adolescents and the mediating role of self-esteem and optimism. Study 1 showed that incremental well-being beliefs predicted well-being in a sample of 390 adolescents aged 10–14, even after adjusting for age, gender, subjective family socioeconomic status, and incremental beliefs about ability and emotion. Study 2 used another sample (N = 405) to replicate this association and further found that self-esteem and optimism independently mediated the association. These findings provide initial evidence for the association between incremental well-being beliefs and well-being in adolescents and elucidate possible mediational mechanisms (i.e., self-esteem and optimism) of how incremental beliefs about well-being are linked to well-being.

Lin, Y.-W., Lin, C.-H., & Chen, C.-N. (2023). **Opportunities for Happiness and Its Determinants Among Children in China: A Study of Three Waves of the China Family Panel Studies Survey**. *Child Indicators Research*, *16*(2), 551-579. https://doi.org/10.1007/s12187-022-09999-1
Since 2010, China's happiness research has extended its focus from adults and youths to the child population, but most of the studies are confined to local samples. Also, the majority are limited to considering psychological background, thus lacking the idea of integrating the capability approach, which has achieved prominence in international child well-being studies. In order to address these shortfalls, for our paper we decided to combine the happiness and capability perspectives with the analytical framework of 'subjective well-being capability'. Utilising three waves of China Family Panel Survey as a dataset, we map the national profile of child happiness in terms of opportunity. In order to assess each child's opportunity for happiness, we adopt the MIMIC model for statistical analysis. Our results suggest that children's opportunities for happiness serve as the latent variable behind various observable domains of such happiness. Also, through application of the capability approach we have identified a series of conversion factors, which have

significant impact on a child's potential happiness. Moreover, there are robust synergies between the different capabilities and happiness opportunities among the children examined. Based on such research findings, we discuss our contribution to China's child happiness research in theoretical and policy terms.

Mannerström, R., Hietajärvi, L., Kuusisto, A., Salmela-Aro, K., & Kallioniemi, A. (2023). **Value Profiles Among Finnish Adolescents and Their Associations With Subjective and Social Well-Being**. *Child Indicators Research*, *16*(2), 509-531. https://doi.org/10.1007/s12187-022-09992-8
Previous research on Schwartz's theory of basic human values has mostly applied a variable-oriented approach. This study took a person-oriented approach and investigated how values co-occur and are manifested in individuals, that is, what kind of value profiles exist and how they differ in terms of subjective (i.e., life satisfaction) and social well-being (i.e., sense of belonging). In a sample of Finnish adolescents (N = 973; women 59.6%; Mage = 16.8, SD = .70), three value profiles emerged: personal-focus, growth-focus and self-protective, of which the personal-focus group scored highest on life satisfaction, the growth-focus group scored lowest on belonging to social media and the self-protective group scored highest on belonging to organizations. In all, subjective and social well-being were differently related to opposing values. The findings are discussed within a cultural and contextual framework.

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.

Marquez, J., Lambert, L., & Cutts, M. (2023). **Geographic, Socio-Demographic and School Type Variation in Adolescent Wellbeing and Mental Health and Links with Academic Competence in the United Arab Emirates**. *Child Indicators Research*, *16*(2), 797-836. https://doi.org/10.1007/s12187-022-09993-7

Interest in adolescents' wellbeing and mental health is growing worldwide, but little research in this area has been conducted in certain world regions and countries such as the United Arab Emirates (UAE). Geographic, socio-demographic and school type differences in adolescent wellbeing and mental health are commonly observed in the field, and the UAE is a diverse country where these types of differences have been found for other outcomes (notably, academic). Yet, no prior national study has explored these differences in terms of wellbeing and mental health in the nation. We address this gap by investigating differences across emirates, gender, socio-economic status, immigrant status, school sector and school curriculum for overall life satisfaction, positive affect, negative affect, meaning and purpose in life, and internalizing difficulties. We use linear regression to analyse cross-sectional data from the Programme for International Student Assessment (PISA) study from 2015 and 2018. We find substantial geographic, socio-demographic and school type differences in levels (2018) of wellbeing and mental health -which vary across distinct domains- and declines (2015–2018) of wellbeing. Better wellbeing and mental health are observed in the northern emirates and among boys. Better wellbeing and poorer mental health are observed among nationals (compared to expatriates) and in public schools (compared to private schools). Despite presenting the best academic outcomes, British schools present the worst wellbeing and mental health outcomes. However, results show the absence of a trade-off between academic competence and wellbeing and mental health, with evidence of a small positive association with wellbeing.

Mercier, M. ***Proposition de loi visant, dans le cadre d'un harcèlement scolaire, à poser le principe d'une mesure d'éloignement du harceleur pour protéger la victime***. , Pub. L. No. 370 (2023). http://www.senat.fr/leg/ppl22-370.pdf

Muir, R. A., Howard, S. J., & Kervin, L. (2023). **Interventions and Approaches Targeting Early Self-Regulation or Executive Functioning in Preschools: A Systematic Review**. *Educational Psychology Review*, *35*(1), 27. https://doi.org/10.1007/s10648-023-09740-6
This systematic literature review sought to reconcile the evidence of efficacy for interventions and approaches to enhancing self-regulation and/or executive function in preschool settings. Following PRISMA methodology, a comprehensive search of 20 years of intervention research identified 85 studies that met inclusion criteria. Interventions were categorised by intervention approach and coded for their characteristics (e.g. sample size, dose, duration, interventionist, intervention activities), outcomes (e.g. significance, size of effects) and study quality (i.e. risk of bias). Reconciliation of intervention results indicated (1) within intervention approaches, some approaches had more consistent and robust evidence of efficacy (e.g. mindfulness, mediated play, physical activity) and (2) across intervention approaches, characteristics that had greater (or exclusive) presence amongst the higher efficacy interventions (e.g. cognitive challenge, movement, as well as interventionist, fidelity and dose considerations). Implications for future intervention (re)design, and for theorising about mechanisms of self-regulation and executive function change, are discussed.

Okello, W. K. (2023). **"We've never seen this": reckoning with the impossibility of black [males'] vulnerability to sexual violence**. *International Journal of Qualitative Studies in Education*, *36*(3), 274-286. https://doi.org/10.1080/09518398.2022.2035452
Using the chokehold as a theoretical framework to analyze the gendered and sexualized vulnerabilities of Black males, I place historical records in conversation with the temporal

moment, particularly the allegations of sexual violence committed against Black males at the University of Michigan. In doing so, I conducted a critical discourse analysis of media documents, asking how does White supremacy function to both terrorize Black males' bodies and ignore their pain in higher education contexts? Findings from the study surfaced three critical implications that come to bear on student development theory and practice: the myth that Black people broadly, and Black males, in particular, do not have interior lives worth protecting; the historicized incapability of Black males to experience pain/assault; and sexual violence is ongoing and unremarkable in the lives of Black males.

Prescott, G., Sikström, P., & Peterbauer, H. (2023). **Needs and wellbeing of students and staff: Thematic Peer Group Report**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3780* [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/downloads/publications/eua%20tpg%20report_needs%20and%20wellbeing%20of%20students%20and%20staff.pdf
This report summarises the findings of the EUA Learning & Teaching Thematic Peer Group « Needs and wellbeing of students and staff », which was active throughout 2022. It outlines aspects of a higher education institution's activities which the group identified as having the most influence on individual wellbeing. The group conducted student and staff surveys at group member institutions to enquire about these aspects, and whether they were positively or negatively affected by digital learning and teaching. In addition, the group organised a student focus group to obtain further insights into student views on wellbeing and the support institutions can provide. The results of these activities are summarised in the report, which concludes by outlining challenges, key considerations and recommendations, which institutions may find helpful for ensuring targeted and effective support for their students and staff.

Sasson, H., Tur-Sinai, A., Dvir, K., & Harel-Fisch, Y. (2023). **The Role of Parents and Peers in Cyberbullying Perpetration: Comparison among Arab and Jewish and Youth in Israel**. *Child Indicators Research*, *16*(2), 717-737. https://doi.org/10.1007/s12187-022-09986-6
In recent years, several studies have examined the effect of parents and friends on cyberbullying victims. Less is known about their combined effect on cyber perpetrators, especially among Jewish and Arab teens in Israel. We collected data from a representative sample of 350 Jewish and Arab adolescents (aged 15–16) and their parents. We repeated the interviews twice within a year. The survey included measurements of three parental practices: support, monitoring, and protectiveness, as reported by parents at the first time of data collection. We measured the adolescents' engagement in sensation-seeking and cyberbullying as perpetrators and perceptions about peers' involvement in these behaviors. Path-analysis models revealed that the perception of peers' involvement in cyberbullying perpetration was positively linked with involvement in such behavior among Jewish and Arab teens. Contrary to our expectations, no parental practice had a direct effect on cyberbullying perpetration among teens in either ethnic group.

Somers, P., Gao, H., & Taylor, Z. W. (2023). **"I Do Not Speak as Freely": Gendered Views on Campus Carry at a Research University**. *Education and Urban Society*, *55*(4), 488-510. https://doi.org/10.1177/00131245211047207

As campus carry policies are implemented at colleges and universities across the country, the concern for the safety of students, faculty members, and campus community members has heightened. In the state of Texas, broad sweeping campus carry policies were recently enacted by Texas State Legislature that allows individuals to conceal carry firearms within educational spaces on campus. Within these educational spaces, faculty members are often relied upon to deliver educational content without having their Second Amendment speech rights chilled by the prospect of loaded firearms within a classroom. Given this tension, this study fills an important gap in the research and explains how faculty members view campus carry as it relates to their personal safety and professional work. This study employed a mixed methods design (survey and qualitative) to expound upon the attitudes toward campus carry of 226 faculty and staff members working in a large research-intensive university within the state of Texas. Results suggest strong gender differences between how faculty members view campus carry policies and their safety on campus, with women often reporting feeling less safe and less able to perform their job duties under the pressure and anxiety of campus carry policies. Ultimately, this study's results imply that women faculty members may more less safe, more marginalized, and further victimized by campus carry laws than men faculty members, transgressing gender equity progress in the professoriate, as women have been traditionally underrepresented on college faculties.

Thomas, A., Gale, A., & Golden, A. R. (2023). **Online Racial Discrimination, Critical Consciousness, and Psychosocial Distress Among Black and Latino Adolescents: A Moderated Mediation Model**. *Journal of Youth and Adolescence*, *52*(5), 967-979. https://doi.org/10.1007/s10964-022-01732-z
Past research has found that stressful events such as racial discrimination can spur social development in racially marginalized youth. Critical consciousness has been identified as one such developmental task. Yet, there is still much to learn regarding the role of racial discrimination in developing critical consciousness, particularly as it relates to the mechanism linking racial discrimination to critical consciousness. We examine whether stress, in the form of psychological distress, may explain the link between online racial discrimination and critical consciousness. Online racial discrimination is a type of racial discrimination and is a growing risk to safe internet use for ethnically and racially marginalized youth. The current study employed a moderated mediation model to examine the associations between online racial discrimination and critical consciousness (critical agency and critical action). Data were from 356 Black and Latino adolescents, 50% each (Mage = 15.97, SD = 1.61), and 78.92% female. The model included psychological distress as a mediator between online racial discrimination and critical consciousness and self-esteem as a moderator of psychological distress and two critical consciousness dimensions. Psychological distress was a successful mediator, and self-esteem moderated the link between psychological distress and critical consciousness dimensions. The present findings suggest that psychological distress may be one mechanism through which online racial discrimination may impact the development of critical consciousness in Black and Latino adolescents.

Wang, M.-T., Henry, D. A., & Del Toro, J. (2023). **Do Black and White Students Benefit From Racial Socialization? School Racial Socialization, School Climate, and Youth Academic Performance During Early Adolescence**. *American Educational Research Journal*, *60*(2), 405-444. https://doi.org/10.3102/00028312221134771

With racial inequalities plaguing the U.S. school system, educators have recognized the importance of establishing inclusive, equitable, and diverse school environments where students from different ethnic-racial backgrounds can feel respected and supported. This study examined the longitudinal links between adolescents' experiences of school racial socialization, school climate perceptions, and academic performance and tested whether these links varied by race (n = 941; 54% boys; 63% Black, 37% White). Results revealed that adolescents' experience of school racial socialization practices (i.e., cultural socialization and promotion of cultural competence) predicted positive changes in their perceptions of school climate and, in turn, promoted better academic performance. School racial socialization was linked to positive school experiences and achievement for both Black and White adolescents.

Wang, X., & Wang, S. (2023). **The Bridge between Cybervictimization and Suicidal Ideation among Adolescents: A Vicious Cycle of Hopelessness**. *Journal of Youth and Adolescence*, *52*(5), 996-1009. https://doi.org/10.1007/s10964-022-01726-x
Cybervictimization has been shown to relate to suicidal ideation. However, few studies have fully clarified the directionality of this relationship, and little is known about the potential mediating and moderating mechanisms of this relationship. To address these gaps, the current study tested bidirectional relationships among cybervictimization, hopelessness, and suicidal ideation across three years using a cross-lagged design and examined whether these relationships varied by openness, family socioeconomic status, perceived economic stress, and sex. A total of 2,407 Chinese adolescents (50.23% female, Mage = 12.75, SD = 0.58 at baseline) from seven schools participated in the present study. The results indicated that cybervictimization was related to hopelessness and suicidal ideation. There was a vicious cycle between cybervictimization and hopelessness after controlling the effects of cyberbullying at T1. There were significant reciprocal relationships between hopelessness and suicidal ideation. Hopelessness at T2 mediated the relationship between cybervictimization at T1 and suicidal ideation at T3. Openness moderated the relationships among cybervictimization, hopelessness, and suicidal ideation. Family socioeconomic status, perceived economic stress, and sex did not play a moderating role. These findings will help to understand that intervening with hopelessness is a promising way to reduce adolescents' cybervictimization and suicidal ideation, and promoting adolescents' openness is an effective approach to alleviate the negative outcome of cybervictimization.

Wang, Y., King, R., & Leung, S. O. (2023). **Understanding Chinese Students' Well-Being: A Machine Learning Study**. *Child Indicators Research*, *16*(2), 581-616. https://doi.org/10.1007/s12187-022-09997-3
Previous studies on student well-being have focused on a limited number of factors. However, well-being is facilitated or hindered by many different factors. Therefore, focusing on a limited set of constructs could lead to an incomplete understanding of the various factors that predict student well-being. The current study drew on the Programme for International Student Assessment (PISA) dataset to understand the importance of background, non-cognitive/metacognitive, and schooling constructs in understanding well-being. This study focused specifically on understanding different well-being dimensions including positive affect, negative affect, life satisfaction, and eudaimonic well-being. The data were from 12,058 15-year-old Chinese students from Beijing, Shanghai, Jiangsu, and Zhejiang. China presents an interesting case given its high levels of achievement but low levels of well-being. Using a machine learning approach (i.e.,

random forest regression), the results indicated that factors belonging to "non-cognitive/metacognitive" and "schooling" constructs were found to be the most important predictors of well-being. More specifically, students' positive affect and life satisfaction were best predicted by school belonging and resilience. Negative affect was best accounted for by school belonging and fear of failure. Eudaimonic well-being was best predicted by resilience and work mastery. Theoretical and practical implications are discussed.

Wu, Y.-J., & Becker, M. (2023). **Association between School Contexts and the Development of Subjective Well-Being during Adolescence: A Context-Sensitive Longitudinal Study of Life Satisfaction and School Satisfaction**. *Journal of Youth and Adolescence*, *52*(5), 1039-1057. https://doi.org/10.1007/s10964-022-01727-w
The transition to secondary school may negatively impact adolescents' psychosocial and subjective well-being development. However, how subjective well-being develops during secondary school and how school contextual factors, including aspects of ability grouping and achievement composition, are associated with the development of subjective well-being still require clarification. This study examined two measures of subjective well-being, life satisfaction and school satisfaction, to investigate the development of subjective well-being during secondary school. Moreover, school context variations in the form of school tracks and school-level achievement were analyzed to examine the extent to which ability grouping and achievement composition were associated with the development of subjective well-being. A large-scale longitudinal German dataset with four measurement points from grades 6 to 10 was analyzed (Time 1: N = 1,841; Mage = 12.20, SD = 0.81; 48.4% female; 45.3% immigrant students). The latent growth model revealed that life satisfaction and school satisfaction decreased statistically significantly during secondary school, yet school satisfaction showed a temporary increase between the end of primary school and right after the transition to secondary school. School tracks did not statistically significantly predict the magnitude of the decline in life satisfaction or school satisfaction. Only school-level achievement composition significantly negatively predicted the decline in life satisfaction, suggesting that students in schools with higher levels of achievement composition had a greater decrease in life satisfaction than their counterparts in schools with lower levels of achievement composition. Taken together, these findings contribute to the knowledge of how life and school satisfaction develop during secondary school and the long-term associations between subjective well-being and school context factors.

Zhao, B., Guo, J., He, Q., Jiang, L., & Hu, W. (2023). **School Bullying Victimization Types of Primary School Students and Associations with School Adaptation: a Latent Profile Analysis**. *Child Indicators Research*, *16*(2), 755-775. https://doi.org/10.1007/s12187-022-09995-5
Previous studies have found that different types of bullying have different effects on individuals. However, few studies have investigated the types of bullying victimization among primary school students using latent profile analysis (LPA), and considered both the frequency and form of bullying victimization when naming these types. This study explored bullying victimization types with a sample of 1748 primary school students. Participants were 52.1% (911) male, and 47.7% (833) female. Four (0.2%) students didn't report their sex. Results show that school bullying victimization can be classified as "never bullied" (66.3%), "often oppressed" (18.2%), "often threatened" (8.0%), and "always

bullied in all forms" (7.5%). There is a significant difference in sex and grade for victimization types. Specifically, the risk of being "often threatened" and "always bullied in all forms" types is higher for males than for females. Grade 4 students are at higher risk of being "often oppressed", "often threatened", and "always bullied in all forms" types than Grade 6. Students with different types of victimization show significant differences in school adaptation. Students in bullying victimization are more likely to experience lower school belonging and prosocial behavior, and higher aggressive behavior and withdrawal behavior. These results reveal that schools, teachers, and parents should pay close attention to bullying victimization types among primary students and help them deal with bullying victimization according to clear guidelines.

Évaluation des dispositifs d'éducation-formation

Basiglio, S., Del Boca, D., & Pronzato, C. (2023). ***The Impact of the « Coding Girls » Program on High School Students' Educational Choices*** (Working Paper N° 2023-006). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2023-006.htm
This paper evaluates the impact of « Coding Girls » , an educational enrichment program designed to address the underrepresentation of women and girls in the fields of science, technology, engineering, and math (STEM) in Italy by stimulating young female studentsâ€™ interest in programming and science and encouraging them to consider careers in STEMrelated fields. Implemented in ten secondary schools in Turin (Italy) over the period 2019- 2022, the Coding Girls program provided lab-based computer programming instruction as well as introductory talks on specific topics in STEM. The program was evaluated by randomized controlled trial. Our results show that Coding Girls had a significant and positive impact on male and female studentsâ€™ programming skills and on their awareness of gender differences in the workforce. However, it did not seem to affect girlsâ€™ aspirations to pursue higher education in STEM-related disciplines. The gender stereotypes children are exposed to from a very young age tend to steer girls and young women to the humanities. This bias is deeply entrenched and difficult to modify.

Bingham, G. E., Phelps, C., & Dean, M. P. (2023). **Examining The Preschool to First-Grade Literacy and Language Outcomes of Black Children Experiencing a High-Quality Early Childhood Program**. *The Elementary School Journal*, *123*(3), 367-395. https://doi.org/10.1086/723372
This study examined the literacy trajectories of 185 Head Start-eligible Black children from preschool to first grade enrolled in a high-quality early learning program physically connected to an elementary school where they attended kindergarten and first grade. Social emotional, language, and literacy skills were assessed in the fall and spring of the school year in preschool and prekindergarten (PreK) and the fall only in kindergarten and first grade. Children made literacy and language gains in early childhood that were maintained into first grade. Although children in the connected early learning/elementary experience performed above peers on language and literacy skills, only differences in language skills reached significance. Advantages in kindergarten were gone by first grade as comparison children evidenced improvement of language skills that narrowed the performance gap. Findings point to the importance of creating clear academic pathways for young learners that prioritize instructional opportunities designed to maintain positive learning trajectories.

Broton, K. M., Mohebali, M., & Goldrick-Rab, S. (2023). **Meal Vouchers Matter for Academic Attainment: A Community College Field Experiment**. *Educational Researcher*, *52*(3), 155-163. https://doi.org/10.3102/0013189X231153131
Given growing awareness of the high prevalence of food insecurity among college students, higher education leaders are implementing various food interventions on their campuses. However, there is little research on the efficacy and impact of these initiatives. Using data from a field randomized control trial, we find that a relatively modest financial investment in campus meal cards coupled with proactive outreach by an existing campus office improved community college students' academic attainment outcomes. Students who were invited to participate in the meal voucher program attempted and completed more credits during their first year of college and were more likely to graduate in 2 years than otherwise similar peers, indicating that a campus meal program can promote college success.

Freitas, E., Simões, C., Mineiro, A., Rosa, P. J., & Santos, A. C. (2023). **The impact of a Curriculum for Resilience Promotion in Deaf Children and Adolescents**. *British Journal of Special Education*, *50*(1), 127-149. https://doi.org/10.1111/1467-8578.12450
Resilience is an interactive process involving internal skills that should be promoted, especially in the early stages of development. This study aims to adapt and implement two themes from the European Curriculum for Resilience Promotion – RESCUR, namely, 'Developing Communication Skills' and 'Establishing and Maintaining Healthy Relationships', for deaf and hard-of-hearing (DHH) students. The study included 37 children and adolescents from three Portuguese regions and its impact was evaluated through the perspectives of the students, their guardians and their teachers. Each 90-minute session was implemented weekly. The sessions followed the RESCUR curriculum structure with necessary adaptations to the mindfulness activities, stories, role-play and worksheets. The mean scores increased from pre- to post-intervention assessment on all instruments, namely, KIDSCREEN-10 (children/adolescents), KIDSCREEN-10 (guardians) and CYRM-28 (teachers). The implementation of adapted curricula promoting resilience seems to be beneficial to DHH children, allowing the development of specific resilience-associated skills, and thus enhancing health, well-being and quality of life.

Johnson, T., Hains, K., Hains, B., & Salazar, J. (2019). **Conceptualizing University Education Study Abroad Programs Using a Mutualistic Process**. *Journal of Studies in International Education*, *24*(5), 555-572. https://doi.org/10.1177/1028315319865787
As we continue to develop into a more globalized society, it is an expectation that students in higher education become global citizens. While the literature supports the notion that students positively benefit from international education experiences, little research has been done to determine what role the community plays, or what effects the study abroad experience has on the community in which the student population is engaged. This study introduces an innovative conceptual framework that overlays the biological concept of symbiosis on the international education experience. This unique conceptual framework shines a light on the study abroad experience from the community's perspective, as well as illustrating positive and negative impacts of student interaction within the local community. The results indicate that not only is there a role for communities but also communities need to be included in the planning and creation of these experiences, ultimately leading to more mutually beneficial outcomes. Ideally,

these findings could be used by educators to capture the community voice to create more mutualistic programs in study abroad.

Formation continue

Alcaraz, A. R. (2022). ***L'écoute clinique en formation d'adultes : Place de la clinique narrative dans la formation des futurs professionnels du secteur médico-social*** (Phdthesis, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-04042216
S'appuyant sur son vécu et ses expériences, notamment en psychothérapie institutionnelle, l'auteur traite, dans ce travail de thèse, la question de la formation des étudiants en travail social et en soins infirmiers à l'élaboration d'une posture professionnelle basée sur une clinique de l'écoute. Á travers l'étude sociohistorique de deux métiers emblématiques du secteur, les infirmiers et les éducateurs spécialisés, cette recherche met en lumière les mutations qui ont traversé les institutions médicosociales, et qui continuent de transformer les conditions d'exercice et les pratiques des professionnels. L'enquête, menée auprès d'une vingtaine d'étudiants rend compte de l'enchevêtrement des sphères privées et professionnelles et met en évidence la nécessité de prendre en compte les histoires de vie des étudiants dans le processus de professionnalisation. La recherche biographique, et particulièrement la sociologie clinique, à travers l'expérimentation d'un module de formation,présentent alors un intérêt certain pour former les futurs professionnels à l'accueil de la parole et à la prise en compte des histoires de vie des publics qu'ils accompagnent

Alon, R., Cinamon, R. G., & Aram, D. (2023). **Working adults' future occupational plans: the contribution of role characteristics, social support, and occupational self-efficacy**. *International Journal for Educational and Vocational Guidance*, *23*(1), 169-189. https://doi.org/10.1007/s10775-021-09496-x
School counselors' occupational plans were investigated in terms of the mediating role of occupational self-efficacy including three antecedents (role clarity, role autonomy, social support) on three outcomes (life satisfaction, job satisfaction, occupational plans) among 483 female Israeli school counselors, aged 26–69. High levels of the three antecedents were associated with high levels of occupational self-efficacy, which in turn was associated with high levels of life and job satisfaction and with counselors' plans to remain in their profession. The antecedents also demonstrated direct effects with job satisfaction. This emphasizes the importance of occupational self-efficacy in counselor retention and its antecedents.

Mopondi, A. (2023). ***Formation continue - Ministère de l'Enseignement primaire, secondaire et technique (EPST) République démocratique du Congo***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=76380
M. Paul Brien de l'Université libre de Bruxelles, ULB, écrivait en 1950 : « Envisager sérieusement la création d'universités noires au Congo rencontre des impossibilités profondes. L'enseignement universitaire exige une préparation intellectuelle, morale et sociale qui est loin d'être atteinte au Congo belge. Cette contrefaçon d'université me paraîtrait bien dangereuse car elle éveillerait, à mon sens, chez le noir, insuffisamment préparé en ce moment, plus de vanité que de science et de déontologie. » Il nous semble, au vu des réalités du système d'enseignement congolais aujourd'hui, que les

écrits de M. Paul Brien continuent à résonner dans nos consciences. Du fait de réformes peu financées, notre système éducatif est un perpétuel recommencement, aux conséquences désastreuses et dévastatrices de la société congolaise. Cet ouvrage, issu d'un travail de terrain, apporte des axes de réflexion pour une réforme qui donnerait des moyens à notre système éducatif de créer des richesses, dans la réalité socioculturelle et les besoins de l'emploi.

Marché du travail

Abdoul-Malik, A. (2023). ***Injonction à l'agir individuel en matière d'emploi et de formation. Généalogie de l'injonction à l'agir individuel en matière d'emploi et de formation***. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2023-03/WP-18.pdf
Il s'agit dans cette note de présenter la littérature grise (documentation communautaire, rapports d'expert et programmes nationaux de réforme) sur l'injonction à l'agir individuel dans le cadre des politiques publiques européennes, nationales et sectorielles. L'objectif de ce working paper est de donner à voir comment les institutions et organisations productrices de représentations comme l'OCDE et quelques think tanks (groupes de réflexion, cercles d'experts) diffusent l'appel à la responsabilité des actifs dans leurs rapports au travail, à l'emploi et à la formation. Autrement dit, il s'agit ici de montrer comment les organisations et les institutions portées par la société civile s'approprient la rhétorique de la responsabilisation individuelle et reprennent l'idée d'un individu entrepreneur de soi et acteur de son employabilité. La collecte de données secondaires a ciblé particulièrement l'ensemble des documents disponibles produits par les organisations. Celle-ci se compose des textes de lois, de discours, de rapports, de guides, de communiqués de presse, de rubrique de sites internet, de tout type de documents apportant un éclairage sur l'objet de recherche. L'analyse documentaire remonte jusqu'à la fin des années 1990/début des années 2000, afin d'identifier les origines de l'injonction à l'agir individuel. Pour recueillir les données, ont été sélectionnées les institutions présentant des perspectives libérales et social-démocrates et qui produisent des données accessibles (rapport téléchargeable et/ou textes publiés directement sur leurs sites) autour de la question de l'injonction à l'agir individuel depuis la fin des années 1990.

Berkani, A., & Tran, S. (2023, mars 21). **L'ultra-flexibilité en entreprise, une attente de plus en plus forte chez les futurs diplômés**. Consulté 22 mars 2023, à l'adresse The Conversation website: http://theconversation.com/lultra-flexibilite-en-entreprise-une-attente-de-plus-en-plus-forte-chez-les-futurs-diplomes-201918
Les étudiants déclarent souhaiter, une fois en poste, que leurs managers leur laissent une grande latitude pour organiser eux-mêmes leur travail.

Borgonovi, F., Hervé, J., & Seitz, H. (2023). ***Not lost in translation: The implications of machine translation technologies for language professionals and for broader society*** (p. 60). https://doi.org/10.1787/e1d1d170-en
The paper discusses the implications of recent advances in artificial intelligence for knowledge workers, focusing on possible complementarities and substitution between machine translation tools and language professionals. The emergence of machine translation tools could enhance social welfare through enhanced opportunities for inter-language communication but also create new threats because of persisting low levels

of accuracy and quality in the translation output. The paper uses data on online job vacancies to map the evolution of the demand for language professionals between 2015 and 2019 in 10 countries and illustrates the set of skills that are considered important by employers seeking to hire language professionals through job vacancies posted on line.

Briard, K. (2023). **Formation et progression professionnelle : des logiques genrées selon les emplois occupés**. *Formation emploi*, (161), 39-60. https://doi.org/10.4000/formationemploi.11341
Formation et évolution professionnelle s'articulent de façon différente entre les femmes et les hommes salariés. Les logiques à l'œuvre peuvent être mises en évidence à partir de l'enquête Formation et qualification professionnelle (FQP), réalisée par l'Insee en 2014 et 2015, qui retrace les parcours professionnels et de formation sur les cinq années précédentes. Sur cette période, suivre une formation d'au moins 18 heures est plus souvent associé à une progression professionnelle pour les femmes, notamment cadres et professions intermédiaires. Pour les hommes, la formation a plus souvent lieu après un changement professionnel. Elle n'a pas d'effet causal sur la progression professionnelle des employés et ouvriers et témoigne plutôt d'un renforcement de leur relation avec l'entreprise dans un contexte de tensions de recrutement.

Couronné, J. (s. d.). **La jeunesse au travail : en finir avec les préjugés**. Consulté 3 avril 2023, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/La-jeunesse-au-travail-en-finir-avec-les-prejuges
À l'opposé des idées reçues, les jeunes font ce qu'ils peuvent pour s'insérer dans la vie professionnelle dans un contexte marqué par une très forte précarité. Ils demeurent fortement attachés à la valeur travail. Une analyse de la sociologue Julie Couronné, extraite de Droits et Libertés, revue de la Ligue des droits de l'Homme.

Flécher, M. (2023). **Des cadres en quête de prestige. L'engagement entrepreneurial des créateurs et créatrices de start-up**. *Formation emploi*, (161), 83-102. https://doi.org/10.4000/formationemploi.11268
Sous l'effet conjugué des politiques économiques et éducatives visant à sensibiliser et encourager les étudiant·es à l'« entrepreneuriat », de plus en plus de jeunes diplômé·es issu·es de classes supérieures délaissent leurs positions de cadre salarié en entreprise pour s'engager dans la création d'une start-up. Mobilisant une double enquête qualitative et quantitative menée par entretiens (n = 45) et par questionnaire (n = 501) auprès de fondateurs et fondatrices de start-up, cet article s'intéresse aux déterminants, aux logiques et aux modalités de l'engagement entrepreneurial de ces individus socialement dotés et favorisés. Loin d'être investi comme un ascenseur social par des personnes en situation de précarité, la création de start-up semble surtout fonctionner comme un accélérateur de carrière, permettant à de jeunes diplômé·es déjà bien inséré·es dans l'emploi de s'affranchir de la subordination salariale et d'accéder au statut de chef d'entreprise, sans avoir à gravir les échelons de la grande entreprise.

Gérard, J., & Vrancken, D. (2023). **Du placement au profilage des chômeurs**. *Formation emploi*, (161), 103-123. https://doi.org/10.4000/formationemploi.11310
Depuis la modernisation et la redéfinition du rôle des services publics de l'emploi belges, de nouveaux professionnels d'aide à la recherche d'emploi ont émergé à côté des intervenants publics déjà en activité, représentant un tournant sur le marché de

l'accompagnement. À partir d'une démarche empirique auprès de deux agences de sélection et de placement, cet article s'attèle à rendre compte des enjeux de reconfiguration du travail des opérateurs privés. Bien que leurs activités diffèrent, ces deux dispositifs d'accompagnement dans l'emploi partagent la même finalité : sélectionner, placer et accompagner les candidats en quête de possibilités de carrière. S'inscrivant dans une sociologie de l'action publique, cet article vise toutefois à montrer que ces dispositifs contribuent davantage à profiler des parcours plutôt qu'à placer les candidats sur le marché de l'emploi, renvoyant ainsi à une nouvelle forme d'intermédiation.

Janta, B., Kritikos, E., & Clack, T. (2023). ***The green transition in the labour market: how to ensure equal access to green skills across education and training systems: analytical report***. Consulté à l'adresse https://eenee.eu/wp-content/uploads/2023/01/EENEE_AR02_Green-skills_Final-report-without-identifiers.pdf

Kouadio, A. B. (2023). ***L'engagement au travail des employés publics en contexte post-bureaucratique - Quelle publicitude ?*** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140330643&utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_27_mars_au_1er_avril__35724&utm_medium=email&utm_content=lienTitre

Olubusoye, O. E., Salisu, A. A., & Olofin, S. O. (2023). **Youth unemployment in Nigeria: nature, causes and solutions**. *Quality & Quantity*, *57*(2), 1125-1157. https://doi.org/10.1007/s11135-022-01388-8
This study investigates the nature and causes of youth unemployment in Nigeria, with the aim of proffering evidence-based workable solutions as policy recommendation. Its contribution to the literature on youth unemployment is the joint examination of the nature and causes of youth unemployment, which gives a holistic view and provides sufficient background for designing holistic solutions to the problem of youth unemployment in Nigeria. The study employs a Vector Autoregressive (VAR) model. This describes the spillovers of youth employment among different sectors (Agriculture, Industry and Services) in Nigeria; thus, explains whether the nature of youth unemployment in Nigeria is frictional or not. The study also adopts Panel Autoregressive Distributed (PARDL) model to analyze the short-run and long-run significance of the determinants of youth unemployment, such output level, macroeconomic uncertainties and labour market flexibility. This helps to determine the main causes of youth unemployment in Nigeria and whether the youth unemployment is cyclical or structural in nature. The results suggest that the nature of youth unemployment in Nigeria is non-cyclical, partly frictional, but largely structural. This may explain why youth unemployment is increasing in Nigeria despite government remedial efforts; as government focused on frictional youth unemployment remedial policies and dispelled the potential of youth unemployment being structural in nature. The recommended solutions are fiscal and monetary policy easing and demand-side subsidy programme to dealing with structural youth unemployment. The study also shows the need to enforce relevant extant labour laws and regulations to stem the tide of youth unemployment and underemployment in Nigeria.

Pénicaud, É. (2023). **Une photographie du marché du travail en 2022**. *INSEE Première*, (1941). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6966932

En 2022, 68,1 % des personnes âgées de 15 à 64 ans sont en emploi au sens du Bureau international du travail (BIT). Ce taux d'emploi augmente de 0,9 point en moyenne sur l'année et atteint son plus haut niveau depuis que l'Insee le mesure (1975). Porté notamment par l'alternance, l'emploi des jeunes continue d'augmenter, fortement mais moins qu'en 2021. Après une forte baisse pendant la crise sanitaire, la part de personnes en emploi à durée limitée (CDD, intérim) augmente pour la deuxième année consécutive. En moyenne, en 2022, près d'un salarié sur cinq a télétravaillé au moins un jour par semaine. Plus des trois quarts des télétravailleurs sont satisfaits de leur nombre de jours hebdomadaires de télétravail. En 2022, la baisse du travail à temps partiel s'accentue, essentiellement parmi les femmes. Cette baisse entraîne celle du sous-emploi, qui recule nettement sur l'année, du fait également du repli de la part de personnes en situation de chômage partiel qui retrouve son niveau de 2019. Pour la septième année consécutive, le taux de chômage diminue et s'établit à 7,3 % en moyenne annuelle en 2022, soit 3,0 points de moins qu'en 2015. La part du halo autour du chômage diminue également, de 0,2 point par rapport à 2021, atteignant 4,4 % parmi les 15-64 ans.

Métiers de l'éducation

Admiraal, W., & Kittelsen Røberg, K.-I. (2023). **Teachers' job demands, resources and their job satisfaction: Satisfaction with school, career choice and teaching profession of teachers in different career stages**. *Teaching and Teacher Education*, *125*, 104063. https://doi.org/10.1016/j.tate.2023.104063
Teachers' job demands and resources can have a crucial impact on a school's ability to retain teachers. Analyses of Talis 2018 data from 24 European countries using the Job Demands and Resources model showed that a safe school climate, and a collaborative and participative school culture were the main job resources, whereas feelings of distress and perceived barriers for professional development were the main job demands. Findings were similar for teachers at different stages in their careers, but differed for satisfaction with their school, career choice and the teaching profession in general.

Albar, I., Espanel, E., Pedregosa, A. D., Courchinoux, S., & Poinsot, M. (2022). **Les enseignants à l'épreuve du plurilinguisme**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 186-192. https://doi.org/10.4000/hommesmigrations.14634
Dans le cadre des programmes de l'agence Erasmus+, plusieurs projets visent à favoriser des partenariats pour contribuer à la formation des enseignants sur les réalités plurilingues de leurs élèves, notamment des enfants allophones. Les équipes de trois projets ont accepté de répondre à nos questions : le projet ALTA (Allophone Teacher Academy), coordonné par l'académie d'Amiens et le Groupement d'intérêt public (GIP) Forinval, qui a été lauréat des Académies Erasmus+ des enseignants ; le projet TOTEM 1 du GIP Occitanie, visant à mettre en lien les besoins langagiers des nouveaux arrivants et ceux des enfants francophones, dont près de la moitié sont scolarisés en milieu rural et ont peu d'exposition aux langues et aux cultures européennes ; ainsi que le Projet UNI-T (European Civic Teacher Academy), porté par l'Inspe de l'université d'Aix-Marseille, et également lauréat des Académies Erasmus+ des enseignants.

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 R2 ranging from .204 to .880, indicating that peer assessment designs in research studies are not as diverse as they theoretically can be.

Animashaun, O., & Sealey-Ruiz, Y. (2023). **Time traveling forward and backward: multimodal speculation as racial literacy**. *International Journal of Qualitative Studies in Education*, *36*(3), 430-445. https://doi.org/10.1080/09518398.2022.2125179
Amid a pandemic, protests (on masking and mattering), and presidential campaigns in 2020, adults and young folx alike were wading through an exhaustive socio-political milieu, that called for speculation. In this study, students had the opportunity to practice their writing and analytical skills while developing their racial literacy – the processes of understanding the effects of race in daily living – through their encounters with speculative fiction texts. This article examines the multimodal productions of two young women of Color, Carmen and Imani. Through their explorations of various speculative texts, it becomes clear how racial literacy can also be rooted in the act of time traveling that speculation affords folx of Color. In other words, by playing with temporal registers—or time traveling—these students of Color demonstrated the unending expansiveness of racial literacy.

Arroyo, D., & Bush, T. (2023). **Women's leadership in education: A perspective from Chilean school leaders**. *Management in Education*, *37*(2), 63-73. https://doi.org/10.1177/08920206211019402
This paper focuses on the experiences of six Chilean female headteachers. It addresses their career progress, and the facilitators and barriers, as well as the challenges they encountered in accessing and enacting school leadership. The six participants were drawn from all three of Chile's school types – public, semi-private and private – in what is a differentiated system. The findings demonstrate both differences and similarities in participants' experiences, across all three school sectors. A major difference relates to

the additional barriers faced by public sector school leaders, compared with participants in the private and semi-private schools.

Barnes, M., & Cross, R. (2023). **Standardized Testing as a Gatekeeping Mechanism for Teacher Quality**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 103-119). https://doi.org/10.1007/978-3-031-16193-3_4
It is widely argued that excellent, or "quality," teachers are linked to gains in student achievement. This is reinforced in education policy discourses, globally, which stress the role of quality teachers in securing strong, competitive education systems. To achieve this, the selection and preparation of teacher candidates has emerged as one key strategy in contemporary teacher education reform. With reference to the concept of gatekeeping, this chapter problematizes the discourses of inputs that has come to dominate understandings of teacher quality with respect to teacher recruitment and supply. A discourse of inputs focuses on selecting high-quality candidates upon entry into teacher education, as well as ensuring those candidates exit teacher education programs "classroom ready" before entering the teaching profession. For national consistency, standardized tests have emerged as a gatekeeping mechanism to determine the quality of teacher candidates upon entry and exit from teacher education. This chapter interrogates the challenges and opportunities of standardized testing as a gatekeeper with reference to Australia's use of standardized entry and exit tests in teacher education reform. We conclude by highlighting the implications of these reforms on the recruitment and supply of teachers and understandings of quality in teacher education.

Bélair, L., & Talbot, N. (2023). **Guide d'évaluation des compétences au service du travail de supervision des stagiaires en enseignement : enjeux et défis**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.788

Bellamy, J., Fensom, S., & van Doorn, N. (2023). **Physical activity knowledge and confidence of education staff in a special education setting**. *British Journal of Special Education*, *50*(1), 49-62. https://doi.org/10.1111/1467-8578.12438
Children with intellectual disabilities (ID) are less likely to meet physical activity (PA) guidelines and have higher tendencies towards sedentary behaviors. Considering a large proportion of a child's day is spent at school, this setting provides a promising environment for increasing PA levels. Staff often significantly impact the success of PA within schools. Limited research has focused on PA knowledge and confidence of staff in a special education setting. In this study, staff from two Schools for Specific Purposes in Sydney, Australia, were invited to complete a questionnaire regarding their knowledge of child PA guidelines, and their confidence in delivering PA to children with ID. Questions were derived from the validated Schools Physical Activity & Nutrition Survey (SPANS). Descriptive analyses were completed on all variables. The questionnaire was completed by 55 of the 74 participants. Although 40.0% reported knowledge of Australian PA guidelines for children, only 20% correctly identified these guidelines. PA was perceived to be 'extremely important' (4.69/5) for children with ID, and staff reported 'confidence' (3.78/5) in delivering PA for children with ID. Only seven (12.7%) participants reported meeting the New South Wales Department of Education PA requirements (mean = 100 minutes per week). We conclude that despite confidence in delivery of PA and its perceived importance, staff within special education settings have little knowledge of child PA guidelines and are unlikely to meet current Department of Education

requirements. We suggest a targeted intervention to improve staff knowledge of PA guidelines, which may enhance the delivery of PA for children with ID.

Ben Hamouda, L. (2023, mars 27). **Et si on parlait du droit à la déconnexion au sein de l'éducation nationale ?** Consulté 27 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/27/et-si-on-parlait-du-droit-a-la-deconnexion-au-sein-de-leducation-nationale/
Le droit à la déconnexion est le droit pour le salarié de ne pas se connecter à ses outils numériques professionnels et de ne pas être contacté, en dehors de son temps de travail. L'objectif est triple : garantir le respect des temps de repos et de congé, le respect de la vie personnelle et familiale, et,…

Berg, D. A. G., Skaalvik, E. M., Asil, M., Hill, M. F., Uthus, M., Tangen, T. N., & Smith, J. K. (2023). **Teacher self-efficacy and reasons for choosing initial teacher education programmes in Norway and New Zealand**. *Teaching and Teacher Education*, *125*, 104041. https://doi.org/10.1016/j.tate.2023.104041
In samples of teacher education students in New Zealand and Norway, we explored their reasons for choosing teaching and their sense of self-efficacy for teaching. We examined the factor structure of the newly developed Reasons for Choosing Teacher Education Scale (RCTES) and the established Norwegian Teacher Self-Efficacy Scale (NTSES). The factor structure of the NTSES and the RCTES were consistent with expectations and previous research. We found that altruism, personal fit with teaching, and job security were the strongest reasons for going into teaching in both samples, and that teacher self-efficacy is related to motives for entering initial teacher education.

Bouchamma, Y., & Lambert, M. (2013). ***Études de cas et apprentissage par problèmes pour la formation des gestionnaires d'établissement d'enseignement***. Consulté à l'adresse https://www.pulaval.com/livres/etudes-de-cas-et-apprentissage-par-probleme-pour-la-formation-des-gestionnaires-d-etablissement-d-enseignement
Disponible en version numérique uniquement, cette publication vise la préparation et l'accompagnement des gestionnaires d'établissement d'enseignement qui doivent, plus que jamais, relever de nombreux défis dans leur quotidien où leurs rôles et responsabilités ne cessent d'augmenter.

Boudraa, L., & Chaker, R. (2023). **L'accompagnement des demandeurs d'emploi longue durée post-formation. Quels sont les effets du suivi à distance ou physique et du soutien perçu sur le retour à l'emploi ?** *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.742

Chen, C., Ji, S., & Jiang, J. (2023). **How does professional identity change over time among Chinese preservice preschool teachers? Evidence from a four-wave longitudinal study**. *Teaching and Teacher Education*, *125*, 104071. https://doi.org/10.1016/j.tate.2023.104071
The current study attempts to delineate changes in teachers' professional identity and to examine factors that influence these trajectories through a longitudinal study. A total of 1197 Chinese pre-service preschool teachers were initially recruited and four waves of data were collected. The results showed that teachers' professional identity had three patterns, including patterns of high-stable, low-increasing, and medium-decreasing; the number of children in the family, childhood maltreatment, and anxiety predicted these

trajectories. These findings suggest that teachers' professional identity development is heterogeneous and individual differences should be considered when studying teachers' professional identity trajectories.

Cole, C., Pinnegar, S., Newberry, M., Cutri, R., & Smith, L. (2023). **The emergence of teacher self in the elementary classroom**. *Teaching and Teacher Education*, *125*, 104038. https://doi.org/10.1016/j.tate.2023.104038
Significant research and ongoing inquiry highlight the importance of understanding and recognizing the development of identities and beliefs among teachers. These studies use techniques of reflection on the past or present to elucidate the developmental process of teacher identities and beliefs and their impact on the profession. Based on this research, the development of teacher identities and beliefs commence during childhood. Yet studies have depended on reflection rather than the actual accounts children provide concerning their emerging development of teacher identities and beliefs from their perspective. This study uses qualitative methods. Through the analysis of focus groups and individual interviews findings about the identities and beliefs held by fifth-grade students who plan to become teachers emerged. Revealing the early developing identities of future teachers provides necessary insight into the emerging curricular needs of teacher education programs.

Condette, S. (2023). **La place des acteurs dans la recherche collaborative. Étude du dispositif de médiation par les pairs en milieu scolaire : modalités et perspectives du faire ensemble**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11649
L'injonction à la collaboration est devenue un inlassable leitmotiv politique dans les organisations contemporaines – qu'elles soient privées ou publiques – comme si la collaboration entre plusieurs personnes autour d'un objet commun allait forcément de soi, et comme si, à grand renfort d'arguments réitérés, l'incantation au travail en équipe pouvait d'emblée produire les effets escomptés en termes de cohésion et de performance collective. Pour autant, il n'est pas question de nier ici l'intérêt d'une collaboration et encore moins d'éluder les bénéfices d'un travail mené en commun. Il est par contre besoin lors d'un travail qui se dit et se veut collaboratif de prendre le temps de bien définir conjointement ce que signifie la collaboration et d'y donner préalablement consistance afin de s'accorder sur le sens qu'elle revêt et les objectifs qui sont visés. C'est ce que nous proposons d'étudier en nous appuyant sur des dispositifs de médiation par les pairs en établissements scolaires.

Coryell, J. E., Cinque, M., Fedeli, M., Lapina Salazar, A., & Tino, C. (2022). **University Teaching in Global Times: Perspectives of Italian University Faculty on Teaching International Graduate Students**. *Journal of Studies in International Education*, *26*(3), 369-389. https://doi.org/10.1177/1028315321990749
Recently, many Italian universities began offering graduate courses or entire programs in English to attract international students, assist domestic students with English language proficiency, and internationalize the learning experience for all. This research investigated Italian faculty's perspectives on their experiences of teaching international graduate students. The article begins with an overview of European university internationalization and then reviews the literature on faculty perspectives on teaching international students and instructional professional development for internationalization of teaching and learning. Findings include participant demographics and faculty perspectives on teaching international graduate students as compared with domestic

students, their current and desired ways of learning how to teach international students, and their recommendations for faculty teaching in international programs/courses with English as the language of instruction. Implications for instructional professional development, communities of instructional practice, and further research are offered.

Courtney, S. A., Austin, C. K., & Zolfaghari, M. (2023). **International perspectives on teacher induction: A systematic review**. *Teaching and Teacher Education*, *125*, 104047. https://doi.org/10.1016/j.tate.2023.104047
We examine teacher induction programs through a systematic review of existing international literature from 2012 to 2022. Three of the most comprehensive online databases for educational research (Education Research Complete, ERIC EBSCO, ScienceDirect) were considered for the search, which resulted in eight documents being retrieved and considered in the analysis. We also review teacher induction programs in six jurisdictions (Estonia, Finland, Hong Kong SAR, Japan, Singapore, South Korea) with consistently high-performing students on the PISA reading, mathematics, and science assessments over the past decade, summarize teacher induction best practices identified in prior international comparison studies, and compare these results with induction programs in jurisdictions with low-performing students on these same assessments. Finally, we summarize our results, discuss limitations in our findings, and identify ideas for further and future research.

Cunningham, C. (2023). **School leadership, female empowerment and China's Rise**. *Management in Education*, *37*(2), 104-106. https://doi.org/10.1177/0892020621999676

Dalley, P., Lavoie, C., & Burke-Saulnier, A. (2022). **Résilience et construction de la différence en insertion socioprofessionnelle**. *Éducation et francophonie*, *50*(2), 1097036ar. https://doi.org/10.7202/1097036ar

Daverne-Bailly, C. (2023). **L'accompagnement à l'orientation en lycée : entre engagement des acteurs et inégalités**. *Éducation et sociétés*, *49*(1), 167-183. https://doi.org/10.3917/es.049.0167
L'article interroge la manière dont les acteurs professionnels des établissements publics locaux d'enseignement (EPLE) mettent en œuvre la réforme du lycée et la loi orientation et réussite des étudiants, comment ils s'en emparent, s'engagent en termes d'accompagnement à l'orientation et de réduction des inégalités d'orientation. Il montre que ces acteurs –qui, pour nombre d'entre eux tout à la fois résistent aux directives nationales et s'engagent– ne partagent pas tous la même conception de ce sur quoi doit se focaliser l'action en matière d'orientation au sein des lycées. Quatre conceptions (informer, guider, compenser les inégalités et apprendre à se connaître) se dégagent de l'analyse de 19 entretiens semi-directifs menés avec des acteurs professionnels, complétée par celle de 755 questionnaires auxquels ont répondu des étudiants de licence 1. L'article conclut par l'existence d'inégalités d'orientation à l'intérieur même des EPLE.

Desmarais, M.-É., Kenny, A., & Carlson Berg, L. (2022). **Le bien-être, un levier pour contrer la pénurie du personnel enseignant ? Points de vue d'actrices et d'acteurs concernés sur les raisons de leur décrochage**. *Éducation et francophonie*, *50*(2), 1097039ar. https://doi.org/10.7202/1097039ar

Devineau, S. (2023). ***Des hommes dans les métiers de la prime enfance: Une mixité professionnelle contrainte par le genre***. Consulté à l'adresse https://purh.univ-rouen.fr/node/1397
L'entrée des hommes dans les métiers de la crèche ou de l'école maternelle s'inscrit dans un mouvement de mixité professionnelle qui reste timide dans le secteur de la petite enfance tant à l'échelle nationale qu'internationale. Les blocages liés aux stéréotypes sexués de « métiers féminins » restent nombreux. C'est à leur compréhension que cet ouvrage contribue en premier lieu. L'observation des expériences vécues par ces hommes livre ainsi les obstacles que les équipes doivent surmonter au quotidien pour faire advenir la mixité professionnelle. L'opinion des parents ou les messages diffusés dans les médias et réseaux sociaux permettent aussi d'éclairer le contexte de l'innovation sociale qu'implique l'inclusion de professionnels hommes. Sans oublier l'impact des modèles de genre proposés dans les albums de littérature jeunesse et le poids de l'histoire de la maternité qui expliquent le peu d'attrait qu'exerce cette orientation chez les lycéens et les étudiants. L'analyse pointe par ailleurs la faiblesse de l'ambition égalitaire dans ces expériences de mixité professionnelle, ce que confirme le panorama international. Toutefois, les dispositifs étudiés permettent d'identifier les divers leviers qui peuvent être actionnés par les politiques publiques.

Duchaine, M.-P., & Gaudreau, N. (2023). **Cinq conditions essentielles pour planifier une activité de développement professionnel efficace pour le personnel éducatif**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.a277

Elbra-Ramsay, C. (2023). **Assessment in HE Initial Teacher Education: Competing Contexts Discourses and the Unobtainable Pursuit for Fidelity**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 341-365). https://doi.org/10.1007/978-3-031-16193-3_16
In England, student teachers have a number of routes into teaching. One of the key routes is that of Higher Education (or Higher Education Institution) based Initial Teacher Education (ITE). Student teachers on these programs experience assessment in a multitude of ways. They are assessed in their academic work and their performance on placement, and then they assess the pupils they work with. Student teachers need to meet particular assessment criteria in order to qualify as a teacher, and they study assessment as a subject, the underpinning theory, national policies, and perceived "good" practice. Furthermore, they experience all of this across three, often competing, contexts: Higher Education, school education, and Initial Teacher Education itself. This chapter seeks to examine the conflicting discourses, contexts, and practices that English ITE student teachers need to navigate in order to succeed, or at least make sense of assessment.

Ennerberg, E., & Economou, C. (2023). **Newly Arrived Migrant Teachers and the Challenges of Reentering Work: Introduction to the Swedish Teaching System**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 143-161). https://doi.org/10.1007/978-3-031-16193-3_6
For several decades, the Swedish school system has faced both an increasing educational attainment gap and a teacher shortage. In recent years, different policy initiatives have sought to establish alternative routes into the teaching profession. One target group is migrants with a teaching background. International research shows that this group can serve as bridge builders and as extra language and social support for

school children with a migrant background. However, difficulties in terms of language acquisition and validation of previous skills can impede fast labor market entry. This chapter draws on recently conducted qualitative research on a teacher education course labeled as a fast-track for introducing Arabic-speaking newly arrived migrant teachers to the Swedish educational system. Not only did the course enable participants to reflect upon differences in teaching styles, educational systems, and negotiations of their professional teaching roles, it also allowed them to form an impression of the Swedish teaching system and find potential contacts and paths into work. Nonetheless, many participants in the course requested a faster validation process, more Swedish language support, and help finding employment. Moreover, some were disappointed to find that their previous knowledge is devalued in local schools.

Eriksen, T. M., & Brevik, L. M. (2023). **Developing a "Research Literacy Way of Thinking" in Initial Teacher Education: Students as Co-researchers**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 231-256). https://doi.org/10.1007/978-3-031-16193-3_9
Recent trends within teacher education have promoted the development of students' research literacy during initial teacher education (ITE) and beyond. However, knowledge is lacking about how to operationalize research literacy and, in particular, how research literacy is implemented in ITE. This chapter discusses how research literacy can enrich ITE by allowing for the development of what has been coined here as "a research literacy way of thinking."

Fassin, D. (2023). ***La recherche à l'épreuve du politique***. Consulté à l'adresse https://www.editionstextuel.com/livre/la_recherche_a_lepreuve_du_politique
Quand la recherche se révèle être une épreuve à risque. Éric Fassin met ici en lumière la part de risque à laquelle s'exposent les chercheurs et chercheuses en sciences sociales. Il s'appuie pour cela sur son expérience personnelle en France mais aussi sur celles de chercheurs mis en danger pour des raisons politiques à l'international. Il nous alerte sur le risque d'autocensure qui en découle.

Fejzo, A., Whissell-Turner, K., & Saidane, R. (2023). **La recherche collaborative – un pilier pour établir un pont solide entre le milieu universitaire et celui de la pratique**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.a278

Furlong, J. (2023). **Universities, Research, and Initial Teacher Education in England and Wales: Taking the Long View**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 277-298). https://doi.org/10.1007/978-3-031-16193-3_12
It is now almost 150 years since universities first, very tentatively, entered the field of initial teacher education (ITE) in England and Wales. For much of that time, it was a divided system: universities, drawing on the principles of "liberal education" focused on the preparation of teachers for various forms of elite schooling; teachers' colleges were more practically oriented, focusing on preparing teachers for the education of the "masses." It was not until the 1990s that England and Wales finally established a unified system, with the overwhelming majority of initial teacher education being offered by a much-expanded university sector. The hope of those advocating the new system was that university-based ITE would offer two things that are widely seen as hallmarks of high-status professional education – independence from government and increased rigor. If that was the hope then how successful has the profession been? Following devolution in 1999,

England and Wales tell very different stories here. While government intervention has been strong in both countries, the aims of those interventions have been very different. In England, the form and content of universities' contribution has been progressively undermined both by the establishment of a highly diverse "market" of different providers and by an increasing emphasis on "training" rather than education. That focus on "training" has remained strong, despite the increased emphasis on the use of research and evidence-based practice. In Wales, the purpose of government intervention has been to reaffirm but reconfigure the role of universities, insisting on close collaborative partnerships between them and local schools. Again, research-based knowledge has become increasingly important, but its role in professional learning is fundamentally different. The chapter will conclude by arguing that behind these increasingly diverse conceptions of initial teacher education lie fundamentally different ideas of what it means to be a teacher in the twenty-first century.

Galmar, B. (2022). **Vers une formation à l'intelligence artificielle des enseignants universitaires de langues étrangères et de littérature à Taïwan ?** *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.7915
Taïwan a fait de l'intelligence artificielle (IA) et de la formation de talents à l'IA un des piliers de sa stratégie de développement économique. Ainsi, le monde universitaire taïwanais s'attèle à la formation de ses étudiants et enseignants à l'IA. Cet effort de formation a même touché des départements de sciences humaines comme le nôtre, un département de langues étrangères et de littérature. Nous décrivons comment est en train de s'opérer la greffe d'une culture IA à la culture traditionnellement non-scientifique du département de langue étrangère et de littérature. Nous explicitons aussi comment une greffe similaire de la culture IA à la culture des études universitaires de français est mise en place par des enseignants-chercheurs à Taïwan.

Géas, É., Grosstephan, V., & Brau-Antony, S. (2023). **L'intervention développementale comme outil d'expansion de l'activité d'animation d'ateliers de slam de poésie**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11676
Les interventions développementales représentent une forme alternative de recherche résolument activiste et interventionniste, soutenant les efforts des acteurs pour reconceptualiser et transformer leur activité, interrogeant ainsi leurs places respectives. L'étude de cas présentée ici analyse le développement de l'activité d'ateliers de slam de poésie, co-animés par un enseignant et un artiste-slameur. Les acteurs de cette activité d'animation, enseignants, slameurs mais aussi élèves, sont directement impliqués dans le dispositif de recherche, inspiré des laboratoires du changement. La méthodologie employée expérimente les possibilités de développement de l'activité pouvant être suscitées par le chercheur, notamment grâce à l'identification par les praticiens d'un objet partagé, ayant pour conséquence une évolution de la division du travail. Ainsi, les postures respectives des chercheurs et des professionnels dans le dispositif de recherche évoluent, ce qui favorise la réappropriation par les praticiens de leur activité et leur émancipation individuelle et collective.

Gélinas-Proulx, A., Jacquin, P., Labelle, J., & Cambron-Prémont, A. (2022). **Élaboration d'un questionnaire d'autoévaluation de la compétence interculturelle des directions d'établissement scolaire de langue française au Québec et au Nouveau-Brunswick**. *Mesure et évaluation en éducation*, *45*(1), 67-102. https://doi.org/10.7202/1097153ar

En cette ère d'inclusion, force est d'admettre que les directions d'établissement scolaire, qui baignent ou non dans un contexte de diversité ethnoculturelle, linguistique et religieuse, ont intérêt à développer leur compétence interculturelle. Or, comment conscientiser les directions et savoir si elles ont développé une telle compétence ? Compte tenu d'un tel enjeu, l'objectif de cet article est de présenter le processus d'élaboration d'un questionnaire d'autoévaluation de la compétence interculturelle des directions d'établissement scolaire de langue française au Québec et au Nouveau-Brunswick, qui comprend 1) la recension de questionnaires portant sur cette compétence, 2) la construction d'une banque d'items, 3) le recueil de preuves basées sur le contenu, 4) l'élaboration de la version préliminaire du questionnaire d'autoévaluation, 5) le prétest et 6) l'accumulation de preuves basées sur la structure interne. Finalement, un questionnaire d'autoévaluation préliminaire de 43 items est proposé. Les limites de la recherche et les retombées de ce questionnaire d'autoévaluation préliminaire sont mentionnées en conclusion.

Granado, B., & Pommier, S. (2023, mars 21). **Avec le serment des docteurs, renouveler le dialogue entre sciences et société ?** Consulté 22 mars 2023, à l'adresse The Conversation website: http://theconversation.com/avec-le-serment-des-docteurs-renouveler-le-dialogue-entre-sciences-et-societe-201107
En France, depuis le 1er janvier 2023, à l'image des futurs médecins, les docteurs de toutes disciplines prêtent serment. Qu'en pensent les futurs docteurs ?

Greaves, M., & Bahous, R. (2023). **A history of violence; exploring Lebanese university faculty mental health and professional lived experiences following the 4th of August 2020 port blast**. *Teaching and Teacher Education*, *125*, 104048. https://doi.org/10.1016/j.tate.2023.104048
This qualitative research uses lived experience data to explore the mental health and professional experiences of faculty members in the education department of an English language university in Beirut, following the August 4, 2020 Beirut port blast. The data shows how our participants managed adverse mental health issues, while simultaneously re-engaging with teaching in the aftermath of the explosion. The study concludes that university emergency plans should aim to provide continuous professional development for faculty; utilize unambiguous language in cross-university communications; and offer personalized psychosocial support strategies for staff and students alike.

Green, Z. A. (2023). **Strengthening career adaptation among school teachers in Pakistan: Test of strengths-based career intervention imparted through emotionalized learning experiences**. *International Journal for Educational and Vocational Guidance*, *23*(1), 43-75. https://doi.org/10.1007/s10775-021-09502-2
This study demonstrated that the Exemplary Teaching intervention offered to Pakistan's school teachers through the emotionalized learning experiences (ELE) format fared better than that offered through the teacher-centered methodology as regards the development of career adaptability, teaching self-efficacy, and work engagement from Time 1 to Time 2. Analyses to explore the development of career variables from Time 2 to Time 4 revealed that only the teachers who were offered the ELE intervention effectively engaged in step-by-step career construction over the academic year. Theoretical contributions of the results and implications for offering future career interventions amid COVID-19 are also discussed.

Harnois, V., & Sirois, G. (2022). **Les enseignantes et enseignants non légalement qualifiés au Québec : état des lieux et perspectives de recherche**. *Éducation et francophonie*, *50*(2), 1097038ar. https://doi.org/10.7202/1097038ar

Hartney, E., Axe, J., & Borkowsky, K. (2023). **A grounded theory of educational leadership development using generative dialogue**. *Management in Education*, *37*(2), 85-92. https://doi.org/10.1177/0892020621999680
The aim of this research was to develop a grounded theory of educational leadership development, using generative dialogue (GD), as an approach to initiating and maintaining professional growth in school principals/vice principals in an urban school district in a relatively affluent region of Western Canada. In Wave I, GD interviews were conducted by a team of consultants, and anonymous data were voluntarily submitted to the research team (n = 37). In Wave II, confidential, one-on-one, audio-recorded virtual interviews were conducted with five participants. Data were transcribed and analysed using grounded theory. The grounded theory model integrated the findings from Wave I and Wave II. There were three final overarching themes: environment, relationships, and leadership. Professional growth was evident when a GD approach was used that emphasized both positive communication and self-reflection. Relationships were supported by a focus on safety and reflected honesty, which led to a positive school culture, while leadership was facilitated through supports and the supervisor role and led to improved accountability. In conclusion, GD serves a useful purpose for facilitating professional growth in educational leaders, but should be supplemented with other evidence-based approaches to meet school leaders' broader professional development needs, and goals of school improvement. Applicability and limitations of the study are discussed.

Heikkilä, M., Mauno, S., Herttalampi, M., Minkkinen, J., Muotka, J., & Feldt, T. (2023). **Ethical dilemmas and well-being in teachers' work: A three-wave, two-year longitudinal study**. *Teaching and Teacher Education*, *125*, 104049. https://doi.org/10.1016/j.tate.2023.104049
The aim of the present longitudinal study was two-fold: First, to explore what kinds of ethical dilemma groups can be identified among Finnish teachers (n = 310) and second, to examine how these groups differ from each other with respect to occupational well-being and recovery from job strain over the two-year follow-up. Using Latent Profile Analysis, three ethical dilemma prevalence groups were identified: rare (27%), occasional (51%), and frequent dilemmas (22%). Teachers in frequent dilemmas group reported highest burnout, however, their recovery from job strain improved and their burnout (exhaustion) diminished over time. To reduce teachers' ethical dilemmas different approaches are proposed.

Ho, H. X., & Le, A. N. H. (2023). **Investigating the relationship between benevolent leadership and the organizational citizenship behaviour of academic staff: The mediating role of leader-member exchange**. *Management in Education*, *37*(2), 74-84. https://doi.org/10.1177/0892020620980000
While research on the relationship between leadership and organizational citizenship behaviours (OCBs) is well-established, empirical knowledge on the influence of benevolent leadership on OCBs through the mediating role of leader-member exchange, particularly in the context of educational management, remains scarce. Moreover, discussion is still limited on benevolent leadership in a Confucian-based culture like Vietnam, as well as the distinction between the two types of academic staff OCBs,

namely OCBs directed to the organization (termed as OCBO) and OCBs directed to individuals (termed as OCBI). Based on survey data collected from 333 lecturers in Vietnamese universities, the analysis results confirm the mediating effect of leader-member exchange on the linkages from benevolent leadership to both OCBO and OCBI. University leaders with benevolence can motivate academic staff to engage in extra-role behaviours that benefit not only the organization but also other colleagues and students through nurturing a good quality leader-member exchange.

Hordern, J. (2023). **Specialized Educational Knowledge and Its Role in Teacher Education**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 299-316). https://doi.org/10.1007/978-3-031-16193-3_14
This paper considers arguments for specialized educational knowledge in teacher education and examines difficulties with achieving this, in the context of contemporary reforms to education systems and the production of educational knowledge. The pedagogization of knowledge is a core aspect of teachers' work and this requires specialized educational knowledge complementary to subject knowledge. Moreover, knowledge of philosophical and sociological debates as to the purpose of education could be considered indispensable for making professional judgements about educational policies, curricula and pedagogic initiatives. However, the idea of a knowledge-rich teacher education is challenged by (i) fragmentation and contestation in the production of educational knowledge and (ii) processes of recontextualization of knowledge for the teacher education curriculum, which are influenced by various conceptions of teaching and the imperatives of educational reform. This is exemplified by brief reference to the English context and international comparative studies of teacher education.

Hulme, M. (2023). **The Supply, Recruitment, and Retention of Teachers**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 35-49). https://doi.org/10.1007/978-3-031-16193-3_81
Challenges to the supply of well-prepared and effective teachers persist across diverse education systems. This chapter considers the sociopolitical and technical complexity of reconciling demand and supply in the recruitment and retention of teachers. Within finite expenditure, workforce planning must balance need across school phases, subjects, and localities, taking into account teacher mobility and turnover, changing demographics, curriculum policy, and future learning needs. As a result, it is not uncommon for teacher shortages, underrepresentation, and oversupply to coexist. This chapter outlines the impact of patterns of differential attrition on teaching quality and educational equity, and considers alternative policy strategies to secure and diversify the teacher workforce.

Jeangirard, É. (2023). **Le Baromètre français de la Science Ouverte 2022 : 5 points en plus d'accès ouvert pour les publications scientifiques françaises et extension aux données, logiciels et thèses**. *Note Flash du SIES*, (03), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-03/nf-sies-2023-03-26906.pdf
Selon l'édition 2022 du Baromètre de la Science Ouverte (BSO), 67 % des 160 000 publications scientifiques françaises publiées en 2021 sont en accès ouvert en décembre 2022. Ce taux progresse de 5 points en un an. Selon l'édition 2022 du Baromètre de la Science Ouverte (BSO), 67 % des 160 000 publications scientifiques françaises publiées en 2021 sont en accès ouvert en décembre 2022. Ce taux progresse de 5 points en un an.

Le niveau d'ouverture des publications varie de manière significative d'une discipline à l'autre. Certaines disciplines comme les sciences physiques et les mathématiques se sont engagées de longue date dans l'ouverture de leurs publications tandis que d'autres, comme la chimie, connaissent des processus rapides de rattrapage. Après avoir introduit un suivi des résultats associés aux essais cliniques dans l'édition 2021, la nouvelle édition du BSO étend son suivi aux thèses de doctorat (plus de 70 % d'ouverture sur les années récentes), aux données de la recherche et aux logiciels (22 % des publications mentionnent un partage des données produites et 20 % des publications mentionnent un partage du code ou logiciel produit). Le baromètre continue à suivre l'ouverture des essais cliniques qui stagne à 57 % de partage des résultats.

Johnson, D. S., Johnson, A. D., Crossney, K. B., & Devereux, E. (2023). **Women in higher education: A brief report on stress during COVID-19**. *Management in Education*, *37*(2), 93-100. https://doi.org/10.1177/08920206211019401
Higher education institutions have evolved into a more stressful environment. Women have been experiencing higher levels of stress than their male counterparts. With higher education adopting to the onset of the pandemic, this brief report studied women's perceived stress in relation to perceived organizational and supervisory support, and age during times of crisis. In an era of social distancing, quarantines, and lockdowns, the findings suggest that women's perceived stress is negatively related to age, perceived organizational support, and perceived supervisory support. Society as we once knew it pre-pandemic will never be the same. Higher education is inevitably going to have to manage the aftermath, a new normal that can only be as effective as the employees that help keep the organization running.

Joint Research Centre (European Commission), & Economou, A. (2023). ***SELFIE for teachers: toolkit Using SELFIEforTEACHERS : supporting teachers in building their digital competence***. Consulté à l'adresse https://data.europa.eu/doi/10.2760/626409
The SELFIEforTEACHERS toolkit is a guide for the SELFIEforTEACHERS self-reflection tool. It aims at providing guidance to teachers, teacher educators and trainers, as well as education authorities and other interested parties, who want to use the SELFIEforTEACHERS self-reflection tool in professional learning. More specifically, it aims at providing the reader with an overall understanding of SELFIEforTEACHERS by describing the tool, presenting the design principles behind it, explaining how to use it and giving insights on how it can support teachers' professional learning for their digital competence. It provides some general guidelines, along with step-by-step instructions how to use the tool. At the same time, it provides references to further reading and tips on its use.

Karlen, Y., Hirt, C. N., Jud, J., Rosenthal, A., & Eberli, T. D. (2023). **Teachers as learners and agents of self-regulated learning: The importance of different teachers competence aspects for promoting metacognition**. *Teaching and Teacher Education*, *125*, 104055. https://doi.org/10.1016/j.tate.2023.104055
This study examines the extent to which teachers' competence aspects as self-regulated learners and agents of self-regulated learning (SRL) explain their self-reported and students' perceived promotion of metacognition. One hundred and eighty-five lower secondary school teachers participated in this study. The results reveal positive direct relationships between teachers' knowledge, self-efficacy, intrinsic interest value and the promotion of metacognition. Teachers' own SRL skills and mindsets about SRL were

indirectly related to the promotion of metacognition via their self-efficacy and intrinsic interest value. This study provides new evidence of the importance of teachers' dual competence profile for promoting metacognition.

Lahanier-Reuter, D. (2023). **Quelques écueils méthodologiques dans des recherches participatives avec des parents et des professionnels de l'éducation**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11659
Dans cet article, nous explorons les spécificités de la prise en compte méthodologique des familles dans des recherches centrées sur la relation école/parents. Nous nous appuyons pour cela sur deux études en cours qui s'organisent toutes les deux autour d'observations de classes par des parents. Nous dégageons ainsi quatre points qui particularisent selon nous la place accordée aux familles dans le processus de recherche : les modes de sollicitation des individus à participer à la recherche, les désignations des acteurs, les garanties apportées pour maintenir ces places, la gestion des éventuelles tensions ou situations émotionnellement fortes et, enfin, les positions des parents au cours des situations de recueil de de données, entretiens, observations, etc.

Lee, C. (2023). **Inclusive relationships, sex and health education: Why the moral panic?** *Management in Education*, *37*(2), 107-112. https://doi.org/10.1177/08920206211016453
There are an estimated 50,000 LGBT teachers in English schools. In common with all workplaces, under the Equality Act 2010, schools have a responsibility to protect Lesbian, Gay, Bisexual and Transgender (LGBT) teachers from harassment in the workplace. From September 2020, for the first time, schools in England have been required to teach Relationships, Sex and Health Education (RSHE) that is inclusive of LGBT relationships. Representatives of faith communities and parents of school children in Birmingham and other major cities have protested outside school gates in opposition to the introduction of LGBT inclusive RSHE. This article explores what is at the heart of the moral panic about the inclusion of LGBT identities in the curriculum. As schools introduce inclusive RSHE, we must consider the impact of protests on LGBT teacher health, well-being and identity. More than half of LGBT teachers have suffered from anxiety or depression linked to their sexual identity and role as a teacher and so supportive and unequivocal support and intervention is needed to ensure schools are safe places, free from hostility, for LGBT teachers, pupils and their families.

Lindquist, P., & Nordänger, U.-K. (2023). **Stayers: In the Long Run. A Comparative Study of Retention in Two Swedish Teacher Generations**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 121-142). https://doi.org/10.1007/978-3-031-16193-3_5
With support of data from longitudinal studies of two generations of teacher cohorts, this chapter seeks to contribute to the discussion on teacher shortages, teacher attrition, and the (re) recruitment of teachers. The following questions are highlighted: How much of their working life do individuals devote to their work as a teacher, within the school system and in the educational system as a whole? How do they view their future prospects as a teacher? To what extent are statements about future career development translated into actual action? Do the generations differ in any of the aspects described above, and if so in what ways?

Maes, O., Van Nieuwenhoven, C., & Colognesi, S. (2023). **Comment se construit le jugement professionnel des superviseurs lors de l'évaluation d'un stage avec l'étudiant ?**

Un modèle explicatif. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.786

Malo, A., & Monfette, O. (2023). **Introduction au dossier - Évaluation des stagiaires en enseignement : de l'introspection à la prospection**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.831

Maloney, T. (2023). **Using dilemma protocol discussions in antiracist teacher preparation**. *Teaching and Teacher Education*, *126*, 104080. https://doi.org/10.1016/j.tate.2023.104080
Teacher educators need tools to create generative and equitable spaces for their pre-service teachers (PSTs) to engage in critical conversations about racism, particularly in diverse contexts. This study considers the utility of dilemma protocol discussions as one such tool. Data include transcripts of class sessions and students' written reflections collected across four semesters of a seminar course focused on developing antiracist teachers. While the dilemma protocol discussions did provide a way for PSTs to share in collaborative critical reflection, the facilitator needed to engage in racial prompting. The article concludes with implications for teacher educators.

Marcel, J.-F. (2023). **Une « vraie » place dans la recherche-intervention**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11631
Ce texte s'empare de la notion de place pour affiner sa théorisation dans le contexte particulier de la démarche de recherche-intervention (RI). Pour ce faire, il expose les fondements et les modalités de mise en œuvre de la RI puis propose une théorisation de la notion de place, par un travail de structuration thématisée de son champ lexical, qui permet de mettre au jour trois dimensions constitutives de cette notion. Suite à la présentation des deux protagonistes, vient le temps du dialogue entre RI et place, et son analyse débouche sur la synthèse d'une « place pour la RI ». Cette théorisation est prolongée à l'aide des concepts de « décoïncidence » et de « vraie vie » (empruntés à François Jullien), ce qui permet, pour finir, de proposer une définition de la « vraie place » dans la RI.

Marengo, N., & Labbé, S. (2022, février 8). ***Comment le PIA 3 ACORDA a prévu une recherche participative visant la professionnalisation des acteurs de l'orientation ?*** Présenté à Continuum Sco- Sup, rupture et continuité : piloter les parcours de réussite des jeunes du lycée à l'enseignement supérieur. Consulté à l'adresse https://hal.science/hal-03991742
L'université fédérale de Toulouse Midi-Pyrénées s'est vue lauréate de l'appel à projets PIA 3 TIP DTOES en 2019 et déploie depuis, dans un partenariat d'envergure, le projet ACORDA . Nous donnerons à voir certains éléments de la genèse du projet et l'intérêt qu'une dimension recherche participative inscrite en sciences de l'éducation et de la formation peut représenter dans un tel projet. Nous souhaitons en effet observer, à travers l'émergence de ces nouvelles formes d'innovations sociales, comment et à quelles conditions elles peuvent aussi servir la professionnalisation des acteurs. Pour ce faire, la problématique de recherche s'appuie sur l'étude des dynamiques représentationnelles qu'occasionne ce type de projet.

Mathou, C., Sarazin, M. A. C., & Dumay, X. (2023). **Reshaping the Teaching Profession: Patterns of Flexibilization, Labor Market Dynamics, and Career Trajectories in England**. In

I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 185-210). https://doi.org/10.1007/978-3-031-16193-3_59
This chapter presents an overview of a set of studies conducted in the context of the TeachersCareers project to understand the reshaping of the teaching workforce in England, and the reconfiguration of labor markets for teachers. Studies include interviews with HR and line managers on the flexibilization of HR practices and the labor market; social network analyses of teacher flows between schools in the London labor market to study patterns of teacher mobility; and trajectory analyses based on individual interviews with 47 secondary school teachers. Key results show limited external flexibilization but pervasive forms of internal flexibilization (regarding working time, pay, and job boundaries and workplaces); embedded employment relations into internal labor markets; and a fragmentation of career models and types. Results are discussed in terms of theories of liberalization, professionalism, and the institutional foundations and embeddedness of labor markets for teachers.

Matteï-Mieusset, C., & Boudreau, P. (2023). **Développement professionnel d'un chercheur dans une recherche-action participative. Récit et analyse**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11685
Cet article est le récit (narrative, en anglais) du processus de développement professionnel d'un chercheur engagé dans une recherche-action participative internationale sur la formation d'enseignants associés. Nous présentons dans un premier temps les cadres théoriques qui sous-tendent l'analyse des données qualitatives issues essentiellement du récit réflexif du chercheur. Dans un second temps, des moments d'analyse alternent avec des passages du récit, relatifs aux apprentissages identifiés. Le récit éclairé de l'analyse met en évidence la singularité du processus de développement de compétences à la fois de chercheur, de formateur et de chercheur-formateur. Ce travail ouvre une perspective de réflexion sur les conditions de développement professionnel des chercheurs en dehors des pratiques courantes de communication et publication.

Maufrais, O. (2022). ***Former des enseignant·e·s stagiaires du premier degré en Education Physique et Sportive à l'approche intersectionnelle des rapports sociaux. Développement professionnel et repères des enjeux de formation.*** (Phdthesis, Université Paris Est). Consulté à l'adresse https://hal.science/tel-03669068
Les rapports sociaux sexe/classe/"race" sont présentés dans leurs développements théoriques français comme « consubstantiels et coextensifs» (Kergoat, 2009). Nous présumons qu'ils entrent dans l'école, s'importent dans le contexte de la classe, influençant la confrontation de l'élève aux situations didactiques. Des recherches antérieures en didactique de l'EPS et en formation des enseignant·es ont argumenté pour une prise en considération des facteurs sociologiques tels que la classe sociale (Poggi et Brière, 2014), le sexe (Cogérino et al., 2006), le genre (Couchot-Schiex et al., 2009, 2017). Dans leur continuité, il semble pertinent de poursuivre cette analyse des actions des élèves à partir de l'ancrage conceptuel intersectionnel car « toute pratique didactique est ou devrait être pensée selon le contexte social qui la constitue et qu'elle contribue à façonner » (Blanchet, 2009) ; les contextes produisent des effets notables sur les modalités d'enseignement/appropriation des savoirs et les pratiques façonnent à leur tour les contextes (Brière-Guénoun et Poggi, 2015). C'est pourquoi, à titre expérimental, dans une visée professionnalisante et transformative, une formation à l'approche intersectionnelle des rapports sociaux avec des professeur·es des écoles stagiaires a été

proposée dans le but d'orienter leur prise en considération de certains indicateurs sociologiques des élèves (sexe-genre, classe, « race ») rassemblés tous ensemble sous la terminologie d'intersectionnalité (Crenshaw, 2005) lors du travail didactique et pédagogique de l'enseignant·e en EPS. Le modèle CompAS de Parmentier et Paquay (2002) est utilisé comme grille d'analyse de la construction des compétences en situations d'enseignement/apprentissage que ce soit entre l'enseignant·e et l'élève ou entre la formatrice et l'enseignant·e stagiaire. Ce modèle présente dix activités participant du processus de construction des compétences. Les compétences professionnelles sont définies comme «des capacités à mobiliser diverses ressources cognitives pour faire face à des situations singulières» (Perrenoud, 1997), considérant ainsi qu'elles mobilisent des savoirs, savoirs faire, attitudes ne pouvant s'exprimer que dans une situation unique, non reproductible, singulière, comme le serait une activité d'enseignement.

Menter, I. (2023). **Teacher Education Research in the Twenty-First Century**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 3-31). https://doi.org/10.1007/978-3-031-16193-3_85
The purpose of this chapter is to offer a rationale for both the contents and structure of The Palgrave Handbook of Teacher Education Research. Firstly, three "precepts" underlying teacher education research are set out. In combination, these precepts create an argument for adopting an anthropological approach to the study of teacher education. The chapter then turns to a discussion of the significance of teacher education as a field of research and the reasons for the substantial expansion of activity within the field over recent decades. Three relationships between teacher education and research are then outlined, followed by the identification of a number of key themes within the field. A discussion of the most commonly deployed methodologies ensues, illustrated by reference to chapters in the handbook. An explanation of the structure of the handbook is then offered with a brief account of what is covered in each section. Drawing on what has preceded, the conclusion affirms the value of adopting an anthropological perspective in the undertaking of teacher education research, a perspective that is all too frequently underplayed in the field.

Monfette, O., & Malo, A. (2023). **Articuler l'évaluation des stagiaires à une approche par compétences : portrait et constats tirés de l'analyse d'outils en formation initiale à l'enseignement au Québec**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.785

Mutton, T. (2023). **Initial Teacher Education: The Opportunities and Problems Inherent in Partnership Working**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 213-229). https://doi.org/10.1007/978-3-031-16193-3_8
The term "partnership," in the context of initial teacher education (ITE), is used "to carry certain theories about the nature of learning to become a teacher" (Brisard et al, Models of partnership in programmes of initial teacher education. Full report of a systematic literature review commissioned by the General Teaching Council for Scotland, GTCS Research, Research Publication No. 2. General Teaching Council for Scotland, Edinburgh, p 5, 2005). While effective partnership working has long been recognized as a key component of teacher education programs internationally, the precise relationship between center-based teacher education and the nature of the practicum experience, inherent in all forms of ITE partnerships, may vary, depending on differing

conceptualizations not only of what preservice teachers need to know and be able to do, but also of the processes by which their professional learning takes place (Burn et al, Beginning teachers' learning: making experience count. Critical Publishing, Northwich, 2015). This chapter seeks to illustrate some of these inherent tensions which are manifest both in the organizational aspects of partnership and in the models of teacher education pedagogy that underpin them and how these tensions reflect the perennial problem of the integration of theory and practice.

Ndjock, F. N. (2022). **Prise de décision par les pouvoirs publics et partage des données de la recherche, une approche par le risque**. *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8301
Si la recherche scientifique est prioritairement financée par l'État au travers des dotations budgétaires, il est logique que les résultats de cette recherche aide (contribue) à la prise de décision efficace par les pouvoirs publics pour le développement d'un pays. Pour ce faire, les données issues de la recherche doivent être partagées s'il est vrai que pour décider, l'on a besoin d'informations et les données de la recherche qu'elles soient d'observation, expérimentales ou de simulation, sont importantes dans le processus décisionnel stratégique. Cet article vise un double objectif : Il s'agit d'une part d'établir une typologie des risques qu'encourt le partage de données de la recherche avec les pouvoirs publics, mais aussi, de questionner les concepts à mobiliser pour rendre compte des enjeux de ces risques, car ils sont déterminants et peuvent influencer les motivations de leur partage.

OECD. (2023). ***Where to find experienced teachers?*** https://doi.org/10.1787/d948a889-en
The importance of experienced teachers cannot be underestimated. They can help raise the performance of students and improve the overall quality of schooling by supporting less-experienced colleagues. This Teaching in Focus: Where to find experienced teachers? analyses the distribution of teachers across schools from two different but complementary angles: equality and equity.

Ohlemann, S., Imhof, M., & Bellhäuser, H. (2023). **Implementing reform in the teacher education system: Concerns of teacher educators**. *Teaching and Teacher Education*, *126*, 104087. https://doi.org/10.1016/j.tate.2023.104087
This study seeks insight in the concerns which exist in different groups who share responsibility for teacher education when implementing changes in teacher education. Against the backdrop of the Concerns-Based Adoption Model (CBAM), we used cluster analysis to identify different profiles of engagement based on a dataset of N = 1378 teacher educators in Germany. We found that level of education, role in the system, professional experiences, and gender have an impact on how members of the system engage with changes. Further analysis showed that communication in the educational system predicts engagement for change. Implications for change policy are discussed.

O'Meara, K., Templeton, L. L., White-Lewis, D. K., Culpepper, D., & Anderson, J. (2023). **The Safest Bet: Identifying and Assessing Risk in Faculty Selection**. *American Educational Research Journal*, *60*(2), 330-366. https://doi.org/10.3102/00028312221150438
Efforts to mitigate bias in faculty hiring processes are well-documented in the literature. Yet, significant barriers to the hiring of racially minoritized and White women in many STEM fields remain. An underreported barrier to inclusive hiring is assessment of risk. Guided by

theory from behavioral economics, social psychology, and decision-making, we examine the inner workings of five faculty search committees to understand how committee members identified and assessed risk with particular attention to assessments of risk that became intermingled with social biases. Committees identified and assessed five risks, including candidate interest, candidate disciplinary expertise, candidate competence, candidate collegiality, and the timing and oversight of the search process itself. We discuss implications of risk identification and assessment for effective and inclusive searches.

Ovenden-Hope, T., Passy, R., & Iglehart, P. (2023). **Educational Isolation and the Challenge of "Place" for Securing and Sustaining a Quality Teacher Supply**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 163-184). https://doi.org/10.1007/978-3-031-16193-3_7
Educational Isolation, conceptualized by Ovenden-Hope and Passy, identifies three combined elements experienced by schools that limit their access to the resources necessary for school improvement; geographical remoteness, socioeconomic deprivation, and cultural isolation. Educationally isolated schools are typically located in deprived coastal, rural, and ex-industrial areas in England. School performance of Educationally Isolated schools has been consistently lower than for urban schools with similarly socioeconomically deprived communities. The focus of education policy until recently on supporting schools in densely populated urban areas, such as The London Challenge, alongside urban schools' geographical connectedness and cultural opportunities, helps understanding of differences in school performance caused by place.

Pelletier, M.-A. (2022). **La conscience de soi des enseignantes et des enseignants à l'éducation préscolaire : un domaine de compétences socio-émotionnelles à explorer dès la période d'insertion professionnelle**. *Éducation et francophonie*, *50*(2), 1097034ar. https://doi.org/10.7202/1097034ar

Pereira, A. J., & Tay, L. Y. (2023). **Governmental neoliberal teacher professionalism: The constrained freedom of choice for teachers' professional development**. *Teaching and Teacher Education*, *125*, 104045. https://doi.org/10.1016/j.tate.2023.104045
This study examines teachers' professional development (PD) decisions through the lens of governmental neoliberalism. Situated in the neoliberal paradigm of advancing free market ideals and principles, the study examines the paradox of teachers' constrained decisions in PD activities within the sociocultural context of Singapore. The findings help to illuminate some of the issues teachers face in PD decision-making. Recommendations are also discussed to enhance teachers' autonomy for a governmentality to broaden education horizons.

Prescott, G., Sikström, P., & Peterbauer, H. (2023). **Needs and wellbeing of students and staff: Thematic Peer Group Report**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3780* [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/downloads/publications/eua%20tpg%20report_needs%20and%20wellbeing%20of%20students%20and%20staff.pdf
This report summarises the findings of the EUA Learning & Teaching Thematic Peer Group « Needs and wellbeing of students and staff », which was active throughout 2022. It

outlines aspects of a higher education institution's activities which the group identified as having the most influence on individual wellbeing. The group conducted student and staff surveys at group member institutions to enquire about these aspects, and whether they were positively or negatively affected by digital learning and teaching. In addition, the group organised a student focus group to obtain further insights into student views on wellbeing and the support institutions can provide. The results of these activities are summarised in the report, which concludes by outlining challenges, key considerations and recommendations, which institutions may find helpful for ensuring targeted and effective support for their students and staff.

Promonet, A., & Prieur, M. (2023). **Places et rôles des passeurs dans les Lieux d'éducation associés à l'Institut français de l'éducation**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11696
L'étude s'inscrit dans le contexte d'un réseau de recherche collaborative : le réseau des Lieux d'éducation associés de l'Institut français de l'éducation de l'École normale supérieure de Lyon (LéA-IFÉ). Un LéA est un espace lié à des enjeux d'éducation et/ou de formation qui réunit, pendant trois années, des acteurs du monde de la recherche et du monde de l'éducation autour d'un projet de recherche coconstruit. Nous questionnons les places et les rôles des différents acteurs impliqués dans un LéA. À partir des fonctions qui leur sont assignées par les institutions auxquelles ils appartiennent, nous étudions les rôles endossés par chacun et potentiellement distribués au sein du collectif de recherche. Dans la première partie de l'article, nous traitons la question à partir d'une étude de cas, issue d'un LéA : le LéA TEC (traces écrites, écoles-collèges en Terre de Lorraine). Dans la seconde partie, nous présentons l'analyse d'un rôle spécifique en contexte de recherche collaborative : le rôle de passeur ou courtier de connaissances. La question est traitée à l'échelle du réseau des LéA-IFÉ.

Robichaud, X., & Hébert, S.-E. (2022). **L'expérience de recrutement des enseignantes formées et enseignants formés à l'étranger pour les écoles francophones en milieu minoritaire au Canada**. *Éducation et francophonie*, *50*(2), 1097037ar. https://doi.org/10.7202/1097037ar

Salazar, C. (2021). **We are friends? Navigating relationships with undocumented college students as co-researchers in participatory action research**. *International Journal of Qualitative Studies in Education*, *34*(8), 715-732. https://doi.org/10.1080/09518398.2021.1956622
This article focuses on the process of establishing, defining, and making sense of relationships with undocumented college students as co-researchers in participatory action research (PAR). Using memos and narratives with thick descriptions of critical moments that emerged during a qualitative higher education PAR study, the author examines the challenges and opportunities of engaging undocumented college students as co-researchers in all aspects of the research process. Through critical reflections of her positionality as a former undocumented immigrant and role as a critical higher education researcher, the author also provides recommendations for scholars interested in partnering with undergraduate students of minoritized identities as co-researchers in PAR projects and those seeking to humanize research methodologies as they investigate issues related to undocumented students.

Salazar, C., Barahona, C., Romero Viruel, A., Velasco Zuñiga, J. D., Palma, B., Meza, K. J., & Moreno, R. (2023). **Research Collectives With, For, and By Undocumented Scholars: Creating Counterspaces for Revelation, Validation, Resistance, Empowerment, and Liberation in Higher Education**. *Journal of Hispanic Higher Education*, *22*(2), 161-174. https://doi.org/10.1177/15381927221111869
We use a testimonio methodology to examine how engaging in a research collective designed with and for, and comprised by current and former undocumented scholars promoted our development, persistence, and professional preparedness. We argue that research collectives initiated through participatory action research serve as counterspaces for revelation, validation, resistance, empowerment, and liberation for undocumented students. We conclude with recommendations on how faculty can become empowerment agents and create these critical spaces in higher education.

Salinas, F. J. (2023). **The enactment of policy inside an academic profession: Following impact into philosophy**. *Journal of Education Policy*, *38*(2), 212-232. https://doi.org/10.1080/02680939.2021.1983653
With some of the propositions from the literature on 'policy enactments' as a backdrop, this paper addresses the circulation of a research policy innovation and its effects on the knowledge territory of an unlikely profession. Specifically, I show how the Research Excellence Frameworks' impact policy in the UK was an object first managed by policymakers but later released as an object of concern for professional academics, including philosophers. I follow 'impact' through texts, events and testimonies about its doings with a special interest in its creation, its polemical encounter with philosophers, its management and issues about its definition and the assessment criteria used and experienced by philosophers. I conclude with some remarks on the effects that the circulation and writing of impact case studies had on producing a social valorisation and attachment to impact, even amongst philosophers.

See, B. H., Gorard, S., Morris, R., & Ventista, O. (2023). **Rethinking the Complex Determinants of Teacher Shortages**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 75-102). https://doi.org/10.1007/978-3-031-16193-3_2
Teacher shortages have long been a policy concern for many countries worldwide. Despite wide-ranging policy initiatives and billions of pounds spent addressing the issue, shortages are still being reported, especially in the secondary sector and for some subjects. This recurrent teacher supply "crisis" is complex, and has no one simple cause or set of causes. The number of teachers in and required by schools is linked to a wide array of factors that include cohort birth rates, the supply of graduates overall and per subject area, the economic context (the relative attractiveness of teacher pay and conditions), curriculum demands, workload, teacher retention, changes to retirement and pension ages, and the subjective opportunity structure as it appears to young people considering careers. Most prior research has considered only a few of these factors in isolation, or as a snapshot of the overall problem. This tends to distort the relative importance of each factor and so gives misleading results. To address the complex issue, a multi-pronged approach is advocated, which looks into policy decisions, longitudinal data on teacher numbers and teacher vacancies, numbers applying to teacher training, individuals' decision-making processes, and robust evaluations of policy interventions. This chapter describes how a combination of these methodological approaches is a better way to understanding, and perhaps helping find a solution to, the persistent shortages of teachers.

Smith, J., Porter, L., Harrison, B. J., & Wohlstetter, P. (2023). **Barriers to Increasing Teacher Diversity: The Need to Move Beyond Aspirational Legislation**. *Education and Urban Society*, *55*(4), 395-417. https://doi.org/10.1177/00131245221076086
Research has found that teachers of color contribute to better academic, behavioral, and socioemotional outcomes for diverse students. Despite these benefits, the diversity of the teacher workforce in the United States has not kept pace with increases in student diversity. States have adopted aspirational legislation aimed at increasing teaching diversity, but have fallen short of diversity targets. This qualitative study examines barriers to increasing teacher diversity by presenting the efforts to do so at 28 diverse-by-design charter schools across five locales. Despite a range of approaches, these schools struggled to meet teacher diversity targets, suggesting a need for states to adopt alternate policy instruments rather than relying on legislative mandates.

Sonmez, E. D., & Gokmenoglu, T. (2023). **The Impact of Principals' Distributed Leadership Behaviors on Teachers' Attitudes Toward Multiculturalism: Social Justice Leadership as Mediator**. *Education and Urban Society*, *55*(4), 433-462. https://doi.org/10.1177/00131245221076095
With the increasing cross-country immigration and human mobility, different cultures are reflected more in the schools. The behavioral patterns of educational leaders in multicultural settings and the affecting factors have been subject to many discussions and researches. This study examines the relationship between school principals' distributed leadership behaviors and teachers' social justice leadership and attitudes toward multiculturalism. A structural model has been created and tested through the mentioned variables integrative approach. The results partially confirm that teachers' social justice leadership behaviors mediate the relationships between the principals' distributed leadership behaviors and their attitudes toward multiculturalism. In a structure where leadership roles are shared at school, teachers can exhibit more social justice leadership behavior; their attitudes toward multiculturalism become more positive. Distributed leadership increases teachers' support, critical consciousness, and inclusive behavior. Implications for practice, theory, and policy are also discussed in the paper.

St-Jean, C., Gagné, A., & Carpentier, G. (2022). **Accompagner la transition vers l'enseignement : transfert des savoirs expérientiels et besoins de soutien du personnel enseignant**. *Éducation et francophonie*, *50*(2), 1097035ar. https://doi.org/10.7202/1097035ar

Taylor, N. (2023). **Teacher Quality: The Preparation, and Utilization of Teachers in Sub-Saharan Africa**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 51-74). https://doi.org/10.1007/978-3-031-16193-3_1
This entry occurs against the background of two related developments in schooling. First, regarding progress toward universal primary schooling, the United Nations has reported that the net enrolment rate in the developing regions of the world had reached 91% in 2015. In parallel with the expansion of access, there is a general disappointment in learning attainment.

Viesca, K. M., Goodwin, A. L., Warinowski, A., & Mikkilä-Erdmann, M. (2023). **Towards Internationally Shared Principles of Quality Teacher Education: Across Finland, Hong**

Kong, and the United States. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 317-339). https://doi.org/10.1007/978-3-031-16193-3_15
During an era of globalization and increasing geo-political complexity, strong international intellectual communities committed to quality teachers is crucial. "[H]igher expectations for learning and greater diversity of learners around the globe will likely be better met if nations can learn from each other about what matters and what works in different contexts" (Darling-Hammond 2017, 307). Yet, the successes or challenges regarding quality teacher education that occur in varied national contexts are often dismissed as being irrelevant to quality teacher education in another national context (Partanen 2011). While particular contextual nuances are relevant, the commonalities and opportunities for improved research and practice through collaboration among/within national contexts is expansive (Darling-Hammond 2017; Edge et al., 2017; Zhao 2010). It is within this landscape that a team of researchers from the Finland, Hong Kong, and the United States are collaborating to examine teacher education research and practice in three unique contexts in order to co-construct shared understandings and possibilities grounded in principles of quality teacher education. The study examines models, research, and standards utilized in teacher education in each national site that together suggest internationally shared principles of quality teacher education to inform and ground ongoing international research and practice: collaborative curiosity, wholistic self-determination, and equity through pluralism.

Wang, F., Lo, L. N. K., Chen, X., & Qin, C. (2023). **Returning home from the West: Chinese teacher educators in search of space for educational transfer in China**. *Teaching and Teacher Education*, *125*, 104073. https://doi.org/10.1016/j.tate.2023.104073
This paper explores the homecoming experiences of 34 Chinese teacher educators (CTEs) for insights into transnational educational transfer after studying in a key Canadian university for three months in 2019. It analyses the interactions between the contextual elements in the home institutions and the key endeavours of the CTEs in the choices they made in effecting change, the strategies to apply new knowledge, and the lessons they learned. Their attempts in educational transfer were affected by the capability to change mindset for problem-solving; understanding of contexts; contextual compatibility between foreign knowledge and local issues; and the accessibility to positional power.

Wernicke, M., Masson, M., Arnott, S., Le Bouthillier, J., & Kristmanson, P. (2022). **La rétention d'enseignantes et d'enseignants de français langue seconde au Canada : au-delà d'une stratégie de recrutement**. *Éducation et francophonie*, *50*(2), 1097033ar. https://doi.org/10.7202/1097033ar

White, S., & Berry, A. (2023). **School-Based Teacher Educators: Understanding Their Identity, Role, and Professional Learning Needs as Dual Professionals**. In I. Menter (Éd.), *The Palgrave Handbook of Teacher Education Research* (p. 257-276). https://doi.org/10.1007/978-3-031-16193-3_11
As teacher shortages increase, policymakers have focused on fast-track, employment-based routes to ease the pressure. An outcome of these approaches is that classroom teachers are increasingly identified by policymakers as responsible for the work of educating, mentoring, and assessing the next generation of teachers, while also teaching their own students. This phenomenon creates new sets of pressure for teachers, to be "dual professionals" as they support the learning of both school students and pre-service teachers alike. This chapter explores the shifting identity, role, and professional

learning needs of teachers who take on this important work, often referred to as mentor teachers but in this chapter described as school-based teacher educators. The chapter examines the international literature and reports on studies into the emergence of this distinct group, discussing the policy shifts related to their identity, work, and roles over recent decades. Studies highlight that teachers often lack the knowledge and understanding of teacher education research, pedagogy, and practice required for such a role. Insights reveal a need for a shared language between university-based and school-based teacher educators and that a knowledge of practice be codified and shared by both.

Wilkin, C. L., Khosa, A., & Burch, S. (2023). **Identity in Doctoral Supervision: Perspectives on Agency and Structure**. *The Journal of Higher Education*, *94*(2), 139-173. https://doi.org/10.1080/00221546.2022.2089513
Motivated by growing trends to require doctoral students to be supervised by panels rather than single supervisors, our study investigates how these resulting structural changes affect students' and supervisors' agency and the co-construction of their identity. Using role theory as a framework to analyze the narratives of a matched sample of students and supervisors, findings reveal the effect of socially enacted roles on members' engagement, with purposed conformance evident in their goal-directed agency. Besides the pivotal role of primary supervisors in ensuring a common purpose to achieve timely completion of the required research, findings demonstrate the importance of developing members' shared understanding of the adjustments to structure and agency required to achieve diversity and excellence.

Wittorski, R., Lyet, P., & Rivet, G. (2023). **Quand le monde professionnel rencontre le monde de la recherche et font expérience commune**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11636
Cet article vise à approcher les dimensions collectives et collaboratives de la conduite de la recherche, à comprendre les effets produits par l'engagement d'une activité de recherche par et sur des professionnels et à préciser les options méthodologiques choisies. Il s'appuie pour cela sur deux recherches portant sur l'analyse d'activités professionnelles et de métiers en évolution. Il s'intéresse plus particulièrement aux conditions et aux modalités de collaboration entre chercheurs et professionnels dans les deux recherches et aux effets produits sur les professionnels engagés. Il montre que ces dispositifs de recherche demandent du temps et demeurent fragiles et qu'il convient donc d'en « prendre soin ». Il identifie une tension entre enjeux professionnels/institutionnels et enjeux de recherche, entre posture de professionnel et posture de chercheur. Il met en évidence des effets de transformation professionnelle, par la construction de dynamiques collectives de nature interprofessionnelle.

Wright-Mair, R. (2023). **The Costs of Staying: Experiences of Racially Minoritized LGBTQ + Faculty in the Field of Higher Education**. *Innovative Higher Education*, *48*(2), 329-350. https://doi.org/10.1007/s10755-022-09620-x
This critical qualitative study illuminates how racially minoritized LGBTQ + faculty in the field of higher education navigate racist and heterosexist systems, leading to inordinate challenges related to tenure and promotion and deteriorating health and well-being. This system of higher education fosters isolation, hostility, racial battle fatigue, and LGBTQ + erasure offering limited support, negative institutional environments, and insufficient mentoring for faculty with multiple minoritized identities. With intersectionality

as the theoretical foundation of this research, three themes emerged from the data including problematizing productivity, exposing tokenization, and the costs of staying in the academy. I posit that refusal is a necessary strategy for racially minoritized LGBTQ + faculty who navigate the neoliberal institution.

Yao, J., Han, X., Qiu, X., Pi, W., Wang, A., Meng, X., & Wei, L. (2023). **« Keeping up with the times ». Core competencies of excellent primary and secondary school teachers in the internet plus era: a qualitative study on teacher education in China**. *Teaching and Teacher Education*, *126*, 104074. https://doi.org/10.1016/j.tate.2023.104074
The "Internet Plus" era presents a growing challenge to teacher educators faced with the challenge of identifying core competencies and clarifying their content. To address this challenge, 109 primary and secondary teachers were conducted in-depth interviews. The resulting data were analyzed theoretically and a "triangular interconnection" model was produced. The model consists of three competencies: "one specialty and multiple competencies", the ability to "change with the times", and "persevere with teaching as a vocation". Accordingly, we propose to establish adaptive education and training programs based on this model to enrich teacher competencies to adapt to the times.

Yeh, C. S.-H., & Barrington, R. (2023). **Sustainable positive psychology interventions enhance primary teachers' wellbeing and beyond – A qualitative case study in England**. *Teaching and Teacher Education*, *125*, 104072. https://doi.org/10.1016/j.tate.2023.104072
Positive psychology interventions (PPIs) have become an influential approach to foster teacher wellbeing; however, little research addresses the critiques and sustainability of PPIs. This study investigated teacher experiences of PPIs and the impact on their wellbeing in professional and personal contexts. Qualitative data were collected using multi-methods in a primary school in two settings: staff-meetings with 21 teachers and a self-interest group with 9 teachers. Results showed practising PPIs enhanced teachers' wellbeing multidimensionally and produced positive impacts on others. The challenges experienced and plans for sustainable actions were identified. Insights into sustainable teacher wellbeing programmes and professional development are offered.

Youth Directorate-General for Education, European Expert Network on Economics of Education (EENEE), Mulà, I., & Tilbury, T. (2023). ***Teacher education for the green transition and sustainable development: analytical report***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/144189
The move to a greener future requires that we all learn to live and work in more sustainable ways. Teacher professional learning has been identified as one of the most significant catalysts for bringing innovation and sustainability into our education systems, and thus equipping learners to contribute to this transition. Importantly, in June 2022 the European Union (EU) has adopted a Council Recommendation on learning for the green transition and sustainable development. This Recommendation formally calls for learning for sustainability (LfS) to become a key priority area in education policies and programmes, and for support to be given to educators through training and professional development in this area. Learning for sustainability is concerned with building the knowledge, skills, values and attitudes to engage with the major issues threatening both people and planet. This analytical report reviews documented research and good practices in relation to effective teacher education for sustainability, with the purpose of informing policy decision-making and frameworks in this area. Its findings and

recommendations have been drawn from an extensive literature review, and are supported by a Key Informant Group that has helped to identify blind spots and check the validity of the research and experiences presented.

Zumsteeg, S., Quétier-Parent, S., & Plé, A. (2022). ***Facteurs d'attractivité et de rejet du métier d'enseignant chez les étudiants*** (p. 56). Consulté à l'adresse Cour des comptes ; IPSOS website: https://www.ccomptes.fr/fr/documents/63632

Numérique et éducation

Alexandre, F., Comte, M.-H., Lagarrigue, A., Mercier, C., Palaude, A., Romero, M., & Viéville, T. (2023). ***Un MOOC pour initier a l'IA : « Intelligence Artificielle avec Intelligence »***. 96. Consulté à l'adresse https://hal.inria.fr/hal-04037791
Pour appréhender l'IA au quotidien, il faut former les citoyens dès la fin du primaire et tout au long de la vie à la compréhension de ses fondamentaux. Le MOOC « Intelligence artificielle avec intelligence » (IAI) est une formation hybride et participative permettant à des citoyens de s'initier à l'IA de manière à la fois théorique et expérimentale, par l'essai de différentes technologies comme la reconnaissance d'images. La formation permet de mieux comprendre, pour mieux appréhender cette IA désormais présente au quotidien.

Alexandre, F., Comte, M.-H., Lagarrigue, A., & Viéville, T. (2023). ***L'IA pour mieux apprendre et apprehender L'IA***. 96. Consulté à l'adresse https://hal.inria.fr/hal-04037828
L'IA en éducation peut être abordée depuis trois perspectives parallèles. D'abord, elle peut servir à adapter l'expérience d'apprentissage par la conception d'outils prenant en compte différentes caractéristiques des apprenants ou des traces numériques issues de leur interaction avec des systèmes. Bien utilisés, de tels systèmes pourraient décharger les enseignants de tâches relatives à la transmission des contenus et leur permettre d'intervenir sur des aspects plus complexes de l'apprentissage des élèves. Ensuite, l'IA peut être utilisée comme outil scientifique pour mieux comprendre les phénomènes d'apprentissage humain, par la modélisation de l'apprenant. Finalement, l'IA peut être envisagée depuis la perspective de l'éducation critique à l'IA. Ce chapitre présente succinctement ces trois perspectives qui ne s'excluent pas les unes des autres, mais qui se complètent pour mieux cerner les enjeux de l'IA. Les dernières recherches associant les sciences de l'éducation et les sciences du numérique permettent de comprendre les liens entre l'intelligence artificielle (IA) et l'éducation, y compris leurs limites. Ces recherches nous montrent comment l'IA peut être pensée pour mieux apprendre et développer son esprit critique (Roux et al. 2020 ; Viéville, 2018), pour comprendre l'apprentissage humain lui-même, et enfin comme objet d'enseignement, pour maîtriser de manière éclairée ces outils devenus quotidiens (Viéville et Guitton, 2020).

Barbosa, M. W., & Ferreira-Lopes, L. (2023). **Emerging trends in telecollaboration and virtual exchange: a bibliometric study**. *Educational Review*, *75*(3), 558-586. https://doi.org/10.1080/00131911.2021.1907314
As physical mobility finds itself impeded by the COVID-19 crisis, the world witnesses the potential of technology for connecting students who are physically distanced inside and cross-borders. In such scenarios, telecollaboration and virtual exchange have gained increased attention as powerful pedagogical strategies to allow for the continuity of

intercultural exchanges and understanding the trends of this growing field can be of high significance to practitioners when planning future related initiatives. Although telecollaboration and virtual exchange are not new phenomena, to the best of our knowledge, a thorough bibliometric study of the area, considering the characteristics of its publications and its scientific community, has not yet been developed. This study carried out a bibliometric analysis of the telecollaboration and virtual exchange research field using a set of 254 articles from the Web of Science and Scopus databases with the objective of characterising the area as well as identifying research tendencies. In particular, this study uses four analytical scientometric tools: co-citation, co-authorship, keywords co-occurrence analysis and identification of research trends. This study identified emerging and declining themes in the field of telecollaboration and virtual exchange, confirming that the practice is increasingly adopting diverse formats and cutting across different knowledge fields. In addition, results showed that international collaboration so far involves few countries and there is much space to widen co-authorship networks to enhance intercultural exchanges. The review also explores the benefits and drawbacks of the technological tools adopted in the studies from our sample database.

Bellet, P. (2022, juin 24). ***Méthodologie itérative d'amélioration continue de dispositifs pédagogiques numériques***. Présenté à Atelier Estival de l'UR LHUMAIN 24 juin 2022. Consulté à l'adresse https://hal.science/hal-04051948
Poster de présentation de la Méthodologie sur la thèse intitulée : « De l'efficacité collaborative à l'intelligence collective : mise en œuvre instrumentale en situation d'apprentissage » Pour l'anniversaire de LHUMAIN.

Blanchard, M., Déage, M., & Saccomanno, B. (2023). **Orientation et usage des ressources numériques des lycéen·nes : une pratique classante ?** *L'orientation scolaire et professionnelle*, (52/1), 87-117. https://doi.org/10.4000/osp.17046
Dans le cadre de l'orientation dite « active », les lycéen·nes sont appelé·es à s'informer sur les différentes opportunités qui s'offrent à elles et eux. Si le rôle que jouent les paliers d'orientation dans la production des inégalités en matière de trajectoire scolaire est connu, les modalités concrètes à travers lesquelles les élèves s'informent restent moins étudiées. En particulier, la façon dont ils et elles mobilisent les ressources numériques a jusqu'alors peu été analysée. À partir d'une enquête par questionnaire conduite en 2021-2022 auprès de 766 élèves de deux lycées du Sud-Ouest, complétée par des entretiens, on se propose d'interroger les sources d'informations des lycéen·nes dans leur orientation, de la Seconde à la Terminale, et la place qu'y occupent les ressources numériques. Les usages des élèves sont analysés à travers le prisme du genre et de l'origine sociale, dans l'objectif de voir si l'accès à ces nouvelles ressources renforce, ou au contraire atténue, les clivages existant en termes d'accès à l'information et plus généralement de pratiques liées à l'orientation.

Bouchereau, A., & Roxin, I. (2022). **Usages de l'apprentissage artificiel pour l'éducation**. *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.7955
Le développement rapide de l'Intelligence artificielle (IA) dans le domaine éducatif suscite de nombreuses attentes et craintes traduisant un besoin de régulation. L'apprentissage artificiel, à la base des systèmes d'IA, est utilisé afin de personnaliser l'apprentissage et d'automatiser des tâches d'enseignement. Cet article étudie les enjeux de régulation spécifiques à ces usages de l'apprentissage artificiel et montre

qu'ils entraînent une encapsulation de connaissances en raison de plusieurs facteurs à la fois techniques et sociaux. Une approche de régulation by design de l'apprentissage artificiel est proposée pour limiter l'encapsulation des connaissances en partant de l'analyse d'un dispositif pédagogique existant.

Cerisier, J.-F., & Pierrot, L. (2022). **La régulation des activités scolaires numériques des élèves par l'enseignant : le cas d'une application d'apprentissage adaptatif**. *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8103
L'article traite de la régulation par l'enseignant de l'activité d'élèves qui utilisent des ressources numériques mobilisant des techniques d'apprentissage adaptatif (adaptive learning). La recherche présentée est exploratoire. Elle a été réalisée en marge d'une collaboration avec l'entreprise EvidenceB pour améliorer l'expérience utilisateur d'une application intégrant un agent conversationnel pour les apprentissages fondamentaux du français au lycée. Elle vise notamment à établir une première caractérisation des contraintes spécifiquement induites par les techniques d'intelligence artificielle (IA) susceptibles d'entraver l'appropriation de l'application par les enseignants afin de structurer de nouveaux travaux de recherche. L'analyse thématique d'une série d'entretiens révèle un paradoxe, celui d'un enseignant qui n'a jamais été autant informé du parcours d'apprentissage de chaque élève, mais dont le pouvoir de pilotage pédagogique et didactique est partiellement délégué à la machine. Pour autant, nous considérons que ce paradoxe n'est qu'apparent. Si l'IA permet une automatisation partielle de la régulation pédagogique exprimée en termes de prescription et de suivi des activités, elle donne aussi aux enseignants les moyens d'une régulation plus personnalisée en ce qui concerne l'accompagnement des élèves. L'effet de désintermédiation redouté par certains, celui de la substitution de l'enseignant par une « machine à enseigner » apparaît bien comme un risque potentiel, mais limité à des micro-situations et son actualisation dépend fortement de la capacité de l'enseignant à intégrer les apports de l'IA à son ingénierie pédagogique. Finalement, la question de l'utilisation de ces techniques s'apparente aux problématiques d'hybridation de la formation et invite à penser et concevoir l'hybridation homme-machine des processus de régulation des activités d'apprentissage des élèves.

Cheah, Y. H., Oliveri, A. R., & Hughes, J. E. (2023). **Unpacking K-12 teachers' technology-supported, equitable practices: A mixed-methods systematic review**. *Teaching and Teacher Education*, *125*, 103984. https://doi.org/10.1016/j.tate.2022.103984
We conducted a mixed-methods systematic review of research literature from 2009 to 2019 to unpack researchers' conceptualizations about, approaches toward, and environmental supports in place that framed K-12 teachers' technology-supported, equitable practices. Findings revealed that equitable learning with technology was conceptualized as: (1) lifting students up through a neoliberal perspective; (2) attending to individual needs; (3) empowering students' agency and civic participation; and (4) providing equal learning opportunities. Technology approaches and environmental supports in tandem with these four conceptualizations are articulated. Finally, we discuss the need for teachers to be reflective practitioners and critical enquirers when leveraging technology to promote equitable learning.

Daverne-Bailly, C., Grenier, V., & Li, Y. (2023). **Orientation, numérique et pandémie : expériences et points de vue rétrospectifs d'étudiants de licence 1**. *L'orientation scolaire et professionnelle*, (52/1), 119-144. https://doi.org/10.4000/osp.17175

L'article porte sur l'expérience de l'orientation du lycée vers l'enseignement supérieur, dans un contexte de réformes éducatives et de pandémie. De l'analyse des données qualitatives et quantitatives recueillies auprès d'étudiants de licence 1, il ressort d'abord que les plateformes numériques mises à la disposition des jeunes sont pléthoriques, jugées utiles mais paradoxalement peu mobilisées, et ne préjugent en rien de la capacité à construire un projet d'orientation. Il ressort ensuite que l'utilisation de la plateforme Parcoursup cristallise les angoisses des élèves et des familles, en lien notamment avec un accompagnement décrit comme essentiellement procédural, un algorithme perçu comme opaque ou encore la crainte de faire des « mauvais » choix. Il ressort enfin que l'articulation entre orientation, numérique et pandémie est particulièrement fragile, les jeunes étant sensibles à un accompagnement personnalisé et en face-à-face. Nos résultats montrent que, dans un contexte donné, l'usage du numérique ne contribue guère au bien-être des jeunes et à la réduction des inégalités d'orientation.

Devauchelle, B. (2023, mars 31). **L'intelligence humaine contre l'intelligence artificielle, quels enjeux ?** Consulté 31 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/31/lintelligence-humains-contre-lintelligence-artificielle-quels-enjeux/
La signature par Elon Musk d'une pétition demandant à mettre en pause la recherche sur l'Intelligence Artificielle fait beaucoup parler ces derniers jours. L'occasion pour Bruno Devauchelle, spécialiste du numérique et l'école, de faire le point sur cette nouvelle technologie qui bouleverse société et école. Une pétition récente, signée à ce jour par 1380…

Dionne, P., Desrochers, F., Milot-Lapointe, F., & St-Cyr, G. (2023). **Recours au numérique lors d'interventions d'aide à l'emploi ou d'orientation en groupe : transformation des services et enjeux de justice sociale**. *L'orientation scolaire et professionnelle*, (52/1), 63-86. https://doi.org/10.4000/osp.16989
Plusieurs spécialistes de l'orientation ont été contraints, pendant la pandémie, de suspendre leurs activités de groupe en présentiel et d'opter pour des interventions de counseling de carrière groupal sur plateforme numérique. Or, le contexte précipité dans lequel cette télépratique a émergé a pu mener à une implantation hétérogène de services en ligne. Pour recenser ces services et pratiques d'intervention de groupe en télépratique dans les organismes d'aide à l'emploi au Québec, une enquête par questionnaire et des groupes de discussion ont été organisés. Les résultats obtenus, analysés selon l'approche par les capabilités, révèlent que la télépratique groupale constitue une avenue prometteuse pour soutenir le développement progressif de compétences numériques, mais qu'elle soulève des enjeux centraux à considérer pour favoriser un accès juste aux services d'orientation et d'emploi. Certaines inégalités sociales semblent effectivement exacerbées par les inégalités numériques, notamment celles découlant de ressources informatiques limitées ou d'une faible littératie numérique.

Eze, S. (2023). **Conflicts Management through On-line Education among China's Universities During the COVID 2019**. *British Journal of Education*, *11*(4), 1-17. https://doi.org/10.37745/bje.2013/vol11n4117
Conflicts are ubiquitous in many fields, including higher education. This present study is focused on a higher education institution with Chinese characteristics involved in the occurrence of conflicts every now and then. During the pandemic of COVID 2019,

university authorities have taken strict countermeasure to prevent the epidemic from affecting campus life, but conflicts have […]

Fenoglio, P. (2023). **La présence pour mieux apprendre à distance**. *EduBref*, (mars 2023). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=26
Dans le cadre de la formation, la distance peut affecter la persévérance des apprenant·es. Pour y remédier, la présence à distance désigne une manière d'être avec, ou entre, les apprenant·es, qui se réalise à travers la maitrise des médias utilisés pour interagir. La présence à distance, en rassemblant deux dimensions apparemment contraires, la distance et la proximité, est utile pour la pratique au sein de dispositifs de formation synchrones ou asynchrones. Cependant, comment la présence à distance recompose-t-elle la sociabilité dans la formation à distance à la fois par la présence cognitive, socio-affective et pédagogique et par les outils mobilisés ? Comment « faire acte de présence » en tant qu'enseignant·e et/ou en tant qu'apprenant·e ? Enfin, quelles perspectives donner à ce concept et quels sont les défis à relever, à l'heure ou l'hybridité des formations se généralise ? Cet EduBref n°14, à la suite du Dossier de veille sur la classe à distance 141 (Fenoglio, 2022), vise à approfondir ces questions.

Foping, D. K. (2022). **Sociologie du numérique**. *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8437
« Nul ne saurait dire que le numérique n'est pas pensé, n'est pas ausculté, n'est pas diagnostiqué comme phénomène majeur de notre temps » (p. 11), telle est la phrase introductive de la 2e édition de l'ouvrage 'Sociologie du numérique', prémices de l'emphase par son auteur Dominique Boullier, sur la pervasivité du numérique. Nonobstant les discours technophiles ou technophobes, notre rapport au monde, en tant qu'individu, groupe ou organisation, est bouleversé par le numérique, avec des enje...

Galmar, B. (2022). **Vers une formation à l'intelligence artificielle des enseignants universitaires de langues étrangères et de littérature à Taïwan ?** *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.7915
Taïwan a fait de l'intelligence artificielle (IA) et de la formation de talents à l'IA un des piliers de sa stratégie de développement économique. Ainsi, le monde universitaire taïwanais s'attèle à la formation de ses étudiants et enseignants à l'IA. Cet effort de formation a même touché des départements de sciences humaines comme le nôtre, un département de langues étrangères et de littérature. Nous décrivons comment est en train de s'opérer la greffe d'une culture IA à la culture traditionnellement non-scientifique du département de langue étrangère et de littérature. Nous explicitons aussi comment une greffe similaire de la culture IA à la culture des études universitaires de français est mise en place par des enseignants-chercheurs à Taïwan.

Gélin, O., Sochala, L., & Joigneaux, C. (2022). ***Faire apprendre tous les élèves en classe à distance ?*** Consulté à l'adresse https://hal.science/hal-04023156
Depuis longtemps, les recherches se sont efforcées de théoriser la diversité des interactions et les façons dont elles peuvent varier selon les contextes (Goffman, 1973). Avec le passage aux classes à distance, les interactions de « face à face » caractéristiques de la classe tendent à disparaître. Comment alors rendre compte des interactions qui subsistent ?

Hotchkins, B. K. (2023). **Virtual game boys: an examination of Black male cyberbonding play as navigation of a Hispanic Serving Institution**. *International Journal of Qualitative Studies in Education*, *36*(3), 301-313. https://doi.org/10.1080/09518398.2022.2127013
This critical qualitative study uses education journey maps (EJMs) as undergirded by critical race theory to examine how three Black male collegians use cyberbonding play to navigate the geographies of racism while attending a Hispanic-serving Institution (HSI). Sociospatial dialectic is applied in concert with educational journey mapping to center participants in a collaborative research process. Education journey maps (EJMs) created by participants explained the multidimensional value of contextualized counter-cartography narratives to understand the benefits of engaging in play across physical and virtual geographies. Each EMJ was created by participants using: (a) constructive prompts; (b) continual access; (c) genuine reciprocity; and (d) expressed authentic gratitude (Annamma, 2018). Unfurled digital and physical spaces yielded two emergent themes that comprised cyberbonding play: 1) "Get what you came for!"; and 2) User Friendly. Study findings inform how Black male collegians purposefully use cyberbonding play while in pursuit of degree attainment despite college geographic hostilities.

Inaudi, A., & Francony, J.-M. (2022). **Les EdTech, régulateurs du numérique éducatif ?** *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8009
La filière EdTech (technologies éducatives pour l'éducation) en France s'est positionnée comme un potentiel régulateur du numérique éducatif (enseignement scolaire) vis-à-vis des autres industries du web au moment du premier confinement au printemps 2020 (pandémie de covid19). À travers l'exploration d'un corpus de discours, notre recherche montre la volonté de ces acteurs de s'inscrire dans le cadre des valeurs de l'École et dans le même temps d'opérer un cadrage sur les technologies éducatives et les configurations de pratiques qu'elles permettent d'envisager.

Jadoulle, J.-L. (2023). **Enseigner l'histoire à distance en contexte d'urgence pandémique : étude des pratiques déclarées des enseignants du secondaire au Québec**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(1), 162-192. https://doi.org/10.53967/cje-rce.5475
Thirty-one teachers responded to an online questionnaire about their distance teaching practices between March 2020 and June 2021. We wanted to identify their level of integration of information and communication technologies (ICT), their motivation to teach at distance, and the determinants of their pedagogical choices. The circumstances led most of them to become familiar with ICT, to explore its basic functions and, to a lesser extent, to appropriate more complex ones. The analyses suggest the existence of two groups, with a major discriminating element concerning the representation of history teaching.

Jeng, A., Bosch, N., & Perry, M. (2023). **Sense of belonging predicts perceived helpfulness in online peer help-giving interactions**. *The Internet and Higher Education*, *57*, 100901. https://doi.org/10.1016/j.iheduc.2022.100901
The present study explored how students' sense of belonging and demographic background may predict what one finds helpful in replies to requests for help posted to an online college course discussion forum. We surveyed college students enrolled in an introductory statistics course on their sense of belonging to their course community, as well as how helpful they found 20 examples of replies to requests for help posted to a

statistics course discussion forum. We found that students reporting lower belonging to their course community judged help-giving replies to be, on average, less helpful for their learning, when compared to those reporting higher belonging to their course community. Additionally, students reporting lower belonging to their course community had a greater likelihood of mentioning social support as a criterion for effective peer help-giving. These findings point to the importance of exploring how help-giving replies can be structured to attend to the learning needs of students who may feel alienated in classroom environments.

Joint Research Centre (European Commission), & Economou, A. (2023). ***SELFIE for teachers: toolkit Using SELFIEforTEACHERS : supporting teachers in building their digital competence***. Consulté à l'adresse https://data.europa.eu/doi/10.2760/626409
The SELFIEforTEACHERS toolkit is a guide for the SELFIEforTEACHERS self-reflection tool. It aims at providing guidance to teachers, teacher educators and trainers, as well as education authorities and other interested parties, who want to use the SELFIEforTEACHERS self-reflection tool in professional learning. More specifically, it aims at providing the reader with an overall understanding of SELFIEforTEACHERS by describing the tool, presenting the design principles behind it, explaining how to use it and giving insights on how it can support teachers' professional learning for their digital competence. It provides some general guidelines, along with step-by-step instructions how to use the tool. At the same time, it provides references to further reading and tips on its use.

Kadi, M. N. (2022). ***Appropriation et intégration pédagogique du numérique : le cas de l'incubateur numérique des écoles de Mulhouse*** (Phdthesis, Université de Haute Alsace - Mulhouse). Consulté à l'adresse https://theses.hal.science/tel-04042226
Cette thèse née d'une commande institutionnelle traite de la question de l'appropriation des outils numériques par les enseignants des écoles de Mulhouse et de leur intégration pédagogique à partir d'une expérience conduite dans la ville de Mulhouse, celle de l'Incubateur Numérique des Ecoles de Mulhouse (INEM). L'expérience a été conduite sous l'impulsion de la DANE de Strasbourg en partenariat avec le laboratoire LISEC. Cherchant à répondre à la question de savoir comment réussir une intégration pédagogique des TIC dans les écoles primaires de la ville de Mulhouse, l'étude met en avant l'idée que de nombreux obstacles, tant exogènes (approche, équipements, ressources, formation) qu'endogènes (représentations) concourent à rendre problématique l'usage des outils en classe et qu'un environnement capacitant tel qu'un incubateur numérique est susceptible d'aider à les lever. Pour vérifier ces hypothèses, la recherche combine un modèle séquentiel exploratoire avec un modèle séquentiel explicatif et s'appuie pour le faire sur une méthodologie plurielle (questionnaires et visites de classes en phase exploratoire, observations de classes, entretiens semi-dirigés post-expérience). La thèse s'efforce de montrer in fine que l'accompagnement entre pairs, la collaboration et la co-construction que cela induit peut constituer une voie privilégiée pour l'amélioration des pratiques pédagogiques des enseignants. Enfin, une proposition de modélisation de l'appropriation des technologies - le modèle DRUPA inspiré de l'état de l'art et des résultats de l'enquête qualitative - en décrit les étapes et les déterminants.

Kamga, R., Barma, S., & Romero, M. (2023). **Analyse de l'agentivité transformatrice dans une activité de robotique pédagogique impliquant la résolution collaborative de**

problèmes. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(1), 193-220. https://doi.org/10.53967/cje-rce.5143
Collaborative problem solving is a very important skill for pre-service teachers. Indeed, they will be called upon to solve problems daily basis and to collaborate with other members of the school team or with their students. However, the collaborative problem-solving skill remains very little documented in the research. To contribute to the understanding of this skill, we will analyze it from a new angle, that of transformative agency, and in a context of educational robotics. We mobilize activity theory as a theoretical framework and analyze a pedagogical robotics activity involving a team of four pre-service primary teachers in collaborative problem solving. The results of our analyses highlight the presence of five of the six types of transformative agency expressions. They also highlight that the collaborative problem solving in this educational robotics activity was strongly marked by conflictual situations at the individual and collective levels.

Landa, M. S., Pierrot, L., Michel, C., Cerisier, J.-F., & Aillerie, C. (2023). **L'école à la maison en situation de confinement total ou partiel : quand les usages numériques scolaires et personnels se rencontrent à la maison**. *Recherches en sciences sociales sur Internet/Social science research on the Internet*, (12). https://doi.org/10.4000/reset.4214
Durant le premier confinement lié à la pandémie de Covid-19 en mars 2020, l'école à la maison est devenue la norme. Outre le télétravail, les familles ont été confrontées à la scolarisation à distance de leurs enfants, imposant une cohabitation d'espace-temps et de pratiques numériques familiales et scolaires. Quelles transformations de l'espace-temps familial sont-elles induites par la réalisation à la maison de l'ensemble des activités scolaires ? Selon quelles modalités l'irruption d'activités élaborées en fonction des normes de la forme scolaire s'opère-t-elle dans l'espace personnel des élèves ? Dans quelle mesure le passage à la distance vient-il modifier les représentations qu'ont les familles du numérique et de la forme scolaire ? Les activités scolaires de 29 élèves de premier et second degrés, décrites dans des entretiens réalisés avec 19 adultes et enfants, ont été analysées. Nos résultats montrent comment les usages numériques des familles, à la fois scolaires, professionnels et personnels, ont pu cohabiter. Ils dessinent également l'évolution des représentations à l'égard de la forme scolaire. Nos constats questionnent également la persistance potentielle de ces transformations.

Lanthier, S., Colyar, J., & Deakin, J. (2023). ***Investissements des collèges et universités de l'Ontario dans l'apprentissage numérique au cours de la pandémie***. Consulté à l'adresse https://heqco.ca/wp-content/uploads/2023/03/Ontario-College-and-University-Investments-in-Digital-Learning-During-the-Pandemic-French.pdf
Pendant la pandémie de COVID-19, on a observé une augmentation régulière du nombre de possibilités d'apprentissage numérique en Ontario. Les universités et les collèges ont rapidement élargi leur offre des cours en ligne et hybrides. Ce rapport présente des perspectives sur la transformation rapide du secteur ainsi que des recommandations pour le soutien de l'apprentissage numérique à l'avenir. Les investissements réalisés par les établissements se sont avérés particulièrement importants. Ces fonds ont été utilisés de façon stratégique et ont eu des effets immédiats sur les possibilités offertes aux étudiants. Ils continueront d'appuyer les programmes en ligne et hybrides à l'avenir. Aujourd'hui, la quasi-totalité de l'apprentissage comporte un certain degré de numérisation. Le rapport recommande que le gouvernement continue d'assurer une aide en faveur de l'environnement numérique en offrant un financement

complémentaire aux investissements précédents et de prévoir des aides à fournir directement aux établissements.

Li, X., & Bus, A. G. (2023). **Efficacy of digital picture book enhancements grounded in multimedia learning principles: Dependent on age?** *Learning and Instruction*, *85*, 101749. https://doi.org/10.1016/j.learninstruc.2023.101749
We designed an experiment with stratified randomization to investigate the effects of visual and auditory enhancements in digital picture books on comprehension and incidental word learning. Participants were 183 children aged 3, 4, and 5 years (81 girls and 102 boys) from childcare centers and schools in the Southwest USA. We contrasted the still-image condition (an onscreen picture book with a voice-over reading the narrative aloud) with three enhanced conditions: a digital book that included auditory and visual enhancements, only auditory enhancement, or only visual enhancement. All participants watched and listened thrice to the researcher-assigned digital picture book version within three weeks. The posttests assessed children's story comprehension and book-based vocabulary. The visual and auditory enhancements benefited children's story comprehension and book-based vocabulary. However, a version with auditory and visual enhancements was less beneficial for comprehension than versions with single (auditory or visual) enhancements, particularly in the youngest group.

Longo, G. M. (2023). **The Internet as a social institution: Rethinking concepts for family scholarship**. *Family Relations*, *72*(2), 621-636. https://doi.org/10.1111/fare.12825
Objective I evaluate multidisciplinary scholarship on the Internet, the family, and adjacent institutions, comparing their findings to Patricia Yancy Martin's (2004) 14 criteria of social institutions to demonstrate how the Internet represents a new social institution and how that impacts the institution of family in the digital age. Background Scholars have called for investigations into the effects of the Internet on family life. This study aims to show how reimagining the Internet as an institution better reveals its complexities and embeddedness in other institutional spaces that shape the family and how. Method Using Martin's descriptions of the 14 characteristics of a social institution, I reviewed 85 peer-reviewed, cross-disciplinary studies focusing on the Internet and the family for themes that indicated the presence or absence of each criterion. Results Data analysis revealed that the Internet functions as a social institution, which mutually influences and shapes the institution of family and its overlapping social dynamics. Fifty-seven cases had all 14 criteria, and 19 cases had 13 criteria. Six had 12 criteria, and only three had 11 criteria. Conclusion The foundational qualities of the Internet as an institution center the digital space as an active site of social change, where the power dynamics, identities, and practices of "doing family" within digital communities extend beyond those present to others elsewhere. Implications This reconceptualization provides practitioners with new approaches and insights into how digital spaces impact family outcomes and influence the ways in which groups "do" and define family across other institutional areas, even when the Internet is not directly implicated.

Machado, G. M., Bonnin, G., Castagnos, S., Hoareau, L., Thomas, A., & Tazouti, Y. (2023). **Modelling children's inhibitory skills using learning data from an educational app**. *Journal of Computer Assisted Learning*. https://doi.org/10.1111/jcal.12773
Early literacy and numeracy skills are developed during early childhood. Among the many factors that influence the development of such skills, the literature shows that the executive functions, especially the response inhibition (RI)—that is the capability to block

out or to tune out what can be considered irrelevant information or action to the learning task—is one of the most essential functions. There are specific tests used to appraise these children's inhibition skills, but these tests are generally time-consuming, and demand specialized human resources. We present a computational approach to model children's RI behaviour through the analysis of educational traces left in an educational app. This modelling allows the automatic and instant identification of the RI level of children without the need of a human-conducted test. Our modelling is based on two definitions of RI found in the literature, from which we derived a mathematical formalism of three variables we used to query the traces dataset and isolate the RI behaviour of each student from the learning traces generated in the app. The sample population is composed of children from diverse socioeconomic backgrounds. The model is then assessed by comparing it to a traditional human-conducted RI test suitable for kindergarten children, the Head-Toes-Knees-Shoulder (HTKS) task. The results show that our RI model can explain an important part of the HTKS variance (up to 0.45 according to the adjusted R2) when taking the HTKS results as a dependent variable for a multiple regression model. In practice, our model can be integrated in a learning app and become a powerful tool for instant preliminary identification of dysfunctional RI behaviour, especially in the early stages of children's education. Once students are identified by our model as having a dysfunctional RI behaviour, teachers can rapidly act to help them. Besides, the proposed model requires only very simple data to work, which means it can be easily integrated into different learning apps.

Majdoub, M., & Heilporn, G. (2023). **Le numérique au service de la pédagogie inclusive : potentiel et barrières**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.a279

Mocquet, B. (2023). ***Pensons notre transformation : réflexions sur la pédagogie universitaire numérique post-covid*** (Lecture, AMU - Aix Marseille Université). Consulté à l'adresse https://hal.science/hal-04036951
Dans le contexte universitaire post-covid, nous faisons le constat quotidien que les interactions entre les deux types d'acteurs (enseignants ou enseignants-chercheurs et étudiants ou stagiaires de formation) dans l'acte pédagogique ont changé d'un point de vue des pratiques professionnelles des formateurs et des conditions d'apprentissage des étudiants, changements dûs aux technologies numériques installées par subversion ou injonction pendant la crise, mais pas uniquement. Ses nouvelles interactions, les nouvelles pratiques qui en résultent sont-elles durables ? Du fait de leur imposition par la crise, n'est-il-pas temps de les interroger ? Ainsi que la place des technologies numériques dans la pratique professionnelle ? Que décide-t-on de nos futures conditions de travail et d'apprentissage ? L'occasion de cette journée est bien de penser le lendemain. Nous reviendrons durant cette conférence sur quelques éléments permettant de s'enrichir de cette période pour construire le futur et son quotidien professionnel.

Montenegro-Rueda, M., Fernández-Batanero, J. M., & Fernández-Cerero, J. (2023). **Impact of ICT on university students with visual impairment**. *British Journal of Special Education*, *50*(1), 28-48. https://doi.org/10.1111/1467-8578.12433
Information and communication technology (ICT) are creating new horizons in the educational responses to students who have a disability in higher education. This study aims to provide the academic community with an overview of the research pertaining

to ICT as a support for students with low vision or blindness. Data were obtained through a systematic literature review, covering the period from 2010 to 2021, in four relevant scientific and academic databases. The sample consists of 17 studies. A descriptive and quantitative methodology was used. The most significant bibliometric data are presented, and through bibliometric maps, a method based on co-word analysis, clustering techniques and visualization techniques were applied to determine the fields of study and research. The results indicate that research on ICT and visual impairment in higher education remains scarce and focuses on the educational needs of students with visual impairment in accessing and transitioning to higher education.

Mouttaki, A. (2022). **Rabat smart city, est-elle participative ?** *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8388
Cet article entend analyser et discuter l'implication et la réception de la population locale par rapport au projet de smart city adopté par Rabat. Il s'agira en fait de déceler les répercussions de l'usage des Tics sur la gestion des services publics ainsi que la participation civique des résidents. La démarche méthodologique mobilisée est fondée sur une approche d'investigation empirique qui cherche à documenter la question digitale et à la confronter à la réalité de la science et du terrain avec des allers et retours réflexifs vers les enseignements dégagés du terrain de recherche. Le cadre théorique est envisagé via une approche appuyée sur la sociodynamique comme discipline qui tente de concilier les impératifs de l'Institution et les attentes du Corps Social (Van Laethem, 2019). Concernant les résultats, l'article conclut que la capitale n'implique pas concrètement ses habitants en particulier ceux issus des quartiers défavorisés qui, affaiblis par leur manque de maîtrise et d'usage des Tics, restent en marge du processus de définition et d'implémentation du projet digital.

Moyano Dávila, C., Rojas-Navarro, S., & Domenech, R. (2023). **Silenced Conflict: Surveillance and Normalization Using WhatsApp Groups at School**. *Family Relations*, *72*(2), 547-564. https://doi.org/10.1111/fare.12816
Objective To understand the particularities of the surveillance produced by parents' WhatsApp groups and the consequences they have for schools and families. Background The literature on the use of these groups and platforms for online communication has contended that teachers and parents feel that they are under constant surveillance when they are using them. The advantages and disadvantages of these platforms are presented, as well as recommendations for good practices. Method Qualitative analysis of two WhatsApp chats of parents from two schools in Chile, one public and one private, using a grounded theory approach. Results Using a theoretical framework of science, technology, and society studies, we examine the particularities of this surveillance observed in three dimensions: conflicts as smoke bombs, operational surveillance, and affective surveillance. In this respect, we argue that in these groups, intimate surveillance leads to the normalization of certain behaviors that cause conflict to be silenced. Conclusion We argue that silencing of conflict is problematic in that it does not allow the emergence of different ways of being a teacher or parent, which has significant consequences for families and their relationship with the school, especially in locations similar to the one we studied, where communication between families and schools has relied heavily on messaging apps such as WhatsApp. Implications WhatsApp groups appear to offer opportunities to subvert the surveillance of digital platforms, as long as conflicts are allowed to be sustained when differences emerge.

Nguia, J. I. M. (2022). ***L'apprentissage par modélisation, simulation et prototypage avec une imprimante 3D, dans l'enseignement Technique et professionnel au Gabon*** (Phdthesis, Université Cergy-Pontoise). Consulté à l'adresse https://shs.hal.science/tel-03844144

Lors du deuxième Congrès international de l'enseignement technique et professionnel à Séoul en Corée du Sud (1999, pp.16-30), les experts avaient formulé des recommandations, qui ont été actualisées dans les « Recommandation révisée concernant l'enseignement technique et professionnel » de l'UNESCO (2001, p.6). Les participants avaient pris des recommandations visant « … à développer et à améliorer l'enseignement technique et professionnel à travers des mesures, législatives ou autres… ». Cette résolution nous a conduit à penser cette thèse, en tenant compte de l'avènement de la mondialisation et la révolution des technologies de l'information et de la communication (TIC). L'enseignement technique et professionnel étant un maillon fondamental du processus éducatif dans tous les pays, nous avons dans le cadre de ce travail, prospecté sur l'enseignement technique et professionnel au Gabon, dans le but de réfléchir aux conditions objectives de sa réforme. Ainsi, les écrits de Bekale Nze, J. S. & Ginestié, J. (2011, p.33), dans « La construction de l'identité professionnelle d'un enseignant de l'enseignement technique au Gabon » affirme l'intérêt qu'il y a pour l'enseignement technique de s'adapter aux évolutions des métiers et des emplois en mettant un accent particulier sur la formation des formateurs. Parce que ceux-ci doivent former pour le marché du travail des professionnels d'aujourd'hui, pour des emplois de demain et du futur. Malheureusement, le Gabon, depuis la réforme lancée en 1998 n'a pas pu s'adapter aux réalités technologiques internationales. Ginestié, J. (2007, p.8), dans « Adéquation emploi, qualification, formation, éducation une approche du développement durable », suggère dans l'état actuel de cet ordre d'enseignement au Gabon, qu'il est nécessaire de faire des investissements, certes couteux en équipements, car leurs utilisations ne seraient viables que pour les petits effectifs. Bosqué, C. (2015, p.169), dans « Enquête au coeur des FabLabs, hackerspaces, makerspaces. Le dessin comme outil d'observation », a constaté la croissance du « mouvement maker » et ceci grâce à l'accessibilité du grand public aux machines de fabrication numérique, de même que l'éclosion de plusieurs formes d'organisations «Tiers-lieux», «FabLab», entre autres, qui favorisent « l'apprentissage par la pratique, la décentralisation et le partage de compétences ; l'autoproduction, l'accomplissement personnel par la fabrication et l'émancipation par les techniques numériques », surtout les pratiques de réalisation qui se rapprochent du design, de l'industrie et du prototypage. De ce qui précède, nous pensons que les modèles d'organisation dans les FabLab et autres tiers-lieux peuvent faire l'objet d'une redéfinition, afin d'intégrer très tôt l'enseignement technique et professionnel au Gabon. Parce qu'aujourd'hui, ce concept a déjà touché le milieu industriel et s'est installé dans les entreprises sous d'autres cieux. Il s'agit d'éviter à la longue ce que Burret, A. (2013, p.90), dans « Démocratiser les tiers-lieux », désigne comme « une nouvelle forme d'exclusion appelée fracture digitale », car la particularité de ces lieux hors cadre de formation, ne sont fréquentés que par « des protagonistes - professionnels ou amateurs - qui constituent des collectifs de travail d'un nouveau genre, fortement marqués par la culture numérique ». Comme le montre Jamgotchian, S. (2014, pp.71-93), dans « A propos des tiers-lieux : Travailler au sein de nouveaux espaces d'activités industrieuses », et ainsi que le confirme Akila & Gagnebien (2015, pp.101-114), dans « Les fablabs, étude de cas, le faclab de Cergy-Pontoise à Gennevilliers est-il un lieu d'expérimentation sociale en faveur des jeunes ? », les innovations sociales méritent d'être testées afin d'en évaluer l'impact, parce qu'elles émanent souvent de l'initiative

des usagers (acteurs) et non des institutions. Aussi, ces types d'innovations « ont pour objectif de proposer de nouvelles formes d'apprentissages et de partage de connaissances, si possible de manières originales ». Bouvier-Patron, P. (2015, pp.165-188), dans « FabLab et extension de la forme réseau : vers une nouvelle Dynamique industrielle ? », et surtout Buclet, N. (2015, pp.47-57), mettent en avant l'organisation sociale et le fonctionnement de ces tiers-lieux. Il est aussi fait un rapport à l'amortissement de l'investissement initial de ces lieux qui peuvent aider à faciliter la baisse de coûts des différentes étapes de « conception, prototypage, test de série préindustrielle ». Notre intérêt dans l'apprentissage par modélisation, simulation et prototypage se trouve conforté par la communication de Trivery C. & al. (2015, pp.1-6), dans « Analyse d'un dispositif de type FabLab dans un contexte industriel ». Les auteurs postulent qu'en mettant les acteurs ensemble et en leur offrant un environnement de travail dédié, ils peuvent laisser exprimer leur imagination et déployer l'expression de leurs pensées, parce que nombre d'innovations ou de prototypes ont vu le jour dans ces tiers-lieux. Alors comment ce concept qui a émergé dans les « tiers-lieux » peut-il intégrer l'enseignement technique et professionnel gabonais ? Denis, C. (2013), sur la page web d'Educavox, dans « Comment un FabLab peut favoriser un renouveau pédagogique ? », a exploré « …l'un des usages des FabLabs est la création d'une approche pédagogique expérimentale. Souvent l'apprentissage s'inscrit dans une perspective déductive dans laquelle la leçon précède l'exercice. Le FabLab peut permettre d'entrer dans un autre cycle pédagogique ou l'expérience tactile engage d'abord un processus d'action, de motivation et d'idéation. L'intégration de séquences pédagogiques dans un FabLab peut contribuer à accélérer l'apprentissage par la conjugaison de plusieurs phénomènes… ». Dans le cadre de cette thèse, nous envisageons intégrer une approche FabLab dans les séquences pédagogiques en laissant les apprenants donner libre cours à leur imagination pendant les phases de modélisation et simulation des objets techniques étudiés, jusqu'à la phase de prototypage. Comme l'a écrit Legendre, R. (2006), dans « Dictionnaire actuel de l'éducation », plusieurs modèles pédagogiques ont enthousiasmé le monde. Malheureusement au Gabon, ceux-ci n'ont jamais pu être généralisés, les uns ayant succédés aux autres. Certaines causes apparaissent dans un rapport de l'UNESCO « IBE Working Papers on Curriculum Issues N° 7 », intitulé : « l'approche par compétences en Afrique francophone : quelques tendances » (2008, pp.1-31). Ce document démontre le manque d'adhésion des acteurs locaux aux solutions importées du nord, malgré le soutien des bailleurs de fonds internationaux. Enfin, nous comptons dans le cadre de cette thèse, observer les différentes approches pédagogiques qui peuvent être adoptées par les enseignants, notamment celles mises en oeuvre dans un apprentissage de type modélisation, simulation et prototypage avec une imprimante 3D, visant à atteindre l'objectif de fabrication, lequel est fondé « …sur une conception interactionniste et constructiviste de l'enseignement apprentissage et visant à mettre en relation les apprentissages acquis à l'école avec la réalité sociale… », comme l'a écrit Meziane O. A. A. (2014, p.143), dans « De la pédagogie par objectifs à l'approche par compétences : migration de la notion de compétence ».

Nkedishu, N. V., & Okonta, V. (2023). **Transforming Teaching from Conventional to Digital Learning: Students Sensitivity in Higher Education**. *British Journal of Education*, *11*(4), 18-36. https://doi.org/10.37745/bje.2013/vol11n41836
This study surveyed transforming teaching from conventional to digital learning: student sensitivity in higher education. The study was a descriptive survey which adopted the ex-post-facto design. 378 respondents were selected at random from a population of

24,888, students in Delta State higher education. The study instrument was self-constructed and titled Student Sensitivity to Conventional and Digital Learning System Questionnaire (SSCDLSQ). Face and content validity were employed for the instrument and it was further subjected to Cronbach alpha to establish the reliability and a value of .85 was obtained. Graphical representation to interpret the respondents' information such as gender, academic level, and institution of learning. Research questions were analysed with mean rating and standard deviation. Hypothesis 1 was tested using a t-test. Hypotheses 2 and 3 were tested using ANOVA at a.05 significance level. Findings revealed, among others, that students display positive sensitivity to transforming teaching from conventional to digital learning. The researchers recommended, among others, that teaching should be transformed from a traditional classroom setting to digital learning, particularly for large classes, since it increases reading habits and collaboration.

Ntsiful, A., Kwarteng, M. A., Pilík, M., & Osakwe, C. N. (2023). **Transitioning to Online Teaching During the Pandemic Period: The Role of Innovation and Psychological Characteristics**. *Innovative Higher Education*, *48*(2), 197-218. https://doi.org/10.1007/s10755-022-09613-w
Given the effect of the COVID-19 pandemic, which led to the forced adoption of online teaching in several academic institutions across the world, we set out an objective in this paper to examine salient factors that may affect the decision to use online teaching by faculty members (teaching staff). We propose and validate a model based on an extended innovation diffusion theory and 284 online survey responses from Ghana and find that the attitude towards online teaching is predictably influenced by relative advantage and observability. Contrary to theory, complexity boosts rather than inhibits the attitude towards online teaching. The most salient predictors of willingness to use the mode of online teaching are attitude, observability, institutional trust, and compatibility. We conclude with discussions on the important implications for the scientific community and educational policymakers.

OECD. (2023a). ***Ensuring Quality Digital Higher Education in Hungary***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/ensuring-quality-digital-higher-education-in-hungary_5f44fd6f-en
The emergence of fully online, hybrid and blended forms of higher education has led governments, quality assurance agencies and higher education institutions (HEIs) across the OECD to reflect on how to ensure that digital education provides learners...

OECD. (2023b). ***Is Education Losing the Race with Technology?: AI's Progress in Maths and Reading***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/is-education-losing-the-race-with-technology_73105f99-en
Advances in artificial intelligence (AI) are ushering in a large and rapid technological transformation. Understanding how AI capabilities relate to human skills and how they develop over time is crucial for understanding this process.

Petit, L. (2022). **La rencontre de l'Intelligence artificielle (IA) et de l'esprit critique (EC) : nouveaux enjeux ? nouvelle formation ?** *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8256
Dans quelle mesure les avancées de l'Intelligence artificielle (IA) réinterrogent-elles la formation au développement de l'esprit critique (EC) et, partant, la formation des enseignants ? Après avoir cerné les enjeux posés par cette I-artificialisation dans et de

l'éducation, nous soulignerons l'insuffisance des réponses apportées par les référentiels de compétences ou les approches scientifiques limitées à une ou quelques disciplines. Nous insisterons alors sur les enjeux éducationnels d'une démarche scientifique interdisciplinaire à inculquer le plus tôt possible et aux connaissances nouvelles indispensables à maîtriser en ce siècle de bouleversements techniques et médiatiques accélérés.

Raynault, A., Béland, S., Durand, F., Fernandez, N., & Heilporn, G. (2022). **Évaluer la collaboration en ligne et en présentiel en contexte pédagogique universitaire en mode hybride : analyse de la pertinence d'un questionnaire**. *Mesure et évaluation en éducation*, *45*(1), 37-65. https://doi.org/10.7202/1097152ar
Des universités offrent des cours d'éducation à la collaboration interprofessionnelle en sciences de la santé et, pour faire face aux défis de synchronisation des horaires, de cloisonnement et de communication, plusieurs sont dispensés en mode hybride. Cet article s'intéresse à l'analyse de la qualité métrique d'un questionnaire utilisé en contexte où des équipes interprofessionnelles ont collaboré en ligne et en présentiel dans le cadre d'un cours universitaire hybride en sciences de la santé. Initialement, ce questionnaire a été conçu pour des personnes du monde du travail dans le but d'évaluer les composantes de la collaboration (communication, synchronisation et coordinations explicite et implicite) mobilisées en présentiel. Les résultats des analyses factorielles confirmatoires de second ordre appuient les qualités métriques du questionnaire original. La collaboration en ligne et en présentiel pourraient être mesurées à l'aide de ce questionnaire dans un cours universitaire hybride. L'étude mobilise des connaissances sur l'évaluation de la collaboration, une voie scientifique peu connue à ce jour.

Reyssier, S. D., & Touraille, C. (2023). **Favoriser les activités d'orientation des conseillers en Mission Locale avec l'application-web DiagOriente**. *L'orientation scolaire et professionnelle*, (52/1), 33-61. https://doi.org/10.4000/osp.17151
Les Missions Locales ont pour vocation de faciliter l'orientation et l'insertion socio-professionnelle des jeunes de 16 à 25 ans. Les conseillers·ères qui les suivent, sont aidé·es dans leurs missions par divers outils numériques dont l'application-web DiagOriente qui vise à valoriser les compétences transverses à partir des expériences professionnelles et centres d'intérêts. L'objet de cet article est d'identifier, à partir de cinq entretiens semi-directifs et d'une méthode mise au point précédemment (Reyssier, 2020 ; Touraille & Simonian, 2022), si cette application est « affordante » (Gibson, 1979 ; Simonian, 2022), c'est à dire si elle est perçue immédiatement comme permettant de faciliter l'accompagnement à l'orientation des jeunes. Les résultats montrent que l'orientation est facilitée par cet outil numérique, qui prend en charge une partie de la tâche de guidage de la réflexion des jeunes. Ce gain de temps et de disponibilité offrirait de nouvelles affordances : une individualisation du soutien et/ou la création de nouveaux ateliers collectifs.

Rollin, B. (2023). **L'open-badge comme outil au service de la reconnaissance des compétences transversales : le point de vue des étudiant·es de l'enseignement supérieur**. *L'orientation scolaire et professionnelle*, (52/1), 145-168. https://doi.org/10.4000/osp.17206
La mondialisation ou encore l'importance grandissante des technologies de l'information et de la communication ont profondément transformé nos sociétés. De plus, la récente crise sanitaire a renforcé l'incertitude autour d'un monde en perpétuelle

évolution. Les organisations internationales insistent sur la nécessité d'investir dans l'orientation scolaire et professionnelle en mettant en avant la transformation numérique comme l'une des pistes à suivre. Ainsi, certaines certifications numériques tendent à prendre de plus en plus d'importance, notamment pour répondre à la demande de reconnaissance des compétences transversales. C'est le cas des open-badges au sein des universités francophones. Pourtant l'intérêt pour un tel outil digital reste mal documenté. À partir d'une méthode quantitative, cet article propose donc de revenir sur l'intérêt des étudiant·es de l'enseignement supérieur pour ce nouvel outil numérique. Notre analyse révèle que certaines caractéristiques, comme la motivation des étudiant·es, leur choix de filière d'études ou encore leur rapport aux expériences extracurriculaires, influencent leur niveau d'intérêt.

Roy, N., & Lepage, A. (2023). **L'intelligence artificielle (IA) et le plagiat**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.a280

Saban, A., & Bobillier-Chaumon, M.-É. (2023). **Bilans de compétences en réalité immersive : dépasser les modalités d'accompagnement et de conseil traditionnelles pour améliorer le processus d'orientation professionnelle**. *L'orientation scolaire et professionnelle*, (52/1), 7-31. https://doi.org/10.4000/osp.17080
La question de l'insertion des nouvelles technologies du numérique au cœur du processus de déroulement de l'activité est régulièrement discutée. Et, en matière d'orientation professionnelle, la relation d'accompagnement induite par le bilan de compétences se trouve également confrontée à l'émergence de nouveaux enjeux. En effet, bien qu'encadrée de manière formelle par la loi et l'expertise d'un·e conseiller·ère, la démarche de conseils peut parfois souffrir d'une qualité hétérogène, et par extension devenir lacunaire. Pour autant, l'efficacité du bilan de compétences en tant que tel, ne doit pas être remise en question, mais observée sous l'angle des processus à l'œuvre tout au long de la démarche d'orientation. À ce titre, les réalités immersives offrent des perspectives novatrices et projectives accrues, notamment en ce qui concerne la relation intrapersonnelle des sujets, leur capacité à se réapproprier leurs compétences ainsi que leurs projets professionnels.

Saqr, M., López-Pernas, S., Jovanović, J., & Gašević, D. (2023). **Intense, turbulent, or wallowing in the mire: A longitudinal study of cross-course online tactics, strategies, and trajectories**. *The Internet and Higher Education*, *57*, 100902. https://doi.org/10.1016/j.iheduc.2022.100902
Research has repeatedly demonstrated that students with effective learning strategies are more likely to have better academic achievement. Existing research has mostly focused on a single course or two, while longitudinal studies remain scarce. The present study examines the longitudinal sequence of students' strategies, their succession, consistency, temporal unfolding, and whether students tend to retain or adapt strategies between courses. We use a large dataset of online traces from 135 students who completed 10 successive courses (i.e., 1350 course enrollments) in a higher education program. The methods used in this study have shown the feasibility of using trace data recorded by learning management systems to unobtrusively trace and model the longitudinal learning strategies across a program. We identified three program-level strategy trajectories: a stable and intense trajectory related to deep learning where students used diverse strategies and scored the highest grades; a fluctuating interactive trajectory, where students focused on course requirements, scored average grades, and

were relatively fluctuating; and a light trajectory related to surface learning where students invested the least effort, scored the lowest grades, and had a relatively stable pathway. Students who were intensely active were more likely to transfer the intense strategies and therefore, they were expected to require less support or guidance. Students focusing on course requirements were not as effective self-regulators as they seemed and possibly required early guidance and support from teachers. Students with consistent light strategies or low effort needed proactive guidance and support.

Selwyn, N. (2023). **"There is a danger we get too robotic": an investigation of institutional data logics within secondary schools**. *Educational Review*, *75*(3), 377-393. https://doi.org/10.1080/00131911.2021.1931039
This article examines digital data use within three Australian secondary schools, drawing on in-depth interviews with 50 school staff to explore tensions between: (i) established logics of "data-driven" schooling; and (ii) emerging "datafied" practices associated with digital systems, platforms and devices. Using sociological theorisation of institutional logics, the article examines how promises of digital "dataism" are thwarted by the entrenched temporal organisation of schooling, and teacher-centred understandings of students as coerced subjects. As such, prevailing logics of state bureaucracy and professionalism combine in ways that temper the prospect of individualism, self-regulation, continuous feedback, and other implicit promises of digital data. The paper considers the extent to which school data logics can endure amid the increased digitisation of K-12 education.

UNESCO. Fonds Malala. (2023). ***Closing the gender digital learning divide: how policymakers can address gender-based inequality in digital learning strategies for girls***. Consulté à l'adresse https://assets.ctfassets.net/0oan5gk9rgbh/1rRENxVPVRUdyB1olpOUKh/e982ebc896f01667bdd9766879d35bfa/DigitalLearning_14_FullResolution.pdf

Yan, D. (2023). ***How ChatGPT's automatic text generation impact on learners in a L2 writing practicum: an exploratory investigation***. Consulté à l'adresse https://hal.science/hal-04037687
Technology-enhance language learning has exerted positive effects on the performance and engagement of L2 learners. Since the advent of tools based on recent advancement in artificial intelligence (AI), educators have made major strides in applying state-of-the-art technologies to writing classrooms. In November 2022, an AIpowered chatbot named ChatGPT capable of automatic text generation was introduced to the public. The study tried to apply ChatGPT's text generation feature in a one-week L2 writing practicum. Adopting a qualitative research approach, students' behaviors and reflections were triangulated for the piloting evaluation of the impact of ChatGPT on L2 writing learners. The findings revealed the affordance and potential applicability of the tool in L2 writing pedagogy. Additionally, the tool also showcased an automatic workflow that could maximize the efficiency in composing writing. However, participants generally expressed their concern with its threats to academic honesty and educational equity. The study impelled the reconceptualization of plagiarism in the new era and development of regulatory policies and pedagogical guidance to regulate proper utilization of the tool. Being a pioneering effort, the study accentuated future research directions for more insights into the application of ChatGPT in L2 learning, and the establishment of corresponding pedagogical adjustments.

Zawacki-Richter, O., & Jung, I. (2023). ***Handbook of open, distance and digital education***. Consulté à l'adresse https://doi.org/10.1007/978-981-19-2080-6
Cet ouvrage vise à offrir une vue d'ensemble, la plus exhaustive possible, de l'histoire, de la théorie et des pratiques à tous les niveaux de l'enseignement ouvert, à distance et numérique dans le monde, tout en proposant des discussions approfondies sur divers thèmes et questions. Les multiples contributions abordent leurs sujets aux niveaux macro - systèmes et théories, méso - perspectives institutionnelles, gestion et organisation, et micro - apprentissage et enseignement.

Orientation scolaire et professionnelle

Alon, R., Cinamon, R. G., & Aram, D. (2023). **Working adults' future occupational plans: the contribution of role characteristics, social support, and occupational self-efficacy**. *International Journal for Educational and Vocational Guidance*, *23*(1), 169-189. https://doi.org/10.1007/s10775-021-09496-x
School counselors' occupational plans were investigated in terms of the mediating role of occupational self-efficacy including three antecedents (role clarity, role autonomy, social support) on three outcomes (life satisfaction, job satisfaction, occupational plans) among 483 female Israeli school counselors, aged 26–69. High levels of the three antecedents were associated with high levels of occupational self-efficacy, which in turn was associated with high levels of life and job satisfaction and with counselors' plans to remain in their profession. The antecedents also demonstrated direct effects with job satisfaction. This emphasizes the importance of occupational self-efficacy in counselor retention and its antecedents.

Anderson, V., Mostolizadeh, S., Oranje, J., Fraser-Smith, A., & Crampton, E. (2023). **Navigating the secondary-tertiary education border: refugee-background students in Southern Aotearoa New Zealand**. *Research Papers in Education*, *38*(2), 250-275. https://doi.org/10.1080/02671522.2021.1961300
Access to tertiary education is a challenge for many people from refugee-backgrounds. In Aotearoa New Zealand (NZ), resettled refugees are entitled to access education alongside other New Zealanders, and NZ's resettlement policy material recognises education as a key pillar of resettlement. However, refugee-background students are not recognised as 'priority learners' in education policy, so educational institutions are not required to report on refugee-background students' educational access or outcomes. At all levels of the education system, teaching and support practices for refugee-background students vary widely. Many barriers hamper refugee-background students' access to and success in tertiary education. However, refugee-background students are also necessarily-skilful border navigators. In this paper, we share data from an in-progress participatory action research project based in southern NZ that involves collaborating with refugee-background students at the secondary-tertiary education border. After describing the project, its rationale, and our theoretical framework, we draw on insights from seven of the students to illustrate how students represented educational navigation in NZ: as a resistance project, a subterranean project, and a relational project. We conclude by suggesting some implications from our study for research, policy and practice in education.

Ayoobzadeh, M., Lyons, S., & Schweitzer, L. (2023). **Career expectations of international and domestic students in Canada**. *International Journal for Educational and Vocational Guidance*, *23*(1), 77-96. https://doi.org/10.1007/s10775-021-09504-0
Recruitment of high-quality international students requires meeting their career-related needs. The present study compares the career expectations of international students from various origins with those of their domestic peers. Data were collected from 23,950 students in Canadian Universities, 3020 of whom were international students. Results indicated that while international and domestic students had the same top work attributes and career goals, there were significant differences between them across indicators. Similarly, international students from various origins had the same top priorities, with significantly different expectations. Implications for theory and practice are discussed.

Basiglio, S., Del Boca, D., & Pronzato, C. (2023). ***The Impact of the « Coding Girls » Program on High School Students' Educational Choices*** (Working Paper N° 2023-006). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2023-006.htm
This paper evaluates the impact of « Coding Girls » , an educational enrichment program designed to address the underrepresentation of women and girls in the fields of science, technology, engineering, and math (STEM) in Italy by stimulating young female studentsâ€™ interest in programming and science and encouraging them to consider careers in STEMrelated fields. Implemented in ten secondary schools in Turin (Italy) over the period 2019- 2022, the Coding Girls program provided lab-based computer programming instruction as well as introductory talks on specific topics in STEM. The program was evaluated by randomized controlled trial. Our results show that Coding Girls had a significant and positive impact on male and female studentsâ€™ programming skills and on their awareness of gender differences in the workforce. However, it did not seem to affect girlsâ€™ aspirations to pursue higher education in STEM-related disciplines. The gender stereotypes children are exposed to from a very young age tend to steer girls and young women to the humanities. This bias is deeply entrenched and difficult to modify.

Blanchard, M., Déage, M., & Saccomanno, B. (2023). **Orientation et usage des ressources numériques des lycéen·nes : une pratique classante ?** *L'orientation scolaire et professionnelle*, (52/1), 87-117. https://doi.org/10.4000/osp.17046
Dans le cadre de l'orientation dite « active », les lycéen·nes sont appelé·es à s'informer sur les différentes opportunités qui s'offrent à elles et eux. Si le rôle que jouent les paliers d'orientation dans la production des inégalités en matière de trajectoire scolaire est connu, les modalités concrètes à travers lesquelles les élèves s'informent restent moins étudiées. En particulier, la façon dont ils et elles mobilisent les ressources numériques a jusqu'alors peu été analysée. À partir d'une enquête par questionnaire conduite en 2021-2022 auprès de 766 élèves de deux lycées du Sud-Ouest, complétée par des entretiens, on se propose d'interroger les sources d'informations des lycéen·nes dans leur orientation, de la Seconde à la Terminale, et la place qu'y occupent les ressources numériques. Les usages des élèves sont analysés à travers le prisme du genre et de l'origine sociale, dans l'objectif de voir si l'accès à ces nouvelles ressources renforce, ou au contraire atténue, les clivages existant en termes d'accès à l'information et plus généralement de pratiques liées à l'orientation.

Chen, C. P., & Doherty, H. (2023). **Enhancing the career development of rural youth**. *International Journal for Educational and Vocational Guidance*, *23*(1), 97-109. https://doi.org/10.1007/s10775-021-09507-x
The career development experiences of rural youth are worthy of specialized attention from career counsellors. While rural youth share many commonalities with their urban counterparts, the rural experience presents distinctions that can influence their life-career decisions. To support career decision-making, career counsellors should be aware of how local economies, access to post-secondary education, and limited career exploration services shape the rural youth experience. Furthermore, counsellors must also consider the relationship between rurality and identity, and recognize how rural youth confront and negotiate this tension as they explore career options. Both theoretical and applied implications for supporting rural youth are discussed.

Daverne-Bailly, C. (2023). **L'accompagnement à l'orientation en lycée : entre engagement des acteurs et inégalités**. *Éducation et sociétés*, *49*(1), 167-183. https://doi.org/10.3917/es.049.0167
L'article interroge la manière dont les acteurs professionnels des établissements publics locaux d'enseignement (EPLE) mettent en œuvre la réforme du lycée et la loi orientation et réussite des étudiants, comment ils s'en emparent, s'engagent en termes d'accompagnement à l'orientation et de réduction des inégalités d'orientation. Il montre que ces acteurs –qui, pour nombre d'entre eux tout à la fois résistent aux directives nationales et s'engagent– ne partagent pas tous la même conception de ce sur quoi doit se focaliser l'action en matière d'orientation au sein des lycées. Quatre conceptions (informer, guider, compenser les inégalités et apprendre à se connaître) se dégagent de l'analyse de 19 entretiens semi-directifs menés avec des acteurs professionnels, complétée par celle de 755 questionnaires auxquels ont répondu des étudiants de licence 1. L'article conclut par l'existence d'inégalités d'orientation à l'intérieur même des EPLE.

Daverne-Bailly, C., Grenier, V., & Li, Y. (2023). **Orientation, numérique et pandémie : expériences et points de vue rétrospectifs d'étudiants de licence 1**. *L'orientation scolaire et professionnelle*, (52/1), 119-144. https://doi.org/10.4000/osp.17175
L'article porte sur l'expérience de l'orientation du lycée vers l'enseignement supérieur, dans un contexte de réformes éducatives et de pandémie. De l'analyse des données qualitatives et quantitatives recueillies auprès d'étudiants de licence 1, il ressort d'abord que les plateformes numériques mises à la disposition des jeunes sont pléthoriques, jugées utiles mais paradoxalement peu mobilisées, et ne préjugent en rien de la capacité à construire un projet d'orientation. Il ressort ensuite que l'utilisation de la plateforme Parcoursup cristallise les angoisses des élèves et des familles, en lien notamment avec un accompagnement décrit comme essentiellement procédural, un algorithme perçu comme opaque ou encore la crainte de faire des « mauvais » choix. Il ressort enfin que l'articulation entre orientation, numérique et pandémie est particulièrement fragile, les jeunes étant sensibles à un accompagnement personnalisé et en face-à-face. Nos résultats montrent que, dans un contexte donné, l'usage du numérique ne contribue guère au bien-être des jeunes et à la réduction des inégalités d'orientation.

Debs, M., Kafka, J., Makris, M. V., & Roda, A. (2023). **Happiness-Oriented Parents: An Alternative Perspective on Privilege and Choosing Schools**. *American Journal of Education*, *129*(2), 145-176. https://doi.org/10.1086/723066

Purpose: Research on privileged parents, defined here as those with the economic, social, and educational resources to navigate school choice processes to their advantage, often depicts such parents as anxious about maintaining social mobility, leading them to "opportunity hoard" desirable or academically competitive schools in ways that exclude other families. In contrast, we identify a subset of privileged parents in urban settings that we term "happiness-oriented parents" who seek schools that prioritize their child's social-emotional happiness. Research Methods: Using a qualitative meta-analysis combining seven studies conducted by the authors in New York City; Hartford, Connecticut; and a small East Coast city between 2012 and 2021, we reanalyzed interview data from semistructured interviews with 106 privileged parents who have the ability to access and navigate a range of school choice options. Findings: We found a happiness orientation in a diverse group of privileged parents (40% identified as Black, Latinx, Asian American, or multiracial, and the remaining 60% were white). Although these parents were choosing a range of school options in different contexts and they identified different criteria as important to cultivating happiness, they consistently (1) centered happiness, (2) chose for social-emotional and noncompetitive academic factors, and (3) saw this choice as different from the norm. Implications: In identifying this repeated but understudied phenomenon, we consider that happiness-oriented parents' choices might affect a range of education policy changes and outcomes. In the case of our studies, we examine the potential of these parents as allies in school integration efforts.

Dionne, P., Desrochers, F., Milot-Lapointe, F., & St-Cyr, G. (2023). **Recours au numérique lors d'interventions d'aide à l'emploi ou d'orientation en groupe : transformation des services et enjeux de justice sociale**. *L'orientation scolaire et professionnelle*, (52/1), 63-86. https://doi.org/10.4000/osp.16989
Plusieurs spécialistes de l'orientation ont été contraints, pendant la pandémie, de suspendre leurs activités de groupe en présentiel et d'opter pour des interventions de counseling de carrière groupal sur plateforme numérique. Or, le contexte précipité dans lequel cette télépratique a émergé a pu mener à une implantation hétérogène de services en ligne. Pour recenser ces services et pratiques d'intervention de groupe en télépratique dans les organismes d'aide à l'emploi au Québec, une enquête par questionnaire et des groupes de discussion ont été organisés. Les résultats obtenus, analysés selon l'approche par les capabilités, révèlent que la télépratique groupale constitue une avenue prometteuse pour soutenir le développement progressif de compétences numériques, mais qu'elle soulève des enjeux centraux à considérer pour favoriser un accès juste aux services d'orientation et d'emploi. Certaines inégalités sociales semblent effectivement exacerbées par les inégalités numériques, notamment celles découlant de ressources informatiques limitées ou d'une faible littératie numérique.

Duperouzel, L. C. (2023). **Pavers of the way: Enablers to a lived calling in an Australian context**. *International Journal for Educational and Vocational Guidance*, *23*(1), 191-217. https://doi.org/10.1007/s10775-021-09503-1
The aim of this paper is to identify and explore 'enablers' to a lived calling: those people, things or events that pave the way for individuals to live their calling. These enablers emerged from a study of sixty-five Australian respondents across a range of industries. The results of the research, which utilised the grounded theory research methodology and collected data using semi-structured interviews, showed that the most prominent

enablers to a lived calling were: (1) embracing opportunities and making the most of them; (2) support from others; (3) self-confidence/belief; (4) education and financial resources; (5) luck and (6) experience.

Dupray, A., Mazari, Z., & Robert, A. (2023). **La crise a-t-elle bousculé les parcours professionnels des trentenaires ?** *Céreq Bref*, (435), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2023-03/Bref435_web.pdf
Comment la vie professionnelle des jeunes trentenaires, « noyau dur » de la population active occupée, a-t-elle été affectée par la crise sanitaire de 2020 ? Les résultats de l'enquête Génération : Covid et après? permettent de documenter les situations différenciées de ces actifs face à la crise. Stabilisés dans leur emploi ou en statut précaire, en poste dans des secteurs exposés ou non, parents ou sans enfants : comment ces jeunes salariés ou indépendants ont-ils traversé la crise ?

Grandazzi, A., & Senn, J. (2023, mars 15). **Après la thèse, pourquoi faire un postdoctorat ?** Consulté 16 mars 2023, à l'adresse The Conversation website: http://theconversation.com/apres-la-these-pourquoi-faire-un-postdoctorat-199359
Un contrat postdoctoral peut être l'occasion pour un jeune universitaire de compéter son profil de recherche et d'étoffer son réseau. Extraits d'un ouvrage fondé sur des avis de jeunes docteurs.

Green, Z. A. (2023). **Strengthening career adaptation among school teachers in Pakistan: Test of strengths-based career intervention imparted through emotionalized learning experiences**. *International Journal for Educational and Vocational Guidance*, *23*(1), 43-75. https://doi.org/10.1007/s10775-021-09502-2
This study demonstrated that the Exemplary Teaching intervention offered to Pakistan's school teachers through the emotionalized learning experiences (ELE) format fared better than that offered through the teacher-centered methodology as regards the development of career adaptability, teaching self-efficacy, and work engagement from Time 1 to Time 2. Analyses to explore the development of career variables from Time 2 to Time 4 revealed that only the teachers who were offered the ELE intervention effectively engaged in step-by-step career construction over the academic year. Theoretical contributions of the results and implications for offering future career interventions amid COVID-19 are also discussed.

Johnson, M. C., Gibbons, M. M., Sexton, K., Hardin, E., & Bagwell, L. (2023). **Understanding group leader affect as a factor for career education programming**. *International Journal for Educational and Vocational Guidance*, *23*(1), 131-147. https://doi.org/10.1007/s10775-021-09508-w
The purpose of this study was to explore how group leader affect impacted facilitation of a career education program. Through a case study design, data were gathered via focus groups and blog posts from 16 program staff members. Five major themes were derived, highlighting group leader affect and experience: Emotions During Intervention, Flexibility, Student Engagement and Connections, Support from Program Staff, and School Culture. The findings encouraged career educators to remain flexible when delivering programming, to consider regular evaluations of affect throughout career programming, and to acknowledge the reciprocity of engagement, affect, and programmatic buy-in between facilitators and participants.

Ketonen, E. E., Hienonen, N., Kupiainen, S., & Hotulainen, R. (2023). **Does classroom matter? - A longitudinal multilevel perspective on students' achievement goal orientation profiles during lower secondary school**. *Learning and Instruction*, *85*, 101747. https://doi.org/10.1016/j.learninstruc.2023.101747
The present study adds to earlier person-oriented research by investigating differences in students' achievement goal orientation (AGO) profiles and their development using a simultaneous consideration of classroom patterns with longitudinal multilevel methods. The sample of almost 10,000 lower secondary school students, representing over 600 classrooms, was surveyed on their AGOs in the 7th and 9th grade. Multilevel latent profile analyses (MLPAs) and transition analysis (MLTA) revealed similar student profiles in AGOs in both grades: success-oriented, moderate multiple goals and avoidance-oriented, as well as two classroom types: success-oriented and mixed orientation classrooms with varied relative proportions of different student-level profiles and patterns of likely transitions. Stability of profiles was more typical than change. Maladaptive transitions were related to lower, and stable and adaptive transitions to higher GPA in the end of 9th grade. In success-oriented classrooms, it was more common to maintain or adopt the success-orientation across lower secondary school compared to the other classroom type.

Morgan, B., Teye-Kwadjo, E., Asumeng, M., Rabie, S., Naidoo, A. V., & de Bruin, G. P. (2023). **Psychometric properties of the African Career Interest Inventory in Ghana**. *International Journal for Educational and Vocational Guidance*, *23*(1), 219-248. https://doi.org/10.1007/s10775-021-09499-8
This study set out to investigate the psychometric properties of the African Career Interest Inventory (ACII) in Ghana. The ACII is an interest measure developed in South Africa that operationalises Holland's model of vocational personality/interest types. We obtained 617 responses to the ACII from university students at a university in Ghana. Most of the items showed satisfactory fit to the Rasch model with only a few items showing poor fit. The ACII scale scores showed good reliability and the randomisation test of hypothesised order relations and covariance structure modelling supported circumplex structure of these scale scores. Implications for theory and practice are provided.

Muzaffar, H. (2023). **Does passion ignite intentions? Understanding the influence of entrepreneurial passion on the entrepreneurial career intentions of higher education students**. *International Journal for Educational and Vocational Guidance*, *23*(1), 111-130. https://doi.org/10.1007/s10775-021-09500-4
Passion can affect university students' career intentions; however, research about how and through which pathways entrepreneurial passion influences entrepreneurial career intentions is limited. Following work on entrepreneurial passion, entrepreneurial cognition, and the theory of planned behavior present study develop and test a model of entrepreneurial passion, entrepreneurial self-efficacy, entrepreneurial attitude, and entrepreneurial career intentions. Results, based on the analysis of data collected from 409 respondents, showed that entrepreneurial passion positively affect students' entrepreneurial intentions. Further, results indicate that entrepreneurial passion positively influences entrepreneurial self-efficacy and entrepreneurial attitude, which in turn, shapes entrepreneurial career intentions.

Nikel, Ł. (2023). **Exploring occupational aspirations of school-age children by fluid intelligence, gender and grade**. *International Journal for Educational and Vocational Guidance*, *23*(1), 1-18. https://doi.org/10.1007/s10775-021-09497-w
The present study explored the occupational aspirations of school-age children (N = 394) comparing differences by gender, level of intelligence and grade level. Results indicated that girls' aspirations were more realistic, intrinsically motivated, prosocial and inclusive of higher education than those of boys. Moreover, a higher level of intelligence only from the fourth grade and 10 years of age was associated with higher education aspirations. These results suggest that in choosing occupational aspirations, children from the fourth grade (aged 10–11) may begin to be guided by intellectual abilities. The contribution of these results to career development theories is discussed.

Nunès, É. (2023, mars 13). **Sur Parcoursup, le projet de formation motivé, incontournable mais à usage variable**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/03/13/sur-parcoursup-le-projet-de-formation-motive-incontournable-mais-a-usage-variable_6165229_4401467.html
Les lycéens en terminale ont jusqu'au 6 avril pour finaliser leur dossier et envoyer leurs lettres de motivation argumentées. Les enseignants du supérieur recommandent aux lycéens de ne pas faire l'impasse.

Rault, C. L. (2022). ***Le temps des concours : enjeux et effets d'un dispositif de réorientation vers les formations paramédicales, mis en place à l'université pour les étudiants de la première année commune des études de santé*** (Phdthesis, Université de Picardie Jules Verne). Consulté à l'adresse https://theses.hal.science/tel-04048249
La Première Année Commune des Études de Santé ou PACES est entrée en vigueur à la rentrée 2010. Cette réforme prévoyait également de faciliter la réorientation pour lutter contre l'échec en première année. Le caractère obligatoire de la réorientation intervenait dès les épreuves du premier semestre et concernait les étudiants classés dans les derniers 15%, non autorisés à poursuivre leur année. Le travail de thèse vise à explorer les différentes dimensions d'un dispositif spécialement conçu pour la réorientation des étudiants vers les professions paramédicales pendant le second semestre universitaire. Dans une démarche compréhensive, la recherche s'attache à saisir les mécanismes de mise en place de stratégies des acteurs institutionnels d'une part. D'autre part, elle vise à éclairer le contexte multifactoriel des propriétés socio-scolaires et de la trajectoire de l'étudiant qui influent sur son échec en PACES et sur une poursuite d'études dans le domaine de la santé. Les résultats montrent que le parcours de préparation aux concours paramédicaux accueille une population étudiante avec une surreprésentation féminine, des prérequis scolaires insuffisants pour espérer poursuivre au second semestre et une origine sociale modeste par rapport aux étudiants autorisés à poursuivre un cursus médical. Les apports et les effets de ce dispositif ont permis aux étudiants de se projeter dans un autre métier pour « rester dans le domaine de la santé » et envisager la poursuite de leurs études. Ces résultats méritent d'être analysés dans leur articulation avec les stratégies institutionnelles. La mise en place à l'université d'un dispositif de réorientation vers les formations paramédicales répond à un premier enjeu institutionnel qui est d'organiser le flux des étudiants exclus. Un autre enjeu est d'envisager la formation de futurs professionnels de santé pour assurer la division du travail médical dans le système de santé. Enfin, ce parcours intervient comme un complément dans un contexte de développement, de mutualisation et de diversification de l'offre de formation pour les Campus santé

Reyssier, S. D., & Touraille, C. (2023). **Favoriser les activités d'orientation des conseillers en Mission Locale avec l'application-web DiagOriente**. *L'orientation scolaire et professionnelle*, (52/1), 33-61. https://doi.org/10.4000/osp.17151
Les Missions Locales ont pour vocation de faciliter l'orientation et l'insertion socio-professionnelle des jeunes de 16 à 25 ans. Les conseillers·ères qui les suivent, sont aidé·es dans leurs missions par divers outils numériques dont l'application-web DiagOriente qui vise à valoriser les compétences transverses à partir des expériences professionnelles et centres d'intérêts. L'objet de cet article est d'identifier, à partir de cinq entretiens semi-directifs et d'une méthode mise au point précédemment (Reyssier, 2020 ; Touraille & Simonian, 2022), si cette application est « affordante » (Gibson, 1979 ; Simonian, 2022), c'est à dire si elle est perçue immédiatement comme permettant de faciliter l'accompagnement à l'orientation des jeunes. Les résultats montrent que l'orientation est facilitée par cet outil numérique, qui prend en charge une partie de la tâche de guidage de la réflexion des jeunes. Ce gain de temps et de disponibilité offrirait de nouvelles affordances : une individualisation du soutien et/ou la création de nouveaux ateliers collectifs.

Saban, A., & Bobillier-Chaumon, M.-É. (2023). **Bilans de compétences en réalité immersive : dépasser les modalités d'accompagnement et de conseil traditionnelles pour améliorer le processus d'orientation professionnelle**. *L'orientation scolaire et professionnelle*, (52/1), 7-31. https://doi.org/10.4000/osp.17080
La question de l'insertion des nouvelles technologies du numérique au cœur du processus de déroulement de l'activité est régulièrement discutée. Et, en matière d'orientation professionnelle, la relation d'accompagnement induite par le bilan de compétences se trouve également confrontée à l'émergence de nouveaux enjeux. En effet, bien qu'encadrée de manière formelle par la loi et l'expertise d'un·e conseiller·ère, la démarche de conseils peut parfois souffrir d'une qualité hétérogène, et par extension devenir lacunaire. Pour autant, l'efficacité du bilan de compétences en tant que tel, ne doit pas être remise en question, mais observée sous l'angle des processus à l'œuvre tout au long de la démarche d'orientation. À ce titre, les réalités immersives offrent des perspectives novatrices et projectives accrues, notamment en ce qui concerne la relation intrapersonnelle des sujets, leur capacité à se réapproprier leurs compétences ainsi que leurs projets professionnels.

Santilli, S., Di Maggio, I., Ginevra, M. C., Nota, L., & Soresi, S. (2023). **Stories of courage in a group of asylum seekers for an inclusive and sustainable future**. *International Journal for Educational and Vocational Guidance*, *23*(1), 149-168. https://doi.org/10.1007/s10775-021-09495-y
Asylum seekers experience conditions of social disadvantage, poor labor market outcomes, and low-paid jobs. Therefore, vocational guidance and career counseling must function as a supportive social practice for asylum seekers giving voice to them and focusing on their strengths, such as courage. The present study examined the personal stories of courage of 71 asylum seekers who migrated to Italy. Results highlight situations characterized by undignified living conditions, dehumanizing transitions, and barriers imposed on future aspirations. These voices could become a significant starting point to consider asylum seekers' future in the perspective of an inclusive and sustainable future.

Teye-Kwadjo, E. (2023). **Psychometric properties of the Job Search Behaviour Index (JSBI) in recent university graduates: a Rasch analysis**. *International Journal for Educational and Vocational Guidance*, *23*(1), 249-270. https://doi.org/10.1007/s10775-021-09501-3
School-to-work transition is a crucial period in the life of young adults, when they begin to realise their career aspirations. Yet, only a few young Ghanaian graduates find jobs one year after completing school. Understanding job search behaviour of graduates in Ghana would require a valid and reliable measure. This study evaluated the psychometric properties of the Job Search Behaviour Index (JSBI) using Rasch analysis. Data were from 429 recent graduates. Rasch analysis showed that the JSBI-7 was unidimensional and locally independent. There was no noticeable differential item functioning across gender. JSBI-7 is a promising measure for use in Ghana.

Woo, H., Heo, N., Jang, H., & Jang, Y. (2023). **Parental and school factors on American high school students' academic and career intentions in STEM fields**. *International Journal for Educational and Vocational Guidance*, *23*(1), 19-42. https://doi.org/10.1007/s10775-021-09498-9
This study examined the significance of parental and school factors on academic and career intentions in STEM fields, using Social Cognitive Career Theory (SCCT) among 301 American high school students. The Parent Career Behavior Checklist, Delaware School Climate Scale, and a STEM career questionnaire created for this study were administered. Hierarchical regression analyses indicated that parental (i.e., father's education) and school (i.e., math class satisfaction, fairness) factors explained significant variance in students' academic/career intentions in math and science, demonstrating the importance of contextual factors, which are included in the SCCT model but often excluded in STEM-oriented SCCT research.

Politique de l'éducation et système éducatif

Abou El Khair, C. (2023, mars 15). **Le boom de l'apprentissage est-il artificiel ?** Consulté 16 mars 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/boom-de-lapprentissage-artificiel/00106268
Les aides financières à l'embauche des apprentis expliquent en grande partie la hausse record de cette forme d'emploi observée depuis 2020.

Acton, R., Orr, C., & Rogers, S. (2023). ***Returns to School Spending in Rural America: Evidence from Wisconsin's Sparsity Aid Program*** (IZA Discussion Paper N° 15915). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15915.htm
We study the effects of increased school spending in rural American school districts by leveraging the introduction and subsequent expansion of Wisconsin's Sparsity Aid Program. We find that the program, which provides additional state funding to small and isolated school districts, increased spending in eligible districts by 2% annually and that districts primarily allocated funds to areas with low baseline budget shares. This increased spending has little effect on standardized test scores, but modestly increases college enrollment and completion for students with a low likelihood of attending or completing college.

Alì, M. (2023). ***Autochtonie et question éducative dans les Outre-mer: une enquête comparative en Guyane et en Polynésie française***. Consulté à l'adresse https://hal.science/hal-01956915
Comment s'organise-t-elle l'éducation au sein des communautés autochtones de l'outre-mer français ? Est-elle compatible avec la scolarisation républicaine ? Quelles politiques publiques peut-on envisager pour garantir l'inclusion des peuples natifs dans le système éducatif national ? Cet ouvrage veut répondre à ces questions d'une très grande actualité en présentant une analyse anthropologique de l'éducation chez deux peuples natifs : les Wayana-Apalaï, dans le secteur amazonien de la Guyane, et les Enata, dans l'archipel des Marquises, en Polynésie française. À partir des données recueillies grâce à un travail ethnographique de longue durée, l'auteur présente ici une analyse systématique de l'activité éducative en milieu domestique dans les deux communautés : la parentalité, les interactions entre pairs, le rôle de la famille élargie, les attitudes envers l'école. Cette comparaison montre que, mutatis mutandis, les stratégies éducatives desdits autochtones de la République ont été modelées par les contraintes propres à la dynamique postcoloniale et aux impératifs imposés par l'économie de marché, amplifiés par l'éloignement par rapport aux centres de décision et par l'isolement géographique. Ces communautés avec une forte identité culturelle essayent encore aujourd'hui de s'adapter à un système scolaire qui reste, par son caractère ultramarin, périphérique et marginalisé, miné par des infrastructures défaillantes et par des logiques centralistes (et ethnocentriques). Avec une préface de Rodica Ailincai (Université de la Polynésie française)

Azeem, M., Jamil, I., Khan, M. B., & Jamil, R. (2022). **A Perspective of International Ph.D. Education in China**. *International Journal of Business, Economics and Management Works (IJBEMW)*, *9*(12), 1. https://doi.org/10.5281/zenodo.7526504
Studying abroad is a unique opportunity since it aims at extending the students' scope and level of learning and comprehension of diverse cultures. Exposure to international learning leads the students to develop their language and verbal skills. Simultaneously, it motivates them to construct their viewpoint as well as, an insight into the multicultural comprehension of their discipline. Thus, developing and grooming their personality, proving significant in their future endeavors. China has become one of the popular choices for foreigners aiming to pursue higher studies. The strength of students selecting China as their host is increasing annually under the Chinese scholarship council and other bilateral scholarships. This article provides a detailed overview of the foreign doctoral scholar's experience of research and learning environment in China. A meticulous comparison has been drawn to appreciate the substantial endeavors of the Ministry of Education China to project cultural learning and education. Moreover, China's outlook and contributions to providing generous learning opportunities are commendable. China has opened new horizons for the talented students of developing countries, especially Belt Road Initiative (BRI) partners. Amid the pandemic enrollment across the globe has changed drastically. As a foreign Ph.D. candidate studying nuclear engineering program, the author would share his research experience and culminate by humbly suggesting a few constructive points to further make the foreign research experience effective for overseas students.

Ballo, S. (2022). ***Résistances dans la réappropriation de la réforme Approche par Compétences dans l'enseignement secondaire au Mali*** (Phdthesis, Université de Picardie

Jules Verne ; Université des lettres et des sciences humaines de Bamako). Consulté à l'adresse https://theses.hal.science/tel-04048267
Cette thèse s'intéresse aux résistances des acteurs de l'éducation nationale malienne face à une prescription internationale qu'est la réforme Approche par Compétences (APC) au niveau de l'enseignement secondaire du Mali. Pour ce faire, elle se base sur une recherche documentaire et une enquête de terrain dont le guide d'entretien adressé aux chefs d'établissement et le questionnaire administré auprès des enseignants constituent des instruments de collecte de données. Les résistances issues des résultats des recherches constituent des attitudes de loyauté et des blocages envers l'application de la réforme APC. Cette thèse contribue à mettre en lumière que lorsque les réformes sont prescrites au niveau international, les acteurs nationaux, en évitant l'affrontement au travers des oppositions manifestes (exit et voice) face aux prescripteurs extérieurs, résistent passivement et de manière cachée au travers des attitudes de loyauté et celles qui sont défavorables à leur application

Bamberger, A., Yan, F., & Morris, P. (2023). **Adapting 'internationalization' to integrate 'troublesome' minorities: higher education policies towards Hong Kong and East Jerusalem**. *Journal of Education Policy*, *38*(2), 254-276. https://doi.org/10.1080/02680939.2021.2002419
We analyze the policies of China and Israel towards students from Hong Kong and East Jerusalem respectively. We demonstrate that they are treated as International students and subject to a form of 'internationalization' designed to consolidate national forms of identity and extend state control over 'troublesome' minorities within the nation state. This domestic adaptation of the structures designed to support internationalization within Universities, through which the state deploys higher education as a tool of 'soft power' to control parts of the nation, operates within a broader program of 'internal colonization' that is neither well developed in the literature nor explained by prominent typologies of internationalization.

Barringer, S. N., Leahey, E., & Salazar, K. (2020). **What Catalyzes Research Universities to Commit to Interdisciplinary Research?** *Research in Higher Education*, *61*(6), 679-705. https://doi.org/10.1007/s11162-020-09603-x
For decades, science policy has been promoting interdisciplinary research (IDR), but universities have not responded uniformly. To explain this variation, we integrate insights from the organizational literature, especially research on microfoundations, and highlight the role of both administrators and faculty. We collect and, with the help of machine learning, code vast amounts of textual data from 156 universities nationwide to measure universities' structural commitment to IDR as well as key explanatory variables, including top-down administrative support for, and bottom-up faculty engagement with, IDR. We integrate these measures with extant data from the Survey of Earned Doctorates, Higher Education R&D Expenditures Survey, NIH, NSF, and IPEDS to analyze how internal university dynamics influence the degree to which a university commits to IDR. Our results reveal that the level of structural commitment to IDR differs at universities with and without medical schools, as do the precursors to this commitment. At universities with medical schools, we find that bottom-up engagement is positively associated with structural commitment to IDR, and that status moderates the relationship between top-down administrative support and structural commitment to IDR. For universities with low levels of supportive administrative discourse status significantly impacted their structural commitment to IDR. At universities without medical schools, top-down support and

bottom-up engagement are interrelated and mutually reinforcing such that universities with high levels of both administrative support and interdisciplinary research grants have higher levels of structural commitment to IDR. We discuss the implications of these findings for university administrators, policy makers, and researchers.

Bassi, M., Dinarte-Diaz, L., Ferreyra, M. M., & Urzua, S. (2023). ***What Makes a Program Good? Evidence from Short-Cycle Higher Education Programs in Five Developing Countries*** (CESifo Working Paper Series N° 10255). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10255.htm
Short-cycle higher education programs (SCPs) can play a central role in skill development and higher education expansion, yet their quality varies greatly within and among countries. In this paper we explore the relationship between programs' practices and inputs (quality determinants) and student academic and labor market outcomes. We design and conduct a novel survey to collect program-level information on quality determinants and average outcomes for Brazil, Colombia, Dominican Republic, Ecuador, and Peru. Categories of quality determinants include training and curriculum, infrastructure, faculty, link with productive sector, costs and funding, and practices on student admission and institutional governance. We also collect administrative, student-level data on higher education and formal employment for SCP students in Brazil and Ecuador and match it to survey data. Using machine learning methods, we select the quality determinants that predict outcomes at the program and student levels. Estimates indicate that some quality determinants may favor academic and labor market outcomes while others may hinder them. Two practices predict improvements in all labor market outcomes in Brazil and Ecuador—teaching numerical competencies and providing job market information—and one practice—teaching numerical competencies—additionally predicts improvements in labor market outcomes for all survey countries. Since quality determinants account for 20-40 percent of the explained variation in student-level outcomes, quality determinants might have a role shrinking program quality gaps. Findings have implications for the design and replication of high-quality SCPs, their regulation, and the development of information systems.

Bastian, K. C., & Fuller, S. C. (2023). **Late but Right on Time? School Start Times and Middle Grade Students' Engagement and Achievement Outcomes in North Carolina**. *American Journal of Education*, *129*(2), 177-203. https://doi.org/10.1086/723063
Purpose: We assess whether school start times predict the engagement and achievement outcomes of middle grades students. Our focus on middle grades is important because biological changes in sleep often begin when adolescents are in middle school and because middle school is a time when more students struggle academically. Research Methods/Approach: We use 6 years (2011–12 through 2016–17) of statewide administrative data from North Carolina to assess how school start times predict the school attendance, disciplinary records, and test scores of middle grades (6–8) students. We estimate a range of models—school fixed effect, student fixed effect, propensity score—and include a rich set of covariates to isolate the impact of start times. Findings: Our school engagement results are somewhat inconsistent but suggest that later start times predict a reduction in absences and suspensions. Later start times consistently predict higher test scores in mathematics and reading. Subgroup analyses return mixed results regarding which students benefit more from later middle school start times. Implications: Our results emphasize the broader connections between health and academic outcomes and indicate that policy makers should delay start times for middle

grades students. States can instigate start time changes by incentivizing districts to delay or requiring that districts delay start times. Districts can independently delay their start times. In doing so, it is important that district officials take time to build support for the policy change and think comprehensively about the start times of all—elementary, middle, and high—district schools.

Bédard, M. (2023). **Le Conseil supérieur de l'éducation et les enjeux de scolarisation selon le genre au Québec**. *Éducation et sociétés*, *49*(1), 97-114. https://doi.org/10.3917/es.049.0097
Le Conseil supérieur de l'éducation au Québec est comme un témoin et un interprète de l'évolution des enjeux de scolarisation selon le genre, analysés ici dans un corpus de 17 de ses publications. Le Conseil s'est d'abord montré prudent durant les années 1960 sur les façons de différencier ou non les parcours scolaires des filles et des garçons. La décennie suivante, il a amorcé un virage égalitaire sous l'influence des mouvements féministes. Ses recommandations incitaient les filles et les femmes à améliorer leur statut socioprofessionnel et les établissements à les soutenir. À compter des années 1990, il s'est préoccupé des difficultés observées dans la scolarisation masculine. Pour nuancer des lectures susceptibles de remettre en question l'égalité en progression, il a cherché à mieux cibler les groupes en difficultés tout en maintenant ses perspectives égalitaires.

Bekkouche, Y., Houngbedji, K., & Koussihouede, O. (2023). ***Rainy days and learning outcomes: Evidence from sub-saharan Africa*** [Working Paper]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/halwpaper/hal-03962882.htm
We combined information on daily rainfall at school locations and standardized test scores to study how learning outcomes at primary schools are affected by precipitation during school days in Sub-Saharan Africa. Our results suggest that student test scores are lower in schools that are exposed to more rainy days during the academic year. Students in locations that had more rainy school days are also more likely to experience grade repetition. We tested the mechanisms through which rainfall affects learning outcomes in our study area and found that teachers are more likely to be absent in locations with more rainy school days. We discuss the implications of these results and draw attention to policy options to mitigate learning loss during rainy school days.

Ben Hamouda, L. (2023a, mars 23). **Les internats font-ils réussir les élèves ?** Consulté 29 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/23/les-internats-font-ils-reussir-les-eleves/
Le développement des internats favorise t-il la réussite scolaire ? On se rappelle la publicité faite auprès des « internats d'excellence » et de celui de Sourdun. Au-delà de la communication ministérielle, on savait peut de choses sur les effets réels de l'internat. Cela alors que les familles s'interrogent avant d'envoyer un enfant loin d'elles. Audrey Farges…

Ben Hamouda, L. (2023b, mars 27). **Claude Lelièvre : Trois heures hebdomadaires hors disciplines ? Cinquante ans après…**. Consulté 27 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/27/claude-lelievre-trois-heures-hebdomadaires-hors-disciplines-cinquante-ans-apres/
Pour les 50 ans des 10% de DHG qu'a tenté d'initier Joseph Fontanet en 1973 – idée reprise en 2015 par Najat Vallaud-Belkacem – l'historien Claude Lelièvre revient sur ces

trois heures d'enseignements non disciplinaires qui ont toujours suscité la méfiance des syndicats. Il y a tout juste cinquante ans, le 27 mars 1973,…

Ben Hamouda, L. (2023c, mars 27). **Le Sénat réagit au rapport de la cour des comptes sur les élèves allophones**. Consulté 27 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/27/248828/
A la suite de la publication du rapport de la cour des comptes sur la scolarisation des élèves allophones, le Sénat retient quatre constats – partagés par le rapporteur spécial de la mission « Enseignement scolaire » Gérard Longuet. « Premièrement, la scolarisation de ces élèves est mal connue, les données concernant les élèves comme les professeurs…

Ben Hamouda, L. (2023d, mars 31). **Le Sénat repart à l'assaut de l'EMC**. Consulté 31 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/31/le-senat-repart-a-lassaut-de-lemc/
Quelques mois après la publication du rapport Piednoir – Cabanel sur l'enseignement moral et civique (EMC), une proposition de loi en tire les conséquences. Elle prévoit la réécriture des programmes pour réduire l'EMC à la connaissance des institutions et à la participation aux cérémonies avec les politiques. Adieu l'éducation de l'esprit critique ou le développement…

Bettencourt, G. M., Wells, R. S., Auerbach, S. M., Fermann, J. T., & Kimball, E. (2023). **How STEM Undergraduates Choose, Navigate, and Integrate Interdisciplinarity in College and Beyond**. *The Journal of Higher Education*, *94*(2), 174-199. https://doi.org/10.1080/00221546.2022.2131964
Higher education has increasingly been called upon to develop interdisciplinary programs — particularly in STEM fields — that prepare students to address multi-faceted, real world problems. While the tensions between disciplinary cultures and interdisciplinary programs have been previously studied, relatively little is known about the experiences of students in interdisciplinary programs. In this grounded theory study, we interviewed 45 STEM students and alumnx from an interdisciplinary program at a public research institution to examine how individuals understand and integrate interdisciplinary perspectives into their academic pathways. Our findings demonstrate that participants moved through stages of interdisciplinarity regarding choice, navigation, and integration.

Bonnaud, K. (2023). **Des jeux d'alliances éducatives sur un territoire rural. Une étude d'impact dans le cadre de la réforme des rythmes scolaires**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11716
Cet article propose d'éclairer les jeux d'alliances éducatives à l'œuvre lors de la mise en œuvre de la réforme des rythmes scolaires de 2013 en milieu rural. À partir d'une étude d'impact comme démarche d'accompagnement au changement et du cadre d'analyse de la sensibilité du territoire éducatif partagé, nous cherchons à comprendre en quoi et comment des alliances éducatives se créent ou pas et si oui, à quel degré et pour quelle pérennité. Nos résultats mettent au jour des alliances graduées et présentant des frontières plus ou moins poreuses selon l'échelle territoriale considérée. Nous terminons par des éléments de prospective quant au devenir de ces alliances au regard de la situation pandémique pour esquisser un horizon en faveur d'un futur éducatif local souhaitable.

Bordes, E. (2021). ***La Conférence des Présidents d'université (1969-2007). Une socio-histoire du gouvernement des universités*** (Phdthesis, Université Toulouse 2 - Le Mirail). Consulté à l'adresse https://theses.hal.science/tel-04025361
Cette thèse propose une socio-histoire d'une organisation, la Conférence des présidents d'université, de sa naissance dans le sillage de la loi Faure en 1968 jusqu'à la loi LRU de 2007. Présidée par le ou la ministre durant cette période, elle se situe, par sa position, à l'interface entre le champ universitaire et le champ du pouvoir sur l'enseignement supérieur. Ce travail cherche en croisant une sociographie des présidents, une étude organisationnelle, et des points sur leurs mobilisations collectives permet donc de comprendre comment l'évolution de la capacité d'intervention de la CPU est corrélée à une transformation de la configuration universitaire française et la mise en avant en son sein de l'échelle de l'établissement comme pivot de l'action publique.

Bottiani, J. H., Kush, J. M., McDaniel, H. L., Pas, E. T., & Bradshaw, C. P. (2023). **Are We Moving the Needle on Racial Disproportionality? Measurement Challenges in Evaluating School Discipline Reform**. *American Educational Research Journal*, *60*(2), 293-329. https://doi.org/10.3102/00028312221140026
Challenges in the measurement of racial disparities in school discipline are a significant barrier to identifying policy and programmatic reforms that are effective at closing gaps. This article reviews key measurement issues and presents a set of empirical analyses as an illustrative case study. Specifically, we reframe the interpretation of discipline data in light of initiatives designed to reduce racial discipline disparities. We also characterize common metrics and recognize several additional ones for use in discipline disproportionality outcome evaluations. Leveraging a statewide policy reform as an example, we report findings from a quasi-experimental evaluation, which demonstrated that the various metrics can point to differing conclusions. We conclude with proposed guiding principles for the selection and use of discipline disproportionality metrics in evaluations.

Bracco, J., Ciaschi, M., Gasparini, L., Marchionni, M., & Neidhöfer, G. (2022). ***The impact of COVID-19 on education in Latin America : long-Run implications for poverty and inequality***. Consulté à l'adresse https://openknowledge.worldbank.org/server/api/core/bitstreams/f9ea6a8d-a74a-5009-8fc6-80c300d60f64/content

Burde, D., Coombes, A., de Hoop, T., Haddad, Y., Udayakumar Holla, C., Lahmann, H., & Ring, H. (2023). ***Forced displacement and education : building the evidence for what work: case study summary***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/099183102142314063/pdf/P16713608e166a00309cef0bec6a1bb0916.pdf

Bureau de l'UNESCO à Bangkok. (2023). ***Learner-centred teaching in technical and vocational education and training: perspectives and reviews of six Asia-Pacific countries***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000384610?posInSet=2&queryId=N-1521c305-62f9-4aff-a33f-e60111eea430
Une approche centrée sur l'apprenant dans l'enseignement et la formation techniques et professionnels (EFTP) repose sur l'engagement des élèves, l'autonomie et les activités

axées sur les résultats. Ce rapport analyse la mise en œuvre d'une pédagogie centrée sur l'apprenant dans six pays de la région Asie-Pacifique : Chine, République de Corée, Samoa, Sri Lanka, Thaïlande et Ouzbékistan. En conclusion, les auteurs proposent : 1) de soutenir les réformes nationales de la pédagogie à partir des résultats des projets pilotes ; 2) d'accroître la communication entre les élèves et les enseignants ; 3) de produire du matériel d'apprentissage adapté ; 4) d'utiliser les nouvelles technologies ; 5) de mettre en œuvre un apprentissage basé sur les compétences ; 6) d'améliorer l'enseignement et l'évaluation des compétences fondamentales et transversales dans l'EFTP ; 7) de développer les compétences des enseignants.

Butzbach, M. (2023, février 27). **Fermetures de classes : la démographie justifie-t-elle tout ?** Consulté 27 mars 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.

Castaingts, É. (2022). **UPE2A, OEPRE : derrière les sigles, l'accueil des migrants à l'école**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 21-29. https://doi.org/10.4000/hommesmigrations.14514
Dernières dénominations officielles en date, les sigles UPE2A (Unité pédagogique pour élèves allophones arrivants) et OEPRE (Ouvrir l'École aux parents pour la réussite des enfants) désignent respectivement les dispositifs à destination des élèves allophones arrivants, et des parents allophones nouvellement arrivés ou qui vivent leur premier contact avec l'École française par la scolarisation d'un de leurs enfants. L'analyse de la mise en place de ces dispositifs dans un collège REP+ de la Marne conduit à relever une augmentation des pratiques innovantes et des projets liés au plurilinguisme et à l'interculturalité.

CEDEFOP. (2023). **Travailler ensemble pour un EFP attractif, inclusif, innovant, réactif et flexible**. *Note d'information*. Consulté à l'adresse https://www.cedefop.europa.eu/files/9180_fr.pdf
Cette note d'information présente les différents domaines de réforme dans le même ordre que la recommandation en matière d'enseignement et de formation professionnels (EFP) en Europe. Rendre l'EFP réactif et résilient et adapter l'offre aux besoins dynamiques du marché du travail est la priorité des pays de l'Union européenne (UE). Dix-huit pays réexaminent ou vont réexaminer et moderniser les normes, programmes et stages de formation afin de mieux les adapter à la demande du marché du travail et aux besoins des individus. Dix-huit pays soulignent l'importance des compétences transversales et de base. Seize pays intégreront les compétences numériques dans leurs programmes d'EFP, tandis que douze œuvreront en faveur de la transition verte.

Christe, C. (2023). **Les « curriculums réels » d'une école supérieure en danse contemporaine**. *Sciences sociales et sport*, *21*(1), 105-128. https://doi.org/10.3917/rsss.021.0105
Les savoirs transmis lors de l'apprentissage de la danse contemporaine sont multiples : ce ne sont pas seulement les techniques physiques qui sont enseignées, mais également

de véritables modes de vie. Ainsi, des pratiques de gestion corporelle comme l'alimentation ou les soins s'ajoutent à des interactions relationnelles spécifiques entre membres de l'école. Ces savoir-être permettent aux danseuse•eur•s en formation de se placer dans le champ des arts vivants contemporains grâce à un style de vie distinctif, qui constitue une ressource face aux coûts de la vocation artistique et sportive.

Clerc, P. (2023, mars 28). **La classe : une forme scolaire dépassée ?** Consulté 29 mars 2023, à l'adresse The Conversation website: http://theconversation.com/la-classe-une-forme-scolaire-depassee-201029
La salle de classe telle qu'on le connaît s'est construite au XIXe, en lien avec les pédagogies de l'époque. Or le monde a complètement changé. Pourquoi les modèles scolaires peinent-ils à évoluer ?

Commission européenne. Direction générale éducation, jeunesse, de Witte, K., François, M., & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2023). ***Covid-19 learning deficits in Europe: analysis and practical recommendations analytical report***. Consulté à l'adresse https://eenee.eu/wp-content/uploads/2023/03/AR04_EENEE_Final-report_EAC-with-identifiers-1.pdf
Ce rapport fournit une analyse complète des recherches sur les effets de la Covid-19 sur les résultats des élèves en Europe. La première partie traite des effets de la COVID-19 sur les résultats scolaires et brosse un tableau général de la situation et des mécanismes qui sous-tendent les différences entre les pays. La deuxième partie se concentre sur les inégalités au sein de chaque pays. Elle examine les différences entre les élèves afin de comprendre quels facteurs sont corrélés aux pertes d'apprentissage importantes ou à une détérioration de la santé mentale. La troisième partie porte sur les implications politiques et analyse cinq recommandations à court et à long terme.

Cooper, A. R. (2023). **Disrupting normal: A time for educational leadership to confront more than the pandemic**. *Management in Education*, *37*(2), 101-103. https://doi.org/10.1177/08920206211003888

Cour des comptes. (2023). ***La scolarisation des élèves allophones*** (p. 115). Consulté à l'adresse Cour des comptes website: https://www.ccomptes.fr/system/files/2023-03/20230315-Scolarisation-eleves-allophones.pdf
| L'obligation d'instruction est désormais en vigueur en France pour les jeunes de trois à 16 ans et une obligation de formation existe de 16 à 18 ans pour les jeunes qui ne sont pas en emploi. Ces règles s'appliquent également aux nouveaux arrivants, même ceux dont la langue maternelle n'est pas le français. Pour donner aux élèves allophones les mêmes chances de réussite qu'aux autres, il est nécessaire de prévoir des dispositifs spécifiques de soutien, en particulier linguistique, en tout cas dans une phase initiale. Le sujet apparait particulièrement sensible en Guyane et à Mayotte, compte tenu de la démographie, de l'importance des flux migratoires et de l'existence de plusieurs langues maternelles autres que le français. Ce rapport vise à apprécier la manière dont le dispositif de scolarisation des enfants allophones s'organise sur le terrain, ainsi que l'efficacité des dépenses et leur évaluation, au regard de l'objectif de la réussite de tous les élèves.

Croguennec, Y. (2023). **Prévisions d'effectifs d'élèves du premier degré : la baisse des effectifs devrait se poursuivre jusqu'en 2027**. *Note d'Information*, (23.10). https://doi.org/10.48464/ni-23-10

Cunningham, C. (2023). **School leadership, female empowerment and China's Rise**. *Management in Education*, *37*(2), 104-106. https://doi.org/10.1177/0892020621999676

Dannesboe, K. I., Westerling, A., & Juhl, P. (2023). **Making space for 'learning': appropriating new learning agendas in early childhood education and care**. *Journal of Education Policy*, *38*(2), 302-320. https://doi.org/10.1080/02680939.2021.1979659
Early learning agendas are currently being introduced in early childhood education and care (ECEC) by transnational organizations such as the EU and OECD. In this paper, we focus on Denmark, where such agendas interweave with a pedagogical tradition emphasizing a child-centered approach and children's play. Based on ethnographic research, we explore learning agendas as part of practice in ECEC centers, pursuing the situated meanings of a learning program as part of everyday practice in ECEC centers from three different perspectives: of children, professionals and managers. Informed by psychological and anthropological traditions, this design employs an agentic stance and conceptualizes children, professionals and managers as subjects actively contributing to the co-creation, transformation and translation of policies in everyday contexts. Key findings suggest that the appropriation of national and international learning agendas in ECEC settings characterized by local traditions is an ambiguous process. On the one hand, the learning program's structure can support existing professional practices and traditions. On the other hand, the program's focus on learning goals and evaluation practices reduces the focus on pedagogy and supports administrative and political logics, which in turn marginalizes important knowledge about children and their engagements.

Dauphant, F., Evain, F., Guillerm, M., Simon, C., & Rocher, T. (2023). **L'indice de position sociale (IPS) : un outil statistique pour décrire les inégalités sociales entre établissements**. *Note d'Information*, (23.16), 1-4. https://doi.org/10.48464/ni-23-16
L'indice de position sociale (IPS) d'un collège est un indicateur qui résume les conditions socio-économiques et culturelles des familles des élèves qu'il accueille.

Daverne-Bailly, C. (2023). **L'accompagnement à l'orientation en lycée : entre engagement des acteurs et inégalités**. *Éducation et sociétés*, *49*(1), 167-183. https://doi.org/10.3917/es.049.0167
L'article interroge la manière dont les acteurs professionnels des établissements publics locaux d'enseignement (EPLE) mettent en œuvre la réforme du lycée et la loi orientation et réussite des étudiants, comment ils s'en emparent, s'engagent en termes d'accompagnement à l'orientation et de réduction des inégalités d'orientation. Il montre que ces acteurs –qui, pour nombre d'entre eux tout à la fois résistent aux directives nationales et s'engagent– ne partagent pas tous la même conception de ce sur quoi doit se focaliser l'action en matière d'orientation au sein des lycées. Quatre conceptions (informer, guider, compenser les inégalités et apprendre à se connaître) se dégagent de l'analyse de 19 entretiens semi-directifs menés avec des acteurs professionnels, complétée par celle de 755 questionnaires auxquels ont répondu des étudiants de licence 1. L'article conclut par l'existence d'inégalités d'orientation à l'intérieur même des EPLE.

Delahaye-Le Mault, A., Bluntz, C., & Boulet, P. (2023). **La mobilité géographique à l'entrée dans l'enseignement supérieur**. *Note d'information - Enseignement supérieur et Recherche*, (2023-03), 1-9. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-03/ni-sies-2023-03-26945.pdf
À la rentrée 2020, presque un néo-bachelier sur cinq change d'académie au moment de son entrée dans l'enseignement supérieur. Si être très bon élève et avoir une mention au baccalauréat favorise la mobilité, le principal facteur de mobilité reste la possibilité de poursuivre dans la formation de son choix. Le taux de néo-bacheliers mobiles est particulièrement élevé dans les académies de Grenoble, Amiens et Limoges.

Di Gioacchino, D., Sabani, L., & Usai, S. (2023). ***Why does education expenditure differ across countries? The role of income inequality, human capital and the inclusiveness of education systems*** (Working Papers in Public Economics N° 236). Consulté à l'adresse University of Rome La Sapienza, Department of Economics and Law website: https://econpapers.repec.org/paper/sapwpaper/wp236.htm
This paper provides a simple model of hierarchical education to study the political determinants of the public education budget and its allocation between different stages of education (basic education and advanced education). The model integrates private education decisions by allowing parents, who are differentiated according to income and human capital, to opt out of the public system and enrol their offspring at private universities. Majority voting decides the size of the budget allocated to education and the expenditure composition. The model exhibits a potential for multiple equilibria and « low education » traps. Income inequality, the distribution of the adult population's human capital and the inclusiveness of the education system play a fundamental role in deciding the equilibrium public education budget and its allocation between different tiers of education. The main predictions of the theory are broadly consistent with cross-country evidence collected for OECD countries and help to explain why some OECD countries, such as Italy, seem to remain stuck in a « low education » equilibrium.

Díaz, J. B., & Gagnon, A. (2023). ***Planning to fulfil the right to education: methodological guidelines and toolkit***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000384568/PDF/384568eng.pdf.multi
Les lignes directrices et la boîte à outils, initialement conçues pour aider les États dans le processus de planification, s'adressent principalement aux planificateurs, aux gestionnaires et aux décideurs de l'éducation au niveau national. Elles accompagnent les acteurs éducatifs dans la compréhension et l'analyse de la compatibilité de leurs documents de planification ou de programmation avec les obligations et les engagements internationaux synthétisés par les Principes d'Abidjan. Elles visent à décrire les différents outils opérationnels pour aider les acteurs de l'éducation à collecter et à analyser les efforts mis en place pour garantir le droit à l'éducation.

Dinarte-Diaz, L., Ferreyra, M. M., Melguizo, T., & Sanchez, A. (2023). ***The Contribution of Short-Cycle Programs to Student Outcomes: Evidence from Colombia*** (CESifo Working Paper Series N° 10262). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10262.htm
Short-cycle higher education programs (SCPs), lasting two or three years, capture about a quarter of higher education enrollment in the world and can play a key role enhancing workforce skills. In this paper, we estimate the program-level contribution of SCPs to

student academic and labor market outcomes, and study how and why these contributions vary across programs. We exploit unique administrative data from Colombia on the universe of students, institutions, and programs to control for a rich set of student, peer, and local choice set characteristics. We find that program-level contributions account for about 60-70 percent of the variation in student-level graduation and labor market outcomes. Our estimates show that programs vary greatly in their contributions, across and especially within fields of study. Moreover, the estimated contributions are strongly correlated with program outcomes but not with other commonly used quality measures. Programs contribute more to formal employment and wages when they are longer, have been provided for a longer time, are taught by more specialized institutions, and are offered in larger cities.

Direction générale de l'éducation, de la jeunesse, Jongbloed, B., McGrath, C., Boer, H. de, & Gayardon, A. de. (2023). ***Final report of the study on the state and effectiveness of national funding systems of higher education to support the European universities initiative. Volume I***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/885757
This study analyses the implementation of performance-based funding (PBF) systems in the 27 EU Member States and evaluates their impact. Furthermore, it seeks to understand how and to what extent national (PBF) funding schemes can be used to support transnational university alliances, as initiated under the European Commission's European Universities Initiative (EUI) in 2019. Recommendations are provided on how to best use performance-based funding to achieve policy objectives support European Universities alliances at national level.

Direction générale de l'éducation, de la jeunesse, PPMI, Burneikaitė, G., Pocius, D., Potapova, E., Valasevičienė, S., … Ravioli, S. (2023). ***The road towards a possible joint European degree: identifying opportunities and investigating the impact and feasibility of different approaches : final report***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/945147
This study aimed to explore how a possible joint European Degree could be implemented, including an assessment of the impact and feasibility of different approaches. The study began in April 2021 and was implemented while discussions about the idea of a possible joint European Degree were evolving at the European level. A Recommendation on building bridges for effective European higher education cooperation and Council conclusions on a European strategy empowering higher education institutions for the future of Europe was adopted by the Council on 5 April 2022. The Council Conclusions on a European strategy empowering higher education institutions for the future of Europe invites "Member States and the Commission, in line with their respective competences and with due regard for the principle of subsidiarity, to support alliances of higher education institutions, such as the 'European Universities', to explore common criteria that could lead to a potential European label for joint programmes. Later on, the possible design and delivery, on a voluntary basis, at national, regional or institutional level, of joint degrees at all levels, based on these co-created European criteria, could be envisaged, in accordance with the existing instruments of the Bologna Process. This process should occur in close cooperation with national authorities, alliances of higher education institutions and stakeholders."

Eze, S. (2023). **Conflicts Management through On-line Education among China's Universities During the COVID 2019**. *British Journal of Education*, *11*(4), 1-17. https://doi.org/10.37745/bje.2013/vol11n4117
Conflicts are ubiquitous in many fields, including higher education. This present study is focused on a higher education institution with Chinese characteristics involved in the occurrence of conflicts every now and then. During the pandemic of COVID 2019, university authorities have taken strict countermeasure to prevent the epidemic from affecting campus life, but conflicts have […]

Fields, B., & Brint, S. (2023). **The Disruption in U.S. Public Higher Education Enrollments, 2009–2019: Sources of Inter-State Variation by Tier**. *The Journal of Higher Education*, *94*(2), 256-285. https://doi.org/10.1080/00221546.2022.2082787
The trend toward continuous expansion of U.S. post-secondary enrollments was reversed in the 2010s. Using pooled state-level data in between-within models, we examine public higher education enrollment trends during the 2009–2019 period. We emphasize variation in the net associations of covariates by tiers. State economic conditions showed stronger net associations with regional comprehensive and community college enrollments than with research university enrollments. The proportion of 19–25 year-olds in the state population showed stronger net associations on research university enrollments than on enrollments in other sectors. The effects of state-level inequality, under-represented group populations, and Republican-controlled states also varied by tier in ways that align with the dominant orientations among conservative elites. Inequality and Republican Party preferences showed net negative associations with community college enrollments, while the proportion of under-represented groups in the 19–25 population showed net negative associations with research university enrollments.

Foimapafisi, T., & Raudonyter, I. (2023). ***Utilisation des données d'évaluation des apprentissages pour la planification de l'éducation en Afrique subsaharienne: une analyse comparative***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000384558/PDF/384558fre.pdf.multi
La crise mondiale de l'apprentissage, aggravée par la pandémie de COVID-19, est particulièrement aiguë en Afrique subsaharienne. Face à cette réalité, les ministères de l'éducation et les partenaires doivent se concentrer sur le renforcement des capacités nécessaires pour mettre en œuvre, comprendre et utiliser les données d'évaluation des apprentissages afin d'informer la planification de l'éducation pour transformer l'alphabétisation et l'apprentissage. Analyser les résultats des élèves est essentiel pour mesurer l'ampleur de la crise de l'apprentissage et la performance globale des systèmes éducatifs. Au sein d'un même pays, plusieurs types d'évaluations menées à grande échelle coexistent généralement : les tests internationaux (PISA-D ou TIMSS, par exemple) ; les évaluations régionales (comme le PASEC ou le SEACMEQ en Afrique) ; les évaluations nationales, propres à chaque pays. Fondée sur les résultats d'une recherche de l'IIPE menée en Gambie, au Ghana, en Guinée, en Namibie, au Sénégal et en Zambie, la publication explore les dynamiques complexes de l'utilisation des données d'apprentissage. Elle propose également des recommandations spécifiques.

Garcia, E. G., & Rolls, N. (2023). **Self-Realization and Self-Control Society: Colombian Higher Education System**. *Journal of Hispanic Higher Education*, *22*(2), 233-248. https://doi.org/10.1177/15381927221105613

The article analyzes the elements defined in Colombia as relevant to evaluate higher education (HE) quality. Using a literature review as the main source of information, this article reveals the way in which the HE system is a vehicle for a society of self-control and self-realization. Likewise, the implications for different actors involved in the HE system are discussed and the question of whether the interests of governments, institutions, and students are actually being served is posited.

Gasman, M., Johnson, M., Gonzalez, S., & Blake, D. (2023). **Not a Priority: Faculty Diversity in Law Schools**. *Innovative Higher Education*, *48*(2), 285-308. https://doi.org/10.1007/s10755-022-09618-5
In this paper, we examine the relationships between overall institutional faculty diversity and law student diversity at institutions with Top 14 law schools and Association of American Universities (AAU) member institutions with law schools over the past decade. We chose to examine these institutions because they are arguably the most influential and have the greatest likelihood to produce students who become university professors (Gasman, 2022). In addition, their graduates are more likely to become prominent judges, politicians, and attorneys (Deo, 2019). The paper includes 12 major findings, including: Diversity at higher ranking law schools shows more law student diversity in contrast to law schools that are ranked lower. It appears that law students of color tend to attend higher ranked law schools as a preference upon decision to attend law school.

Glazer, J. L., Shirrell, M., Duff, M., & Freed, D. (2023). **Beyond Boundary Spanning: Theory and Learning in Research-Practice Partnerships**. *American Journal of Education*, *129*(2), 265-295. https://doi.org/10.1086/723061
Purpose: The article examines the conditions by which research alliances (RAs) can support district officials in learning how to design and manage more equitable education systems. Special attention is given to the role of theoretically driven research in facilitating learning and the accumulation of expert knowledge. Methods: Results are informed by a 4-year comparative case study involving two established RAs that operated in urban settings. Data included 110 semistructured interviews with RA researchers and staff, district officials, and other stakeholders; observations of social interactions between RA and district staff; and analysis of RA materials, including research reports. Findings: Results suggest that district learning is aided by theoretically driven research that enables practitioners to learn from the clash between their implicit theories and the results surfaced by RA inquiry. Findings further suggest that to support the incremental accumulation of knowledge, RA and district managers need to construct a working field-level theory of improvement that guides inquiry into specific projects and that draws connections among district programs that might otherwise seem unrelated. Implications: Our analysis suggests that for RAs to support districts in learning how to design more equitable systems, they must engage in theoretically driven work that draws connections between the theories of action that inform individual programs and broader theories of improvements. This will require RAs to enhance the theoretical rigor of their work and to enter into more interdependent relationships with districts.

Guevara, J., & Cardini, A. (2023). **Early childhood education and care in South America — a new curricular wave?** *Journal of Education Policy*, *38*(2), 321-341. https://doi.org/10.1080/02680939.2021.2000035
In recent decades, a global consensus has emerged that acknowledges that Early Childhood Education and Care (ECEC) requires systemic, cross-sectoral approaches. In

this context, integrated early childhood approaches are flourishing in South America. Although these policies have been successful in many aspects, ECEC provision in the region continues to be fragmented. In this exploratory article, we analyse the role of ECEC curricula in the conceptual integration of ECEC systems in South America. We focus on the 'regulative intent' of curriculum frameworks to explore the extent to which these policy instruments support systemic change. Our analysis draws on an extensive revision of documentary sources and interviews with key local informants in Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru and Uruguay. We reconstruct the institutional architecture of ECEC provision in each country and examine curricula against this background. Our findings highlight the emergence of a new curricular wave in the region that contributes to integrated approaches. Recent curriculum frameworks move away from sectoral intents and towards more comprehensive and cohesive regulative intents. We call for a reconceptualisation of ECEC curricula from a whole-systems perspective that supports the holistic nature of the education and care of young children.

Gupta, A. (2023). **Exposing the "shadow": an empirical scrutiny of the "shadowing process" of private tutoring in India**. *Educational Review*, *75*(3), 394-410. https://doi.org/10.1080/00131911.2021.1931038
A growing body of research shows that private tutoring is a globally pervasive phenomenon. A common way in which tutoring provisions are defined is with the use of the metaphor "shadow education", signifying that tutoring centres "shadow" formal schools. Despite the popularity of this metaphor in the field, how "shadowing" occurs as a process and what implications this process has for formal schooling and society have seldom been put through empirical scrutiny. To redress this gap in the literature, this article draws on the data produced through an ethnography of schooling in Dehradun (India) between 2014–15. The discussion on specific ways in which the institutional arrangement of private tutoring aligns with that of formal schooling reveals the socio-educational embeddedness of private tutoring within the mainstream schooling experience in India. The article argues that "shadowing" is not a neutral process, it is executed tactically and strategically with an aim to provide private tutoring a valued, legitimised, and competitive space in an increasingly marketised education sector. Importantly, this analysis of "shadowing" exposes problematic practices within formal schooling and suggests that by mirroring these practices in its structure, private tutoring reproduces social inequality. The insights into understanding the "shadowing process" that this article offers may be of value to the analysis of the organisational arrangements of tutoring businesses within India and in other societies. Through demonstrating that tutoring is part of everyday schooling, this article makes a case for recognising it as integral to mainstream education in India.

Hartney, E., Axe, J., & Borkowsky, K. (2023). **A grounded theory of educational leadership development using generative dialogue**. *Management in Education*, *37*(2), 85-92. https://doi.org/10.1177/0892020621999680
The aim of this research was to develop a grounded theory of educational leadership development, using generative dialogue (GD), as an approach to initiating and maintaining professional growth in school principals/vice principals in an urban school district in a relatively affluent region of Western Canada. In Wave I, GD interviews were conducted by a team of consultants, and anonymous data were voluntarily submitted to the research team (n = 37). In Wave II, confidential, one-on-one, audio-recorded

virtual interviews were conducted with five participants. Data were transcribed and analysed using grounded theory. The grounded theory model integrated the findings from Wave I and Wave II. There were three final overarching themes: environment, relationships, and leadership. Professional growth was evident when a GD approach was used that emphasized both positive communication and self-reflection. Relationships were supported by a focus on safety and reflected honesty, which led to a positive school culture, while leadership was facilitated through supports and the supervisor role and led to improved accountability. In conclusion, GD serves a useful purpose for facilitating professional growth in educational leaders, but should be supplemented with other evidence-based approaches to meet school leaders' broader professional development needs, and goals of school improvement. Applicability and limitations of the study are discussed.

Ho, H. X., & Le, A. N. H. (2023). **Investigating the relationship between benevolent leadership and the organizational citizenship behaviour of academic staff: The mediating role of leader-member exchange**. *Management in Education*, *37*(2), 74-84. https://doi.org/10.1177/0892020620980000
While research on the relationship between leadership and organizational citizenship behaviours (OCBs) is well-established, empirical knowledge on the influence of benevolent leadership on OCBs through the mediating role of leader-member exchange, particularly in the context of educational management, remains scarce. Moreover, discussion is still limited on benevolent leadership in a Confucian-based culture like Vietnam, as well as the distinction between the two types of academic staff OCBs, namely OCBs directed to the organization (termed as OCBO) and OCBs directed to individuals (termed as OCBI). Based on survey data collected from 333 lecturers in Vietnamese universities, the analysis results confirm the mediating effect of leader-member exchange on the linkages from benevolent leadership to both OCBO and OCBI. University leaders with benevolence can motivate academic staff to engage in extra-role behaviours that benefit not only the organization but also other colleagues and students through nurturing a good quality leader-member exchange.

Hordósy, R. (2023). **'I've changed in every possible way someone could change' – transformative university transitions**. *Research Papers in Education*, *38*(2), 187-207. https://doi.org/10.1080/02671522.2021.1961296
Drawing on a longitudinal research project that followed the undergraduate entrants of 2013 into, and through their university time, this paper provides a novel conceptualisation of transformative transitions via looking at the four dimensions of non-linearity, multiplicity, diversity and structure. To do so, it builds on Archer's (2000, 2003, 2012) relational realist approach and work on reflexivity to show how students select and merge a diverse set of personal concerns to arrive at a modus vivendi. This capstone paper closes a series of publications from a four-year tracking study that collected interview data from a diverse group of 40 students on a yearly basis (n1=40, n2=40, n3=38, n4=33) at an English northern red brick university. The paper explores the changing focus of student experiences, from the social aspects of acclimatisation, to learning to be academic, and finally, becoming a graduate. The results presented here also point to the structural enablements and constraints that higher education institutions and policymakers should mitigate in responding to the inequalities of access and experience. In the context of a large-scale societal crisis, such as the ongoing pandemic, it is key that we understand how university can remain a transformative experience for all students.

Igodoe, A. A. (2023). **Mobiliser les mères pour promouvoir la scolarisation des filles au Niger : l'expérience des associations des mères éducatrices à Dosso**. *Éducation et sociétés*, *49*(1), 47-59. https://doi.org/10.3917/es.049.0047
L'implication des mères de famille dans la scolarisation des filles est au centre de l'article à travers la mise en place des associations des mères éducatrices (AME) dans les écoles. Dans le cadre d'une enquête dans la région de Dosso au Niger entre 2015-2017, trois associations des mères éducatrices ont été étudiées à travers des entretiens avec des enseignants et directeurs d'écoles et des agents de l'inspection scolaire. Ces échanges ont révélé que plusieurs activités menées par les mères de famille portent sur la santé, l'hygiène, le suivi scolaire des enfants et bénéficient en cela à l'ensemble des élèves. Par ailleurs, le rôle des mères dans la scolarisation des filles s'inscrit dans une perspective ambivalente, car tout autant qu'elles souhaitent renforcer les rôles sociaux de sexe des filles, elles veulent aussi leur insuffler un esprit d'autonomie. Enfin, la participation des mères à l'école est au cœur de conflits entre femmes et se heurte aux rapports de pouvoirs entre les sexes.

Jaafar, S. B., Bodolica, V., & Spraggon, M. (2023). **Understanding the International Baccalaureate as an emerging field of research: a systematic literature review using bibliographic coupling**. *Educational Review*, *75*(3), 535-557. https://doi.org/10.1080/00131911.2021.1924122
The academic literature pertaining to the discipline of international education acknowledges that the International Baccalaureate (IB) programme is expanding globally. Given the growing influence of the IB on international schooling, our study seeks to map the field of IB research drawing on a systematic review of 295 documents published from January 1967 through August 2018. Specifically, we conducted a bibliographic coupling analysis on the identified sample of IB-related literature. The results allowed us to unveil the most influential articles, academic outlets, and scholars along with some rankings, networks of collaborators, and bundles of contributions to the specialised literature. Our review uncovered three main research clusters that have formed in the IB field, including "growing the IB brand", "student success for the IB", and "the international identity of the IB". This bibliographic analysis is important for both offering insight into the intellectual structure of the field and assisting with the identification of new research directions within the IB domain that warrant further scholarly consideration.

Jacquemin, M., Mondain, N., & Goudiaby, J.-A. (2023). **Repenser l'accompagnement scolaire des filles au Sénégal : la Maison de l'éducation à Ziguinchor comme dispositif de (re)mise à l'école**. *Éducation et sociétés*, *49*(1), 131-147. https://doi.org/10.3917/es.049.0131
Malgré les progrès réalisés en matière de parité filles-garçons dans l'accès et le maintien à l'école en Afrique, des inégalités persistent comme au Sénégal où les normes sociales de genre dominantes exposent davantage les filles que les garçons au cumul de sollicitations familiales et sociales, entre travail rémunérateur et travail domestique. Plutôt que de se limiter, comme la plupart des programmes en place, à retenir dans le système scolaire des élèves à risque de décrochage ou à favoriser l'accès à l'école des filles dès le plus jeune âge, le dispositif de la Maison de l'éducation (MDE), mis en place depuis 2014 à Ziguinchor par l'association Futur au présent, vise, en les accompagnant durant tout le cycle élémentaire, à permettre le retour à l'école publique de filles qui en sont

déjà sorties ou d'un âge trop avancé pour y entrer normalement. Cet article prend appui sur une étude qualitative des trajectoires individuelles des filles qui sont passées par le dispositif de la MDE, pour en analyser les effets positifs, mais aussi poser la question de sa généralisation possible.

Jaskula, M., & Addisu, V. M. (2023). **Inclure des élèves nouvellement arrivés en France : transformations des acteurs au sein d'une recherche collaborative interprétative**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11665
Nous chercherons à comprendre comment les acteurs réflexifs (praticiens et chercheurs) se transforment au sein d'une recherche collaborative interprétative en éducation, et sur quels domaines portent ces transformations. Cette dynamique parait particulièrement pertinente pour aborder des questions vives en éducation. Par le biais d'interprétations co-construites sur un temps long, la réflexivité partagée favorise, dans ce paradigme, l'« agir communicationnel » transformateur. Nous étudierons cette dynamique à partir de l'exemple de trois praticiens réflexifs, en nous appuyant sur une recherche portant sur l'inclusion des élèves allophones nouvellement arrivés en France. L'étude révèle que les transformations se jouent au cœur des écarts et des complémentarités entre savoirs savants et savoirs pratiques. Elles ont un effet sur le développement professionnel de tous les acteurs (praticiens et chercheurs), et plus largement sur leur implication dans la cité.

Kalali, F., Levinson, R., & Lebeaume, J. (2023). ***Perspectives curriculaires en éducation scientifique***. Consulté à l'adresse https://pur-editions.fr/product/9025/perspectives-curriculaires-en-education-scientifique
En quoi l'école peut-elle, dans les formes spécifiques qui sont les siennes, produire du sens sur le monde de la technoscience dans lequel les jeunes vivent au quotidien ? Comment permettre à ces jeunes d'accéder à des univers intellectuels (mathématiques, sciences) qui — pour ceux qui y sont entrés — sont aussi des lieux de vie ? Aujourd'hui, peu de didacticiens s'opposent à la proposition selon laquelle les activités scolaires devraient porter une attention particulière au fonctionnement des sciences, y compris la façon dont les connaissances sont produites et établies. Le présent ouvrage s'interroge sur les conditions de renouveau de l'éducation scientifique et fait le point sur les travaux anglosaxons et français au sujet de ce que l'on appelle la scientific literacy. Il est le fruit de longues années de recherche menées aussi bien sur le plan empirique que théorique. L'ouvrage est enrichi par une contribution portant sur la didactique des questions socio-scientifiques, à l'intersection d'éclairages de nature politique et épistémologique. Il offre ainsi des perspectives de réflexion plus larges sur les enjeux culturels de l'éducation scientifique dont le monde contemporain a tant besoin.

Karmann, C., & Dinvaut, A. (2022). **Résilience collective, apprentissages, enseignement**. *Hommes & migrations. Revue française de référence sur les dynamiques migratoires*, (1339), 71-78. https://doi.org/10.4000/hommesmigrations.14559
La mise en place de dispositifs d'enseignement dans une unité pédagogique pour élèves allophones arrivants requiert de l'enseignant·e et des élèves une grande faculté d'adaptation aux réalités biographiques, sociales et linguistiques diversifiées du groupe classe. Pour les enseignant·es, il s'agit d'endosser de multiples rôles et de valoriser les écarts entre les prescrits pédagogiques et l'appropriation qu'en font les élèves. Car, au-delà de la transmission des contenus scolaires, la sociali...

Kelton, M. L., & Nemirovsky, R. (2023). **Politics and aesthetics of museum mathematics: the dissensual curriculum of early 21st century mathematics exhibitions**. *Journal of Curriculum Studies*, *55*(1), 82-104. https://doi.org/10.1080/00220272.2022.2061301
Museum-based mathematics exhibitions are increasingly prominent but under-theorized learning environments. In this study, we analyse the curriculum of United States mathematics exhibitions developed in the early 21st century in terms of their complex suggestions about the nature of mathematics and mathematical sense-making. We apply Rancière's notions of politics and aesthetics to explore what we describe as dissensus present in the texts, images, and multi-sensory exhibits of several major mathematics exhibitions. Our analysis characterizes this dissensus as a paradoxical mix of alternative and familiar mathematical aesthetics. On the one hand, we identify an alternative aesthetic emphasizing everyday ubiquity, sensuality, and informal sense-making. At the same time, we identify a countervailing emphasis on dominant notions of mathematics as esoteric, immaterial, and formal-symbolic. Museum mathematics efforts sometimes describe themselves as expanding how the public views and defines mathematics. A close examination of the exhibitions in this study reveals a complex picture, in which dominant and alternative forms of mathematics are co-present. The analysis suggests that museum-based mathematics researchers and practitioners view their work as containing political and aesthetic dimensions that can disrupt or reify what society counts as mathematics.

Kennedy, K. J., & Robinson, D. (2023). **Curriculum as policy text: shifting the gaze of South African curriculum implementation research**. *Journal of Curriculum Studies*, *55*(1), 105-118. https://doi.org/10.1080/00220272.2023.2172692
Curriculum reform was high on the agenda of South Africa's post-apartheid governments. Yet as time passed, the initial reforms were seen as increasingly problematic, especially when pedagogical realities met policy priorities. There was reluctance on the part of policymakers to give up what was seen as the democratic imperative behind the reforms. Yet as schools struggled, public responses blamed inadequate attention to practical issues as undermining the implementation of the reforms.This perspective on curriculum implementation, blaming teachers for the failure of policy reforms, is not uncommon. This paper argues, however, that such a perspective is very often misinformed because it deflects attention from the specific nature of policies and the role of policymaking in neglecting key issues that might have better facilitated implementation.South Africa's democratic curriculum reforms were essential for dismantling a key aspect of the apartheid state. The paper highlights this point arguing that an understanding of policies rather than a focus on the failure of schools provides a better lens for understanding the trajectory of curriculum reform processes in South Africa.

Kraft, M. A. (2023). **The Effect-Size Benchmark That Matters Most: Education Interventions Often Fail**. *Educational Researcher*, *52*(3), 183-187. https://doi.org/10.3102/0013189X231155154
It is a healthy exercise to debate the merits of using effect-size benchmarks to interpret research findings. However, these debates obscure a more central insight that emerges from empirical distributions of effect-size estimates in the literature: Efforts to improve education often fail to move the needle. I find that 36% of effect sizes from randomized control trials of education interventions with standardized achievement outcomes are less than 0.05 SD. Publication bias surely masks many more failed efforts from our view. Recognizing the frequency of these failures should be at the core of any approach to

interpreting the policy relevance of effect sizes. We can aim high without dismissing as trivial those effects sizes that represent more incremental improvement.

Landa, M. S., Pierrot, L., Michel, C., Cerisier, J.-F., & Aillerie, C. (2023). **L'école à la maison en situation de confinement total ou partiel : quand les usages numériques scolaires et personnels se rencontrent à la maison**. *Recherches en sciences sociales sur Internet/Social science research on the Internet*, (12). https://doi.org/10.4000/reset.4214
Durant le premier confinement lié à la pandémie de Covid-19 en mars 2020, l'école à la maison est devenue la norme. Outre le télétravail, les familles ont été confrontées à la scolarisation à distance de leurs enfants, imposant une cohabitation d'espace-temps et de pratiques numériques familiales et scolaires. Quelles transformations de l'espace-temps familial sont-elles induites par la réalisation à la maison de l'ensemble des activités scolaires ? Selon quelles modalités l'irruption d'activités élaborées en fonction des normes de la forme scolaire s'opère-t-elle dans l'espace personnel des élèves ? Dans quelle mesure le passage à la distance vient-il modifier les représentations qu'ont les familles du numérique et de la forme scolaire ? Les activités scolaires de 29 élèves de premier et second degrés, décrites dans des entretiens réalisés avec 19 adultes et enfants, ont été analysées. Nos résultats montrent comment les usages numériques des familles, à la fois scolaires, professionnels et personnels, ont pu cohabiter. Ils dessinent également l'évolution des représentations à l'égard de la forme scolaire. Nos constats questionnent également la persistance potentielle de ces transformations.

Lange, M.-F. (2023). **Scolarisation et genre : perspectives Nord et Sud**. *Éducation et sociétés*, *49*(1), 5-27. https://doi.org/10.3917/es.049.0005
Ce dossier questionne la scolarisation au regard de la problématique du genre. Les inégalités entre filles et garçons sont interrogées par l'étude des formes qu'elles prennent, les origines et modalités de leurs constructions, les moyens de lutte mis en œuvre. Prendre en compte les recherches portées par la sociologie de l'éducation et de la formation dans les pays dits du Nord ou ceux du Sud et l'apport des travaux menés dans ces derniers peut favoriser la mise en œuvre d'approches heuristiques mais peu connues. Les méthodologies et orientations théoriques sont variées en raison de terrains différents (Bénin, France, Niger, Québec, Rwanda, Sénégal et Suisse), mais aussi de thématiques et d'approches singulières, reposant souvent sur des matériaux empiriques originaux.La perspective internationale stimule un regard neuf sur des environnements sociaux, politiques et culturels divers et des organisations scolaires aux histoires particulières. Les inégalités constatées interrogent le système de genre en vigueur, qui socialise chaque enfant à devenir femme ou homme en influant sur sa destinée scolaire au-delà du rôle de l'école. Les articles invitent à découvrir des terrains peu connus des sociologues de l'éducation travaillant au Nord et à mettre en perspective les résultats de recherches situées dans des environnements contrastés, mais qui finalement signalent les mêmes types de discriminations et les mêmes difficultés à transformer les relations de genre. Là où les filles affichent de meilleurs résultats que les garçons, les écarts se déplacent sur le plan des filières suivies et des moindres réussites professionnelles. Au Nord, les femmes obtiennent de plus en plus de droits, même si certains peuvent être remis en cause du fait des mouvements masculinistes. Au Sud, le fossé entre les réussites scolaires des filles et leurs droits familiaux, politiques, sociaux ou économiques a été peu comblé. Si l'expansion de l'éducation des filles augmente, les options sociales et professionnelles des femmes ne modifient pas fondamentalement les relations de genre et de pouvoir.

Lanthier, S., Colyar, J., & Deakin, J. (2023). ***Investissements des collèges et universités de l'Ontario dans l'apprentissage numérique au cours de la pandémie***. Consulté à l'adresse https://heqco.ca/wp-content/uploads/2023/03/Ontario-College-and-University-Investments-in-Digital-Learning-During-the-Pandemic-French.pdf
Pendant la pandémie de COVID-19, on a observé une augmentation régulière du nombre de possibilités d'apprentissage numérique en Ontario. Les universités et les collèges ont rapidement élargi leur offre des cours en ligne et hybrides. Ce rapport présente des perspectives sur la transformation rapide du secteur ainsi que des recommandations pour le soutien de l'apprentissage numérique à l'avenir. Les investissements réalisés par les établissements se sont avérés particulièrement importants. Ces fonds ont été utilisés de façon stratégique et ont eu des effets immédiats sur les possibilités offertes aux étudiants. Ils continueront d'appuyer les programmes en ligne et hybrides à l'avenir. Aujourd'hui, la quasi-totalité de l'apprentissage comporte un certain degré de numérisation. Le rapport recommande que le gouvernement continue d'assurer une aide en faveur de l'environnement numérique en offrant un financement complémentaire aux investissements précédents et de prévoir des aides à fournir directement aux établissements.

Larracey, C., Strobach, N., Lirot, J., Matthews, T.-C., & Robinson, S. (2023). **"A Place to Be Heard and to Hear": the Humanities Collaboratory as a Model for Cross-College Cooperation and Relationship-Building in Undergraduate Research**. *Innovative Higher Education*, *48*(2), 219-238. https://doi.org/10.1007/s10755-022-09612-x
This article reports findings from a study of laboratory-styled humanities undergraduate research (UR) programming designed to increase access to this high-impact practice, better reaching historically excluded students and less visible institutions. The Humanities Collaboratory (HLAB) is a ten-week summer research program that emerged from the partnership of a research university and the area community college system. Aimed at actively addressing educational inequity, and the more specific lack of access humanities students have to impactful UR opportunities, HLAB offers an intensive humanities research experience to first-generation students, low-income students, and Students of Color currently enrolled in two-year colleges, HBCUs, MSIs, and HSIs. Since the program's creation in 2018, qualitative data collected from 50 participating students over three years of self-evaluations illustrates why HLAB presents a significant learning opportunity for students and highlights the critical importance of relationship-building in UR. Analyzing students' responses through the heuristic of communities of practice provides insight into a community-focused UR pedagogy that emphasizes relationality among students, mentors, and institutions. Students detail the importance of collaborative skill-building, opportunities for peer support, networking connections, and possibilities for more holistic personal growth in UR experiences. Our findings describing the benefits of relational UR signal the need for cooperative programming designs that increase access to undergraduate research for humanities students across institutions of higher education.

Lee, C. (2023). **Inclusive relationships, sex and health education: Why the moral panic?** *Management in Education*, *37*(2), 107-112. https://doi.org/10.1177/08920206211016453
There are an estimated 50,000 LGBT teachers in English schools. In common with all workplaces, under the Equality Act 2010, schools have a responsibility to protect Lesbian, Gay, Bisexual and Transgender (LGBT) teachers from harassment in the workplace. From September 2020, for the first time, schools in England have been required to teach

Relationships, Sex and Health Education (RSHE) that is inclusive of LGBT relationships. Representatives of faith communities and parents of school children in Birmingham and other major cities have protested outside school gates in opposition to the introduction of LGBT inclusive RSHE. This article explores what is at the heart of the moral panic about the inclusion of LGBT identities in the curriculum. As schools introduce inclusive RSHE, we must consider the impact of protests on LGBT teacher health, well-being and identity. More than half of LGBT teachers have suffered from anxiety or depression linked to their sexual identity and role as a teacher and so supportive and unequivocal support and intervention is needed to ensure schools are safe places, free from hostility, for LGBT teachers, pupils and their families.

Lee, D., & Pirog, M. (2023). **Geographical Constraints and College Decisions: How Does For-Profit College Play in Student's Choice?** *Innovative Higher Education*, *48*(2), 309-328. https://doi.org/10.1007/s10755-022-09619-4
Geography of opportunity research has identified places with few or no college options: so-called "education deserts." This study extends this geography of opportunity research, exploring how geographical constraints affect students' choices, particularly the choice to attend a for-profit college. Using the Education Longitudinal Study 2002 (ELS: 2002) and the Integrated Postsecondary Education Data System (IPEDS), we measure the number of college options within students' commuting zones in the United States. When there are any for-profit colleges in a commuting zone, students are more likely to attend them and less likely to attend community colleges. Additionally, when there are any public two-year colleges in a commuting zone, there is a negligible impact on enrollment in for-profit colleges. This finding shows evidence of public-private competition and crowd-out in post-secondary education. Also, the presence of community colleges within education deserts makes community colleges a more favorable choice over for-profit colleges.

Limerick, N. (2023). **Linguistic Registers and Citizenship Education: Divergent Approaches to Content, Instruction, Kichwa Use, and State Relationships in Ecuador's Intercultural Bilingual Education**. *American Educational Research Journal*, *60*(2), 219-256. https://doi.org/10.3102/00028312231152584
Indigenous education increasingly seeks to reclaim the institutions of state assimilation as spaces for the dissemination and support of localized forms of knowledge and language use and the valorization of alternative citizenship identities. In this study, I compare two schools in Ecuador to show how divergent ways of teaching Kichwa promote or reject state policies of language standardization and the kinds of citizens foregrounded by them. By comparing the schools' approaches to teaching Kichwa, I call attention to linguistic registers as they carry out or contest predominant forms of citizenship. These examples provide a pathway to study inclusive language policies and classrooms and to understand the multiplicity of ways that citizenship manifestsin communication.

Longuet, G. (2023). ***Rapport d'information fait au nom de la commission des finances pour suite à donner à l'enquête de la Cour des comptes, transmise en application de l'article 58-2° de la LOLF, sur la scolarisation des élèves allophones*** (N° 427 (2022-2023)). Consulté à l'adresse Sénat website: http://www.senat.fr/rap/r22-427/r22-4271.pdf

Machado, C., Reyes, G., & Riehl, E. (2023). ***The Efficacy of Large-Scale Affirmative Action at Elite Universities*** [CEDLAS, Working Paper]. Consulté à l'adresse CEDLAS, Universidad

Nacional de La Plata website: https://econpapers.repec.org/paper/dlswpaper/0311.htm
We study the effects of affirmative action at an elite Brazilian university that adopted race- and income-based quotas for 45 percent of its admission slots. We link admission records to national employer-employee data to examine how the policy affected the careers of both its targeted beneficiaries and the university's other students. For students admitted through affirmative action, the policy led to a modest increase in early-career earnings that faded as their careers progressed. Conversely, the adoption of affirmative action caused a large and persistent decrease in earnings for the university's most highly ranked students. We present evidence that these negative earnings effects are driven by a reduction in human capital accumulation and a decline in the value of networking.

Maguire, M. (2023). **Indigenous schooling in the modern world. Education, knowledge and liberation for all citizens**. *Journal of Education Policy*, *38*(2), 363-364. https://doi.org/10.1080/02680939.2021.2010938

Masson, J.-L. ***Port d'une tenue uniforme dans les écoles primaires et les collèges***. , Pub. L. No. 390 (2022-2023) (2023). http://www.senat.fr/leg/ppl22-390.pdf

McLinden, H., & Sedgewick, F. (2023). **'The girls are out there': professional perspectives on potential changes in the diagnostic process for, and recognition of, autistic females in the UK**. *British Journal of Special Education*, *50*(1), 63-82. https://doi.org/10.1111/1467-8578.12442
There is widely growing recognition of autism in girls, and both researchers and community members have called for improvements in the diagnostic process. What is not yet known is whether these recommendations are being taken up by professionals. In this study, nine semi-structured interviews were conducted with a variety of professionals involved in the autism diagnostic process. The collected data were analyzed using thematic analysis. Three main themes were identified: gendered differences; lack of services; and informal change. Our study found that diagnostic professionals are aware of gender differences in presentation, and they make a range of informal adaptations to their processes for girls. While this is positive for those girls who interact with knowledgeable professionals, our data highlight the need for more systematic changes to ensure equality of access to diagnosis and post-diagnostic support.

Miconnet, N. (2023). **Prévision des effectifs du second degré pour les années 2023 à 2027**. *Note d'Information*, (23.11). https://doi.org/10.48464/ni-23-11

Moira, P., & Savage, L. (2023). ***Systems thinking in international education and development unlocking learning for All?*** Consulté à l'adresse https://www.elgaronline.com/downloadpdf/book/9781802205930/9781802205930.pdf
La crise mondiale de l'éducation est un problème complexe qui nécessite des changements de la part des enseignants, des directeurs d'école, de la société civile, des planificateurs, des gouvernements et des donateurs. Selon les auteurs, une pléthore de plateformes proposent de bons conseils sur la façon de soutenir l'éducation sur la base d'une approche universelle et unique. Dans la pratique, cela a souvent conduit à des réformes où les « innovations » viennent s'ajouter aux pratiques existantes. Onze chapitres rédigés par un large éventail d'experts montrent en quoi une telle approche, sous le

sceau des normes internationales, des bonnes pratiques ou « de qui marche », ne fonctionne pas. Résoudre les problèmes qui sous-tendent la crise de l'éducation nécessite de nouvelles méthodes de travail. L'ouvrage aborde le grand défi qui consiste à proposer un apprentissage de qualité pour tous selon une approche systémique, Les contributions proposent des exemples de réflexions et de pratiques du monde entier, exposant de quelle manière la pensée systémique pourrait contribuer à la conception et à la mise en œuvre d'interventions visant à atteindre l'objectif de développement durable 4.

Mordechay, K., & Terbeck, F. J. (2023). **Moving Out and Apart: Race, Poverty, and the Suburbanization of Public School Segregation**. *American Journal of Education*, *129*(2), 205-235. https://doi.org/10.1086/723065
Purpose: As US suburbs experience profound demographic shifts, scholars have expressed concern of rising segregation among suburban public schools. We extend this work by examining exposure to poverty by race and racial differences in exposure to economic disadvantage in the wake of the Great Recession across a typology of suburban neighborhoods in the Chicago metropolitan area. Research Methods/Approach: We merge enrollment data from schools with census data on the demographic and economic attributes of residents and examine racial differences in exposure to school poverty. Findings: We find intrasuburban variation, with all racial groups seeing a stark increase in economic school segregation between 2007 and 2018, with Whites experiencing the largest growth in inner suburbs, and Black and Hispanics increasingly disadvantaged in outer suburbs. Implications: Our findings underscore complex forms of suburban disadvantage in rapidly diversifying suburbs.

Morel, S. (2023, mars 21). **En Espagne, les facs privées de kiné et dentaire prises d'assaut par les étudiants français**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/03/21/en-espagne-les-etudiants-francais-colonisent-les-facs-privees-de-kine-et-dentaire_6166329_4401467.html
Face à la difficulté d'intégrer les formations médicales ou paramédicales qu'ils souhaitent, des milliers d'étudiants français ont fait le choix de suivre des études de santé dans une université privée espagnole.

Morin, V. (2023, mars 29). **A Drancy, les bonnes recettes de deux collèges de l'éducation prioritaire : « Ici, ça marche parce qu'on est encadrés »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/03/29/a-drancy-les-bonnes-recettes-de-deux-colleges-de-l-education-prioritaire-ici-ca-marche-parce-qu-on-est-encadres_6167366_4401467.html
Les collèges Pierre-Sémard et Aretha-Franklin, en Seine-Saint-Denis, présentent des taux de réussite au brevet supérieurs à ceux attendus. Sur place, les équipes mettent en avant le travail en commun, le climat scolaire, et le suivi des familles les plus en difficulté.

M'Piayi, A., & Moussavou, F. (2023a). **L'effet de la perception du fonctionnement de l'université par les étudiants sur leur réussite : Le cas de la faculté des sciences économiques à l'université Marien NGOUABI au Congo-Brazzaville**. *Science, Technologie, Développement*, *3*(1). https://doi.org/10.21494/ISTE.OP.2023.0923
M'Piayi, A., & Moussavou, F. (2023b). **The effect of the perception of the functioning of the university by students on their success: the case of the Faculty of Economics at the University Marien Ngouabi in Congo-Brazzaville**. *Journal of Economics and Economic*

Education Research, *24*(1), 1-14. Consulté à l'adresse https://www.abacademies.org/abstract/the-effect-of-the-perception-of-the-functioning-of-the-university-by-students-on-their-success-the-case-of-the-faculty-o-15703.html
This article analyzes the impact of the perception that students of the Faculty of Economics of the Marien Ngouabi University have about institutional practices on the quality of their course in License I and II. To do this, a field survey was carried out in 2021 among 205 License III and Master I and II students. Statistical analysis and logistic modeling of the data collected validate the hypothesis of the effect of the perception of certain areas of appreciation on success. The extent of the failure, revealed by the survey, pleads in favor of adaptations at the organizational level of the functioning of the establishment and the pedagogical follow up of the students. The pedagogical support of students by their peers and course leaders, the pedagogical training of teachers, the modernization of equipment and teaching tools, as well as socially differentiated student aids would be actions authorized by the results of this study which aims, ultimately, the positive perception expressed by users of the university.

Muñoz Martínez, Y., Simón Rueda, C., & de Dios Pérez, M. J. (2023). **Teachers of learners with ASD in mainstream schools and classrooms in Spain: attitudes towards inclusive education**. *British Journal of Special Education*, *50*(1), 104-126. https://doi.org/10.1111/1467-8578.12448
This study analyses the attitudes of teachers in Spain towards the inclusion of learners with autism spectrum disorder in mainstream education settings and their relationship with the perceived benefits of inclusion. The ex post facto prospective design included 180 teachers from 14 schools. Data were collected using a questionnaire on teachers' attitudes towards inclusive education and a second questionnaire on the benefits of inclusion developed for the specific purposes of this study. The results show teachers' positive attitudes towards inclusion as well as the benefits perceived. This study demonstrates the fundamental role of teachers' previous experience. Implications for inclusive cultures and practices in schools are discussed.

Nahapétian, N. (2023, mars 16). **Mixité sociale à l'école : un plan pour pas grand-chose ?** Consulté 17 mars 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/mixite-sociale-a-lecole-un-plan-grand-chose/00106267
Abandonnée sous le mandat de Jean-Michel Blanquer, la lutte contre la ségrégation scolaire revient à l'ordre du jour. Mais rien n'indique que le plan que doit annoncer Pap Ndiaye dans les prochaines soit porteur d'une ambition à la hauteur des enjeux.

Narame, E., & Fassa, F. (2023). **Les politiques d'égalité entre les sexes dans l'éducation et la formation : regards croisés entre le Rwanda et la Suisse**. *Éducation et sociétés*, *49*(1), 29-45. https://doi.org/10.3917/es.049.0029
Cet article se fonde sur deux situations radicalement différentes. Tout semble a priori opposer le Rwanda et la Suisse, jusqu'à la volonté de construire l'égalité entre les sexes. Les textes de loi et la multiplication des mesures prises par les autorités rwandaises pour permettre aux filles et aux femmes d'acquérir plus d'autonomie et s'émanciper d'une tradition qui leur faisait une place peu enviable font penser que la volonté d'une égalité de genre (gender equality) est réelle dans ce pays alors que les atermoiements marquant les interventions des politiques éducatives suisses font douter de la volonté d'y

introduire des politiques plus justes. Partant de deux espaces géographiques que tout distingue, cet article présente ce qui a été fait dans le domaine de l'égalité entre les sexes en ce qui concerne la scolarité obligatoire et la formation et identifie les mécanismes qui ont présidé à la mise en place et en œuvre de politiques d'égalité de genre en éducation dans les deux pays.

Ndjock, F. N. (2022). **Prise de décision par les pouvoirs publics et partage des données de la recherche, une approche par le risque**. *Communication, technologies et développement*, (12). https://doi.org/10.4000/ctd.8301
Si la recherche scientifique est prioritairement financée par l'État au travers des dotations budgétaires, il est logique que les résultats de cette recherche aide (contribue) à la prise de décision efficace par les pouvoirs publics pour le développement d'un pays. Pour ce faire, les données issues de la recherche doivent être partagées s'il est vrai que pour décider, l'on a besoin d'informations et les données de la recherche qu'elles soient d'observation, expérimentales ou de simulation, sont importantes dans le processus décisionnel stratégique. Cet article vise un double objectif : Il s'agit d'une part d'établir une typologie des risques qu'encourt le partage de données de la recherche avec les pouvoirs publics, mais aussi, de questionner les concepts à mobiliser pour rendre compte des enjeux de ces risques, car ils sont déterminants et peuvent influencer les motivations de leur partage.

Nguyen, M. H., Ramirez, J. J., & Laderman, S. (2023). **What Counts as a Minority-Serving Institution? Toward the Utilization of a Standardized and Uniform Definition and Typology**. *Educational Researcher*, *52*(3), 174-179. https://doi.org/10.3102/0013189X221105861
Minority-serving institutions (MSIs) are unique in their ability to support the educational advancement of students of color. Approximately one in five postsecondary institutions are eligible for funding under an MSI designation, yet more than half of all undergraduate students of color are enrolled in such colleges and universities. However, there continues to be great disagreement and confusion about how to define MSIs. Researchers, policymakers, advocacy organizations, and even institutions themselves have advanced different and inconsistent definitions as to what might be considered an MSI. Given these contrasting constructions of MSIs, the purpose of this article is to offer a uniform definition and typology as to how MSIs should be defined and to construct an MSI dataset based upon this approach. We assert that this approach will yield more accuracy to the description and study of MSIs, which will greatly benefit and inform the work of institutional leaders, advocates, policymakers, and the broader MSI research community.

Nkedishu, N. V., & Okonta, V. (2023). **Transforming Teaching from Conventional to Digital Learning: Students Sensitivity in Higher Education**. *British Journal of Education*, *11*(4), 18-36. https://doi.org/10.37745/bje.2013/vol11n41836
This study surveyed transforming teaching from conventional to digital learning: student sensitivity in higher education. The study was a descriptive survey which adopted the ex-post-facto design. 378 respondents were selected at random from a population of 24,888, students in Delta State higher education. The study instrument was self-constructed and titled Student Sensitivity to Conventional and Digital Learning System Questionnaire (SSCDLSQ). Face and content validity were employed for the instrument and it was further subjected to Cronbach alpha to establish the reliability and a value of .85 was obtained. Graphical representation to interpret the respondents' information such as gender, academic level, and institution of learning. Research questions were

analysed with mean rating and standard deviation. Hypothesis 1 was tested using a t-test. Hypotheses 2 and 3 were tested using ANOVA at a.05 significance level. Findings revealed, among others, that students display positive sensitivity to transforming teaching from conventional to digital learning. The researchers recommended, among others, that teaching should be transformed from a traditional classroom setting to digital learning, particularly for large classes, since it increases reading habits and collaboration.

Ntsiful, A., Kwarteng, M. A., Pilík, M., & Osakwe, C. N. (2023). **Transitioning to Online Teaching During the Pandemic Period: The Role of Innovation and Psychological Characteristics**. *Innovative Higher Education*, *48*(2), 197-218. https://doi.org/10.1007/s10755-022-09613-w
Given the effect of the COVID-19 pandemic, which led to the forced adoption of online teaching in several academic institutions across the world, we set out an objective in this paper to examine salient factors that may affect the decision to use online teaching by faculty members (teaching staff). We propose and validate a model based on an extended innovation diffusion theory and 284 online survey responses from Ghana and find that the attitude towards online teaching is predictably influenced by relative advantage and observability. Contrary to theory, complexity boosts rather than inhibits the attitude towards online teaching. The most salient predictors of willingness to use the mode of online teaching are attitude, observability, institutional trust, and compatibility. We conclude with discussions on the important implications for the scientific community and educational policymakers.

Odei-Tettey, K. (2023). **'Shooting' where the Ducks are? A tale of Cultural Promiscuity and Ideological Dissonance associated with Ghana's Curriculum Policy making**. *British Journal of Education*, *11*(4), 37-58. https://doi.org/10.37745/bje.2013/vol11n43758
Education in Ghana predates the arrival of Europeans in the Gold Coast, as indigenous system of education which incorporated authentic and indigenous values to impact social organization existed. Traditional education was therefore an integrated phenomenon, which combined physical character training with intellectual and human capital development. Educational practice has since changed fundamentally, and it provides the raison d'etre for the major assumption of this paper – the idea that education policy, and especially curriculum policy, should be examined within a specific location before modest attempts at generalisation are made. This paper focuses mainly on Ghana's education provision in the contexts of colonisation, and the more recent trends with the movements of global forces of education under globalism. This connotes that Ghana's education policies have for a long time been devolved from supra-state institutions to either the Ministry of Education or Parliament, and as a result greater priority is given to global/international than national curriculum. Consequently, the central question for education delivery in regard to 'what knowledge is of most worth?' has largely been ignored in Ghana and not given urgent attention. Policy makers, other decision-makers, and educationists, have tended to look backwards to justify the curriculum design in terms of global tradition rather than focusing it on fundamental epistemological enquiry based on culture and national needs. Whenever policy makers attempt to address this question, the answer has almost always been due to social pressure of a global, political or economic kind. These kinds of social change have tended to be more significant than changes in ideas or educational theory and practice. The paper therefore concludes with an advocacy for a model of educational system

that integrates cultural values as a spring board for effective social organization and national development.

OECD. (2023). ***OECD Skills Strategy Southeast Asia: Skills for a Post-COVID Recovery and Growth***. https://doi.org/10.1787/923bfd03-en
Skills are the key to shaping a better future, enabling countries and people to thrive in an increasingly interconnected and rapidly changing world. Megatrends such as globalisation, technological progress, demographic change, migration, and climate change, and most recently COVID-19, are reshaping work and society, generating a growing demand for higher levels and new sets of skills. The OECD Skills Strategy offers a strategic and comprehensive approach to assessing the skills challenges and opportunities of countries and regions for the purposes of helping them build more effective skills systems. The foundation of this approach is the OECD Skills Strategy Framework, which allows for an examination of what countries and regions can do better to: 1) develop relevant skills over the life course; 2) use skills effectively in work and in society; and 3) strengthen the governance of the skills system. This report, OECD Skills Strategy Southeast Asia: Skills for a Post-COVID Recovery and Growth, applies the OECD Skills Strategy framework to assess the performance of countries in Southeast Asia, identifies opportunities for improvement and provides recommendations based on in-depth desk analysis and consultations with stakeholder representatives.

Ohlemann, S., Imhof, M., & Bellhäuser, H. (2023). **Implementing reform in the teacher education system: Concerns of teacher educators**. *Teaching and Teacher Education*, *126*, 104087. https://doi.org/10.1016/j.tate.2023.104087
This study seeks insight in the concerns which exist in different groups who share responsibility for teacher education when implementing changes in teacher education. Against the backdrop of the Concerns-Based Adoption Model (CBAM), we used cluster analysis to identify different profiles of engagement based on a dataset of N = 1378 teacher educators in Germany. We found that level of education, role in the system, professional experiences, and gender have an impact on how members of the system engage with changes. Further analysis showed that communication in the educational system predicts engagement for change. Implications for change policy are discussed.

Ordu, A. U. (2023). ***Top priorities for tne continent in 2023: foresight Africa***. Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2023/01/foresightafrica2023_fullreport.pdf
Dans le cadre de l' « Initiative pour la croissance en Afrique », le rapport annuel « Foresight Africa » vise à cerner les principales priorités de la région pour l'année à venir, en proposant des recommandations pour soutenir l'Afrique. Il explore plusieurs thèmes, dont cette année l'éducation. La pandémie de COVID-19, les chocs climatiques et les conflits ont laissé de nombreux enfants africains non scolarisés et les ont retardés en termes de résultats d'apprentissage. Il est nécessaire d'investir dans l'éducation et les compétences doivent être au cœur des stratégies de croissance inclusive et durable. Ainsi, le chapitre 3 porte sur les options politiques liées au financement nécessaire pour atteindre l'objectif de développement durable 4 (éducation inclusive et équitable de qualité). Il discute des moyens de s'assurer que la population de jeunes en plein essor soit dotée des connaissances et des compétences nécessaires et propose des stratégies afin d'atténuer les pertes d'apprentissage résultant des fermetures et des perturbations liées à la pandémie.

Pereira, A. J., & Tay, L. Y. (2023). **Governmental neoliberal teacher professionalism: The constrained freedom of choice for teachers' professional development**. *Teaching and Teacher Education*, *125*, 104045. https://doi.org/10.1016/j.tate.2023.104045
This study examines teachers' professional development (PD) decisions through the lens of governmental neoliberalism. Situated in the neoliberal paradigm of advancing free market ideals and principles, the study examines the paradox of teachers' constrained decisions in PD activities within the sociocultural context of Singapore. The findings help to illuminate some of the issues teachers face in PD decision-making. Recommendations are also discussed to enhance teachers' autonomy for a governmentality to broaden education horizons.

Perera, K. (2023). **Narratives of privatization: three stories of affect and position from public universities**. *Journal of Education Policy*, *38*(2), 193-211. https://doi.org/10.1080/02680939.2021.2004453
The neoliberal university which we inhabit is usually discussed in terms of policies, regulations and governing practices. Yet, academic life is steeped in affect. To illustrate that our political positions are imbued with and arise from affective positions, I present three stories of academics from public universities in Sri Lanka. These stories illustrate the discourses, affective attachments, disenchantments and legitimizations through which individuals come to their positions on higher education policy. Specifically, their positions on privatization are tied to affects generated by frustrations, differences with and loyalties to universities with which they are affiliated. Listening to individual voices complicates our understanding of prevailing public positions on higher education policy. Changes in universities across the world are increasingly analogous, and a discussion of affective positions will help us navigate such changes.

Pommiers, E., & Romain, M. (2023, mars 29). **Les résultats des collèges à leur tour évalués au prisme de la « valeur ajoutée »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2023/03/29/les-resultats-des-colleges-a-leur-tour-evalues-au-prisme-de-la-valeur-ajoutee_6167369_3224.html
L'éducation nationale se dote d'un nouvel outil censé mesurer « la manière dont les établissements accompagnent leurs élèves vers la réussite ». Un indicateur, déjà utilisé pour les lycées, qui laisse sceptique au sein de la communauté éducative.

Prescott, G., Sikström, P., & Peterbauer, H. (2023). **Needs and wellbeing of students and staff: Thematic Peer Group Report**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3780* [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/downloads/publications/eua%20tpg%20report_needs%20and%20wellbeing%20of%20students%20and%20staff.pdf
This report summarises the findings of the EUA Learning & Teaching Thematic Peer Group « Needs and wellbeing of students and staff », which was active throughout 2022. It outlines aspects of a higher education institution's activities which the group identified as having the most influence on individual wellbeing. The group conducted student and staff surveys at group member institutions to enquire about these aspects, and whether they were positively or negatively affected by digital learning and teaching. In addition, the group organised a student focus group to obtain further insights into student views on wellbeing and the support institutions can provide. The results of these activities are

summarised in the report, which concludes by outlining challenges, key considerations and recommendations, which institutions may find helpful for ensuring targeted and effective support for their students and staff.

Rainford, J. (2023). **Are we still "raising aspirations"? The complex relationship between aspiration and widening participation practices in English higher education institutions**. *Educational Review*, *75*(3), 411-428. https://doi.org/10.1080/00131911.2021.1923461
Widening participation in England has been framed around two primary needs; raising attainment and raising aspiration. Whilst aspiration is complex, policy definitions often frame it in narrow economic terms and see access to higher education as primarily about developing a workforce, the underlying logic being that to improve social mobility that individuals need to "aim higher". Pre-entry work with under-represented groups therefore has tended to adopt a deficit of aspiration approach. There has been extensive critique of the deficit model yet "raising aspirations" still endures in both national and institutional policy. Drawing on sixteen semi-structured interviews with widening participation practitioners in England, this paper considers the alignment between policy and practice. It explores the more complex and nuanced view of aspiration held by practitioners and how this more closely aligns with the theory of possible selves. This paper argues that there are two key issues; a disjuncture between policy and practice and a gap in understanding of the structural issues associated with aspiration. The paper argues that the solution involves a radical rethink of policy that returns to a focus on helping individuals to realise their own individual aspirations and more clearly acknowledges the structural constraints shaping the formation, vocalisation and realisation of aspirations.

Ravier, S. ***Proposition de loi tendant à garantir l'exercice du principe constitutionnel de liberté d'enseignement en rétablissant un régime de déclaration pour l'instruction en famille***. , Pub. L. No. 424 (2022-2023) (2023).
Salazar, K. G., Jaquette, O., & Han, C. (2021). **Coming Soon to a Neighborhood Near You? Off-Campus Recruiting by Public Research Universities**. *American Educational Research Journal*, *58*(6), 1270-1314. https://doi.org/10.3102/00028312211001810
Scholarship on college choice largely focuses on how students search for colleges but less is known about how colleges recruit students. This article analyzes off-campus recruiting visits for 15 public research universities. We Web-scrape university admissions websites and issue public records requests to collect data on recruiting visits. Analyses explore the similarities and differences in off-campus recruiting patterns across universities in the study. Results reveal socioeconomic, racial, and geographic disparities in recruiting patterns. In particular, most universities made more out-of-state than in-state visits, and out-of-state visits systematically targeted affluent, predominantly White localities. We recommend that future research should exploit new data collection methodologies to develop a systematic literature on marketing and recruiting practices in higher education.

Salinas, F. J. (2023). **The enactment of policy inside an academic profession: Following impact into philosophy**. *Journal of Education Policy*, *38*(2), 212-232. https://doi.org/10.1080/02680939.2021.1983653
With some of the propositions from the literature on 'policy enactments' as a backdrop, this paper addresses the circulation of a research policy innovation and its effects on the knowledge territory of an unlikely profession. Specifically, I show how the Research Excellence Frameworks' impact policy in the UK was an object first managed by

policymakers but later released as an object of concern for professional academics, including philosophers. I follow 'impact' through texts, events and testimonies about its doings with a special interest in its creation, its polemical encounter with philosophers, its management and issues about its definition and the assessment criteria used and experienced by philosophers. I conclude with some remarks on the effects that the circulation and writing of impact case studies had on producing a social valorisation and attachment to impact, even amongst philosophers.

Seitzer, H. (2023). **More than meets the eye: uncovering the evolution of the OECD's institutional priorities in education**. *Journal of Education Policy*, *38*(2), 277-301. https://doi.org/10.1080/02680939.2021.1974099
Over the last 20 years, since the launch of its flagship study the Programme for International Student Assessment (PISA), the Organization for Economic Co-operation and Development (OECD) has become a behemoth of transnational influence on education policy making. To better understand the evolution of the OECD's perspective on education and the importance of PISA within the OECD's overall publications, I analysed over 900 OECD publications on education with a topic modelling approach. The analysis revealed that contrary to popular belief, the OECD is a multi-centric organization with various agendas in education policy making, focusing on economic changes, higher education, management, planning, and budgeting. PISA made up only 12% of the overall text corpus and was therefore far less discussed than expected. This is in sharp contrast to the general impression held, namely that the OECD's work in education mostly relates to PISA. Therefore, this study reveals that the OECD has a far broader agenda than anticipated. This paper acts as a systematic review of OECD literature to gain insights into its institutional objectives.

Selwyn, N. (2023). **"There is a danger we get too robotic": an investigation of institutional data logics within secondary schools**. *Educational Review*, *75*(3), 377-393. https://doi.org/10.1080/00131911.2021.1931039
This article examines digital data use within three Australian secondary schools, drawing on in-depth interviews with 50 school staff to explore tensions between: (i) established logics of "data-driven" schooling; and (ii) emerging "datafied" practices associated with digital systems, platforms and devices. Using sociological theorisation of institutional logics, the article examines how promises of digital "dataism" are thwarted by the entrenched temporal organisation of schooling, and teacher-centred understandings of students as coerced subjects. As such, prevailing logics of state bureaucracy and professionalism combine in ways that temper the prospect of individualism, self-regulation, continuous feedback, and other implicit promises of digital data. The paper considers the extent to which school data logics can endure amid the increased digitisation of K-12 education.

Serour, N., Jury, M., Pironom, J., & Toczek, M.-C. (2023). **Les « élèves de SEGPA » et les « collégiens en grande difficulté scolaire » sont-ils perçus différemment ? Étude du contenu du stéréotype**. *La nouvelle revue - Éducation et société inclusives*. Consulté à l'adresse https://hal.uca.fr/hal-04025758
Au collège, la singularité des classes de SEGPA pourrait favoriser l'identification des élèves de ces sections comme un groupe particulier de collégiens en grande difficulté scolaire (GDS) auquel seraient rattachés des stéréotypes bien spécifiques. Cette recherche vise particulièrement à mettre en évidence le contenu du stéréotype des

« élèves de SEGPA », puis d'examiner dans quelle mesure celui-ci diffère du groupe des « collégiens en GDS ». Ces contenus sont étudiés selon deux méthodes complémentaires, l'association libre (étude 1, N = 397) et le ratio diagnostic (étude 2, N = 217). Nos résultats indiquent que si un grand nombre d'attributs sont communs entre le groupe générique des « collégiens en GDS » et sa sous-catégorie des « élèves de SEGPA » des différences existent entre les deux confirmant ainsi que ces derniers seraient perçus comme une catégorie particulière de collégiens en GDS

Shear, B. R. (2023). **Causal Inference and COVID: Contrasting Methods for Evaluating Pandemic Impacts Using State Assessments**. *Educational Measurement: Issues and Practice*, *42*(1), 99-109. https://doi.org/10.1111/emip.12540
In the spring of 2021, just 1 year after schools were forced to close for COVID-19, state assessments were administered at great expense to provide data about impacts of the pandemic on student learning and to help target resources where they were most needed. Using state assessment data from Colorado, this article describes the biggest threats to making valid inferences about student learning to study pandemic impacts using state assessment data: measurement artifacts affecting the comparability of scores, secular trends, and changes in the tested population. The article compares three statistical approaches (the Fair Trend, baseline student growth percentiles, and multiple regression with demographic covariates) that can support more valid inferences about student learning during the pandemic and in other scenarios in which the tested population changes over time. All three approaches lead to similar inferences about statewide student performance but can lead to very different inferences about student subgroups. Results show that controlling statistically for prepandemic demographic differences can reverse the conclusions about groups most affected by the pandemic and decisions about prioritizing resources.

Simpson, A. (2023). **Benchmarking a Misnomer: A Note on "Interpreting Effect Sizes in Education Interventions"**. *Educational Researcher*, *52*(3), 180-182. https://doi.org/10.3102/0013189X20985448
A recent article calculates new benchmarks from the distribution of effect sizes in a dataset, without accounting for signed values or sampling appropriately. In addition, the focus-narrowing approach it takes does little to address the issues highlighted about the value of effect size for policy.

Stef, J. (2022). ***Les enjeux de l'internationalisation de l'enseignement supérieur en Asie du Sud-Est : Singapour et la Malaisie, des nouveaux pôles mondiaux de fabrication des élites ?*** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse https://theses.hal.science/tel-04046967
Cette recherche a pour objectif d'analyser l'impact des dynamiques d'internationalisation sur les systèmes d'enseignement supérieur en Asie du Sud-Est au cours des cinquante dernières années, en se focalisant tout particulièrement sur Singapour et la Malaisie. En empruntant une grille d'analyse qui relève d'une approche sociohistorique et de la théorie des élites, elle analyse les processus sociaux, économiques, politiques ayant conduit aux reconfigurations de la structuration des formations d'enseignement supérieur dans ces deux États et au renouvellement des modes de fabrication de leurs élites. Elle invite également à prendre part aux discussions sur les dispositifs d'évaluation et de classement qui participent à mettre en place un marché de l'enseignement supérieur concurrentiel dans le monde.À partir d'une grille

de lecture qui multiplie les niveaux d'analyse et sur la base d'une enquête de terrain qui repose sur un design de méthodes mixtes combinant matériaux qualitatifs (archives documentaires, entretiens auprès d'acteurs institutionnels, corpus de discours politiques, observations in-situ d'événements internationaux) et matériaux quantitatifs (analyses secondaires de données statistiques des flux de mobilité étudiante, enquête quantitative auprès d'étudiants internationaux), la thèse analyse l'internationalisation des systèmes éducatifs singapouriens et malaisiens selon deux dynamiques : une internationalisation de l'enseignement supérieur « orientée vers l'intérieur » (inward-oriented higher education internationalization) qui implique l'importation de connaissances, de cultures, de modèles et de normes d'enseignement supérieur étrangers dans le but de valoriser l'identité nationale et une internationalisation « orientée vers l'extérieur » (outward-oriented) destinée à attirer les étudiants internationaux les plus dotés scolairement et à occuper une place majeure sur le marché mondial de l'éducation pour valoriser l'image du pays à l'international. L'universalité de l'internationalisation est remise en question dans la thèse par les spécificités nationales et le polymorphisme institutionnel des organisations universitaires et d'enseignement supérieur. La plus grande complexité du sens des circulations étudiantes interroge globalement sur les transferts de savoirs dans le monde au profit d'une reconfiguration multidimensionnelle imbriquant des logiques multiples (économiques, religieuses, ethniques, sociales, etc.) dépassant les homologies établies jusqu'alors. L'impact de l'internationalisation des formations sur la stratification interne au champ de l'enseignement supérieur à Singapour et en Malaisie montre ensuite une segmentation des publics entre universités publiques et universités privées donnant lieu à une distinction entre des élites publiques et des élites privées. Enfin, la recherche soulève la question du positionnement des deux systèmes d'enseignement supérieur sur le marché international de l'éducation. Les élites étatiques de ces deux pays se sont engagées dans une politique d'attractivité de leurs formations pour leur permettre d'accéder au nouveau statut de pôles mondiaux d'enseignement supérieur. Pour autant, les intérêts stratégiques et les positionnements nationaux des deux États divergent en matière de politiques publiques, de normes, de réglementations et de législations amenant à considérer deux modèles d'internationalisation différenciés qui conditionnent les circulations étudiantes entrantes dans ces pays : l'enseignement supérieur singapourien apparaît comme un modèle d'excellence à la croisée des « mondes » occidentaux et orientaux qui capte non seulement les élites talentueuses et fortunées asiatiques, mais également internationales ; l'enseignement supérieur malaisien représente un modèle hybride international participant à faire émerger des élites ethnico-raciales et musulmanes.

T. Hansen, D., & Quek, Y. (2023). **The call to teach and the ethics of care: a dynamic educational crossroads**. *Journal of Curriculum Studies*, *55*(1), 8-20. https://doi.org/10.1080/00220272.2022.2143243

This philosophical and field-based article draws together two conceptions of teaching that have not been linked, as yet, in the scholarly literature: teaching as a calling or vocation, and teaching as the enactment of care ethics. We draw upon Hansen's extensive work on calling and juxtapose it with Quek's recent work on care ethics in teaching. While differences exist between the concepts calling and caring, with respect to the work of a teacher, we conclude that no adequate account of the practice can do without them.

Taleb, S. A. H. (2022). ***Les praxéologies des chargés d'accueil et d'accompagnement dans une université inclusive*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-03963325
Si la question de la contribution des accompagnants à l'accessibilité aux savoirs des Étudiants Reconnus Institutionnellement Handicapé (ERIH) est de plus en plus effective au sein du système éducatif français, elle n'en demeure pas moins encore une notion « floue » et à « fort enjeu local » (Perez, 2019), tant pour les praticiens confrontés à de nombreux implicites, que pour la recherche qui se découvre embryonnaire (Marie et al., 2011 ; Martel, 2015). Ainsi, même si de nombreux textes (UNESCO, 2016, 2018 ; Charte Université-Handicap, 2007, 2012 ; loi du 22 Juillet 2013 ; loi du 11 février 2005) ouvrent la voie d'une Université Inclusive, sa mise en œuvre ne semble pas pouvoir relever d'une simple application de « décisions prises au sommet » (Van Zanten, 2008, p. 537) et demande de s'y intéresser. Dans ce contexte, les Chargés d'Accueil et d'Accompagnement (CAA) sont missionnés pour favoriser le cursus universitaire des ERIH et se posent la question de savoir « comment faire » et surtout « pour quoi faire ». En effet, ces nouveaux acteurs de l'Université sont le fruit de tensions qui se sont jouées à l'échelle internationale, régionale, nationale jusqu'à se propager dans des contextes locaux et donc dans le quotidien des acteurs qui font face à une dissonance culturelle.Nos travaux s'intéressent ainsi aux praxéologies professionnelles des CAA pour accompagner les ERIH. A travers des entretiens exploratoires et des focus-group (Macaire, 2019; Marty, 2021) et du cadre de la théorie de l'anthropologie didactique développé par Y. Chevallard (Chevallard, 1989, 1998), G. Cirade et A. Crumière (Crumière et Cirade, 2019), développée pour l'analyse de l'activité hors enseignement par C. Ladage (Ladage, 2017 ; Ladage et Redondo, 2021) et le développement professionnel par G. Suau (Suau, 2016, 2019). Ainsi, outre la production de connaissances sur les praxéologies de ces personnes ressources dans une Université Inclusive, nous nous attachons à montrer en quoi la « pratique du travail en groupe » (Ferry, 1985; Perez, 2007) fait formation pour ces nouveaux acteurs.

Thierry, S. (2022a). ***Analyse des apports de la mobilité Erasmus pour les apprenant.e.s, les personnels et les organismes : enquête 2020***. Consulté à l'adresse https://agence.erasmusplus.fr/wp-content/uploads/2022/08/ObsErasmus_N19.pdf

Thierry, S. (2022b). ***Les consortiuums de mobilité dans le Programme Erasmus***. Consulté à l'adresse https://agence.erasmusplus.fr/wp-content/uploads/2022/09/1-FINAL-ObsErasmus_N20.pdf
Ces Notes visent à contribuer à une compréhension plus fine des logiques de constitution et de fonctionnement des consortiums, des caractéristiques des organismes qui les composent, des projets proposés et des effets de ces mobilités sur les acteurs impliqués. Cette analyse permet ainsi de mieux se saisir des dynamiques, souvent locales, émergentes, et d'ancrer Erasmus+ 2021-2027 dans cette continuité, pour penser l'accompagnement des porteurs de projets, renforcer et promouvoir une approche plus inclusive, plus proche des problématiques de terrain, plus ouverte à l'international.

Thomas, F. (2023). **Résultats définitifs de la session 2022 du baccalauréat : des résultats en baisse après deux sessions exceptionnelles**. *Note d'Information*, (23.09). Consulté à l'adresse https://www.education.gouv.fr/resultats-definitifs-de-la-session-2022-du-baccalaureat-des-resultats-en-baisse-apres-deux-sessions-357740

Le taux de réussite diminue faiblement dans la voie générale et plus sensiblement dans les voies technologique et professionnelle. Dans la voie professionnelle, il retrouve son niveau d'avant la crise sanitaire, mais reste au-dessus dans les voies générale et technologique. Le nombre de bacheliers est en baisse par rapport à la session 2021 de 22 200 dont 10 000 en voie professionnelle. En 2022, 79,6 % d'une génération est titulaire du baccalauréat. Cette proportion, inférieure de 3,4 points à celle de 2021, rejoint le niveau des sessions antérieures à la crise sanitaire.

Towers, E. (2023). **Ability, inequality and post-pandemic schools. Rethinking contemporary myths of meritocracy**. *Journal of Education Policy*, *38*(2), 365-366. https://doi.org/10.1080/02680939.2021.2002618

Traianou, A. (2023). **The intricacies of conditionality: education policy review in Greece 2015–2018**. *Journal of Education Policy*, *38*(2), 342-362. https://doi.org/10.1080/02680939.2021.1986641
Drawing on a historical case study, this article focuses on the ways in which the Greek Government (2015–2019), through involving the Organisation for Economic Cooperation and Development (OECD), managed to modify the education conditionalities laid down by the third Structural Adjustment Programme (SAP) negotiated with the 'Institutions' (the European Commission, the European Central Bank and the International Monetary Fund). Using documentary analysis and interviews with top-ranking national educational policy actors, an empirical account is presented of the prolonged encounter between Greek policy-makers, SAP conditionalities, and the policy work of the OECD. The analysis traces the tensions within and between the positions of national and external policy actors as negotiations moved towards a tactical settlement where all sides achieved partial convergence without reaching principled agreement. It reflects on the relevance of the experience of Greece to understandings of global/national relations in the development of educational policy.

Tutkal, S. (2023). **Academia and authoritarian neoliberalism in Turkey: the embodied consequences of the 'peace petition'**. *Journal of Education Policy*, *38*(2), 233-253. https://doi.org/10.1080/02680939.2021.1990414
In January 2016, 2212 academics have signed a petition to criticise human rights violations in Kurdish cities, and faced grave consequences as a result. By presenting the experiences of six dismissed signatory academics, this article aims to show the effects of authoritarian neoliberal policies on higher education institutions. After demonstrating the AKP government's response to the petition, it accounts for the ways in which authoritarian neoliberalism in Turkey responds to its critics, the strategies that it employs to discipline critical academics, and its effects on these individuals and on the Turkish academia as a whole.

UNESCO. Fonds Malala. (2023). ***Closing the gender digital learning divide: how policymakers can address gender-based inequality in digital learning strategies for girls***. Consulté à l'adresse https://assets.ctfassets.net/0oan5gk9rgbh/1rRENxVPVRUdyB1olpOUKh/e982ebc896f01667bdd9766879d35bfa/DigitalLearning_14_FullResolution.pdf

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). ***Occupational foresight methodological guide***. Consulté à l'adresse

https://unevoc.unesco.org/pub/yem-occupational-foresight-methodological-guide.pdf
Le projet « Emploi des jeunes en Méditerranée » (YEM), une initiative conduite par l'UNESCO et financée par l'Union européenne, cible les pays de la région sud-méditerranéenne dans le but de soutenir l'emploi des jeunes en améliorant l'anticipation des besoins en compétences et les systèmes d'évaluation. Il promeut un enseignement et une formation techniques et professionnels (EFTP) de qualité et la collaboration régionale. Complété par des recommandations politiques, ce guide permet de construire des scénarios d'avenir afin de déterminer les aptitudes et les compétences qui seront nécessaires dans les années à venir, notamment les compétences qui seront nécessaires à moyen terme (5 à 10 ans).

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, UNICEF : Fonds des Nations unies pour l'enfance, & PAM : Programme alimentaire mondial. (2023). ***Ready to learn and thrive: school health and nutrition around the world***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000384421
Une bonne santé et une bonne nutrition sont les fondements de l'apprentissage. Elles peuvent améliorer les résultats scolaires, permettre aux élèves de s'épanouir ainsi que promouvoir l'inclusion et l'équité dans l'éducation et la santé. Ce rapport mondial fait le point sur les politiques et les programmes des pays en matière de santé et de nutrition et souligne que la santé et la nutrition scolaires constituent un moyen efficace et abordable de garantir l'apprentissage et l'épanouissement des élèves. Neuf pays sur 10 investissent dans des programmes de santé et de nutrition scolaires ;plus de 100 pays proposent des programmes de vaccination scolaire ; presque tous les pays incluent l'éducation à la santé et au bien-être à leurs programmes d'enseignement. Pourtant, de nombreux enfants, en particulier des filles, sont exclus, notamment dans les pays les plus pauvres : 73 millions d'enfants parmi les plus marginalisés n'ont pas accès à l'alimentation scolaire : chaque année, plus de 246 millions d'élèves subissent des violences dans leur établissement scolaires et à ses abords ; une école sur trois ne dispose ni d'un approvisionnement en eau potable ni d'installations sanitaires adéquates.

UNGEI : United nations girl's education initiative. (2023). ***Initiative « Priorité à l'égalité » (GCI) : rapport annuel 2022 - rapport sur les activités et les réalisations de la GCI entre janvier et décembre 2022***. Consulté à l'adresse https://www.ungei.org/sites/default/files/2023-03/GCI_Annual_Report_2022_FINAL_FRENCH.pdf
Lancée par les ministres de l'éducation et du développement du G7, en collaboration avec les organismes multilatéraux et les organisations de la société civile qui se sont engagés à promouvoir l'égalité des sexes en éducation dans l'éducation, l'Initiative « Priorité à l'égalité » (GCI) défend le leadership des ministères de l'éducation et des acteurs nationaux de la société civile pour faire avancer l'égalité des sexes dans et à travers l'éducation. Entre 2020 et 2023, elle œuvrera dans huit pays d'Afrique (Burkina Faso, Tchad, Mali, Mauritanie, Mozambique, Niger, Nigeria, Sierra Leone). Le rapport résume les principales activités et réalisations de mené la GCI en 2022.

UNICEF East Asia and Pacific Regional Office. (2023). ***In pursuit of education for all: analysis of education for children with disabilities in selected countries in Asia and the Pacific - Part 1 Regional analysis***. Consulté à l'adresse

https://www.unicef.org/eap/media/13046/file/UNICEF_PursuitEducation_Report_011323.pdf
Ce rapport analyse la situation de l'accès à l'éducation et à l'apprentissage des enfants handicapés dans 11 pays et 2 territoires de la région Asie-Pacifique, à partir de données recueillies entre 2017 et 2021. Les résultats soulignent la nécessité d'une approche sur plusieurs fronts pour assurer l'éducation des enfants handicapés : d'abord en tâchant de réduire les obstacles à l'entrée, et ensuite de réduire les obstacles à la progression dans l'éducation.

Vidal Rodeiro, C., & Vitello, S. (2023). **Progression to post-16 education in England: the role of vocational qualifications**. *Research Papers in Education*, *38*(2), 164-186. https://doi.org/10.1080/02671522.2021.1961295
In 2010, the Department for Education in England decided to reform the vocational qualifications offered in secondary education (i.e., for 14–18 year olds) in order to increase their rigour and status. They set out new criteria that vocational qualifications needed to meet, which changed their nature in fundamental ways (e.g., content, assessment structure, grading and progression requirements). At a time when the reforms to vocational qualifications are settling in, it is important to understand their impact on student engagement in vocational education and, also, how the new categories of vocational qualifications help students progress through education. This research aimed to obtain an up-to-date view of progression from vocational qualifications to post-16 education. Using national data, we investigated whether students with different programmes of study and different vocational qualifications in lower secondary school were equally likely to progress to post-16 education and, if they progressed, what routes and qualifications they took. The research outcomes suggest that, although vocational routes do not close students' options, progression to post-16 education was affected by the proportion of vocational qualifications they took pre-16. More research is needed to find out the reasons behind this association, including whether this may reflect previous experiences with vocational education.

Vinajera-Zamora, A., Gaus, N., & Rodríguez-Martínez, Y. (2023). **Framework and Analysis of Key Performance Indicators in Cuban Higher Education**. *Journal of Hispanic Higher Education*, *22*(2), 205-218. https://doi.org/10.1177/15381927221074505
This article aims to examine how Cuban higher education has implemented and created frameworks for key performance indicators (KPIs) to enhance its higher education accountability and quality. Referring to the past 15 years of available data on the United Nations Educational, Scientific, and Cultural Organization's website (2005–2020), this study shows that Cuba's higher education system has improved, as indicated by the increasing rate of the gross graduation ratio (both sexes) as well as national and inbound student mobility.ResumenEste manuscrito examinó como la educación superior cubana ha implementado y creado marcos de referencia de Indicadores de Ejecución Clave para mejorar su responsabilidad y calidad de educación superior. Refiriéndose a los últimos 15 años de información disponible en la red mundial (2005–2020) de la página de las Naciones Unidas sobre Enseñanza, Organizaciones Científicas y Culturales, este estudio demuestra que el sistema de educación superior ha mejorado, indicado por el incremento en la tasa de graduación bruta (ambos géneros) nacional, y de movilidad estudiantil interna

Weinstein, J., & Bravo, J. (2023). ***The comprehensive learning diagnosis: Chile's approach to assess socio-emotional learning in schools***. Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2023/02/Brief_the-comprehensive-learning-diagnosis_FINAL.pdf
Au Chili, pendant la crise du COVID-19, les besoins socio-émotionnels des élèves ont constitué une préoccupation majeure pour les écoles et la société et le système de responsabilisation des établissements basé sur des tests standardisés a été interrompu. Le « Comprehensive Learning Diagnosis» (DIA) a été lancé par l'Agence de la qualité de l'éducation Le DIA, un outil d'évaluation, mis à la disposition de toutes les écoles qui favorise le développement global des élèves, en fournissant des informations et des conseils pour évaluer dans les domaines académique et socio-émotionnel. Le rapport montre que des situations sociales et éducatives critiques peuvent devenir un terrain fertile de transformation profonde et rapide si un acteur est capable d'apporter une réponse pertinente et pratique aux besoins de l'école. Le nouveau gouvernement chilien a décidé de renforcer la DIA en tant que composante importante d'un plan national quadriennal de réactivation de l'apprentissage scolaire et socio-émotionnel.

Welsh, R. O. (2023). **Navigating Tensions in School Discipline: Examining School Leaders, Teachers, and the Conversion of Referrals into Suspensions**. *American Journal of Education*, *129*(2), 237-264. https://doi.org/10.1086/723064
Purpose: Racial inequality in school discipline is an important challenge facing educational stakeholders. There is little research on how educators exercise discretion in navigating the disciplinary process from perceived misbehavior to disciplinary consequences. Research Methods/Approach: This study draws primarily on semistructured interviews with district leaders, school administrators, and teachers in an urban emergent district in the southeastern United States to examine how principals, assistant principals, and teachers relate to and interact with each other in determining students' disciplinary consequences. Findings: The findings illustrate the variation of administrators' disciplinary philosophies across interventionist, interactionalist, and noninterventionist tendencies. Relationships and interactions among school leaders and teachers are a major component of the organizational dynamics underlying how perceived misbehavior is handled in schools. School-level decisions about the generation and adjudication of office discipline referrals are the product of interactional patterns and relationships among adults in schools that partly shape discretion and accountability in disciplinary decisions. The findings unearth two key tensions—disciplinary philosophical tensions and discretion and accountability for office discipline referrals tensions—among district leaders, school administrators, and teachers navigating referrals and further disciplinary consequences. Implications: More intensive on-the-job support for both school leaders and teachers is needed to reduce racial inequality in suspensions. Developing the professional capacity of teachers and school leaders through mentoring, coaching, and professional development is crucial to replacing exclusionary discipline with nonpunitive practices. Districts ought to prioritize supporting school leaders in developing and expanding their professional capacity, who in turn support teachers in addressing school discipline challenges.

Yaghi, B. B. (2023). **The Pupil Premium and policy transfer in English standalone and system leader multi-academy trust academies**. *Research Papers in Education*, *38*(2), 276-303. https://doi.org/10.1080/02671522.2021.1961298

As England attempts to close educational attainment gaps faced by socioeconomically disadvantaged children using Pupil Premium funding, no attention is given to how different types of academies do so, nor to policy transfer's role in informing policies for disadvantaged pupils. Employing a qualitative comparative case study methodology with semi-structured interviews and documentary analysis, this research compares five primary standalone academies with five system leader multi-academy trust academies. It finds all academies support disadvantaged children with academic, pastoral and extracurricular provision. This is justified by voluntary and coercive policy transfer extending across space and time, in addition to evidence-based policies and school-specific needs prioritised to varying degrees across academy types. Overall, system leader multi-academy trust academies' structure and composition facilitate policy transfer through horizontal and vertical spread of successful practices compared to standalone academies.

Youth Directorate-General for Education, European Expert Network on Economics of Education (EENEE), Mulà, I., & Tilbury, T. (2023). ***Teacher education for the green transition and sustainable development: analytical report***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/144189
The move to a greener future requires that we all learn to live and work in more sustainable ways. Teacher professional learning has been identified as one of the most significant catalysts for bringing innovation and sustainability into our education systems, and thus equipping learners to contribute to this transition. Importantly, in June 2022 the European Union (EU) has adopted a Council Recommendation on learning for the green transition and sustainable development. This Recommendation formally calls for learning for sustainability (LfS) to become a key priority area in education policies and programmes, and for support to be given to educators through training and professional development in this area. Learning for sustainability is concerned with building the knowledge, skills, values and attitudes to engage with the major issues threatening both people and planet. This analytical report reviews documented research and good practices in relation to effective teacher education for sustainability, with the purpose of informing policy decision-making and frameworks in this area. Its findings and recommendations have been drawn from an extensive literature review, and are supported by a Key Informant Group that has helped to identify blind spots and check the validity of the research and experiences presented.

Pratiques enseignantes

Bapes, Y. D. B. B., & Zambo, R. P. (2023). **Les situations de travail formatives, un renouveau de l'adéquationnisme dans l'enseignement technique au Cameroun**. *Formation emploi*, (161), 7-37. https://doi.org/10.4000/formationemploi.11285
Cette étude analyse l'ingénierie des situations de travail formatives dans l'enseignement technique et professionnel au Cameroun. Elle se concentre sur les difficultés enseignantes en termes de constructions adéquationnistes autour de ces procédés pédagogiques. Dans le sillage des problématiques liées à l'approche par compétences (APC), cette étude appréhende les situations de travail formatives non pas comme une simple activité éducative ou d'apprentissage, mais comme une activité d'intermédiation entre la formation et l'emploi. Autrement dit, comme un micro-dispositif de l'adéquationnisme.

Bellet, P. (2022, juin 24). ***Méthodologie itérative d'amélioration continue de dispositifs pédagogiques numériques***. Présenté à Atelier Estival de l'UR LHUMAIN 24 juin 2022. Consulté à l'adresse https://hal.science/hal-04051948
Poster de présentation de la Méthodologie sur la thèse intitulée : « De l'efficacité collaborative à l'intelligence collective : mise en œuvre instrumentale en situation d'apprentissage » Pour l'anniversaire de LHUMAIN.

Belzak, W. C. M. (2023). **The Multidimensionality of Measurement Bias in High-Stakes Testing: Using Machine Learning to Evaluate Complex Sources of Differential Item Functioning**. *Educational Measurement: Issues and Practice*, *42*(1), 24-33. https://doi.org/10.1111/emip.12486
Test developers and psychometricians have historically examined measurement bias and differential item functioning (DIF) across a single categorical variable (e.g., gender), independently of other variables (e.g., race, age, etc.). This is problematic when more complex forms of measurement bias may adversely affect test responses and, ultimately, bias test scores. Complex forms of measurement bias include conditional effects, interactions, and mediation of background information on test responses. I propose a multidimensional, person-specific perspective of measurement bias to explain how complex sources of bias can manifest in the assessment of human knowledge, skills, and abilities. I also describe a data-driven approach for identifying key sources of bias among many possibilities—namely, a machine learning method commonly known as regularization.

Benhammou, A. (2022). ***Quelles pratiques enseignantes, face à l'hétérogénéité des élèves, dans le nouveau dispositif EILE en arabe dans le Bas-Rhin ?*** (Phdthesis, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-04041414
Notre recherche doctorale se concentre sur les pratiques pédagogiques des professeurs de langue arabe dans le cadre du programme EILE (Enseignement International des Langues Etrangères). Elle a été réalisée dans plusieurs écoles primaires du Bas-Rhin.Les objectifs de cette recherche sont les suivants :• Découvrez les pratiques d'enseignement des Enseignants de Langue Arabe (EILE).• Etudier ces pratiques dans un contexte réel en observant les situations d'enseignement et d'apprentissage en classe.• Examiner s'il existe des divergences entre les pratiques observées et celles rapportées dans une approche praxéologique, en mettant particulièrement l'accent sur l'application de la différenciation pédagogique.Pour ce faire, nous avons mené des recherches qualitatives avec une approche inductive. Les résultats montrent que les pratiques des enseignants de langue arabe (EILE) sont diversifiées, car il existe plusieurs praxéologies. Il s'agit de la manière dont chaque enseignant mobilise ses connaissances pour appliquer les techniques d'enseignement dans le but de s'approprier la langue arabe. Pour cette raison, les stratégies et les techniques employées par ces enseignants ont varié, de même que leurs points de vue sur la mise en œuvre de la différenciation pédagogique.

Betul Cebesoy, U., & Chang Rundgren, S.-N. (2023). **Embracing socioscientific issues-based teaching and decision-making in teacher professional development**. *Educational Review*, *75*(3), 507-534. https://doi.org/10.1080/00131911.2021.1931037
In recent decades, socioscientific issues (SSI) have been emerging from the interrelationship between science, technology, and society. For example, due to the COVID-19 pandemic, related decisions, like whether we need to ask people to use facemasks, is an SSI question being discussed internationally with no right or wrong

answer. Controversial issues like SSI and the ability to make informed decisions need to be taught in school, which raises the question of whether teachers themselves are equipped with the skills required to make decisions on SSI. This study aimed to explore whether primary science pre-service teachers could consider multiple subject areas while making decisions on SSI in the context of abortion. Forty-two pre-service primary science teachers (third-year university students) in a genetics and biotechnology course participated in the study. The participants were asked to make decisions about abortion in three genetics-related scenarios and to explain their reasons in written reports. The SEE-SEP (science, environment, ethics/morality, sociology/culture, economy, and policy) model was adopted to explore the reasons behind the pre-service teachers' decisions. The results showed that their decisions were influenced mainly by science and ethics/morality subject areas. The results further revealed that the participants who supported abortion based their decisions on both scientific evidence and their emotional responses. On the other hand, the pre-service teachers who were against abortion based their decisions on scientific evidence and the aspect of uncertainty. Accordingly, our study recognises the importance of including both science and ethics/morality discussions in SSI-based teaching. The implications for SSI-based teaching and learning are discussed.

Bréau, A., & Hauw, D. (2023). **S'épanouir sans les garçons… mais sous conditions. Analyse de l'activité située d'une adolescente au sein de classes non mixtes en EPS dans le canton de Genève**. *Éducation et sociétés*, *49*(1), 115-130. https://doi.org/10.3917/es.049.0115
Bien qu'étant plutôt envisagée, au départ, comme un espace d'enrichissement et de découverte, la mixité à l'école fait l'objet d'une remise en cause. C'est notamment le cas en éducation physique et sportive (EPS), une discipline scolaire directement confrontée à la question du genre et dans laquelle la participation et la réussite des filles peuvent être problématiques. Présent à une échelle internationale, le développement de cours non mixtes reste toujours plongé dans une part d'incertitudes. En privilégiant une approche énactive et une entrée via le faire genre (doing gender), ce travail rend compte de la manière dont le genre se réalise tout au long d'une année scolaire. Plutôt favorable au départ, la non-mixité tend à offrir la possibilité aux adolescentes de s'épanouir dans un espace éloigné de la pression subie avec les garçons. Toutefois, en lien avec les codes de féminité et les normes de genre, des rapports de domination se maintiennent au sein des classes non mixtes.

Bremner, N., Sakata, N., & Cameron, L. (2023). **Teacher education as an enabler or constraint of learner-centred pedagogy implementation in low-to middle-income countries**. *Teaching and Teacher Education*, *126*, 104033. https://doi.org/10.1016/j.tate.2023.104033
This paper examines the characteristics of teacher education that helped and/or hindered the implementation of learner-centred pedagogy (LCP) in low- and middle-income countries. Methodologically, a systematic review was employed, with a final total of 59 relevant texts being identified. The review found that teacher education was influenced by: length of training, amount of ongoing support, degree of engagement and activeness, extent to which practical experiences were included, extent to which courses incorporated reflection, degree of contextual flexibility, and degree of teacher collaboration. These factors should be considered by those implementing teacher education provision in contexts where LCP is explicitly encouraged.

Caasi, E., Yerkes, E., & Dutro, E. (2023). **Movement between content and process in teachers' collective sensemaking about discussions of gender and sexuality in elementary classrooms**. *Teaching and Teacher Education*, *126*, 104011. https://doi.org/10.1016/j.tate.2022.104011
Situated within a multi-site project, this collaboration was designed to make it possible for teachers and teacher educators to be in the moment-to-moment of classroom practice together through a professional learning design called Learning Labs (LLs) (Ghousseini, Kavanagh, Dutro, & Kazemi, 2021). This article examines one LL and draws on a queer lens to consider how the LL design supports teachers and teacher educators in collective sensemaking in discussions of gender and sexuality. The authors discuss how the LL design for collaborative professional learning challenges, or queers, some of the entrenched norms of professional learning. This analysis illustrates how ongoing movement across sensemaking within content and process, as well as the LL design and structure, worked to decenter certainty in ways that were significant to teachers' and teacher educators' ongoing sensemaking.

Cabot, I., & Bradette, A. (2022). **Processus d'élaboration et de validation de l'échelle de la motivation en éducation physique et à la santé (ÉMÉPS) auprès d'étudiants du postsecondaire**. *Mesure et évaluation en éducation*, *45*(1), 103-131. https://doi.org/10.7202/1097154ar
La littérature compte de nombreux instruments permettant de mesurer la motivation à l'égard des activités physiques et des sports pratiqués dans le cadre des cours d'éducation physique et à la santé (ÉPS). Toutefois, rares sont ceux qui visent la motivation à l'égard des cours d'ÉPS. Pour lutter contre les effets indésirables de l'inactivité physique, des enseignants d'ÉPS mettent sur pied diverses stratégies d'enseignement et d'évaluation. Dans ce contexte, un instrument mesurant la motivation en ÉPS pourrait contribuer à évaluer l'efficacité des stratégies mises en place. La présente étude rapporte le processus d'élaboration et de validation d'un tel instrument auprès d'étudiants francophones du postsecondaire, incluant une version préintervention et une version postintervention. Les résultats indiquent de bonnes qualités psychométriques pour l'instrument élaboré. Ils sont analysés en fonction des prospectives de l'instrument et des besoins qui ont justifié sa conduite.

Calcagni, E., Ahmed, F., Trigo-Clapés, A. L., Kershner, R., & Hennessy, S. (2023). **Developing dialogic classroom practices through supporting professional agency: Teachers' experiences of using the T-SEDA practitioner-led inquiry approach**. *Teaching and Teacher Education*, *126*, 104067. https://doi.org/10.1016/j.tate.2023.104067
Classroom dialogue is considered productive for learning but rarely observed, and practitioner professional development is needed. This study investigated how 67 teachers across educational phases in six countries contextualised the T-SEDA inquiry toolkit to conduct classroom inquiries and develop new practices. Surveys and inquiry reports yielded insights into how practitioner agency was further developed, with implications for sustainability. Change was evident in self-reported enhanced awareness and understanding of dialogue and use of dialogic strategies. Increases in students' dialogic participation and plans for dissemination to colleagues were reported.

Cheah, Y. H., Oliveri, A. R., & Hughes, J. E. (2023). **Unpacking K-12 teachers' technology-supported, equitable practices: A mixed-methods systematic review**. *Teaching and Teacher Education*, *125*, 103984. https://doi.org/10.1016/j.tate.2022.103984
We conducted a mixed-methods systematic review of research literature from 2009 to 2019 to unpack researchers' conceptualizations about, approaches toward, and environmental supports in place that framed K-12 teachers' technology-supported, equitable practices. Findings revealed that equitable learning with technology was conceptualized as: (1) lifting students up through a neoliberal perspective; (2) attending to individual needs; (3) empowering students' agency and civic participation; and (4) providing equal learning opportunities. Technology approaches and environmental supports in tandem with these four conceptualizations are articulated. Finally, we discuss the need for teachers to be reflective practitioners and critical enquirers when leveraging technology to promote equitable learning.

Chen, C.-W., Andersson, B., & Zhu, J. (2023). **A Factor Mixture Model for Item Responses and Certainty of Response Indices to Identify Student Knowledge Profiles**. *Journal of Educational Measurement*, *60*(1), 28-51. https://doi.org/10.1111/jedm.12344
The certainty of response index (CRI) measures respondents' confidence level when answering an item. In conjunction with the answers to the items, previous studies have used descriptive statistics and arbitrary thresholds to identify student knowledge profiles with the CRIs. Whereas this approach overlooked the measurement error of the observed item responses and indices, we address this by proposing a factor mixture model that integrates a latent class model to detect student subgroups and a measurement model to control for student ability and confidence level. Applying the model to 773 seventh graders' responses to an algebra test, where some items were related to new material that had not been taught in class, we found two subgroups: (1) students who had high confidence in answering items involving the new material; and (2) students who had low confidence in answering items involving the new material but higher general self-confidence than the first group. We regressed the posterior probability of the group membership on gender, prior achievement, and preview behavior and found preview behavior a significant factor associated with the membership. Finally, we discussed the implications of the current study for teaching practices and future research.

Clarà, M. (2023). **Conceptually driven inquiry: addressing the tension between dialogicity and teleology in dialogic approaches to classroom talk**. *Educational Review*, *75*(3), 468-487. https://doi.org/10.1080/00131911.2021.1923462
This paper addresses a problem that greatly complicates the implementation of dialogic educational approaches in schools: the dilemma between driving children's talk towards normatively accepted conceptions and, at the same time, avoiding the introduction of these normative conceptions into the dialogue by the teacher. I argue that this dilemma is in fact the expression of an unarticulated theoretical tension between teleology and dialogicity in Vygotsky's theory, which is the foundation, together with Bakhtin's work, for many dialogic approaches to education. This paper describes this tension in Vygotsky's theory and presents a type of talk that enables the articulation of teleology and dialogicity at a practical level: conceptually driven inquiry. In this type of talk, children form meaning spontaneously in conditions of dialogicity, but under the influence of a higher-generality meaning that the child simultaneously forms non-spontaneously – through intellectual imitation. Although not itself the telos, this higher-generality meaning provides teleological direction to children's dialogic inquiry.

Comber, B., & Hayes, D. (2023). **Classroom participation: Teachers' work as listeners**. *Journal of Curriculum Studies*, *55*(1), 37-48. https://doi.org/10.1080/00220272.2022.2134738
This article examines teachers' work as part of the everyday life of classrooms, schools and communities—as curriculum design, dynamic pedagogies and as an oeuvre which is assembled over time. One of the hardest aspects of the everyday work of teachers, and perhaps one of the most under-rated and under-studied, is listening, really listening. This article firstly explores the dangers of teachers not listening. Secondly, it highlights the contributions of teacher researchers who take students and their worlds seriously. We argue that teachers listening to students in the context of their communities can underpin responsive pedagogies and creative curriculum design, which in turn can allow students to assemble repertoires of complex communication practices for representation, participation and taking action. Finally, we speculate about how, over time, teachers, as artists, assemble an oeuvre—an assemblage of curriculum design and responsive pedagogies which could inform teacher education and research.

Conrad, J., Reisman, A., Patterson, T., Jay, L. P., Kaplan, A., Eisman, J. I., & Chan, W. (2023). **White preservice teachers facilitating African American history discussions: Tensions of identity in practice**. *Teaching and Teacher Education*, *125*, 104050. https://doi.org/10.1016/j.tate.2023.104050
This comparative case study leverages dynamic systems theory to analyze how whiteness impacts social studies discussions about racial topics. Four white candidates facilitating discussions of African American history with predominantly Black students experienced identity tensions that led them to foreclose student discussion and privilege their own conceptual understandings, trumping their goals for open discourse. Analysis suggests such moments and identity tensions emerged when discussions of the past intersected directly with contemporary topics, or when teachers perceived a potential or real threat to identities they held as non-racist or anti-racist teachers. Implications for role-identity exploration and teacher education are discussed.

Constantinou, F. (2023). **How novel can examination questions really be? Exploring the boundaries of creativity in examination question writing**. *Research Papers in Education*, *38*(2), 208-226. https://doi.org/10.1080/02671522.2021.1961297
Examination questions need to be sufficiently novel if they are to be effective as measurement instruments. Novelty, however, presupposes creativity, suggesting that question writing is, or should be, a creative process. To explore the boundaries of creativity in question writing, this study made use of two data sources: two corpora of examination questions, and interviews with professional question writers. The study identified various factors that appear to restrict question writers' freedom, exposing a tension between creativity and constraint in question writing. In addition, it illuminated the architecture of examination questions and the mechanisms via which this architecture may affect the predictability of assessment design. The paper argues that, in the context of question writing, constraints are essential as they help to enhance the quality of the assessment. However, when they exceed a certain threshold, they can undermine the purpose that rendered them necessary in the first place.

Cui, R., & Teo, P. (2023). **Thinking through talk: Using dialogue to develop students' critical thinking**. *Teaching and Teacher Education*, *125*, 104068. https://doi.org/10.1016/j.tate.2023.104068
This study adopts a dialogic instructional approach to explore the relationship between teacher talk and students' critical thinking. Through a fine-grained analysis of a teacher's dialogic moves against evidence of students' critical thinking in a 15-week dialogic instructional programme in a Chinese university, we found that three directionally oriented discursive moves, 'opening up', 'branching out' and 'tossing back', are productive in drawing out students' critical thinking. Our findings can help educational practitioners and researchers deepen their understanding of the discursive mechanisms by which classroom dialogue facilitates the development of students' critical thinking skills.

Cui, T., Cheng, E. H., Kam, C. C. S., & Liu, Q. (2023). **A Moderated Mediation Model of Socio-Economic Status, Hope, Teacher-Student Relationship, and Autonomous Learning among Chinese Middle School Students**. *Child Indicators Research*, *16*(2), 671-688. https://doi.org/10.1007/s12187-022-09991-9
This study proposed a moderated mediation model to examine the mediating effect of hope and moderating effect of the teacher-student relationship in the relationship between socio-economic status (SES) and autonomous learning among Chinese middle school students. Mediation analysis first indicated that hope partially mediated the relationship between SES and autonomous learning. Moderated mediation analysis further indicated that the teacher-student relationship moderated on the mediating pathway of hope on autonomous learning. With a higher level of teacher-student relationship, the positive relationship between hope and autonomous learning would be stronger. The findings elucidated that positive interaction with teachers could benefit students' learning process by facilitating their hope belief and autonomous learning; such positive interaction could motivate students' hope beliefs into autonomous learning behaviors. Implications of the findings are discussed.

Cui, Z. (2023). **Introduction to the Special Section "Issues and Practice in Applying Machine Learning in Educational Measurement"**. *Educational Measurement: Issues and Practice*, *42*(1), 8-8. https://doi.org/10.1111/emip.12547

Daverne-Bailly, C. (2023). **L'accompagnement à l'orientation en lycée : entre engagement des acteurs et inégalités**. *Éducation et sociétés*, *49*(1), 167-183. https://doi.org/10.3917/es.049.0167
L'article interroge la manière dont les acteurs professionnels des établissements publics locaux d'enseignement (EPLE) mettent en œuvre la réforme du lycée et la loi orientation et réussite des étudiants, comment ils s'en emparent, s'engagent en termes d'accompagnement à l'orientation et de réduction des inégalités d'orientation. Il montre que ces acteurs –qui, pour nombre d'entre eux tout à la fois résistent aux directives nationales et s'engagent– ne partagent pas tous la même conception de ce sur quoi doit se focaliser l'action en matière d'orientation au sein des lycées. Quatre conceptions (informer, guider, compenser les inégalités et apprendre à se connaître) se dégagent de l'analyse de 19 entretiens semi-directifs menés avec des acteurs professionnels, complétée par celle de 755 questionnaires auxquels ont répondu des étudiants de licence 1. L'article conclut par l'existence d'inégalités d'orientation à l'intérieur même des EPLE.

de Arriba Rivas, C., & Ibáñez Ruiz del Portal, E. (2023). **Teachers' insights from an ethics of care programme aimed at promoting global citizenship education in the classroom**. *Teaching and Teacher Education*, *126*, 104075. https://doi.org/10.1016/j.tate.2023.104075
This research aims to identify critical insights highlighted by teachers who participated in a Global Citizenship Education (GCE) program based on the ethics of care. Using a care approach, we analyse the data using grounded theory and a broad theoretical framework that draws from ecofeminism, global citizenship, and education. In terms of educational practice, GCE, with a care approach, must focus on three dimensions: the role of teachers, the educational system, and group management. Care is the engine of educational practice from where the adoption of a critical GCE approach develops competencies such as creativity, dialogue, and empathy that promote global justice.

Debnam, K. J., Henderson Smith, L., Aguayo, D., Reinke, W. M., & Herman, K. C. (2023). **Nominated exemplar teacher perceptions of culturally responsive practices in the classroom**. *Teaching and Teacher Education*, *125*, 104062. https://doi.org/10.1016/j.tate.2023.104062
The current study provided voice to nominated exemplar classroom teachers in identifying malleable, discrete aspects of the classroom environment, teacher behavior and practices that define culturally responsive instruction. Interview data from 13 teachers was analyzed using a consensual qualitative research approach. Results provided insight into the common teaching practices (e.g., classroom management), qualities (e.g., empathetic), actions and behaviors (e.g., tailoring the curriculum) of culturally responsive teachers. Study findings suggest that there may not be one universal way to implement culturally responsive practices in the classroom. Implications for the future of culturally responsive teaching research and practice are discussed.

Dermott, C. M. (2023). **Touchons du bois… l'école en forêt**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(1), 111-132. https://doi.org/10.53967/cje-rce.5491
We will address the concept of forest school and how this approach is adapted in different countries. The majority of the research that we will present involves mostly children and schools. First, we explain the different approaches underlying education in nature, as well as the basic principles of these approaches found around the world. We will explore in more detail the physical, cognitive, emotional, and mental health benefits that have been found in the literature. Then, this article will address certain limits present in various studies in connection with semantics and empirical validity.

DeRoy-Ringuette, R., & Montésinos-Gelet, I. (2023). **Des pratiques déclarées d'utilisations didactiques des albums jeunesse : au primaire et à la formation des maîtres**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.774

Dursun, H., Claes, E., & Agirdag, O. (2023). **Coursework, field-based teaching practices, and multicultural experiences: Analyzing the determinants of preservice teachers' ethnocultural diversity knowledge**. *Teaching and Teacher Education*, *126*, 104077. https://doi.org/10.1016/j.tate.2023.104077
Based on a performance test of 819 preservice teachers from six different teacher education programs in Flanders (Belgium), the current study examined the links between preservice learning opportunities and future teachers' ethnocultural diversity knowledge.

Multilevel regression analyses revealed a significant relationship between integrating diversity throughout education courses and preservice teachers' diversity knowledge. No relation was found between cultural diversity knowledge and stand-alone cultural diversity courses or field-based teaching experiences. The article concludes with a brief discussion of the implications for teacher education programs.

El-Mekaoui, B. (2022). ***La perspective interdisciplinaire de l enseignement - apprentissage de la résolution de problèmes mathématiques et la production écrite en contexte plurilingue au Maroc. : Approches pédagogique, didactique et ethnomathématique susceptibles d'améliorer les performances des élèves*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-04042868
Le système scolaire marocain a subi une série de réformes afin d'améliorer son efficacité et son rendement. Certes, importants acquis ont été réalisés, notamment au niveau quantitatif, mais les élèves marocains obtiennent, encore, des performances insuffisantes dans les évaluations internationales (TIMSS, PIRLS …).L'analyse approfondie de l'évolution des performances des élèves marocains dans les études comparatives internationales nous ont permis de déceler une certaine corrélation entre la faiblesse des performances en mathématiques et les difficultés rencontrées dans la maîtrise de la langue d'enseignement. Nous avons, également, analysé et interprété une large documentation ayant abordé les questions des acquis et des dysfonctionnements de l'école marocaine afin d'identifier les variables qui impactent négativement le rendement scolaire.La présente thèse a également exploré et analysé des approches pédagogiques et didactiques susceptibles d'améliorer les performances des élèves dans la résolution de problèmes mathématiques et la production écrite dans le contexte plurilingue marocain. Pour ce faire, nous nous sommes appuyés, au plan théorique, sur plusieurs cadres théoriques de références empruntés de la didactique des mathématiques et à celle de l'écriture. Il s'agit principalement des travaux relatifs aux situations didactiques (Brousseau), l'usage des registres sémiotiques dans la construction des énoncés des problèmes (Duval), l'approche ethnomathématique (D'Ambrosio), la narration de recherche (IREM de Montpellier), le rapport à l'écrit, etc. Au niveau méthodologique, nous avons adopté une démarche quali-quantitative pour construire des données quantitatives, qualitatives et textuelles. Cette construction de données s'est fondée sur des tests de résolution de problèmes en mathématiques et sur une enquête par questionnaire. Les résultats obtenus ont montré que les attitudes scripturales des élèves lors de la résolution d'un problème mathématique dépendent de leurs acquis dans les activités de production écrite de la langue d'enseignement des mathématiques. Ils ont révélé, aussi, que le recours à des pratiques enseignantes qui donnent de l'importance à la qualité rédactionnelle des écrits facilite le développement de ces attitudes. En outre, ces pratiques permettent de mieux comprendre le degré d'appréhension et d'appropriation de problème par l'élève et ses démarches de recherche, de déceler ses erreurs et de comprendre leurs origines.

Feydel, P. (2022). ***Impacts de la prescription institutionnelle d'enseigner les SVT par « tâches complexes » en collège et lycée général sur les pratiques d'enseignement et la construction d'objets de savoir par les élèves*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04049881
Notre travail de recherche vise à comprendre dans le cadre de l'épistémologie et de la didactique des SVT dans quelle mesure le dispositif de type « tâche complexe », pensé par l'institution, pourrait nous donner des éléments de compréhension sur le travail des

enseignants de SVT que nous chercherons ensuite à mettre en lien avec les conditions de construction de savoirs biologiques et géologiques chez les élèves. Notre recherche s'intéresse donc à l'impact d'une nouvelle commande institutionnelle sur les pratiques enseignantes et les apprentissages des élèves. Cette recherche à visée descriptive et compréhensive tend à rendre compte du processus d'acculturation scientifique d'élèves engagés dans un travail de groupe lors d'une « tâche complexe » en SVT et porte sur la façon dont les enseignants s'approprient ce nouveau dispositif d'enseignement. Pour étudier le rapport entre le discours des documents officiels et le travail réel des enseignants, nous faisons appel à des outils relevant notamment de la didactique professionnelle (Pastré, Mayen, Vergnaud). Ce champ donne un rôle important à l'environnement prescriptif. Nous faisons également appel à des outils d'analyse du langage (Grize, ...) pour l'étude des productions des élèves.Nos travaux s'appuient fortement sur des fondements épistémologiques (obstacles, …) pour asseoir et permettre nos analyses épistémologico-langagières. Notre corpus a été recueilli au sein d'une classe de 4e pour l'étude des échanges placentaires entre la mère et l'enfant et une classe de terminale S pour l'étude de l'histoire des Alpes. Nos analyses nous permettent d'avoir des indications sur la construction des objets de savoir et sur le processus d'acculturation avec des prolongements possibles vers la formation des enseignants.

Finn, E., Hewetson, R., Howells, S., Clifton, J., & Cardell, E. (2023). **What students can teach each other: Promoting optimal voice use for teaching through a speech-language pathology student-led voice clinic**. *Teaching and Teacher Education*, *125*, 104053. https://doi.org/10.1016/j.tate.2023.104053
Initial teacher education (ITE) students experience voice problems while studying and subsequently in their careers with the potential to impact their teaching careers. Education about voice and vocal techniques required for teaching is not routine in teacher education. Speech-language pathology (SLP) programs require clients for voice-related training. This descriptive study considered student experiences and perceptions of benefit related to an SLP student-led voice clinic for ITE students. A cross-sectional survey revealed that 28.9% of ITE students presented with a voice problem on the Screen6, and 24.4% perceived themselves as vocally handicapped (VHI-10). Findings support the importance of routine screening of voice in ITE students, and that a student-led clinic may address preparation/training needs of both ITE and SLP students.

Firoozi, T., Mohammadi, H., & Gierl, M. J. (2023). **Using Active Learning Methods to Strategically Select Essays for Automated Scoring**. *Educational Measurement: Issues and Practice*, *42*(1), 34-43. https://doi.org/10.1111/emip.12537
Research on Automated Essay Scoring has become increasing important because it serves as a method for evaluating students' written responses at scale. Scalable methods for scoring written responses are needed as students migrate to online learning environments resulting in the need to evaluate large numbers of written-response assessments. The purpose of this study is to describe and evaluate three active learning methods that can be used to minimize the number of essays that must be scored by human raters while still providing the data needed to train a modern Automated Essay Scoring system. The three active learning methods are the uncertainty-based, the topological-based, and the hybrid method. These three methods were used to select essays included in the Automated Student Assessment Prize competition that were then classified using a scoring model that was trained with the bidirectional encoder

representations from a transformer language model. All three active learning methods produced strong results, with the topological-based method producing the most efficient classification. Growth rate accuracy was also evaluated. The active learning methods produced different levels of efficiency under different sample size allocations but, overall, all three methods were highly efficient and produced classifications that were similar to one another.

Gélin, O., Sochala, L., & Joigneaux, C. (2022). ***Faire apprendre tous les élèves en classe à distance ?*** Consulté à l'adresse https://hal.science/hal-04023156
Depuis longtemps, les recherches se sont efforcées de théoriser la diversité des interactions et les façons dont elles peuvent varier selon les contextes (Goffman, 1973). Avec le passage aux classes à distance, les interactions de « face à face » caractéristiques de la classe tendent à disparaître. Comment alors rendre compte des interactions qui subsistent ?

Gert-Jan Wansink, B., Mol, H., Kortekaas, J., & Mainhard, T. (2023). **Discussing controversial issues in the classroom: Exploring students' safety perceptions and their willingness to participate**. *Teaching and Teacher Education*, *125*, 104044. https://doi.org/10.1016/j.tate.2023.104044
Discussing controversial issues is an important means to support secondary school students' democratic citizenship. Using questionnaires, we investigated how students' (N = 284) willingness to participate in such discussions is associated with their safety perceptions (identity threat, classroom opinion climate, teacher interpersonal behavior) and personality traits (extraversion). We used the controversial Dutch tradition of Black Pete as a case. Exploratory network analysis showed that students' willingness to participate increased when they experienced identity threat. Our findings suggest that teachers can encourage student participation in discussions about controversial issues by creating a safe classroom environment.

Goulet, M.-P., & Voyer, D. (2023). **Enseigner la résolution de problèmes écrits de mathématiques au primaire : pratiques déclarées des enseignants des deuxième et troisième cycles**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.771

Grecu, Y. V. (2023). **Differentiated instruction: Curriculum and resources provide a roadmap to help English teachers meet students' needs**. *Teaching and Teacher Education*, *125*, 104064. https://doi.org/10.1016/j.tate.2023.104064
Teachers experience challenges when implementing prepared curricular resources in diverse classrooms. This qualitative descriptive study explores the participants' perceptions and experiences with EngageNY language arts modules differentiation and presents the phenomenon's comprehensive overview. Ten purposefully selected American middle-school English teachers participated in semistructured interviews and focus groups. The six-step thematic analysis of qualitative data illuminated that standards-aligned resources consider diverse learners, provide teachers with prepared plans and students with fair access to rigorous content but necessitate thorough planning for differentiation to ensure equal learning opportunities for all students. The article provides suggestions for administrative support, teacher practices, and further investigations.

Hamza, K., Wojcik, A., Arvanitis, L., Haglund, K., Lundegård, I., & Schenk, L. (2023). **Nature of science in students' discussions on disagreement between scientists following a narrative about health effects of the Fukushima Daiichi accident**. *International Journal of Science Education*, *45*(1), 22-42. https://doi.org/10.1080/09500693.2022.2151327
We explored the potential for addressing nature of science through a historic narrative about disagreement between researchers concerning a socio-scientific issue, incidence of juvenile thyroid cancer following the Fukushima Daiichi nuclear accident. The narrative was developed from authentic sources and tested in two cycles. Eight groups of three to four high-school students were audio recorded. Transcripts were analyzed regarding what nature of science emerged in the discussions and what understanding about NOS could be discerned, using three complementary NOS-frameworks (Consensus-NOS, Whole Science-NOS, FRA-NOS). Together, the student groups touched upon 19 different NOS-themes as they tried to make sense of the disagreement related in the narrative. All groups addressed a common core of NOS-themes, most of which were central to the narrative itself, although some themes that were not part of the narrative also emerged. Students displayed a basic understanding of the tentative, empirical, and subjective nature of science together with the role of evidential relevance and completeness of evidence related to the choice of scientific methods. On the other hand, students did not reckon with peer review as a means for establishing knowledge and resolving disagreement. Moreover, although students readily accepted disagreement as a basic property of science, they had difficulty handling this disagreement when coping with the SSI in the narrative. We discuss how the combination of history of science-in-the-making and SSI in narrative form offers opportunities to teach NOS without risking simplified messages of how scientific knowledge develops or how science can be used to address socio-scientific issues.

Hébert, M.-H., & Frenette, E. (2023). **Les croyances des futurs enseignants québécois à l'égard de l'évaluation : quelle structuration, quelle évolution ?** *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.585

Herbert, M. J., Clinton-Lisell, V., & Stupnisky, R. H. (2023). **Faculty Motivation for OER Textbook Adoption and Future Use**. *Innovative Higher Education*, *48*(2), 371-388. https://doi.org/10.1007/s10755-022-09625-6
Most postsecondary instructors in the United States require students to use textbooks in their courses; however, the cost of commercial materials has increased, and copyright policies impede sharing, editing, and customizations of materials. The current study aimed to examine faculty motivation to adopt Open Educational Resources (OER) and how OER use relates to effective teaching practices. Survey data from 469 professors, instructors, lecturers, and research scientists were analyzed using structural equation modeling, which found that autonomous motivation (engagement with OER textbooks based on enjoyment, value) was the strongest positive predictor of current and future OER textbook use. However, use of OER textbooks was not related to self-reported teaching success. The results of this study contribute to better understanding faculty perceptions of and motivation for OER textbook use, along with informing OER adoption initiatives at postsecondary institutions.

Jadoulle, J.-L. (2023). **Enseigner l'histoire à distance en contexte d'urgence pandémique : étude des pratiques déclarées des enseignants du secondaire au Québec**. *Canadian*

Journal of Education/Revue canadienne de l'éducation, *46*(1), 162-192. https://doi.org/10.53967/cje-rce.5475
Thirty-one teachers responded to an online questionnaire about their distance teaching practices between March 2020 and June 2021. We wanted to identify their level of integration of information and communication technologies (ICT), their motivation to teach at distance, and the determinants of their pedagogical choices. The circumstances led most of them to become familiar with ICT, to explore its basic functions and, to a lesser extent, to appropriate more complex ones. The analyses suggest the existence of two groups, with a major discriminating element concerning the representation of history teaching.

Jaskula, M., & Addisu, V. M. (2023). **Inclure des élèves nouvellement arrivés en France : transformations des acteurs au sein d'une recherche collaborative interprétative**. *Recherches en éducation*, (51). https://doi.org/10.4000/ree.11665
Nous chercherons à comprendre comment les acteurs réflexifs (praticiens et chercheurs) se transforment au sein d'une recherche collaborative interprétative en éducation, et sur quels domaines portent ces transformations. Cette dynamique parait particulièrement pertinente pour aborder des questions vives en éducation. Par le biais d'interprétations co-construites sur un temps long, la réflexivité partagée favorise, dans ce paradigme, l'« agir communicationnel » transformateur. Nous étudierons cette dynamique à partir de l'exemple de trois praticiens réflexifs, en nous appuyant sur une recherche portant sur l'inclusion des élèves allophones nouvellement arrivés en France. L'étude révèle que les transformations se jouent au cœur des écarts et des complémentarités entre savoirs savants et savoirs pratiques. Elles ont un effet sur le développement professionnel de tous les acteurs (praticiens et chercheurs), et plus largement sur leur implication dans la cité.

Jo, S., & Seo, Y. S. (2023). **Does maths self-concept mediate the relation between instructional approaches and students' maths achievement? Evidence from the U.S. TIMSS 2015 data**. *Research Papers in Education*, *38*(2), 143-163. https://doi.org/10.1080/02671522.2021.1961294
There is no consensus about whether a teacher-centred or student-centred instructional approach is more effective for students' maths achievement. Prior studies have highlighted the role of students' maths self-concept as a predictor and mediator for maths achievement. This study examined whether instructional approaches were related to students' maths achievement and whether the relation between instructional approaches and maths achievement was mediated by students' maths self-concept. The study used a sample from the 2015 TIMSS United States national data of 4th grade teachers and students. The results of structural equation modelling indicated that student-centred instructional approach was not associated with students' maths achievement. Nor was the relation between student-centred instruction and students' maths achievement mediated through students' maths self-concept, indicating that maths self-concept is not the mechanism through which student-centred instruction was associated with maths achievement. Our study discussed the possible ways that student-centred instruction may encourage or discourage students' maths self-concept and suggestions to overcome the methodological limitation of TIMSS data.

Johnson, E., & Keane, K. (2023). **Challenges and successes of learning to teach critical literacy in elementary classes: The experiences of pre-service teachers**. *Teaching and Teacher Education*, *125*, 104037. https://doi.org/10.1016/j.tate.2023.104037
In critical literacy instruction, students analyze and produce text to identify and address societal norms that perpetuate discrimination and oppression. However, little is known about how preservice teachers (PSTs) gain the knowledge and skills to effectively use these practices with young children. This study examines the experiences of 40 PSTs enrolled in a literacy course grounded in Lewison et al.'s (2014) well-known model for critical literacy instruction. PSTs planned, taught, and reflected on their lessons taught to elementary classes. Findings illuminate what they learned about supporting elementary students to become critical readers and writers and the challenges they faced.

Joshi, E. (2023). **Unpacking the Relationship Between Classroom Teacher Characteristics and Time to English Learner Reclassification**. *American Educational Research Journal*, *60*(2), 257-292. https://doi.org/10.3102/00028312221144755
Reclassification is a crucial outcome for English learner (EL) students' academic progress. Though ELs spend a large portion of their academic time with general education teachers, we know little about the role general education teachers play in developing ELs' English language proficiency. Drawing from a longitudinal administrative dataset from Tennessee, this study uses discrete-time survival analysis to estimate the relationship between ELs' likelihood of reclassification and characteristics of their general education English language arts (ELA) teachers in Grades 3–8. The study finds that several measures of teacher effectiveness consistently predict EL reclassification. Sensitivity and robustness checks substantiate these relationships. Findings have important policy implications for the identification and assignment of ELs to effective general education ELA teachers.

Jutras Dupont, C., Beaulieu, M., & Dubeau, A. (2023). **Motiver ses élèves : stratégies motivationnelles employées par les personnes enseignantes de la formation professionnelle québécoise œuvrant en contexte de formation individualisée**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.759

Kamga, R., Barma, S., & Romero, M. (2023). **Analyse de l'agentivité transformatrice dans une activité de robotique pédagogique impliquant la résolution collaborative de problèmes**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(1), 193-220. https://doi.org/10.53967/cje-rce.5143
Collaborative problem solving is a very important skill for pre-service teachers. Indeed, they will be called upon to solve problems daily basis and to collaborate with other members of the school team or with their students. However, the collaborative problem-solving skill remains very little documented in the research. To contribute to the understanding of this skill, we will analyze it from a new angle, that of transformative agency, and in a context of educational robotics. We mobilize activity theory as a theoretical framework and analyze a pedagogical robotics activity involving a team of four pre-service primary teachers in collaborative problem solving. The results of our analyses highlight the presence of five of the six types of transformative agency expressions. They also highlight that the collaborative problem solving in this educational robotics activity was strongly marked by conflictual situations at the individual and collective levels.

Karlen, Y., Hirt, C. N., Jud, J., Rosenthal, A., & Eberli, T. D. (2023). **Teachers as learners and agents of self-regulated learning: The importance of different teachers competence aspects for promoting metacognition**. *Teaching and Teacher Education*, *125*, 104055. https://doi.org/10.1016/j.tate.2023.104055
This study examines the extent to which teachers' competence aspects as self-regulated learners and agents of self-regulated learning (SRL) explain their self-reported and students' perceived promotion of metacognition. One hundred and eighty-five lower secondary school teachers participated in this study. The results reveal positive direct relationships between teachers' knowledge, self-efficacy, intrinsic interest value and the promotion of metacognition. Teachers' own SRL skills and mindsets about SRL were indirectly related to the promotion of metacognition via their self-efficacy and intrinsic interest value. This study provides new evidence of the importance of teachers' dual competence profile for promoting metacognition.

Karn, S. (2023). **Historical Empathy: A Cognitive-Affective Theory for History Education in Canada**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(1), 80-110. https://doi.org/10.53967/cje-rce.5483
Historical empathy involves a process of attempting to understand the thoughts, feelings, experiences, decisions, and actions of people from the past within specific historical contexts. Although historical empathy has been a rich area of study in history education for several decades, this research has largely taken place outside of Canada. In this article, I argue that greater attention should be paid to historical empathy in Canadian history education research and curriculum because it can support learning outcomes related to historical thinking and historical consciousness, citizenship, and decolonizing and anti-racist approaches to history education. Drawing from and commenting on other scholarship, I present a cognitive-affective theory of historical empathy which includes five elements: (1) evidence and contextualization, (2) informed historical imagination, (3) historical perspectives, (4) ethical judgements, and (5) caring. Through exploring each element and some pedagogical considerations for educators, I emphasize the affective dimensions of history to centre their importance for history education in Canada.

Karrera Xuarros, I., Basasoro Ciganda, M., & Arguiñano Madrazo, A. (2023). **Pedagogical keys to inclusion and democracy in a Basque Country school: gaining knowledge from the educational project at Antzuola Herri Eskola**. *Educational Review*, *75*(3), 488-506. https://doi.org/10.1080/00131911.2021.1923460
The main objective of this collaborative study of a qualitative nature is to delve into the pedagogical keys of the educational project at Antzuola Herri Eskola (Antzuola Public School). This educational centre is a public nursery and primary school in the Basque Country with more than 40 years of innovative pedagogical experience in which the participation of students, the involvement of the educational community, as well as democratic values and well-being have become the hallmarks of the programme. In order to achieve the objective, a content analysis and information triangulation has been carried out through the participation of three focus groups composed of the key people in charge of the project and leaders of the innovation process. Moreover, the school's own teaching publications have also been analysed, after which all of the information was arranged into different categories. The information obtained and its subsequent analysis reveal the key strategies implemented by the team of professionals at the school in promoting an inclusive and democratic educational centre that fulfils

the needs of its community and current society. Furthermore, the voices of the teachers themselves demonstrate how they have implemented these key strategies into their teaching practice, and the transformations they have had to make at the curricular, organisational, and attitudinal levels.

Khamzina, K., Desombre, C., & Jury, M. (2023). **French teachers' intentions to use accommodated materials in learning and assessment**. *European Journal of Education*. Consulté à l'adresse https://hal.uca.fr/hal-04025747
The implementation of inclusive practices in mainstream education remains particularly difficult in the French context and is influenced by various factors including the types of disability labels, and the type of assessment practices that are used. Indeed, how student disability is labelled impacts teacher attitudes by disfavouring students labelled with autism. Moreover, normative assessment is strongly linked with selection at schools-a function that works against teacher attitudes towards inclusive education. This article reports on a study in which we examined teacher intentions to use materials accommodated to special educational needs students, as a function of special needs labelling. Specifically, this refers to the use of labels for either a disability or special educational need, in connection to tasks associated with learning or assessment. The results of our study revealed that, for both types of label, the intentions to use accommodated materials are lower when teachers are asked to assess student competence than when prompted to teach this competence. These findings are discussed with notable consideration given the incompatibility between selection in schools-which is aligned with the principle of meritocracy-and efforts to promote inclusive education practices.

Klette, K. (2023). **Classroom observation as a means of understanding teaching quality: towards a shared language of teaching?** *Journal of Curriculum Studies*, *55*(1), 49-62. https://doi.org/10.1080/00220272.2023.2172360
More than forty years ago, Dan Lortie famously lamented the lack of a common language with which to describe teaching and noted this scarcity as a key problem within studies of teaching and teacher professionalism. I argue that recent developments in video technology and supporting methodological designs have paved the way for a new generation of classroom studies. Today, large-scale classroom studies and targeted subject-specific studies have contributed to a renewed interest in classroom designs as lenses to shed light on how and why teaching and teaching matter. In this article, I summarize recent developments in classroom studies in terms of technologies, research design and analytical frameworks and discuss how these developments allow for integrative efforts and more programmatic research within studies of classroom teaching and learning, thus providing a platform for building a shared vocabulary for describing teaching. A key argument will be how video recordings nurture a new generation of generic and subject-specific classroom studies that enable us to systematically investigate key features of classroom teaching across subjects, grades, and learning environments.

Kostas, M. (2023). **Textbooks, students and teachers talk around gender: A new materialist approach to children's agency**. *Teaching and Teacher Education*, *125*, 104052. https://doi.org/10.1016/j.tate.2023.104052
Theoretically anchored in Butlerian and Baradian approaches to gender performativity, this study scrutinized Athenian elementary pupils' understanding of gender-normative

discourses in textbook illustrations and their teachers' capacity to identify such discourses. The findings revealed that educators were unaware of the prevalence of gendered discourses in textbooks and did not make substantive efforts to diminish their harmful effects on pupils' perceptions of gender. Children, however, are agentic subjects who negotiate gender discourses idiosyncratically. This study argues that introducing non-sexist curricula is not sufficient for combating sexism in education; textbook revisions need to be accompanied by in-service gender-training courses for educators.

Lawson, M. J., Van Deur, P., Scott, W., Stephenson, H., Kang, S., Wyra, M., … Graham, L. (2023). **The levels of cognitive engagement of lesson tasks designed by teacher education students and their use of knowledge of self-regulated learning in explanations for task design**. *Teaching and Teacher Education*, *125*, 104043. https://doi.org/10.1016/j.tate.2023.104043
Using the ICAP framework (Chi & Wiley, 2014) we examined the level of cognitive engagement of lesson tasks designed by teacher education students (TES). Explanations for task design were examined for structural complexity and types of self-regulated learning (SRL) activity. Two thirds of the participants designed lesson tasks that would stimulate constructive engagement while the tasks of the remaining participants would be unlikely to stimulate constructive activity in students. Explanations for task design primarily focussed on SRL activity related to cognition in stimulating students' understanding and showed limited structural complexity. Further attention could be given during teacher education to the importance of constructive task engagement and a wider range of SRL activity.

Liasidou, A. (2023). **Inclusive pedagogies in digital post-Covid-19 higher education**. *British Journal of Special Education*, *50*(1), 6-27. https://doi.org/10.1111/1467-8578.12436
The Covid-19 pandemic has not only led to medical conundrums and uncharted scientific territories but has also engendered new educational challenges and opportunities that need to be considered in order to reconceptualise, recalibrate and reconfigure higher education in terms of its inclusive foundations and orientations. While current research has highlighted the role of digital teaching methodologies in creating the 'new normal' in higher education in the post-Covid-19 era, the 'new normal' must be concomitantly envisaged in terms of the role of higher education in fostering more inclusive e-learning spaces. This article discusses the ways in which the tenets of an inclusive pedagogical discourse can be conceptualized and enacted in virtual learning environments in terms of teaching methodologies, learner-centred content delivery and formative assessment implementation. The pedagogical triptych should be underpinned by an inclusive and equity-based 'cyberculture' that constitutes a sine qua non element in developing all students' sense of belonging and learning in higher education.

Liaw, Y.-L. (2023). **On the Cover: Key Specifications for a Large-Scale Medical Exam**. *Educational Measurement: Issues and Practice*, *42*(1), 6-6. https://doi.org/10.1111/emip.12549

Lin, J.-W., Cheng, T.-S., & Linn, G. (2023). **The impacts of modelling-based SSI teaching module on preservice teachers' decision making – a case of Dongfeng Highway route selection**. *International Journal of Science Education*, *45*(1), 65-85. https://doi.org/10.1080/09500693.2022.2151329

The demand for the Dongfeng Highway connecting Dongshi and Fengyuan, Taiwan, originates from a 7.3 ML earthquake disaster affecting residents' medical treatment and material transportation. The Dongfeng Highway route selection was identified as the socioscientific issues (SSI) and the Decision Factors Table and SageModeler (two representational modelling tools) were used to design a teaching module with two Generation-Evaluation-Modification modelling cycles. This study aims to explore the impacts of the Modelling-based SSI (M-SSI) teaching module on 23 preservice teachers' (PSTs) plans, factor dimensions, and quality of decision making. The results indicated that the PSTs focused on the original purpose of constructing the Dongfeng Highway; therefore, the Fengshi plan, which has advantages in safety, economy, and ecology, was chosen by most participants. Initially, PSTs focused only on 'relevance to the topic' factor and few relationships among other factors. However, they improved their decision quality by focusing on 'comparability and measurement' and 'sufficient evidence or justification' factors and more vertical relationships among factors after completing the module. Although the PSTs' horizontal relationships among factors still need to be strengthened, they demonstrated significant increases in factor, relationship, and overall scores with large effect sizes, indicating that the M-SSI teaching module can improve decision quality.

Lovett, B. J. (2023). **Digital Module 31: Testing Accommodations for Students with Disabilities**. *Educational Measurement: Issues and Practice*, *42*(1), 112-113. https://doi.org/10.1111/emip.12542
Students with disabilities often take tests under different conditions than their peers do. Testing accommodations, which involve changes to test administration that maintain test content, include extending time limits, presenting written text through auditory means, and taking a test in a private room with fewer distractions. For some students with disabilities, accommodations such as these are necessary for fair assessment; without accommodations, invalid interpretations would be made on the basis of these students' scores. However, when misapplied, accommodations can also diminish fairness, introduce new sources of construct-irrelevant variance, and also lead to invalid interpretation of test scores. This module provides a psychometric framework for thinking about accommodations, and then explicates an accommodations decision-making framework that includes a variety of considerations. Problems with current accommodations practices are discussed, along with potential solutions and future directions. The module is accompanied by exercises allowing participants to apply their understanding.

Lozano, M., Mendoza Toraya, M., Montaña, D., & Parra Sandoval, R. (2023). **Participatory research, biographical narratives and peacebuilding: An experience with teachers in Tolima, Colombia**. *Teaching and Teacher Education*, *125*, 104054. https://doi.org/10.1016/j.tate.2023.104054
Teachers can be important transformation agents in post-conflict societies. In this study—in Tolima, Colombia—39 teachers participated as co-researchers to investigate the effects of armed conflict on their school's capacity to build peace. They used different biographical tools to recount their experiences with the armed conflict. The article discusses how using this methodological approach contributes to peacebuilding through two processes: the production of knowledge and the generation of transformations in teachers. The results suggest that this approach can contribute to sustainable

peacebuilding in post-conflict contexts by designing more contextualised school-based peacebuilding projects and better engaging teachers in this process.

Majdoub, M., & Heilporn, G. (2023). **Le numérique au service de la pédagogie inclusive : potentiel et barrières**. *Formation et profession*, *31*(1), 1. https://doi.org/10.18162/fp.2023.a279

Makowski, M. B., & Lubienski, S. T. (2023). **Classroom Data Visualization: Tracking Individuals During Group-Centered Instruction**. *Educational Researcher*, *52*(3), 164-169. https://doi.org/10.3102/0013189X231158374
Understanding students' participation in collaborative classroom settings is important in a variety of educational contexts, with implications for teaching, research, and equity. Using data from a group-centered developmental mathematics class, this research brief illustrates novel quantitative representations of students' group participation and their instructor's classroom activity. Presenting an overview of classroom activities based on audio data, the diagrams show a variety of patterns, including each group's progression through assigned tasks, some students' exclusion from discussions of those tasks, and the teacher's patterns of interaction with groups. The representations provide new ways that researchers might approach and present multilayered classroom data.

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.

Mawas, N. E., Trúchly, P., Podhradský, P., Medveckỳ, M., & Muntean, C. H. (2022). **Impact of game-based learning on STEM learning and motivation: Two case studies in Europe**. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, *14*(4), 360. https://doi.org/10.34105/j.kmel.2022.14.020

The number of science, technology, engineering, and mathematics (STEM)-related jobs is increasing all around the world and especially in Europe. However, teachers face many difficulties in making STEM related classes more attractive and motivating the students to learn. This paper presents two case studies involving 116 students from two European countries (Slovakia and Ireland). The studies investigated the impact of a new educational computer game called Final Frontier on learning process and students' motivation. We found that there are no significant differences between the two countries in terms of students' interest in STEM, although the students in Slovakia achieved slightly better grades than those in Ireland. We also found that in both countries, the students using the Final Frontier game outperformed those not using the game in improving their subject knowledge after the study. Furthermore, the impact of game-based learning on students' motivation for STEM differed in the two countries.

Meng, H., & Ma, Y. (2023). **Machine Learning–Based Profiling in Test Cheating Detection**. *Educational Measurement: Issues and Practice*, *42*(1), 59-75. https://doi.org/10.1111/emip.12541
In recent years, machine learning (ML) techniques have received more attention in detecting aberrant test-taking behaviors due to advantages when compared to traditional data forensics methods. However, defining "True Test Cheaters" is challenging—different than other fraud detection tasks such as flagging forged bank checks or credit card frauds, testing organizations are often lack of physical evidences to identify "True Test Cheaters" to train ML models. This study proposed a statistically defensible method of labeling "True Test Cheaters" in the data, demonstrated the effectiveness of using ML approaches to identify irregular statistical patterns in exam data, and established an analytical framework for evaluating and conducting real-time ML-based test data forensics. Classification accuracy and false negative/positive results are evaluated across different supervised-ML techniques. The reliability and feasibility of operationally using this approach for an IT certification exam are evaluated using real data.

Mocquet, B. (2023). ***Pensons notre transformation : réflexions sur la pédagogie universitaire numérique post-covid*** (Lecture, AMU - Aix Marseille Université). Consulté à l'adresse https://hal.science/hal-04036951
Dans le contexte universitaire post-covid, nous faisons le constat quotidien que les interactions entre les deux types d'acteurs (enseignants ou enseignants-chercheurs et étudiants ou stagiaires de formation) dans l'acte pédagogique ont changé d'un point de vue des pratiques professionnelles des formateurs et des conditions d'apprentissage des étudiants, changements dûs aux technologies numériques installées par subversion ou injonction pendant la crise, mais pas uniquement. Ses nouvelles interactions, les nouvelles pratiques qui en résultent sont-elles durables ? Du fait de leur imposition par la crise, n'est-il-pas temps de les interroger ? Ainsi que la place des technologies numériques dans la pratique professionnelle ? Que décide-t-on de nos futures conditions de travail et d'apprentissage ? L'occasion de cette journée est bien de penser le lendemain. Nous reviendrons durant cette conférence sur quelques éléments permettant de s'enrichir de cette période pour construire le futur et son quotidien professionnel.

Mononen, M., Havu-Nuutinen, S., & Haring, M. (2023). **Student teachers' experiences in teaching practice using team teaching in flexible learning space**. *Teaching and Teacher Education*, *125*, 104069. https://doi.org/10.1016/j.tate.2023.104069
Team teaching and flexible learning spaces (FLS) have been widely under discussion recently. This article discusses the student teachers' experiences of teaching practice when they implement it by using team teaching in FLS. According to the results, team teaching is a significant experience in teaching practice and the student teachers face both positive and negative experiences. In addition, the team-teaching-based teaching practice in FLS increases especially their knowledge about the role of learning environments as well as classroom management skills. Team teaching experience has a clear relevance to the personal professional development of student teachers.

M'Piayi, A., & Moussavou, F. (2023). **L'effet de la perception du fonctionnement de l'université par les étudiants sur leur réussite : Le cas de la faculté des sciences économiques à l'université Marien NGOUABI au Congo-Brazzaville**. *Science, Technologie, Développement*, *3*(1). https://doi.org/10.21494/ISTE.OP.2023.0923

M'Piayi, A., & Moussavou, F. (2023). **The effect of the perception of the functioning of the university by students on their success: the case of the Faculty of Economics at the University Marien Ngouabi in Congo-Brazzaville**. *Journal of Economics and Economic Education Research*, *24*(1), 1-14. Consulté à l'adresse https://www.abacademies.org/abstract/the-effect-of-the-perception-of-the-functioning-of-the-university-by-students-on-their-success-the-case-of-the-faculty-o-15703.html
This article analyzes the impact of the perception that students of the Faculty of Economics of the Marien Ngouabi University have about institutional practices on the quality of their course in License I and II. To do this, a field survey was carried out in 2021 among 205 License III and Master I and II students. Statistical analysis and logistic modeling of the data collected validate the hypothesis of the effect of the perception of certain areas of appreciation on success. The extent of the failure, revealed by the survey, pleads in favor of adaptations at the organizational level of the functioning of the establishment and the pedagogical follow up of the students. The pedagogical support of students by their peers and course leaders, the pedagogical training of teachers, the modernization of equipment and teaching tools, as well as socially differentiated student aids would be actions authorized by the results of this study which aims, ultimately, the positive perception expressed by users of the university.

Muñoz Martínez, Y., Simón Rueda, C., & de Dios Pérez, M. J. (2023). **Teachers of learners with ASD in mainstream schools and classrooms in Spain: attitudes towards inclusive education**. *British Journal of Special Education*, *50*(1), 104-126. https://doi.org/10.1111/1467-8578.12448
This study analyses the attitudes of teachers in Spain towards the inclusion of learners with autism spectrum disorder in mainstream education settings and their relationship with the perceived benefits of inclusion. The ex post facto prospective design included 180 teachers from 14 schools. Data were collected using a questionnaire on teachers' attitudes towards inclusive education and a second questionnaire on the benefits of inclusion developed for the specific purposes of this study. The results show teachers' positive attitudes towards inclusion as well as the benefits perceived. This study

demonstrates the fundamental role of teachers' previous experience. Implications for inclusive cultures and practices in schools are discussed.

Ngafeu, M. (2023). ***L'éducation communautaire en pays Bamiléké : une ressource pour repenser les pratiques en protection de l'enfance en France***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140280788&utm_source=phplist&utm_campaign=message_particuliers_harmattan_sciences_de_l_education_mars_2023_35677&utm_medium=email&utm_content=lienLireSuite
Les pratiques éducatives observées au sein des institutions en protection de l'enfance en France mettent en évidence la difficile préparation à la majorité des enfants confiés. Les logiques de confiage, qui se réduisent encore bien souvent au terme de placement, conduisent à explorer une autre conception des dynamiques éducatives dans une communauté traditionnelle de l'ouest du Cameroun, les Bamiléké. La question éducative y est plurielle, reconnaissant la complexité du fait éducatif. Cette réflexion a pour finalité d'envisager comment les fondements et principes éducatifs issus d'une société traditionnelle, peuvent aujourd'hui être une ressource pour le système de la protection de l'enfance, en partant de l'intuition qu'ils pourraient contribuer à réinterroger les pratiques éducatives.

Nie, R., Guo, Q., & Morin, M. (2023). **Machine Learning Literacy for Measurement Professionals: A Practical Tutorial**. *Educational Measurement: Issues and Practice*, *42*(1), 9-23. https://doi.org/10.1111/emip.12539
The COVID-19 pandemic has accelerated the digitalization of assessment, creating new challenges for measurement professionals, including big data management, test security, and analyzing new validity evidence. In response to these challenges, Machine Learning (ML) emerges as an increasingly important skill in the toolbox of measurement professionals in this new era. However, most ML tutorials are technical and conceptual-focused. Therefore, this tutorial aims to provide a practical introduction to ML in the context of educational measurement. We also supplement our tutorial with several examples of supervised and unsupervised ML techniques applied to marking a short-answer question. Python codes are available on GitHub. In the end, common misconceptions about ML are discussed.

Pan, Y., & Wollack, J. A. (2023). **A Machine Learning Approach for the Simultaneous Detection of Preknowledge in Examinees and Items When Both Are Unknown**. *Educational Measurement: Issues and Practice*, *42*(1), 76-98. https://doi.org/10.1111/emip.12543
Pan and Wollack (PW) proposed a machine learning method to detect compromised items. We extend the work of PW to an approach detecting compromised items and examinees with item preknowledge simultaneously and draw on ideas in ensemble learning to relax several limitations in the work of PW. The suggested approach also provides a confidence score, which is based on an autoencoder to represent our confidence that the detection result truly corresponds to item preknowledge. Simulation studies indicate that the proposed approach performs well in the detection of item preknowledge, and the confidence score can provide helpful information for users.

Pisanti, R., Soraci, P., & Schwarzer, R. (2023). **The Italian Version of the Teacher Self Efficacy Scale (TSES-Ita): Dimensionality, Internal Consistency and Validity**. *Journal of Psychoeducational Assessment*, *41*(2), 234-243. https://doi.org/10.1177/07342829221133621
The present study aimed to adapt the Teacher Self-Efficacy Scale (TSES) developed by Schwarzer et al. (1999) into Italian and to test its validity and reliability. In a group of teachers (N = 683; 83% female), the factor structure (Confirmatory Factor Analyses), construct validity (latent relations with burnout variables), measurement invariance and reliability (internal consistency) of the Italian version of TSES (TSES-Ita) were tested. Support for a one-factor solution for the TSES-Ita was found. The one-factor model was found to be factorially invariant across gender, teaching experience and teaching level. Moreover, the scale demonstrated good reliability (a = .88). As expected, TSES-Ita was negatively associated with emotional exhaustion and with depersonalization, and positively associated with personal accomplishment. Our results provide evidence that the Italian version of the TSES-Ita is reliable, valid, and thus, potentially useful for research on occupational stress and burnout in the teaching profession.

Raynault, A., Béland, S., Durand, F., Fernandez, N., & Heilporn, G. (2022). **Évaluer la collaboration en ligne et en présentiel en contexte pédagogique universitaire en mode hybride : analyse de la pertinence d'un questionnaire**. *Mesure et évaluation en éducation*, *45*(1), 37-65. https://doi.org/10.7202/1097152ar
Des universités offrent des cours d'éducation à la collaboration interprofessionnelle en sciences de la santé et, pour faire face aux défis de synchronisation des horaires, de cloisonnement et de communication, plusieurs sont dispensés en mode hybride. Cet article s'intéresse à l'analyse de la qualité métrique d'un questionnaire utilisé en contexte où des équipes interprofessionnelles ont collaboré en ligne et en présentiel dans le cadre d'un cours universitaire hybride en sciences de la santé. Initialement, ce questionnaire a été conçu pour des personnes du monde du travail dans le but d'évaluer les composantes de la collaboration (communication, synchronisation et coordinations explicite et implicite) mobilisées en présentiel. Les résultats des analyses factorielles confirmatoires de second ordre appuient les qualités métriques du questionnaire original. La collaboration en ligne et en présentiel pourraient être mesurées à l'aide de ce questionnaire dans un cours universitaire hybride. L'étude mobilise des connaissances sur l'évaluation de la collaboration, une voie scientifique peu connue à ce jour.

Redondo, C., & Gibert, A.-F. (2023). **Les fondements épistémologiques des pédagogies de l'EDD : Quel outil pour répondre aux enjeux de la formation enseignante ?** *Éducations*, 6(2). https://doi.org/10.21494/ISTE.OP.2023.0960
Notre communication s'appuie sur un état des lieux établi dans la thèse de Redondo (2018) à partir d'une enquête sur les pratiques d'enseignants en éducation au développement durable (EDD). L'analyse didactique met en évidence un écart important entre les modalités pédagogiques mises en oeuvre et les appuis théoriques à l'origine de ces pédagogies, que la formation permettrait de combler. À partir de cette analyse, nous présentons un outil de positionnement de projets pédagogiques élaboré par un groupe de travail du Conseil scientifique de l'Éducation nationale (CSEN) qui pourrait constituer une ressource possible pour la pratique enseignante.

Roberts, G. J., Mehmedovic, S., Cote, B., Wexler, J., & Strain, P. (2023). **The Impact of Embedding Behavioral Supports into Reading Instruction for Upper Elementary Students**

with Reading Difficulties and Inattention. *The Elementary School Journal*, *123*(3), 457-478. https://doi.org/10.1086/723397
The present multiprobe single-case design study investigated the impact of integrating evidence-based behavioral supports into a small-group reading intervention on student engagement and disruptive behavior for six upper elementary students with co-occurring reading difficulties and inattention. Visual analysis suggested a functional relation for all six students on engagement and five students on disruptive behavior. Furthermore, there was a statistically significant mean effect of the intervention on engagement (Tau-U = 0.76) and disruptive behavior (Tau-U = 0.81). At the student level, the intervention led to a statistically significant improvement in engagement and decline in disruptive behavior for three and five students, respectively. Study outcomes suggested that evidence-based behavior supports, integrated into an evidence-based commercially available reading curriculum during small-group instruction, are both feasible and can lead to improved student behavior. Limitations and implications for research and practice are discussed.

Ronen, I. K., & Sachyani, D. (2023). **Hybrid language as a tool for enhancing involvement in learning a biochemistry process: a self-study**. *International Journal of Science Education*, *45*(1), 1-21. https://doi.org/10.1080/09500693.2022.2150527
Helping preservice teachers use hybrid language representations in science is important if they are to become scientifically literate and able to engage in the discourse for understanding scientifiyc issues. Using hybrid language representations based on the framework of computer-supported collaborative learning, the teacher educator applied the 5Es instructional model to conduct a scientific literacy inquiry. The goal was to promote 13 PSTs' understanding of the Krebs cycle in a biochemistry course, using the representational language of emojis which is common in the Z generation's social interactions, to engage their attention and facilitate their understanding of the complex biochemical process. Although the PSTs demonstrated that they understood the relationship between the specific reactions in the Krebs cycle, there was no evidence that they could generalise this mode of thought and representation to other biochemical inquiry topics. Nevertheless, the study provides insight into the ways the use of the 5Es instructional model enhanced PSTs' motivation, interactions, and involvement during collaborative learning and acknowledges the vital role of a self-study.

Schwarzenthal, M., Daumiller, M., & Civitillo, S. (2023). **Investigating the sources of teacher intercultural self-efficacy: A three-level study using TALIS 2018**. *Teaching and Teacher Education*, *126*, 104070. https://doi.org/10.1016/j.tate.2023.104070
This study aimed to investigate how individual experiences and contextual aspects at the school and country level are associated with teacher intercultural self-efficacy. We drew on the Teaching and Learning International Survey 2018 (TALIS) data from 91,768 teachers, 11,523 schools, and 46 countries, as well as MIPEX (Migrant Integration Policy Index) indicators. Multilevel models revealed that intercultural professional development, teacher mobility, and multicultural school climate were positively related to teacher intercultural self-efficacy. Country multicultural education policy was not robustly associated with teacher intercultural self-efficacy. The findings highlight the need to consider individual and contextual aspects when examining teacher intercultural self-efficacy.

Seltzer, K. (2023). **No such thing as the real world: Confronting ideology through critical translingual professional development**. *Teaching and Teacher Education*, *125*, 104028. https://doi.org/10.1016/j.tate.2023.104028
This article describes a year-long professional development (PD) series that invited three U.S.-based teachers of English, all of whom identified as white and monolingual English-speaking, to learn about translanguaging and other critical perspectives on language and the teaching of racialized bi/multilingual students. This paper features moments from the PD series wherein participants grappled with different elements of their teaching, from the policies they enforced to the assessment practices they upheld. Analysis of these moments shows how the PD series led teachers to (a) interrogate the so-called "real world" that teachers of English are ideologically called to prepare students for, and (b) envision an English classroom that eschews monoglossic approaches and invites students' translanguaging by emphasizing transparency and choice. This PD series holds potential for developing both exploratory language and literacy pedagogies and the stances of white, monolingual educators of racialized bi/multilingual students.

Sfard, A. (2023). **The devil's finest trick: routines that make teachers matter against their better judgement**. *Journal of Curriculum Studies*, *55*(1), 21-36. https://doi.org/10.1080/00220272.2023.2172359
Once teaching-learning events are conceptualized as inter-discursive encounters, it becomes clear that mathematics classroom talk is rife with invisible pitfalls. There are many types of unacknowledged discursive gaps, some of them necessary for learning and some potentially harmful. Such gaps may exist also between the teacher's intentions and her habitual moves, most of which are too brief and automatic to be controlled. Unbeknown to the teacher, her basic communicational routines may deprive her students of proper learning opportunities. Some seemingly innocent teaching routines may also constitute invisible crevices through which prejudice and injustice enter the conversation on mathematical objects. In this talk, I argue that if the devil is in the finest detail of classroom communication, it is the detail that must be considered in the attempts to exorcise the devil. I begin with illustrations of these claims and conclude with a reflection on what teachers can do to sensitize themselves to discursive pitfalls and to eradicate or change those routines that carry the greatest risks.

Taleb, S. A. H. (2022). ***Les praxéologies des chargés d'accueil et d'accompagnement dans une université inclusive*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-03963325
Si la question de la contribution des accompagnants à l'accessibilité aux savoirs des Étudiants Reconnus Institutionnellement Handicapé (ERIH) est de plus en plus effective au sein du système éducatif français, elle n'en demeure pas moins encore une notion « floue » et à « fort enjeu local » (Perez, 2019), tant pour les praticiens confrontés à de nombreux implicites, que pour la recherche qui se découvre embryonnaire (Marie et al., 2011 ; Martel, 2015). Ainsi, même si de nombreux textes (UNESCO, 2016, 2018 ; Charte Université-Handicap, 2007, 2012 ; loi du 22 Juillet 2013 ; loi du 11 février 2005) ouvrent la voie d'une Université Inclusive, sa mise en œuvre ne semble pas pouvoir relever d'une simple application de « décisions prises au sommet » (Van Zanten, 2008, p. 537) et demande de s'y intéresser. Dans ce contexte, les Chargés d'Accueil et d'Accompagnement (CAA) sont missionnés pour favoriser le cursus universitaire des ERIH et se posent la question de savoir « comment faire » et surtout « pour quoi faire ». En effet, ces nouveaux acteurs de l'Université sont le fruit de tensions qui se sont jouées à l'échelle

internationale, régionale, nationale jusqu'à se propager dans des contextes locaux et donc dans le quotidien des acteurs qui font face à une dissonance culturelle.Nos travaux s'intéressent ainsi aux praxéologies professionnelles des CAA pour accompagner les ERIH. A travers des entretiens exploratoires et des focus-group (Macaire, 2019; Marty, 2021) et du cadre de la théorie de l'anthropologie didactique développé par Y. Chevallard (Chevallard, 1989, 1998), G. Cirade et A. Crumière (Crumière et Cirade, 2019), développée pour l'analyse de l'activité hors enseignement par C. Ladage (Ladage, 2017 ; Ladage et Redondo, 2021) et le développement professionnel par G. Suau (Suau, 2016, 2019). Ainsi, outre la production de connaissances sur les praxéologies de ces personnes ressources dans une Université Inclusive, nous nous attachons à montrer en quoi la « pratique du travail en groupe » (Ferry, 1985; Perez, 2007) fait formation pour ces nouveaux acteurs.

Tan, L., Wei, B., & Cui, T. (2023). **Relationships among perception of teacher autonomy support, achievement motivations, intellectual risk-taking, and science academic performance: a serial mediation model**. *International Journal of Science Education*, *45*(1), 43-64. https://doi.org/10.1080/09500693.2022.2151328
Based on self-determination theory and achievement goal theory, this study provided a serial multiple mediation model that examined how students' perceptions of teacher autonomy support (PTAS) relate to different achievement motivations (mastery and performance-approach goals), and further associate with students' intellectual risk-taking (IRT) engagement and academic performance (AP). A self-report questionnaire and a standardised science academic test were completed by 520 primary school students from China. The structural equation modelling revealed that the positive association between PTAS and students' AP was serially mediated by achievement motivations and then intellectual risk-taking engagement. Though the unexpected negative direct effects of PTAS on AP suggested the need to optimise autonomous instructional practices, the positive indirect and total effects highlighted the contributions of PTAS to students' achievement motivation and IRT engagement. The findings instantiated how autonomy support may promote students' achievement motivations and further influence their learning engagement and academic performance in science. This study would be valuable for educational researchers and practicing teachers as it extends our understanding of what factors are influential in promoting students' learning outcomes and how they correlate in science learning processes.

Thomas, S. E., Grindle, C. F., & Totsika, V. (2023). **Teaching early reading skills to non-vocal students with severe learning disabilities using Headsprout Early Reading©**. *British Journal of Special Education*, *50*(1), 150-171. https://doi.org/10.1111/1467-8578.12455
Many students with learning disabilities find it difficult to acquire basic reading skills. This is even more of a challenge for students who are non-vocal. The purpose of the present study was to pilot the use of Headsprout Early Reading© (HER©), an online reading programme, with four non-vocal students with a severe learning disability (SLD), over the course of a nine-week period. Additional table-top activities were designed and implemented to augment the online instruction. None of the students completed the programme. Three students improved their early reading skills over the course of the intervention. Staff members indicated positive experiences of using HER©, especially mentioning how motivated the students were to engage with the programme. HER© for students with SLD requires one-to-one support and a longer implementation period to achieve completion; these have implications for resourcing in special schools. However,

HER© shows promise with non-vocal students with learning disabilities and evidence supports the need for larger-scale evaluation research.

Trevisan, O., & Smits, A. (2023). **Probing the quality of preservice teachers' pedagogical reasoning & action (PR&A) in internships**. *Teaching and Teacher Education*, *125*, 103983. https://doi.org/10.1016/j.tate.2022.103983
This study's theoretical foundations are pedagogical reasoning and action (PR&A) and the crucial role of internships in developing PR&A in preservice teachers. Relatively few studies analyse the quality of real and recent PR&A during internships. In this study, we probe the quality of third-year pre-service teachers' pedagogical reasoning in relation to their actual recent internship practice (PR&A) based on interviews. Three different PR&A profiles emerged. These profiles connect knowledge and orientations in PR&A and may help teacher education institutes to appraise their students' PR&A quality.

Tsemach, E., & Zohar, A. (2023). **"The king will be corrupt too!" Teaching thinking in bible studies**. *Journal of Curriculum Studies*, *55*(1), 63-81. https://doi.org/10.1080/00220272.2023.2171741
Bible studies are one of the foundations of Israeli education. Nevertheless, this content area has been neglected for many years and it is now bordering on crisis. Passive learning style and classroom discussions that lead to predetermined conclusions are prevalent in Bible classes in both elementary and high schools. In this article, we present the Teaching Thinking in Bible Studies Initiative that seeks to facilitate active Bible studies where students construct the meaning of the text autonomously. The initiative also encourages students to use core thinking strategies when reading the Bible. Our model proposes a Bible lesson directed at well-defined thinking goals that unfold throughout the lesson, and that includes explicit discussions of thinking processes and strategies. The first section of this article explores theories and research, identifying the characteristics and principles of teaching thinking, and reviews previous studies about Bible education. In the second, we present the initiative's pedagogical principles and the structure of a thinking-based Bible lesson. In the third section, we provide two examples of teaching thinking in Bible lessons focused on argumentation and asking questions. Finally, in the discussion, we examine how our initiative corresponds and adds to other initiatives and the teaching thinking literature.

van Driel, S., Crasborn, F., Wolff, C. E., Brand-Gruwel, S., & Jarodzka, H. (2023). **Teachers' interactive cognitions in noticed classroom management events: Does experience matter?** *Teaching and Teacher Education*, *126*, 104076. https://doi.org/10.1016/j.tate.2023.104076
This study explored preservice (n = 21), beginning (n = 17), and experienced (n = 19) teachers' interactive cognitions accompanying classroom management events they noticed during teaching. Stimulated-recall interviews based on actor-perspective teaching videos (including teachers' hand signals during teaching) captured teachers' verbal reports of interactive cognitions. Content analysis of these verbal reports using a multi-dimensional coding scheme and qualitative network analysis elicited similar patterns in structure and content of interactive cognitions, with minor nuances across teacher groups but considerable differences among individual teachers. Findings emphasize the value of investigating cognitions of one's own teaching practices and the need for teacher training programs to attend to individual differences.

Wahlström, N., Bossér, U., & Vogt, B. (2023). **Teaching as a pedagogical responsibility: an introduction**. *Journal of Curriculum Studies*, *55*(1), 1-7. https://doi.org/10.1080/00220272.2023.2172361
In this special issue, the research interest is focused on classroom activities. To adequately understand and examine the classroom situation, the wholeness and complexity of the teaching situation should be maintained and paid attention as much as possible throughout the research process. In dialogues and comparisons between the German concept of Didaktik and the American concepts of curriculum theory and pedagogy, the differences between a European, continental, and Anglo-Saxon conceptualization of education often have been emphasized. Inspired by both the German tradition of Bildung and the American philosophy of pragmatism, we here understand classroom activity as communication on selected parts of collective knowledge and social culture, shaping the conditions for both the continuity and renewal of society. Furthermore, the concept of didactics is viewed as the conceptualization of empirically based pedagogical problems in classrooms. Even if both the traditions of Bildung and pragmatism embrace a reflective approach, Dewey's pragmatism places more emphasis on freedom and openness in terms of communication across social boundaries and on a mutual dependency between education and democracy. In terms of democracy, a Deweyan view of pragmatism could thus contribute to the German didactic tradition and the meanings of the concepts of didactics and pedagogical responsibility.

Wang, H., King, R. B., & McInerney, D. M. (2023). **Ability grouping and student performance: A longitudinal investigation of teacher support as a mediator and moderator**. *Research Papers in Education*, *38*(2), 121-142. https://doi.org/10.1080/02671522.2021.1961293
The advantages and disadvantages of ability grouping for student achievement are strongly contested, with studies presenting different results. However, much of this research has focused on class-level or subject-level ability grouping. Relatively less research has focused on school-level ability grouping. More importantly, the role of teacher support has often been neglected in the ability grouping literature. The aim of this study was to shed light on the under-investigated area of school-level ability grouping, with teacher support examined as a crucial theoretical mechanism. We examined whether teacher support plays a mediating and/or moderating role in terms of how school-level ability grouping is related to student achievement in English and mathematics. The participants were 554 Hong Kong secondary students from the high- (Band 1), medium- (Band 2), and low- (Band 3) ability groups. The results indicate that students from high-ability groups enjoyed greater levels of teacher support, which partly explains their higher levels of achievement. This finding supports a mediation mechanism. Moreover, the results also provide support for a moderation mechanism. When students in low-ability groups received high levels of teacher support, they were able to achieve as much as students in the high-ability groups, in English but not for math.

Wilkinson, I. A. G., Reznitskaya, A., & D'Agostino, J. V. (2023). **Professional development in classroom discussion to improve argumentation: Teacher and student outcomes**. *Learning and Instruction*, *85*, 101732. https://doi.org/10.1016/j.learninstruc.2023.101732
The purpose of this study was to examine the effects of a year-long professional development program in classroom discussion designed to improve students' argumentation skills in language arts classes. Twenty-six fifth-grade teachers and their 471

students at two research sites participated: 14 teachers in the experimental condition, who received the professional development, and 12 teachers in the comparison condition. Results showed that the professional development led to statistically significant improvements in the quality of teachers' facilitation and student argumentation during discussions, and in students' performance on individual argumentative reading and writing tasks following the discussions, at the end of the year. Findings suggest that the professional development for teachers resulted in strengthened student abilities to connect positions with relevant reasons and evidence, and that argumentation skills acquired in the discussions may have transferred to students' individual argumentation, at least for reading outcomes.

Williams, T. (2023). **Implementation of Trauma-Informed Care in a Urban School District**. *Education and Urban Society*, *55*(4), 418-432. https://doi.org/10.1177/00131245221076100
The purpose of this study was to examine faculty, staff, and administrative perceptions regarding implementation of trauma-informed care (TIC) in a small suburban school district. All employees of the district were invited to participate, with 91 submitting completed surveys. Participants completed the ARTIC-35 to measure perceptions of TIC. While no significant differences were found for the total or subscale scores, findings indicated the staff, as a whole, had positive perceptions of the program. Based on these findings, it appears that professional development before and during the program helped staff become more responsive to students who had experienced trauma.

Yang, M., Oh, Y., Lim, S., & Kim, T. (2023). **Teaching with collective resilience during COVID-19: Korean teachers and collaborative professionalism**. *Teaching and Teacher Education*, *126*, 104051. https://doi.org/10.1016/j.tate.2023.104051
This study applies system-focused resilience and collaborative professionalism to examine how teachers in Korea collectively developed resilience and transformed teaching during COVID-19. Using qualitative data from seven individual interviews and four focus groups, we found Korean teachers navigated complex challenges (rapidly changing policies, online teaching, exacerbated learning gaps, and excessive social pressure) and utilized contextual resources (collective autonomy and flexibility, solidity and solidarity, and collective responsibility) to develop strategies (collaborative inquiry, timely communication, and envisioning the future of schooling). The study extends teacher resilience toward more collective and communal, from the individual level, by linking resilience to collaborative systemic changes.

Yao, J., Han, X., Qiu, X., Pi, W., Wang, A., Meng, X., & Wei, L. (2023). **« Keeping up with the times ». Core competencies of excellent primary and secondary school teachers in the internet plus era: a qualitative study on teacher education in China**. *Teaching and Teacher Education*, *126*, 104074. https://doi.org/10.1016/j.tate.2023.104074
The "Internet Plus" era presents a growing challenge to teacher educators faced with the challenge of identifying core competencies and clarifying their content. To address this challenge, 109 primary and secondary teachers were conducted in-depth interviews. The resulting data were analyzed theoretically and a "triangular interconnection" model was produced. The model consists of three competencies: "one specialty and multiple competencies", the ability to "change with the times", and "persevere with teaching as a vocation". Accordingly, we propose to establish adaptive education and training programs based on this model to enrich teacher competencies to adapt to the times.

Zaiane-Ghalia, S., & Benimmas, A. (2023). **Pédagogie immersive expérientielle : aborder les loisirs inclusifs et thérapeutiques en interagissant avec des personnes résidant dans un foyer de soins**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(1), 133-161. https://doi.org/10.53967/cje-rce.5305
In order to make students aware of the reality of people with special needs during inclusive recreation activities, this study experiments with experiential immersive pedagogy to arouse the curiosity and interest of future recreologists enrolled in the "inclusive recreation" course. Learners were immersed in the reality of a nursing home resident. The contact was articulated around a leisure activity based on painting, self-expression, and group exchange with the support of a painter. Twenty-seven students experienced immersive experiential learning in an atmosphere of respect and empathy. Qualitative analysis of experience narratives, evaluation questionnaires and direct observation notes demonstrates the formative impact of the immersive experiential pedagogical approach. Indeed, the results reveal the initial apprehensions related to the stereotypes conveyed in relation to mental health and the effect of the encounters and human interactions that helped to challenge them.

Relation formation-emploi

Couppié, T., & Gasquet, C. (2023). **Les métiers en tension dans les parcours professionnels des jeunes**. In T. Couppié, C. Gasquet, C. Fournier, & J.-M. Dubois, *Actes des 5èmes Rencontres DGEFP - Céreq : Accompagner les mutations de l'emploi et des métiers par la formation* (p. 9-17). Consulté à l'adresse https://www.cereq.fr/actes-des-5emes-rencontres-dgefp-cereq

Couppié, T., Gasquet, C., Fournier, C., & Dubois, J.-M. (2023). ***Actes des 5èmes Rencontres DGEFP - Céreq : Accompagner les mutations de l'emploi et des métiers par la formation***. Consulté à l'adresse https://www.cereq.fr/actes-des-5emes-rencontres-dgefp-cereq
Cet ouvrage rend compte des travaux du Céreq présentés lors des 5èmes Rencontres DGEFP-Céreq qui ont eu lieu en février 2023. Les Rencontres DGEFP-Céreq ont pour objectif d'éclairer de façon renouvelée les questions relatives à l'impact des politiques de formation sur le comportement des entreprises et de leurs salariés. Ces rencontres sont un espace privilégié pour la diffusion des travaux de recherche et leur mise en débat.

Dubois, J.-M., & Fournier, C. (2023). **Les seniors, l'emploi et la formation**. In T. Couppié, C. Gasquet, C. Fournier, & J.-M. Dubois, *Actes des 5èmes Rencontres DGEFP - Céreq : Accompagner les mutations de l'emploi et des métiers par la formation* (p. 3-8). Consulté à l'adresse https://www.cereq.fr/actes-des-5emes-rencontres-dgefp-cereq

Janta, B., Kritikos, E., & Clack, T. (2023). ***The green transition in the labour market: how to ensure equal access to green skills across education and training systems: analytical report***. Consulté à l'adresse https://eenee.eu/wp-content/uploads/2023/01/EENEE_AR02_Green-skills_Final-report-without-identifiers.pdf

Kovalenko, A. (2023). **Natural Resource Booms, Human Capital, and Earnings: Evidence from Linked Education and Employment Records**. *American Economic Journal: Applied Economics*, *15*(2), 184-217. https://doi.org/10.1257/app.20200762

Using administrative panel data on the universe of Texas public school students, I analyze how shocks to local economic conditions affect education and employment decisions. I find that high school students at the bottom of the academic ability distribution worked and earned more in response to the fracking boom and that these earnings gains persisted through ages 24–25 despite the fact that the same students also became less likely to attend classes and graduate from high school. My results suggest that the opportunity cost of education is large for these students.

Réussite scolaire

Banque mondiale. (2023). ***Reducing boy's school dropout and helping boys at risk: LAC gender notes***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/936601642743773671/pdf/Reducing-Boy-s-School-Dropout-and-Helping-Boys-at-Risk.pdf
En Amérique latine et dans les Caraïbes, le décrochage scolaire au secondaire est plus élevé chez les garçons que chez les filles, ce qui compromet la possibilité de trouver un emploi de qualité dans le secteur formel. Ce document présente neuf approches efficaces afin d'aider les garçons à rester à l'école tout en préparant leur avenir. Parmi ces dernières : des incitations financières, le suivi de programmes extrascolaires et la participation à des programmes de formation professionnelle comprenant des stages rémunérés.

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.

Basarkod, G., Marsh, H. W., Guo, J., Parker, P. D., Dicke, T., & Pekrun, R. (2023). **The happy-fish-little-pond effect on enjoyment: Generalizability across multiple domains and**

countries. *Learning and Instruction*, *85*, 101733. https://doi.org/10.1016/j.learninstruc.2023.101733
Academic enjoyment is an important educational construct given that it benefits students' engagement, persistence, wellbeing, and mental health. In this study, we examine two factors that determine this crucial emotion, namely student- and class-level achievement. Past research has been restricted to single-country or single-domain examinations of secondary school students, limiting generalizability of findings. To bridge this gap, we utilize the Trends in International Mathematics and Science Study and the Progress in International Reading Literacy Study (TIMSS-PIRLS) combined 2011 data (N = 180,084 4th-grade students, 37 countries). Our results provide robust evidence that student-level achievement positively predicts enjoyment in math, science, and reading, while the effects of class-level achievement are negative—the Happy-Fish-Little-Pond Effect. These results showed relative universality across the domains and countries examined.

Ben Hamouda, L. (2023, mars 23). **Les internats font-ils réussir les élèves ?** Consulté 29 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/23/les-internats-font-ils-reussir-les-eleves/
Le développement des internats favorise t-il la réussite scolaire ? On se rappelle la publicité faite auprès des « internats d'excellence » et de celui de Sourdun. Au-delà de la communication ministérielle, on savait peut de choses sur les effets réels de l'internat. Cela alors que les familles s'interrogent avant d'envoyer un enfant loin d'elles. Audrey Farges…

Bénédicte, G. (2023). ***Capital émotionnel, réussites & bien-être à l'université : vers une bienvivance***. Consulté à l'adresse https://librairie.publibook.com/sciences-humaines/10699-capital-emotionnel-reussites-bien-etre-a-l-universite-vers-une-bienvivance-9782342366846.html

Caraballo-Cueto, J., Godreau, Í., & Tremblay, R. (2023). **From Undergraduate Research to Graduation: Measuring the Robustness of the Pathway at a Hispanic-Serving Institution**. *Journal of Hispanic Higher Education*, *22*(2), 219-232. https://doi.org/10.1177/15381927221074026
Based on several regression specifications that control for a host of covariates, this article demonstrates that the quantity of undergraduate research experience was by far the most important determinant for increased graduation rates at a 100% Hispanic-serving institution. Our finding also shows a causal relationship confirmed by propensity score matching analyses. Results underscore the high impact but sometimes underestimated contribution of undergraduate research to academic success, even for teaching-oriented colleges.

Deer, F., & Heringer, R. (2023). **Indigenous Perspectives at the Cultural Interface: Exploring Student Achievement through School/Community-Based Interventions**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(1), 33-55. https://doi.org/10.53967/cje-rce.5707
Many schools, school districts, and provincial education authorities in Canada are collaborating with Indigenous communities to indigenize content and provide progamming to improve Indigenous student success. With a focus on high school achievement in the area of Indigenous education at the cultural interface of Indigenous

communities and Euro-Western educational systems, this article examines the efforts of a school division to impact student achievement and experience. Data from interviews conducted with teachers, educational assistants, and administrators are presented and discussed, evidencing participants' perspectives on these initiatives. This study revealed that, despite numerous institutional and non-institutional challenges, the school division's efforts in Indigenous education programming in many of its high schools have been thriving and have also been well supported compared to other public school divisions in Canada.

Donegan, R. E., Wanzek, J., Petscher, Y., & Otaiba, S. A. (2023). **The Impact of Student Race, Sex, and Mindset on Reading Intervention Response at the Upper Elementary Level**. *The Elementary School Journal*, *123*(3), 437-456. https://doi.org/10.1086/723373
Effects from different studies of reading and mindset interventions are inconsistent, pointing to the need to investigate moderating factors affecting response. In this study, we implemented two intensive intervention conditions for fourth-grade students with/at risk for reading disabilities (N = 360). One intervention condition included reading intervention only, whereas the other intervention condition incorporated both reading and mindset interventions. Through exploratory analyses, we examined student characteristics (sex, race/ethnicity, mindset) as moderators of the effects of the interventions on mindset, word attack, and reading comprehension outcomes and also explored potential interactions. Overall, we found no differential outcomes of intervention by race, sex, or initial mindset level. Our exploration of the interactions also did not yield any significant effects; however, we were limited by small sample sizes in subgroups. Overall, more research is needed to explore potential interactions moderating intervention outcomes.

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.

Guadalupe, M., & Gonzalez-Gordon, I. (2023). **Bias From Enrollment: Peer Effects on the Academic Performance of University Students in PUCE Ecuador**. *Journal of Hispanic Higher Education*, *22*(2), 175-191. https://doi.org/10.1177/15381927221085679
We study the impact of peer effects on the academic achievement of economics students in Pontifical Catholic University of Ecuador (PUCE) Ecuador, for both semesters

of 2018. The estimates from our random-effects model show a significant influence of the average-group, high-achieving, and low-achieving peers. These results are robust with the presence of socioeconomic, academic, and teaching quality covariates. The findings suggest that systems that prioritize course enrollment according to previous scores may exacerbate a peer-driven bias in student performance.

Jo, S., & Seo, Y. S. (2023). **Does maths self-concept mediate the relation between instructional approaches and students' maths achievement? Evidence from the U.S. TIMSS 2015 data**. *Research Papers in Education*, *38*(2), 143-163. https://doi.org/10.1080/02671522.2021.1961294
There is no consensus about whether a teacher-centred or student-centred instructional approach is more effective for students' maths achievement. Prior studies have highlighted the role of students' maths self-concept as a predictor and mediator for maths achievement. This study examined whether instructional approaches were related to students' maths achievement and whether the relation between instructional approaches and maths achievement was mediated by students' maths self-concept. The study used a sample from the 2015 TIMSS United States national data of 4th grade teachers and students. The results of structural equation modelling indicated that student-centred instructional approach was not associated with students' maths achievement. Nor was the relation between student-centred instruction and students' maths achievement mediated through students' maths self-concept, indicating that maths self-concept is not the mechanism through which student-centred instruction was associated with maths achievement. Our study discussed the possible ways that student-centred instruction may encourage or discourage students' maths self-concept and suggestions to overcome the methodological limitation of TIMSS data.

Jones, M. H., James, M. T., & Johnson, C. (2023). **Social status, popularity goals and students with learning disabilities: an initial investigation**. *British Journal of Special Education*, *50*(1), 83-103. https://doi.org/10.1111/1467-8578.12445
The current study examined whether students' social goals might help explain why students with learning disabilities (LD) often have lower social status in school. Participants included 336 rural and ethnically diverse high school students (of whom 16 had a LD diagnosis). Participants reported on their social status, popularity goals, and social preference goals. Findings support that students with a LD diagnosis are regularly members of less popular peer groups, but are fully socially integrated within their peer groups. Findings also note that students with and without a LD diagnosis generally had similar social preference and popularity goals. Thus, the popularity of students with a LD diagnosis is unlikely due to psychological desires for popularity, but more likely to be due to other social experiences.

Ketonen, E. E., Hienonen, N., Kupiainen, S., & Hotulainen, R. (2023). **Does classroom matter? - A longitudinal multilevel perspective on students' achievement goal orientation profiles during lower secondary school**. *Learning and Instruction*, *85*, 101747. https://doi.org/10.1016/j.learninstruc.2023.101747
The present study adds to earlier person-oriented research by investigating differences in students' achievement goal orientation (AGO) profiles and their development using a simultaneous consideration of classroom patterns with longitudinal multilevel methods. The sample of almost 10,000 lower secondary school students, representing over 600 classrooms, was surveyed on their AGOs in the 7th and 9th grade. Multilevel latent profile

analyses (MLPAs) and transition analysis (MLTA) revealed similar student profiles in AGOs in both grades: success-oriented, moderate multiple goals and avoidance-oriented, as well as two classroom types: success-oriented and mixed orientation classrooms with varied relative proportions of different student-level profiles and patterns of likely transitions. Stability of profiles was more typical than change. Maladaptive transitions were related to lower, and stable and adaptive transitions to higher GPA in the end of 9th grade. In success-oriented classrooms, it was more common to maintain or adopt the success-orientation across lower secondary school compared to the other classroom type.

Louie, D. W., & Prince, L. (2023). **Achieving Equity in Graduation Rates and Other Indicators of Success for Indigenous Learners in Canada**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(1), 1-32. https://doi.org/10.53967/cje-rce.5493
This research project was designed to attend to inequity for Indigenous students, communities, and knowledges in a northern British Columbian district. The aims of the article are to share the systemic and individual transformation for Indigenous learners and their families based on the strengths and barriers they perceive in the system. Presented here are the results of extensive engagement with students, parents or guardians, teachers, administrators, and Indigenous communities that have led to novel practical approaches to governance, policy, programmatic design, and practice in a mainstream school district, resulting in improved school experiences for Indigenous learners. Through this research we illuminate the voices of Indigenous students and show how they guided the pursuit of equity in a Canadian school district. We examined the unconscious colonial agenda to understand how it emerges visibly and invisibly in a given context (Louie, 2020), while simultaneously creating distinct responses emerging from the teachings of Indigenous stakeholders and rights holders. Internal and external pressures on school districts often result in urgent demands for transformation, or at minimum, the urgent shift in perception of transformation (Daigle, 2019), but real and sustaining change cannot be rushed, borrowed, or created in isolation from the rest of the system.

Marroig, A., & Muniz-Terrera, G. (2023). **Latent Class approach to analyze children's nutritional trajectory and school dropout. A longitudinal population-based application**. *Quality & Quantity*, *57*(2), 1519-1531. https://doi.org/10.1007/s11135-022-01421-w
The study of the nutritional status is relevant during the entire life course, but in children it is relevant as malnutrition may be a marker of underlying functional and mental health deficits. Evidence of the association between malnutrition and school dropout is not conclusive. Our aim was to analyze children's nutritional trajectory measured using their Body Mass Index (BMI) of a Uruguayan cohort and its association with school dropout. With this purpose, Latent Class and Joint Latent Class Mixed Models were fitted to children's cohort study (N = 1392 girls and 1492 boys) in sex-stratified analyses adjusting for sociodemographic characteristics. We identified latent classes of boys and girls with similar BMI trajectories during school years and differences in relevant socioeconomic and anthropometric characteristics. Results indicated that boys dropped out at younger ages than girls. No association between age of school dropout and nutritional trajectory classes was found. None of the classes exhibited a deficit or decrease in BMI trajectories during school ages, although the obesity and overweight classes could be of concern. Results suggested no significant association between obesity or overweight and age of school dropout for children up to 14 years old. Future research on other samples may inform about trajectories in higher educational levels.

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.

Morin, V. (2023, mars 29). **A Drancy, les bonnes recettes de deux collèges de l'éducation prioritaire : « Ici, ça marche parce qu'on est encadrés »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/03/29/a-drancy-les-bonnes-recettes-de-deux-colleges-de-l-education-prioritaire-ici-ca-marche-parce-qu-on-est-encadres_6167366_4401467.html
Les collèges Pierre-Sémard et Aretha-Franklin, en Seine-Saint-Denis, présentent des taux de réussite au brevet supérieurs à ceux attendus. Sur place, les équipes mettent en avant le travail en commun, le climat scolaire, et le suivi des familles les plus en difficulté.

M'Piayi, A., & Moussavou, F. (2023a). **L'effet de la perception du fonctionnement de l'université par les étudiants sur leur réussite : Le cas de la faculté des sciences économiques à l'université Marien NGOUABI au Congo-Brazzaville**. *Science, Technologie, Développement*, *3*(1). https://doi.org/10.21494/ISTE.OP.2023.0923
M'Piayi, A., & Moussavou, F. (2023b). **The effect of the perception of the functioning of the university by students on their success: the case of the Faculty of Economics at the University Marien Ngouabi in Congo-Brazzaville**. *Journal of Economics and Economic Education Research*, *24*(1), 1-14. Consulté à l'adresse https://www.abacademies.org/abstract/the-effect-of-the-perception-of-the-functioning-of-the-university-by-students-on-their-success-the-case-of-the-faculty-o-15703.html

This article analyzes the impact of the perception that students of the Faculty of Economics of the Marien Ngouabi University have about institutional practices on the quality of their course in License I and II. To do this, a field survey was carried out in 2021 among 205 License III and Master I and II students. Statistical analysis and logistic modeling of the data collected validate the hypothesis of the effect of the perception of certain areas of appreciation on success. The extent of the failure, revealed by the survey, pleads in favor of adaptations at the organizational level of the functioning of the establishment and the pedagogical follow up of the students. The pedagogical support of students by their peers and course leaders, the pedagogical training of teachers, the modernization of equipment and teaching tools, as well as socially differentiated student aids would be actions authorized by the results of this study which aims, ultimately, the positive perception expressed by users of the university.

Ortagus, J. C. (2023). **The Relationship Between Varying Levels of Online Enrollment and Degree Completion**. *Educational Researcher*, *52*(3), 170-173. https://doi.org/10.3102/0013189X221147522
This study examines the influence of varying levels of online enrollment on community college students' likelihood of degree completion, with a particular focus on completion outcomes among traditionally underserved subgroups of students. Using institutional transcript data from a high-enrollment community college and a propensity score weighting approach, I find that lower levels of online enrollment have a positive relationship with the likelihood of degree completion for Black, Hispanic, and low-income community college students, but enrolling in all online courses has a negative influence on the likelihood of degree completion across subgroups of community college students.

Pommiers, E., & Romain, M. (2023, mars 29). **Les résultats des collèges à leur tour évalués au prisme de la « valeur ajoutée »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2023/03/29/les-resultats-des-colleges-a-leur-tour-evalues-au-prisme-de-la-valeur-ajoutee_6167369_3224.html
L'éducation nationale se dote d'un nouvel outil censé mesurer « la manière dont les établissements accompagnent leurs élèves vers la réussite ». Un indicateur, déjà utilisé pour les lycées, qui laisse sceptique au sein de la communauté éducative.

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.

Tao, V. Y. K., Kam, C. C. S., Li, Y., & Wu, A. M. S. (2023). **Differential prospective relationships of social-oriented and individual-oriented achievement motivations with achievement goals and affective wellbeing: A 1-year follow-up study**. *Learning and Instruction*, *85*, 101734. https://doi.org/10.1016/j.learninstruc.2023.101734
This study aimed to investigate the differential prospective relationships of social-oriented achievement motivation (SOAM) and individual-oriented achievement motivation (IOAM) with student's adoption of specific achievement goals and their affective wellbeing (AWB). A total of 332 Chinese university students (Mage = 19.139; Female = 75%) voluntarily participated in the baseline and the 1-year follow-up surveys of this study. The factor score path analysis results showed statistically significant positive paths from SOAM and IOAM at baseline to performance goals and mastery goals, respectively, at follow-up. Moreover, a statistically significant positive path was found from SOAM at baseline to negative affective experiences, at follow-up, and no association was found between IOAM and AWB, after controlling for achievement goals. The findings suggest the usefulness of raising educators' and parents' awareness regarding the double-edged sword of utilizing socially valued motives to promote performance approach goals in individuals because such values potentially lowering their psychological wellbeing.

Thomas, F. (2023). **Résultats définitifs de la session 2022 du baccalauréat : des résultats en baisse après deux sessions exceptionnelles**. *Note d'Information*, (23.09). Consulté à l'adresse https://www.education.gouv.fr/resultats-definitifs-de-la-session-2022-du-baccalaureat-des-resultats-en-baisse-apres-deux-sessions-357740
Le taux de réussite diminue faiblement dans la voie générale et plus sensiblement dans les voies technologique et professionnelle. Dans la voie professionnelle, il retrouve son niveau d'avant la crise sanitaire, mais reste au-dessus dans les voies générale et technologique. Le nombre de bacheliers est en baisse par rapport à la session 2021 de 22 200 dont 10 000 en voie professionnelle. En 2022, 79,6 % d'une génération est titulaire du baccalauréat. Cette proportion, inférieure de 3,4 points à celle de 2021, rejoint le niveau des sessions antérieures à la crise sanitaire.

Tian, L., Li, X., Chen, X., & Huebner, E. S. (2023). **Gender-specific trajectories of academic achievement in Chinese elementary school students: Relations with life satisfaction trajectories and suicidal ideation trajectories**. *Learning and Instruction*, *85*, 101751. https://doi.org/10.1016/j.learninstruc.2023.101751
This study explored heterogeneous developmental trajectories of academic achievement and their relations to trajectories of life satisfaction and trajectories of suicidal ideation among Chinese elementary school students. A sample of 547 students (55.0% boys; Mage = 9.00 years, SD = 0.76 at Time 1) completed a packet of measures on five occasions across two years, using 6-month intervals. Three distinct trajectories of academic achievement were identified: "high-stable" (86.28%), "low-increasing"

(8.94%), and "low-decreasing" (4.78%). Girls demonstrated higher academic achievement than boys. Students displaying adverse developmental trends in academic achievement were more likely to show adverse trends in life satisfaction. Finally, trajectories of academic achievement and trajectories of suicidal ideation were related for girls, but not boys. Programs promoting academic achievement may require adaptations for the differing genders and start as early as elementary school.

Tisocco, F., & Liporace, M. F. (2023). **Structural Relationships Between Procrastination, Academic Motivation, and Academic Achievement Within University Students: A Self-determination Theory Approach**. *Innovative Higher Education*, *48*(2), 351-369. https://doi.org/10.1007/s10755-022-09622-9
This study aimed to analyze the influence of academic motivation on procrastination and, in turn, to examine the impact of procrastination on academic achievement, on the grounds of self-determination theory. Undergraduate students (N = 928) completed a sociodemographic and academic survey, the Tuckman Procrastination Scale, and the Academic Motivation Scale. Path-analysis findings revealed procrastination was negatively and significantly predicted by intrinsic motivation toward stimulating experiences, intrinsic motivation towards achievement, and extrinsic motivation external regulation. Further, procrastination was positively predicted by intrinsic motivation to know, extrinsic motivation identified regulation, extrinsic motivation introjected regulation, and amotivation. In turn, procrastination negatively predicted academic achievement. Overall, combining components of motivational interventions could aid in tailoring higher education interventions that seek to decrease procrastination and reduce the impact of this variable on academic achievement. Discussion of findings continues in light of previous literature concerning the relationship between motivation and procrastination.

Towers, E. (2023). **Ability, inequality and post-pandemic schools. Rethinking contemporary myths of meritocracy**. *Journal of Education Policy*, *38*(2), 365-366. https://doi.org/10.1080/02680939.2021.2002618

Uddin, Md. A., Howlader, M. H. R., Khaled, M. C., Nusrat, M., & Das, A. K. (2023). **What matters most for academic achievement? A cross-cultural study on undergraduate students**. *International Social Science Journal*, *73*(247), 121-137. https://doi.org/10.1111/issj.12393
This study aims to unearth the influence of students' intelligence (IQ) on their academic achievement (AA) in a mediated mechanism. Following the theoretical essence, the present study analysed cross-sectional data in Bangladesh and China using a self-administered survey. A sample of 287 from Bangladesh (study 1) and 317 from China (study 2) showed that IQ does not influence creativity (CR) but AA. In effect, the direct and indirect (mediating) effects of CR on AA are not supported. Surprisingly, the impact of IQ on CR is significant through the mediating effect of creative self-belief. The findings contribute to advancing and extending the knowledge gap in developing countries as these observed variables were witnessed as being Western-biased. Furthermore, this study also contributes to formulating policies for higher educational policymakers to involve students in positive initiatives so that they can feel tempted to engage in creative practice.

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 (rs = 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.

Wang, M.-T., Henry, D. A., & Del Toro, J. (2023). **Do Black and White Students Benefit From Racial Socialization? School Racial Socialization, School Climate, and Youth Academic Performance During Early Adolescence**. *American Educational Research Journal*, *60*(2), 405-444. https://doi.org/10.3102/00028312221134771
With racial inequalities plaguing the U.S. school system, educators have recognized the importance of establishing inclusive, equitable, and diverse school environments where students from different ethnic-racial backgrounds can feel respected and supported. This study examined the longitudinal links between adolescents' experiences of school racial socialization, school climate perceptions, and academic performance and tested whether these links varied by race (n = 941; 54% boys; 63% Black, 37% White). Results revealed that adolescents' experience of school racial socialization practices (i.e., cultural socialization and promotion of cultural competence) predicted positive changes in their perceptions of school climate and, in turn, promoted better academic performance. School racial socialization was linked to positive school experiences and achievement for both Black and White adolescents.

Zesch, T., Horbach, A., & Zehner, F. (2023). **To Score or Not to Score: Factors Influencing Performance and Feasibility of Automatic Content Scoring of Text Responses**. *Educational Measurement: Issues and Practice*, *42*(1), 44-58. https://doi.org/10.1111/emip.12544
In this article, we systematize the factors influencing performance and feasibility of automatic content scoring methods for short text responses. We argue that performance (i.e., how well an automatic system agrees with human judgments) mainly depends on the linguistic variance seen in the responses and that this variance is indirectly influenced by other factors such as target population or input modality. Extending previous work, we distinguish conceptual, realization, and nonconformity variance, which are differentially impacted by the various factors. While conceptual variance relates to different concepts embedded in the text responses, realization variance refers to their diverse manifestation

through natural language. Nonconformity variance is added by aberrant response behavior. Furthermore, besides its performance, the feasibility of using an automatic scoring system depends on external factors, such as ethical or computational constraints, which influence whether a system with a given performance is accepted by stakeholders. Our work provides (i) a framework for assessment practitioners to decide a priori whether automatic content scoring can be successfully applied in a given setup as well as (ii) new empirical findings and the integration of empirical findings from the literature on factors that influence automatic systems' performance.

Valeurs

Amilhat, C. (2023, janvier 31). **Apprendre à être citoyen : ce que les jeunes pensent de l'éducation civique**. Consulté 22 mars 2023, à l'adresse The Conversation website: http://theconversation.com/apprendre-a-etre-citoyen-ce-que-les-jeunes-pensent-de-leducation-civique-196908
Les enfants et les adolescents sont loin de se désintéresser de la politique. Mais l'éducation civique qui leur est dispensée leur donne-t-elle tous les moyens de décrypter ces enjeux citoyens ?

Bazzul, J. (2023). ***An Intense Calling: How Ethics Is Essential to Education***. Consulté à l'adresse https://staging-torontopress.kinsta.cloud/9781487550585/an-intense-calling
Positing that education is a movement from one way of being to another, more desirable one, An Intense Calling argues that ethics should be the prime focus for the field of education. The book locates ethics, education, and justice in human subjectivity and describes education as a necessary practice for ethical reflexivity, change, and becoming (ethically) different. It also situates ethics as something that exceeds subjectivity, thereby engaging ethics as a material phenomenon through topics such as aesthetics and solidarity with non-humans. Jesse Bazzul explores various concepts in the book including power, biopolitics, the commons, subjectivity, and materiality, and draws from over twenty years of experience teaching in different countries including Canada, Ireland, the United States, China, and Ukraine. Taking a wide-ranging philosophical approach, the book entangles ethics, urgent political issues, and pressing educational contexts of the twenty-first century. In doing so, An Intense Calling maintains that ethics is the core of education because education involves finding better ways of living and being in the world.

Ben Hamouda, L. (2023, mars 31). **Le Sénat repart à l'assaut de l'EMC**. Consulté 31 mars 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/03/31/le-senat-repart-a-lassaut-de-lemc/
Quelques mois après la publication du rapport Piednoir – Cabanel sur l'enseignement moral et civique (EMC), une proposition de loi en tire les conséquences. Elle prévoit la réécriture des programmes pour réduire l'EMC à la connaissance des institutions et à la participation aux cérémonies avec les politiques. Adieu l'éducation de l'esprit critique ou le développement…

Cabanel, H. ***Proposition de loi tendant à renforcer la culture citoyenne***. , Pub. L. No. 437 (2023).

de Arriba Rivas, C., & Ibáñez Ruiz del Portal, E. (2023). **Teachers' insights from an ethics of care programme aimed at promoting global citizenship education in the classroom**. *Teaching and Teacher Education*, *126*, 104075. https://doi.org/10.1016/j.tate.2023.104075
This research aims to identify critical insights highlighted by teachers who participated in a Global Citizenship Education (GCE) program based on the ethics of care. Using a care approach, we analyse the data using grounded theory and a broad theoretical framework that draws from ecofeminism, global citizenship, and education. In terms of educational practice, GCE, with a care approach, must focus on three dimensions: the role of teachers, the educational system, and group management. Care is the engine of educational practice from where the adoption of a critical GCE approach develops competencies such as creativity, dialogue, and empathy that promote global justice.

Flennegård, O., & Mattsson, C. (2023). **Democratic pilgrimage: Swedish students' understanding of study trips to Holocaust memorial sites**. *Educational Review*, *75*(3), 429-446. https://doi.org/10.1080/00131911.2021.1931040
This article focuses on Swedish students' understanding of study trips to Holocaust memorial sites. Although about a quarter of all Swedish teenagers visit the Auschwitz-Birkenau State Museum each year, with the majority visiting as students as part of their school curriculum, this study is the first to examine these study trips from a student perspective. By applying critical discourse analysis, this article analyses 49 students' reflections, written before, during, and after two study trips. The results suggest that the study trips' discursive practice, which constitutes and is constituted by the study trips' social practice, is regulated by a discursive order termed democratic pilgrimage. In addition, this article reveals two didactic deviations from previous research on study trips: the students' positive feelings in relation to the Polish environment and the balance between victim and perpetrator perspectives. The latter creates tension within the students and is solved via articulations of democratic values.

Lee, C. (2023). **Inclusive relationships, sex and health education: Why the moral panic?** *Management in Education*, *37*(2), 107-112. https://doi.org/10.1177/08920206211016453
There are an estimated 50,000 LGBT teachers in English schools. In common with all workplaces, under the Equality Act 2010, schools have a responsibility to protect Lesbian, Gay, Bisexual and Transgender (LGBT) teachers from harassment in the workplace. From September 2020, for the first time, schools in England have been required to teach Relationships, Sex and Health Education (RSHE) that is inclusive of LGBT relationships. Representatives of faith communities and parents of school children in Birmingham and other major cities have protested outside school gates in opposition to the introduction of LGBT inclusive RSHE. This article explores what is at the heart of the moral panic about the inclusion of LGBT identities in the curriculum. As schools introduce inclusive RSHE, we must consider the impact of protests on LGBT teacher health, well-being and identity. More than half of LGBT teachers have suffered from anxiety or depression linked to their sexual identity and role as a teacher and so supportive and unequivocal support and intervention is needed to ensure schools are safe places, free from hostility, for LGBT teachers, pupils and their families.

Limerick, N. (2023). **Linguistic Registers and Citizenship Education: Divergent Approaches to Content, Instruction, Kichwa Use, and State Relationships in Ecuador's Intercultural Bilingual Education**. *American Educational Research Journal*, *60*(2), 219-256. https://doi.org/10.3102/00028312231152584

Indigenous education increasingly seeks to reclaim the institutions of state assimilation as spaces for the dissemination and support of localized forms of knowledge and language use and the valorization of alternative citizenship identities. In this study, I compare two schools in Ecuador to show how divergent ways of teaching Kichwa promote or reject state policies of language standardization and the kinds of citizens foregrounded by them. By comparing the schools' approaches to teaching Kichwa, I call attention to linguistic registers as they carry out or contest predominant forms of citizenship. These examples provide a pathway to study inclusive language policies and classrooms and to understand the multiplicity of ways that citizenship manifestsin communication.

Pontanier, É. (2023). **À La Réunion : la laïcité à l'épreuve de la créolisation**. *Éducation et sociétés*, *49*(1), 185-200. https://doi.org/10.3917/es.049.0185
Comment la laïcité scolaire est-elle incarnée à La Réunion ? L'environnement de travail influence-t-il sa conception et sa mise en œuvre ? Quelles ressources les professionnels de l'éducation mobilisent-ils pour la faire vivre ? Pour répondre à ce questionnement, l'hypothèse suivante est proposée : la pédagogisation de la laïcité par des outils "péi" (c'est-à-dire originaires du pays en créole réunionnais) vise le refroidissement de la circulaire de 2018 concernant l'application stricte de la loi de 2004. Elle entend également promouvoir les valeurs du vivre ensemble et lutter contre les atteintes au principe de laïcité. L'étude mobilise les outils de la sociologie pragmatique (Boltanski & Thévenot 1991) et le matériau empirique. Elle compte une dizaine d'observations informelles dans des établissements et 83 entretiens décrivant plus de 85 situations liées à la diversité sociale et culturelle dans des collèges et lycées publics.

Redondo, C., & Gibert, A.-F. (2023). **Les fondements épistémologiques des pédagogies de l'EDD : Quel outil pour répondre aux enjeux de la formation enseignante ?** *Éducations*, 6(2). https://doi.org/10.21494/ISTE.OP.2023.0960
Notre communication s'appuie sur un état des lieux établi dans la thèse de Redondo (2018) à partir d'une enquête sur les pratiques d'enseignants en éducation au développement durable (EDD). L'analyse didactique met en évidence un écart important entre les modalités pédagogiques mises en oeuvre et les appuis théoriques à l'origine de ces pédagogies, que la formation permettrait de combler. À partir de cette analyse, nous présentons un outil de positionnement de projets pédagogiques élaboré par un groupe de travail du Conseil scientifique de l'Éducation nationale (CSEN) qui pourrait constituer une ressource possible pour la pratique enseignante.

Sinclair, K. A., Rodriguez, S., & Monreal, T. P. (2023). **"We can be leaders": minoritized youths' subjugated (civic) knowledges and social futures in two urban contexts**. *International Journal of Qualitative Studies in Education*, *36*(3), 392-410. https://doi.org/10.1080/09518398.2022.2025488
This article problematizes traditional and critical conceptions of civic knowledge and centers minoritized youth voices. We utilize case studies from two critical qualitative studies in two urban contexts to suggest that minoritized youths' subjugated knowledges are a type of civic knowledge and necessary for youth to imagine agentic social futures. These case studies indicated that youths' community-based curricular experiences illuminated and tapped into their racialized experiences and embodied knowledge of gentrification, immigration, and racism. As youth expressed and built upon this knowledge, they discussed policy solutions to the injustices they identified, developed a deeper sense of belonging and solidarity with people in their communities, and

articulated a desire to "become leaders" and agents of civic and social change. We offer implications for research and call for civic education anchored in the insurrection of subjugated knowledges and youths' race-conscious imaginations of more just and participatory civic and social futures.

Youth Directorate-General for Education, European Expert Network on Economics of Education (EENEE), Mulà, I., & Tilbury, T. (2023). ***Teacher education for the green transition and sustainable development: analytical report***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/144189

The move to a greener future requires that we all learn to live and work in more sustainable ways. Teacher professional learning has been identified as one of the most significant catalysts for bringing innovation and sustainability into our education systems, and thus equipping learners to contribute to this transition. Importantly, in June 2022 the European Union (EU) has adopted a Council Recommendation on learning for the green transition and sustainable development. This Recommendation formally calls for learning for sustainability (LfS) to become a key priority area in education policies and programmes, and for support to be given to educators through training and professional development in this area. Learning for sustainability is concerned with building the knowledge, skills, values and attitudes to engage with the major issues threatening both people and planet. This analytical report reviews documented research and good practices in relation to effective teacher education for sustainability, with the purpose of informing policy decision-making and frameworks in this area. Its findings and recommendations have been drawn from an extensive literature review, and are supported by a Key Informant Group that has helped to identify blind spots and check the validity of the research and experiences presented.