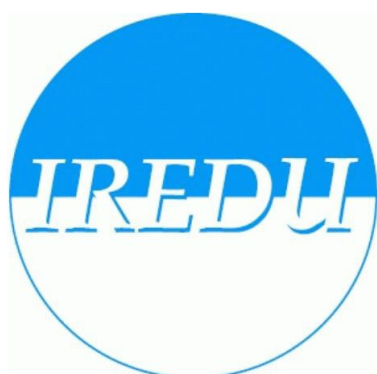


# Veille de l'IREDU



## Sommaire :

Acquisition de compétences .....	2
Aspects économiques de l'éducation .....	10
Aspects psychologiques de l'éducation .....	17
Aspects sociaux de l'éducation .....	32
Climat de l'école.....	49
Évaluation des dispositifs d'éducation-formation.....	51
Formation continue .....	52
Marché du travail .....	54
Métiers de l'éducation .....	55
Numérique et éducation .....	62
Orientation scolaire et professionnelle .....	65
Politique de l'éducation et système éducatif.....	67
Pratiques enseignantes .....	90
Relation formation-emploi .....	107
Réussite scolaire .....	108
Valeurs .....	114



[Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121](#)

## Acquisition de compétences

An, B. P., & Loes, C. N. (2023). **Participation in High-Impact Practices: Considering the Role of Institutional Context and a Person-Centered Approach.** *Research in Higher Education*, 64(4), 520-546. <https://doi.org/10.1007/s11162-022-09715-6>

Using data from the Wabash National Study of Liberal Arts Education (WNSLAE), this study considered institutions as “incubators,” where institutions develop students by providing them with essential resources and services to thrive. This approach also recognizes the importance of institutional norms and identities in shaping students' social and cultural competencies. Moreover, we used a person-centered approach to identify students' participation patterns in high-impact practices (HIPs). Instead of examining relations among variables—as with variable-centered approaches—person-centered approaches find similarities in a collection of variables to identify distinct student types. This approach allows us to understand the interconnections between students and their college environment through their participation patterns in HIPs. We identified five student types based on their participation patterns in HIPs: nonparticipant, career focused, experiential learner, academically oriented, and active engager. Almost 23% of the variance in students' patterns in HIP participation lies across institutions. Controlling for a host of student-level characteristics and college experiences marginally accounted for this institution-level variance. Instead, institution type accounted for the largest share of the variance, which is consistent with an institutional identity and norms of liberal education.

Breton, H. (2022). **Ingénierie des compétences et expériences de mobilité en formation : vers un dépaysement des pratiques de certification.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098340ar>

Cette recherche documente les logiques et les procédés à partir desquels les spécificités des compétences acquises par les élèves en formation durant les périodes de mobilité transnationale peuvent être intégrées dans des cadres de certification en France et en Europe. L'étude porte spécifiquement sur les procédés de classification et de catégorisation de ces compétences mis en oeuvre par huit ingénieurs de formation impliqués dans une recherche-action européenne s'intéressant : 1) à la reconnaissance de la singularité des apprentissages des apprentis ; 2) aux stratégies participant de la convergence des cadres de certification entre les pays d'origine et d'accueil.

Brougère, G., & Peyvel, E. (2021). **Élève ou touriste : ce que les enfants vivent et disent de leurs classes de mer.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(3), 87-108. <https://doi.org/10.3917/lse.543.0087>

À partir de l'observation ethnographique de deux séjours en classe de mer d'une durée de huit à dix jours dans deux sites finistériens, ainsi que d'entretiens avec des groupes d'enfants et d'enseignants, cet article tente de saisir la classe de mer du point de vue des enfants : quelle expérience vivent-ils ? Dans quelle mesure cette expérience renvoie-t-elle à la situation scolaire ou y échappe-t-elle ? Les enfants se considèrent-ils comme des touristes, et comment le justifient-ils ? Ont-ils le sentiment d'apprendre ? Il s'agira de déconstruire les discours souvent clivants tenus par les adultes impliqués dans ce dispositif, valorisant les classes de mer tout autant qu'ils dévalorisent le tourisme.

Clegg, T., Hernly, K., Ahn, J., Yip, J. C., Bonsignore, E., Pauw, D., & Pitt, C. (2023). **Changing Lanes: Relational Dispositions That Fuel Community Science Learning.** *American*

*Educational Research Journal*, 60(3), 621-661.  
<https://doi.org/10.3102/00028312231165909>

Supporting youths' STEM dispositions takes an entire community of adults, yet we must understand the dispositions that adults bring to such community efforts, ways they influence youths' learning and are shaped by the community. In this paper, we examine a sociotechnical system called Science Everywhere, which invited the broader community to interact with science learning experiences youths shared across home, school, and community settings. Integrating frameworks for disposition and asset-based community development, we present a case study of four focal adults within Science Everywhere embedded in one neighborhood. We make the case for a relational perspective of disposition development that leverages community members' science and relational assets to foster dynamic, community-specific learning opportunities for youths, particularly those from resource-constrained communities.

Dahl, L. S., Staples, B. A., Mayhew, M. J., & Rockenbach, A. N. (2023). **Meeting Students Where They Are: Using Rasch Modeling for Improving the Measurement of Active Research in Higher Education.** *Innovative Higher Education*, 48(3), 557-577.  
<https://doi.org/10.1007/s10755-022-09643-4>

Surveys with rating scales are often used in higher education research to measure student learning and development, yet testing and reporting on the longitudinal psychometric properties of these instruments is rare. Rasch techniques allow scholars to map item difficulty and individual aptitude on the same linear, continuous scale to compare respondents' development against scale challenge. This paper uses an example from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) to demonstrate how Rasch modeling can help researchers improve their instruments over time. Results indicate that adding more difficult items, particularly related to behavior, improved scale performance from one time point to another.

Denami, M., & Adinda, D. (2023). **The reflective practice at university: how to enhance students' competencies awareness by using 'reflective breaks'.** *Reflective Practice*, 0(0), 1-20. <https://doi.org/10.1080/14623943.2023.2200927>

One of the aims of university is to prepare students to meet and behave in a professional field after bachelor or master studies, and to develop professional competencies. Nonetheless, it is observed that after university, students do not have the competencies required to thrive in an economic field. Furthermore, students often cannot name the competencies they acquired or developed at the university. This study aims to understand the use of 'reflective practice' and 'reflective breaks' in a standard course. We implemented this practice on a 'professional didactic' course. Students' competencies awareness was tracked by collecting their reflective text, and a semantic analysis was performed. Results showed that students gradually develop their competencies awareness especially for the ones targeted by the course, and leave behind their 'generic', or academic, competencies.

Facq-Mellet, C. (2021). **Développer des compétences orales à l'université: quels modèles et quelles pratiques de référence ?** *Recherches et travaux (Grenoble)*, (99).  
<https://doi.org/10.4000/recherchestravail.4590>

Cet article s'appuie sur une critique des concours d'éloquence au sein de l'université pour proposer d'autres pratiques de l'oral en adéquation avec la mission de construction des savoirs de cette institution de l'enseignement supérieur. L'étude s'inscrit dans le

cadre d'une réflexion sur la mise en place d'un enseignement consacré à l'exercice de la parole orale à l'université de Paris-Nanterre. On y observe une demande importante pour développer de nouvelles compétences liées à la maîtrise de l'oral. Les concours d'éloquence semblent combler un vide didactique dans ce domaine. Pourtant, les modèles théoriques de ces exercices doivent être interrogés: les références sous-jacentes sont celles de la performance théâtrale ou de la joute judiciaire. Ce sont des modèles qui favorisent l'exacerbation des oppositions, la théâtralisation et la prise de parole monologique. Il s'agit alors de proposer un autre enseignement dans un dispositif permettant de favoriser les interactions orales visant à la construction des savoirs scientifiques.

Fanton-Bayrou, M.-F. (2022). **Analyse comparative des procédures de guidage en danse au collège : rôle des caractéristiques des enseignantes, de la nature des situations et des dispositifs mis en œuvre** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-03917559>

Cette recherche a pour finalité l'analyse des procédures de guidage pour l'enseignement de la danse au collège. Dans le cadre de l'enseignement par compétences, 3 enseignantes de niveaux d'expertise différents, mettent en œuvre des situations complexes (tâches de production-crédation) et ciblées (tâches d'apprentissage de techniques). L'approche par compétence envisage la compétence en termes de mobilisation des ressources dans le but de faire face à une situation complexe (Sco) au sein de laquelle les élèves doivent co-construire les solutions. De façon complémentaire, l'enseignant propose des situations ciblées (Sci). Notre recherche s'ancre dans les théories socio-cognitive (Bandura, 1986) et socio-constructiviste (Vygotsky, 1934/1985) des relations apprentissage-enseignement, ainsi qu'au sein de l'approche socio culturelle développée par Bruner (1983) qui conceptualise la notion d'interaction de tutelle. L'analyse est centrée dans un premier temps sur l'étude des procédures de guidage utilisées par les enseignantes selon différentes variables: la nature de la situation, leurs différentes compétences et la temporalité de la leçon ou du cycle, dans une perspective comparatiste. Les données recueillies lors de trois cycles d'enseignement, constituent les supports de notre étude. Pour mener ces analyses, des outils spécifiquement dévolus à l'enseignement de la danse ont été utilisés. Le relevé des « unités de sens » se fait selon le déroulé temporel du discours et des informations gestuelles délivrés par l'enseignant. Le guidage étroit se traduit par une communication verbale médiée par des « verbes d'action/instruction » et non verbale caractérisée par les différents types de démonstrations: « silencieuse, partielle et explicitée ». Le guidage ouvert s'exprime en particulier par l'utilisation d'un « discours imagé ou métaphorique ». Dans un deuxième temps, sont étudiés les moyens et les dispositifs mis en oeuvre par une enseignante expérimentée et spécialiste de danse pour prendre en compte les conduites d'apprentissage des élèves, en vue de faciliter l'acquisition des compétences méthodologiques, langagières et motrices dans le cadre de l'évaluation par les pairs (« peer assessment ») pour les situations pré-citées. L'analyse de la mise en oeuvre de ce dispositif puis la focalisation sur deux duos d'élèves permet de mesurer les effets des co-évaluations entre pairs sur les conduites des élèves. En première partie, nos résultats montrent que les enseignantes peuvent alterner un guidage « ouvert » ou « fermé » pour s'adapter aux apprentissages visés par les différentes situations (complexe ou ciblée). En SCO, les deux enseignantes spécialistes présentent et expliquent la tâche répondant par le biais d'un guidage « ouvert ». Ces enseignantes ont recours principalement à un « discours imagé ». Concernant le guidage en Sci, nous

notons qu'il est majoritairement « étroit », ramenant la spécificité du guidage à l'objet « technique » d'apprentissage au sein de la situation. En deuxième partie, l'étude du « discours imagé » de l'enseignante expérimentée et spécialiste en danse montre une utilisation différenciée des différentes figures rhétoriques relevant du « quoi faire » et du « comment faire » selon le temps du cycle. Nous notons que cette enseignante développe les paramètres d'un enseignement contingent au cours des trois leçons observées. Concernant l'analyse en situation d'évaluation entre pairs, nous constatons une amélioration des prestations pour trois critères observés (« arrêt/erreur/hésitation », « danseur placé de dos », « placement du regard »). Nous pouvons donc noter un effet positif du dispositif de co-observation sur l'évolution des conduites d'apprentissage des élèves.

Filliettaz, L., & Zogmal, M. (2022). **Travailler sous le regard d'autrui : une compétence interactionnelle ?** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098338ar>

Cet article vise à mieux faire connaître le travail réel des éducatrices de l'enfance en montrant que le sujet des compétences requises ou mobilisées n'est pas circonscrit par les référentiels de formation et les politiques publiques en matière d'éducation de l'enfance en contexte institutionnel. À partir du concept de « compétence d'interaction », l'article met l'accent sur la nature langagière et plus généralement interactionnelle des compétences. Il montre comment celles-ci peuvent être développées au moyen de la formation continue. Il ressort de cette recherche que les éducatrices s'orientent vers la nature « théâtrale » de leur travail et qu'elles tentent d'accroître la visibilité de ce qu'elles font à travers les usages de la voix.

Gagné, N., Savard, I., & Martel, A. (2022). **Développement des compétences interculturelles dans les secteurs publics : l'importance de l'analyse pour guider la conception de formations.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098339ar>

La présente étude se penche sur l'analyse des conditions d'interactions interculturelles en milieu de travail et des besoins de formation évoqués par les travailleur-se-s pour guider la conception pédagogique de formations visant le développement de compétences interculturelles. À partir de l'exemple de membres du personnel de services publics, et à l'aide d'un cadre théorique de développement des compétences, l'analyse de situations problématiques vécues et des besoins exprimés par les travailleuse-s montre l'inadéquation des formations offertes pour développer des compétences interculturelles, soulignant ainsi l'importance des phases d'analyse dans le processus de design pédagogique de formations offertes en milieu de travail.

Heiser, L., Romero, M., Céci, J.-F., & Chiardola, A. (2023). **5 jours, 5 activités SCOL\_IA d'introduction aux compétences numériques en lien avec l'intelligence artificielle.** Consulté à l'adresse <https://hal.science/hal-03258956>

Par le biais de ces activités, les élèves peuvent s'acculturer à l'IA tout en travaillant des compétences numériques.

Kaddouri, M. (2022). **Modèle de la compétence, nouvelles formes de professionnalités et formation des adultes.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098337ar>

L'article analyse les enjeux de la substitution du modèle de la compétence à celui de la qualification en France. Il met en relief les effets de la « bataille des compétences » sur la marginalisation des mécanismes de la régulation collective ; analyse les modalités d'émergence d'une nouvelle relation salariale plus individualisée ; retrace des dimensions et des contours des nouvelles professionnalités requises par le modèle en question ; interroge le rôle de la formation des adultes dans le processus de construction des compétences.

Kaddouri, M., & Loiola, F. (2022). **Quelques enjeux et paradoxes de l'approche par compétences: une introduction.** *Revue des sciences de l'éducation*, 48(2).  
<https://doi.org/10.7202/1098336ar>

L'approche par compétences occupe toujours une place centrale dans les discours et les débats en éducation. Elle continue, de la maternelle à l'université, à exercer une influence déterminante sur les programmes et les pratiques d'enseignement, de formation et de recherche. Il nous semble important de ne pas traiter l'approche par compétences comme une mode passagère. C'est dans cette perspective que ce numéro thématique de la *Revue des sciences de l'éducation* s'inscrit en prenant le temps nécessaire d'étudier et d'interroger ses fondements et ses divers usages, en référence aux contextes d'organisation des pratiques qui s'en inspirent, notamment, dans le champ éducatif et de la formation professionnelle.

Mamede, M. (2022). **École à distance et inégalités** [Report]. Consulté à l'adresse UPEC website: <https://hal.science/hal-03926322>

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Manil, J.-F. (2023). **Apprentissage et émotions : Un duo pour réussir.** Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1252-apprentissages-et-emotions.html>

En ces temps où la notion de réussite est interrogée par différentes tranches de la société, le titre de l'ouvrage peut étonner. « Réussir », quand on est enfant à l'école, englobe les idées de vivre, grandir, comprendre, être heureux, se débrouiller, avoir des amis, bref être quelqu'un. Et cela implique qu'avant d'être un élève, chacun reste un enfant. À l'école de prendre la responsabilité d'écouter, de comprendre, de déceler que son système de valeurs entre souvent en percusion avec celui des enfants qui le côtoient. À elle d'offrir les conditions du dialogue entre les deux mondes. Ce livre s'appuie sur la « parole vraie » des enfants et dévoile une part du monde intérieur des élèves.

OECD. (2023). **Skills in Latin America: Insights from the Survey of Adult Skills (PIAAC).** Consulté à l'adresse [https://www.oecd-ilibrary.org/education/skills-in-latin-america\\_5ab893f0-en](https://www.oecd-ilibrary.org/education/skills-in-latin-america_5ab893f0-en)

Human capital is a key determinant of success for individuals and economies alike. Literacy and numeracy are key foundations for higher-order cognitive skills, while solving problems in technology-rich environments is increasingly important, as...

Olivier, E., St-Onge, Z., & Archambault, I. (2022). **Climat motivationnel de classe et sentiment d'efficacité des enseignants : contribution aux buts d'accomplissement et au rendement des élèves.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098342ar>

Réalisée auprès de 373 élèves et 38 enseignants d'écoles primaires de quartiers défavorisés, cette étude, portant sur la synergie de diverses composantes de classe, révèle que le climat de maîtrise perçu par les élèves ainsi que le sentiment d'efficacité des enseignants contribuent respectivement à soutenir les buts de maîtrise et le rendement scolaire des élèves. Les analyses de modération démontrent que les élèves dont les enseignants se sentent efficaces et ceux qui perçoivent un climat de maîtrise en classe maintiennent des buts de performance stables lorsqu'ils sont exposés à un climat de performance.

Paintendre, A., & Guerry, M. (2022). **Partage d'expérience et apprentissages sensoriels en EPS. Étude de cas de lycéen.nes engagé.es dans une séquence d'enseignement en step.** *Revue française de pédagogie*, 217(4), 113-129. <https://doi.org/10.4000/rfp.12429>

Cet article interroge l'intérêt pédagogique en éducation physique et sportive de proposer à des lycéen.nes des espaces de partage d'expériences, notamment de ressentis, pour structurer des apprentissages sur leurs corps. Le groupe de pairs constitue-t-il une opportunité de créer une communauté sensorielle qui favoriserait l'acuité perceptive de chacun.e ? Inscrite dans le cadre théorique et méthodologique du cours d'action, cette étude auprès de lycéen.nes montre comment le registre sensoriel de l'expérience singulière peut nourrir le collectif et amener chacun.e d'entre elles et eux à construire des compétences perceptives. Pour autant, d'une part, les espaces de partage de ressentis gagneraient en pertinence par l'usage d'un outil-interface concret pour échanger ; d'autre part, le rapport intime à ses sens montre quelques difficultés d'expression de soi.

Papin, K. (2022). « **En français, s'il vous plaît** » : défis à l'utilisation du français chez les étudiant.e-s internationaux.les à Montréal. *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098344ar>

Avec la démocratisation croissante de la mobilité universitaire, plusieurs étudiant.e-s internationaux.les s'installent chaque année dans une nouvelle ville afin d'y suivre une partie ou la totalité de leurs études. Une telle expérience n'est pas sans représenter des défis, qu'ils soient économiques, sociaux, culturels ou linguistiques. Cette étude menée en contexte canadien s'intéresse plus spécifiquement aux défis linguistiques vécus par les étudiant.e-s internationaux.les à l'extérieur du campus. L'analyse qualitative de journaux de bord et d'entrevues de groupe menées auprès de 19 participant.e-s allophones et anglophones apprenant le français dans une université montréalaise indique que les principaux défis à l'utilisation du français dans la société d'accueil trouvent leur origine dans les caractéristiques d'un milieu sociolinguistique marqué par le bilinguisme français/anglais et la variation linguistique, combinées à un sentiment d'insécurité linguistique anxiogène.

Rodoumdje, F. D. (2022). **Les initiatives des élèves dans l'enseignement et l'apprentissage des séries statistiques doubles : exemple de la classe de terminale SE en Centrafrique** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04086930>

Notre étude concerne les prises d'initiatives des élèves en mathématiques, dans le contexte de la République Centrafricaine, en particulier, pour des élèves de terminale Scientifique et Expérimentale (SE). Nous nous centrons sur les séries statistiques doubles et l'ajustement affine. Nous nous référons à la théorie anthropologique du didactique (TAD) de Chevallard (1998), en considérant que le savoir mathématique est façonné par les institutions sous forme de praxéologies mathématiques, tout en empruntant à d'autres approches théoriques (la théorie des situations didactiques(TSD), la notion de registre de représentation de Duval). Nous construisons un modèle praxéologique de référence (MPR) pour les séries statistiques doubles et l'ajustement affine en appui sur une analyse historique, sur une revue de la littérature, sur les programmes de Centrafrique et sur un manuel français. A l'aide de ce MPR, nous étudions tout d'abord l'enseignement ordinaire en Centrafrique, et la place que celui-ci laisse à l'initiative des élèves. Pour ce faire, nous analysons le manuel officiel de Terminale SE, ainsi qu'un cours que nous avons observé et filmé. De plus nous avons proposé un questionnaire à des enseignants et mené des entretiens. Ensuite nous construisons, mettons en œuvre et analysons trois expérimentations. Il s'agit de s'intéresser à l'activité des élèves, lorsqu'on leur propose un énoncé ou un cours sortant de la pratique ordinaire, et destiné à favoriser leurs prises d'initiatives. Nos analyses montrent que certains types de tâches importants du MPR n'apparaissent pas dans l'enseignement ordinaire : notamment le fait de choisir une méthode d'ajustement. Les initiatives des élèves sont réduites, les enseignants visent l'apprentissage de techniques. Il est toutefois possible de mettre en place un enseignement qui amène les élèves à mettre plus de sens dans l'ajustement affine.

Thuillier, T. (2023, mai 8). **A Paris-VIII, cultiver ses « soft skills » au contact des abeilles.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2023/05/08/a-paris-viii-cultiver-ses-soft-skills-au-contact-des-abeilles\\_6172477\\_4401467.html](https://www.lemonde.fr/campus/article/2023/05/08/a-paris-viii-cultiver-ses-soft-skills-au-contact-des-abeilles_6172477_4401467.html)

Depuis six ans, les étudiants de l'université de Saint-Denis peuvent suivre un module de douze cours d'apiculture leur permettant d'acquérir des compétences personnelles aussi variées que le sens du travail collectif, l'autonomie ou la gestion du stress.

Tikhomirova, T., Malykh, A., Lysenkova, I., Kuzmina, Y., & Malykh, S. (2023). **The development of number line accuracy in elementary school children: A cross-country longitudinal study.** *British Journal of Educational Psychology*, 93(2), 423-436. <https://doi.org/10.1111/bjep.12566>

Background Number line accuracy (NL accuracy) shows improvement over the course of a school education. However, there are practically no cross-country longitudinal studies of NL accuracy over the whole course of elementary school. Aims This study investigated the developmental trajectories of NL accuracy and its types across the elementary school years in two countries—Russia and Kyrgyzstan. Sample(s) The analyses were carried out on the data collected from the sample of 508 schoolchildren at Grades 1, 2, 3 and 4 (aged 6.4–11.9 years) from Russia and Kyrgyzstan, who were surveyed as part of the 'Cross-cultural Longitudinal Analysis of Student Success' project. Methods The participants were administered the 'Number Line' computerized test task and a paper-and-pencil 'Standard Progressive Matrices' test at the end of each academic year. Results During the course of the elementary school education, NL accuracy increases



nonlinearly in both samples from Grade 1 to Grade 4, with a pronounced increase in the rate of improvement from the first to the second year. Cross-country differences in NL accuracy were observed during each year of schooling as well as in the growth of NL accuracy. The development of NL accuracy is described by a model with two developmental types: (1) 'high start and growth' (93% of the pooled sample) and (2) 'low start and no growth' (7%). Conclusions Both NL accuracy and the rate of its growth during elementary school depend on educational conditions. Cross-country differences in the distribution of schoolchildren by these two developmental types were statistically insignificant.

Uglanova, I., Orel, E., Gracheva, D., & Tarasova, K. (2023). **Computer-based performance approach for critical thinking assessment in children.** *British Journal of Educational Psychology*, 93(2), 531-544. <https://doi.org/10.1111/bjep.12576>

Background Critical thinking (CT) has been identified as one of the key skills in the modern world. Despite a variety of CT assessment systems for secondary school and higher education, there is a shortage of CT assessments for children. Aims To fill the gap, we developed a computer-based performance assessment (CPBA) of CT with automatic scoring. In the study, we analysed: (1) To what extent is the internal structure of the critical thinking assessment tool confirmed? (2) What are the patterns of students' behaviour within the CPBA? (3) To what extent is the convergent validity of the CPBA supported? Sample and Methods The sample consists of 1689 students, aged 9–11 years. To answer the research questions, the following quantitative data analysis methods were selected. The Bayesian Network was applied to investigate the internal structure. Latent Class Analysis was used to investigate the patterns of students' behaviour. To verify the convergent validity, the students were asked to solve the standardized math and language literacy tests. Results and Conclusions The theoretically expected internal structure of the CPBA was confirmed: the two-factor structure (the Analysis of information and the Making inferences subskills of CT) describes the data appropriately. Moreover, CT was described not as a list but as a sequence of cognitive operations. Four different strategies that lead to different results of CT were revealed. A weak positive correlation between the results of the CPBA and the achievement tests confirmed the test validity.

Vieira, A. I., Magalhães, S., & Limpo, T. (2023). **Relating transcription, executive functions and text quality in Grades 2–3: A cross-lagged panel analysis.** *British Journal of Educational Psychology*, 93(2), 482-499. <https://doi.org/10.1111/bjep.12570>

Background It has been suggested that children's writing is dependent on transcription and executive functions. However, there is a need for more research examining the relationships among those variables in primary school children, given that most existing studies are cross-sectional and assess transcription and executive functions separately, and there are scarce and mixed longitudinal findings. Aims This study used a cross-lagged panel model to explore the relationships among transcription skills, executive functions and text quality from Grade 2 to Grade 3. Sample The sample included 353 Portuguese children (195 boys, 155 girls) in Grade 2, who were reassessed in Grade 3. Methods Children were assessed on transcription, executive functions and writing tasks at two time points. Results Transcription skills and executive functions in Grade 2 positively predicted the same variables in Grade 3. At Grade 2, transcription skills were associated with executive functions and text quality. At Grade 3, we only found an association between executive functions and text quality. Finally, text quality in Grade 2 predicted transcription skills in Grade 3, but both transcription and executive functions in Grade 2

did not predict text quality in Grade 3. Conclusions Transcription skills and executive functions seem to be stable over time, but previous performance on these skills does not seem to predict later text quality. Overall, these findings do put into question the direction of the typically assumed relationships, especially between transcription and text quality. Findings also provide information that can guide the development of instructional programmes in primary school.

Voyer, D., Forest, M.-P., & Beaudoin, I. (2022). **L'enseignement des inférences : une intervention en lecture qui favorise l'habileté en résolution de problèmes écrits mathématiques.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098341ar>

Cette étude vise à évaluer l'effet d'une intervention portant sur l'enseignement des inférences sur l'habileté de résolution de problèmes écrits mathématiques et la compréhension en lecture des élèves. À cette fin, nous avons utilisé une approche quantitative à devis quasi expérimental. L'échantillon est composé de 253 élèves de quatrième année du primaire provenant de six écoles du Québec. Les analyses montrent que les élèves du groupe expérimental ont un meilleur rendement en résolution de problèmes écrits mathématiques à la suite de l'intervention que les élèves du groupe témoin. Les résultats indiquent que l'enseignement des inférences est une voie d'intervention à considérer pour développer les habiletés en résolution de problèmes mathématiques et les habiletés en lecture.

## Aspects économiques de l'éducation

Assaad, R., Aydemir, A., Dayioglu-Tayfur, M., & Kirdar, M. G. (2023). **Wage Returns to Human Capital Resulting from an Extra Year of Primary School: Evidence from Egypt** (IZA Discussion Paper N° 16037). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16037.htm>

In this paper, we examine the wage returns to an extra year of primary school using a policy reform in Egypt, which reduced compulsory primary schooling from 6 to 5 years. Since this policy changed the duration of primary school while providing the same diploma, we can estimate the human capital effects holding the sheepskin effects constant. We find that the wage returns to an extra year of primary school for Egyptian men aged 24–44 is a statistically insignificant 2–4 percent. Despite the low returns for the overall population, the returns are much higher for men born in rural areas and men whose fathers have low levels of education—indicating important human capital effects for underprivileged boys. Consistent with this result, we find that the policy effects of a one-year reduction in primary schooling on schooling attainment at various levels are more adverse for underprivileged boys. Our findings, therefore, suggest that such a policy could be particularly detrimental for students from lower socioeconomic groups—contributing to increased inequality.

Bennett, P., Liu, K., & Salvanes, K. (2023). **The Decline of Routine Tasks, Education Investments, and Intergenerational Mobility** (Upjohn Working Paper N° 23-382). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: <https://econpapers.repec.org/paper/upjweupjo/23-382.htm>

How does a large structural change to the labor market affect education investments made at young ages? Exploiting differential exposure to the national decline in routine-task intensity across local labor markets, we show that the secular decline in routine tasks

causes major shifts in education investments of high school students, where they invest less in vocational-trades education and increasingly invest in college education. Our results highlight that labor demand changes impact inequality in the next generation. Low-ability and low-SES students are most responsive to task-biased demand changes and, as a result, intergenerational mobility in college education increases.

Brade, R., Himmler, O., & Jaeckle, R. (2023). **Relative Performance Feedback and Long-Term Tasks – Experimental Evidence from Higher Education** (CESifo Working Paper Series N° 10346). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f10346.htm>

We present first experimental evidence that relative performance feedback improves both the speed and quality with which challenging long-term tasks are completed. Providing university students with ongoing relative feedback on accumulated course credits accelerates graduation by 0.12 SD, and also improves grades by 0.063 SD. Treatment effects are concentrated among students with medium pre-treatment graduation probabilities: when these students are informed about an above-average performance, their outcomes improve – otherwise their outcomes deteriorate. Combined with survey evidence, this pattern of results suggests that learning about own ability is a plausible mechanism.

Butcher, K. F., McEwan, P., & Weerapana, A. (2023). **Women's Colleges and Economics Major Choice: Evidence from Wellesley College Applicants** (NBER Working Paper N° 31144). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31144.htm>

Many observers argue that diversity in Economics and STEM fields is critical, not simply because of egalitarian goals, but because who is in a field may shape what is studied by it. If increasing the rate of majoring in mathematically-intensive fields among women is a worthy goal, then understanding whether women's colleges causally affect that choice is important. Among all admitted applicants to Wellesley College, enrollees are 7.2 percentage points (94%) more likely to receive an Economics degree than non-enrollees (a plausible lower bound given negative selection into enrollment on math skills and major preferences). Overall, 3.2 percentage points—or 44% of the difference between enrollees and non-enrollees—is explained by college exposure to female instructors and students, consistent with a wider role for women's colleges in increasing female participation in Economics.

Conceição, O., Oliveira, R., & Souza, A. (2023). **The impacts of studying abroad: evidence from a government-sponsored scholarship program in Brazil** (Textos Para Discussão N° 562). Consulté à l'adresse FGV EESP - Escola de Economia de São Paulo, Fundação Getulio Vargas (Brazil) website: <https://econpapers.repec.org/paper/fgveesptd/562.htm>

This paper investigates the impact of the Science without Borders (Ciência sem Fronteiras - CSF) program on participants' post-graduation enrollment, employment, and entrepreneurship. The program was launched in 2011 to increase students' human capital and interest in science and postgraduate education studies through a substantial increase in scholarships for Brazilians to carry out part of their undergraduate studies abroad. We exploit variation in the approval rate across CSF selection calls for the same destination country and year and combine seventeen public and private administrative records to track CSF candidates' outcomes up to eight years after the call. The main

results suggest that the program did not achieve its goals of increasing approved student enrollment in postgraduate education programs in Brazil. Even though the program could have improved student skills and acted as a market signaling, we do not find effects on the probability of working in the formal labor market, or as formal entrepreneurs. Using detailed data from one top university, we show that approved students graduate more often, but take longer to graduate, which may have negative impacts on their labor market outcomes. Finally, although we cannot rule out that students moved to a foreign country after the program, we show that the likelihood of this event may have decreased over time.

Couture, V., & Handbury, J. (2023). **Neighborhood Change, Gentrification, and the Urbanization of College Graduates**. *Journal of Economic Perspectives*, 37(2), 29-52. <https://doi.org/10.1257/jep.37.2.29>

We study changing trends in within-city sorting by education over the last 40 years. We show that neighborhoods closest to the centers of large US cities rose from having the lowest levels of college attainment in 1980 to the highest in 2017. We discuss the determinants of changes in sorting patterns, focusing on the role of transportation technology and income growth. We outline various consequences of the recent urbanization of college graduates on neighborhood amenities, house prices, and segregation. We highlight the tendency of college graduates to cluster into select central neighborhoods, likely limiting opportunities for interactions across educational lines.

Eshaghnia, S., Heckman, J. J., & Landersø, R. (2023). **Maximum Impact Intergenerational Associations** (NBER Working Paper N° 31093). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31093.htm>

This paper presents a new approach to measuring the intergenerational transmission of well-being and a novel perspective on which measures and what age ranges to use to estimate intergenerational social mobility. We select the measures and the age ranges that best predict important human capital outcomes of children. The predictive power of parental resources varies among measures of parental resources as well as the age ranges used to measure them. Lifetime measures outperform traditional snapshot proxies for lifetime incomes based on income flows at certain age windows in predicting child outcomes, regardless of the ages when child outcomes are measured. The sensitivity of IGE estimates to the ages at which parental resources are measured is far smaller than their sensitivity to whether lifetime measures are used or whether snapshot measures are used. We also find that the financial resources of parents compensate in part for nonmonetary inputs to child human capital such as the stability of the family and education of parents. We interpret our estimates using the technology of skill formation modified to account for the emergence of new skills in adolescence.

Eshaghnia, S. S. M., Heckman, J. J., & Landerso, R. (2023). **Maximum Impact Intergenerational Associations** (IZA Discussion Paper N° 16038). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16038.htm>

This paper presents a new approach to measuring the intergenerational transmission of well-being and a novel perspective on which measures and what age ranges to use to estimate intergenerational social mobility. We select the measures and the age ranges

that best predict important human capital outcomes of children. The predictive power of parental resources varies among measures of parental resources as well as the age ranges used to measure them. Lifetime measures outperform traditional snapshot proxies for lifetime incomes based on income flows at certain age windows in predicting child outcomes, regardless of the ages when child outcomes are measured. The sensitivity of IGE estimates to the ages at which parental resources are measured is far smaller than their sensitivity to whether lifetime measures are used or whether snapshot measures are used. We also find that the financial resources of parents compensate in part for non-monetary inputs to child human capital such as the stability of the family and education of parents. We interpret our estimates using the technology of skill formation modified to account for the emergence of new skills in adolescence.

European Commission. (2023). **Investing in education 2023** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/2e6e573e-ee2f-11ed-a05c-01aa75ed71a1>

The Covid-19 pandemic still affected EU education systems in 2021 and a new trend in investment in education could start emerging in the aftermath of the crisis. This report presents the new 2021 data on public expenditure on education and discusses the relationship between investment and learning outcomes. Both opportunities and challenges lie ahead for investment in education and its future will mainly depend on its ability to ensure good learning outcomes. The relationship between investment in education and learning outcomes is complex and there is no optimal level of investment. Research findings call for more policy experimentation and evaluation.

Gonnot, J. (2023, mai 8). **L'immigration étudiante, entre bénéfices économiques et craintes des administrations**. Consulté 10 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/limmigration-etudiante-entre-benefices-economiques-et-craintes-des-administrations-199349>

L'exemple canadien montre comment se prémunir d'une immigration déguisée tout en renforçant l'attractivité des universités auprès des étudiants étrangers, dont les apports ont largement été démontrés.

Gonnot, J., & Lanati, M. (2023). **Visa Policy and International Student Migration: Evidence from the Student Partners Program in Canada** [Working Paper]. Consulté à l'adresse CEPII research center website: <https://econpapers.repec.org/paper/ciicepidt/2023-07.htm>

This paper examines how visa policy affects international student migration. Using administrative data on community colleges in Canada, we evaluate a reform that introduced a new visa stream - the Student Partners Program (SPP) - with shorter processing times and higher approval rates for student visa applicants able to demonstrate that they have the financial resources and language skills to succeed academically. Using a triple difference estimator, we find that SPP increased student migration from treated countries by 33% relative to what would have occurred without the reform. In line with our theoretical model, we further show that SPP had a large and positive effect on international enrollment only in countries where migration fraud was a major concern, and that higher enrollment was driven by an increase in both the approval rate and the volume of applications to study at treated institutions. We also leverage the SPP reform to investigate potential crowding-out effects. While we find no evidence that the enrollment of international students took place at the expense of

domestic students, our results indicate that the recruitment of students from countries eligible to SPP had a crowding-in effect on noneligible foreign students.

Hanushek, E. A., Luo, J., Morgan, A. J., Nguyen, M., Ost, B., Rivkin, S. G., & Shakeel, A. (2023). **The Effects of Comprehensive Educator Evaluation and Pay Reform on Achievement** (NBER Working Paper N° 31073). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31073.htm>

A fundamental question for education policy is whether outcomes-based accountability including comprehensive educator evaluations and a closer relationship between effectiveness and compensation improves the quality of instruction and raises achievement. We use synthetic control methods to study the comprehensive teacher and principal evaluation and compensation systems introduced in the Dallas Independent School District (Dallas ISD) in 2013 for principals and 2015 for teachers. Under this far-reaching reform, educator evaluations that are used to support teacher growth and determine salary depend on a combination of supervisor evaluations, student achievement, and student or family survey responses. The reform replaced salary scales based on experience and educational attainment with those based on evaluation scores, a radical departure from decades of rigid salary schedules. The synthetic control estimates reveal positive and significant effects of the reforms on math and reading achievement that increase over time. From 2015 through 2019, the average achievement for the synthetic control district fluctuates narrowly between -0.27 s.d. and -0.3 s.d., while the Dallas ISD average increases steadily from -0.28 s.d. in 2015 to -0.08 s.d. in 2019, the final year of the sample. Though the increase for reading is roughly half as large, it is also highly significant.

Lahtinen, H., Martikainen, P., Korhonen, K., Morris, T. T., & Myrskylä, M. (2023). **Educational tracking and the polygenic prediction of education** (MPIDR Working Paper N° WP-2023-015). Consulté à l'adresse Max Planck Institute for Demographic Research, Rostock, Germany website: <https://econpapers.repec.org/paper/demwpaper/wp-2023-015.htm>

Although it is well known that individuals' genetics relate to their educational attainment, our understanding of how this may vary across differing educational institutional contexts is limited. In an educational system that does not separate students into different tracks early on, individuals' unique skills and interests may have more time to manifest, which could potentially strengthen the genetic prediction of education. We test such a hypothesis exploiting the natural experiment of the Finnish comprehensive school reform employed gradually and regionally across the country between 1972 and 1977, using genetically informed population-representative surveys linked to data from administrative registers. We observed that the genetic prediction of education was stronger after the reform by one-third among men and those coming from low-educated families. We observed no evidence for reform effects among women or those from high-educated families. The increase in genetic prediction was particularly pronounced among the first cohort experiencing the new system. From the perspective of genetic prediction, the reform to a more universalist curriculum was successful in promoting equality of opportunity. The results also highlight the potential of various turbulent circumstances – such as puberty or ongoing restructuring of institutional practices – in magnifying genetic effects.

Price, G., & Viceisza, A. (2023). **What Can Historically Black Colleges and Universities Teach about Improving Higher Education Outcomes for Black Students?** (NBER Working Paper N° 31131). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31131.htm>

Historically Black colleges and universities are institutions that were established prior to 1964 with the principal mission of educating Black Americans. In this essay, we focus on two main issues. We start by examining how Black College students perform across HBCUs and non-HBCUs by looking at a relatively broad range of outcomes, including college and graduate school completion, job satisfaction, social mobility, civic engagement, and health. HBCUs punch significantly above their weight, especially considering their significant lack of resources. We then turn to the potential causes of these differences and provide a glimpse into the “secret sauce” of HBCUs. We conclude with potential implications for HBCU and non-HBCU policy.

Rosenzweig, M. R., & Xu, B. (2023). **Classroom Competition, Student Effort, and Peer Effects** (NBER Working Paper N° 31135). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31135.htm>

This paper studies how rewards based on class rank affect student effort and performance using a game-theoretic classroom competition model and data from the resettlement of Southeast Asian refugees in the US. The paper finds that variation in the presence of strong or weak students changes the incentives and test scores of incumbent students depending on their ability group in accord with the competition model, with increases in the number of strong students lowering effort among strong and weak incumbents but raising the test scores of weak incumbents. The results suggest that competition induced by rank-based rewards within homogeneous ability groups lowers overall effort levels, while the presence of strong students directly augments the performance, but not the effort levels, of weak students despite the competition. The paper also rules out a number of alternative explanations for these school composition effects, including disruptions, teacher-initiated changes in curriculum in response to changing class composition, selective incumbent-student school exit, and endogenous responses of refugee location choices to school performance.

Sigurdsson, J. (2023). **Transitory Earnings Opportunities and Educational Scarring of Men** (IZA Discussion Paper N° 16050). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16050.htm>

Men have fallen behind women in education in developed countries. Why? I study the impact of a transitory increase in the opportunity cost of schooling on men's and women's educational attainment. I exploit a reform in Iceland that lowered income taxes to zero for one year and compare teenagers above and below the compulsory schooling age. This earnings opportunity increased the dropout rate and led to a permanent loss in years of education for young men, but had no effect on the education of women. Male dropouts suffer substantial losses in lifetime earnings, slow career progression, and reduced marriage and fertility outcomes. The results cannot be explained by negative selection of dropouts or low returns to education but can be reconciled by gender differences in nonpecuniary costs of school attendance, myopia, or perceived returns to education. The findings suggest that due to these gender differences, economic booms misallocate young men away from school, entrenching the gender gap in education.

Silva, P. L., DesJardins, S. L., Biscaia, R., Sá, C., & Teixeira, P. N. (2023). **Public and Private School Grade Inflation Patterns in Secondary Education** (IZA Discussion Paper N° 16016). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16016.htm>

Grade inflation in high schools is potentially problematic for students, education institutions, and society. We examine the extent of potential grading inflation in courses taken during high school and how such differences vary across student and school characteristics. Utilizing longitudinal, administrative data for the population of high school students in an entire country (Portugal) over ten years, we develop a measure of grade inflation using the position of the student's high school grade relative to their score on the national standardized admission exam. We analyze differences in this measure across four types of high schools: TEIP schools (public schools located in disadvantaged areas that include children at-risk of social exclusion), public schools (state-funded schools), private schools, and private association schools (owned by private entities but publicly funded). We find that private association schools exhibit a lower probability of grade inflation when compared to public schools. Additionally, TEIP schools tend to have a higher probability of inflation for students with high grades. Implications for policy and practice are discussed.

Stevens, D. D., & Caskey, M. M. (2023). **Building a Foundation for a Successful Doctoral Student Journey: A Scholarship of Teaching and Learning Investigation**. *Innovative Higher Education*, 48(3), 433-455. <https://doi.org/10.1007/s10755-022-09624-7>

Doctoral students' program non-completion continues to be a worldwide phenomenon. Given the challenges across the globe following the 2020-22 pandemic, we need scholarly and skilled PhD and education (EdD) doctoral program graduates. A place to look for retention improvement is by studying what students learn and how they are taught in their university doctoral programs. One purpose of this case study was to describe how 12 EdD students in a program seminar responded to instruction in research and writing strategies during their first year of a four-year program. The second purpose was to examine student responses to formative assessments and describe and explain ongoing instructional adjustments using a Scholarship of Teaching and Learning (SoTL) framework within our own faculty community of practice. Analysis of surveys and student work indicated that writing and research strategies were instructive, engaging, and useful in building research and writing foundations. Analysis of multiple formative assessments helped us refine our instructional strategies during the year. Because all students completed the first high stakes program milestone (comprehensive paper) in year two, our findings suggested that the seminar's instructional strategies established a foundation for student success and timely program progress. Using multiple formative assessments over time was critical in strengthening our teaching practice as well. We recommended instructional practices associated with student research and writing skill development as well as student progress and retention.

Zhou, R. (2023). **Can Education Change Risk Preference? Evidence from Indonesia and Mexico** [Warwick-Monash Economics Student Paper]. Consulté à l'adresse Warwick Monash Economics Student Papers website: <https://econpapers.repec.org/paper/wrkwrkesp/45.htm>

To test whether education can change risk preference, I exploit the Indonesian school construction programme and the Mexican education reform in compulsory schooling as two separate natural experiments. Applying the instrumental variable approach, I do not



find a causal effect of education on risk preference. The results are consistent in the two different settings, so my findings are externally valid. The results suggest that a change in risk preference may not be the channel via which the impact of education on risk-taking in real life. This paper contributes to the literature on the determinants of social preferences and the outcomes of education.

## Aspects psychologiques de l'éducation

Aelenei, C., Jury, M., Darnon, C., Sicard, A., Maggio, S., & Martinot, D. (2023). **Self-enhancement values and academic achievement: An interaction with students' parental level of education and gender?** *British Journal of Educational Psychology*, 93(2), 626-640. <https://doi.org/10.1111/bjep.12571>

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

Arens, A. K., & Niepel, C. (2023). **Formation of academic self-concept and intrinsic value within and across three domains: Extending the reciprocal internal/external frame of reference model.** *British Journal of Educational Psychology*, 93(2), 545-570. <https://doi.org/10.1111/bjep.12578>

**Background** The reciprocal internal/external frame of reference (RI/E) combines two models of academic self-concept formation, namely the reciprocal effects model (REM) and the internal/external frame of reference (I/E) model. The REM assumes reciprocal relations between achievement and academic self-concept. The I/E model assumes contrast effects between achievement and self-concept across math and verbal domains. The RI/E model can be extended to more school subjects than one math and one verbal domain, and to other motivational constructs. **Aims** We examined an extended RI/E model considering achievement, academic self-concept, and intrinsic value related to math, German and English. **Sample** The sample consisted of 1939 German secondary school students. **Methods** The three measurement waves covered

Grades 5 to 7. Cross-lagged panel models were used to analyse the data. Results Within domains, there were reciprocal relations between achievement and academic self-concept but only unidirectional relations between former achievements and later intrinsic values. Across domains, there were significant negative relations between former math achievement and later self-concepts and intrinsic values in German and English, and between former German and English achievements and later self-concept and intrinsic value in math. These findings imply contrast effects across math and verbal domains. The pattern of relations among constructs was found to be generalizable across gender and school tracks and stable across measurement waves. Conclusion The study provides further support for the validity of the RI/E model and its extension to English as another school subject and intrinsic value as another motivational construct.

Bates, K. E., Williams, A. Y., Gilligan-Lee, K. A., Gripton, C., Lancaster, A., Williams, H., ... Farran, E. K. (2023). **Practitioners' perspectives on spatial reasoning in educational practice from birth to 7 years.** *British Journal of Educational Psychology*, 93(2), 571-590. <https://doi.org/10.1111/bjep.12579>

Background There is a growing evidence base for the importance of spatial reasoning for the development of mathematics. However, the extent to which this translates into practice is unknown. Aims We aimed to understand practitioners' perspectives on their understanding of spatial reasoning, the extent to which they recognize and implement spatial activities in their practice, and the barriers and opportunities to support spatial reasoning in the practice setting. Sample Study 1 (questionnaire) included 94 participants and Study 2 (focus groups) consisted of nine participants. Participants were educational practitioners working with children from birth to 7 years. Methods The study was mixed methods and included a questionnaire (Study 1) and a series of focus groups (Study 2). Results We found that whilst practitioners engage in a variety of activities that support spatial reasoning, most practitioners reported little confidence in their understanding of what spatial reasoning is. Conclusion Informative and accessible resources are needed to broaden understanding of the definition of spatial reasoning and to outline opportunities to support spatial reasoning.

Boulton, M. J., & Macaulay, P. J. R. (2023). **Does authentic self-esteem buffer the negative effects of bullying victimization on social anxiety and classroom concentration? Evidence from a short-term longitudinal study with early adolescents.** *British Journal of Educational Psychology*, 93(2), 500-512. <https://doi.org/10.1111/bjep.12573>

Background Bullying victimization is a risk factor for social anxiety and disrupted classroom concentration among young people. Self-esteem has been implicated as a protective factor, but extant literature is sparse. Aims Aim of present study was to test if a new measure of authentic self-esteem can buffer the negative effects of bullying victimization on social anxiety and disrupted classroom concentration concurrently and across time. Sample A short-term longitudinal questionnaire design was employed with 836 12- and 13-year-olds. Methods Peer nominations of bullying victimization and self-reports of authentic self-esteem were collected during winter term, and self-reports of social anxiety and disrupted classroom concentration were solicited then and also 5 months later. Results Hierarchical multiple regression models indicated that authentic self-esteem moderated the association between bullying victimization and (i) social anxiety both concurrently and longitudinally and (ii) disrupted classroom concentration longitudinally. The Johnson-Neyman technique identified where on its scale authentic self-esteem had its buffering effects, and these were found to be at relatively low or

moderate levels. Conclusions Even moderate levels of authentic self-esteem can mitigate the association between being bullied and (i) social anxiety and (ii) disrupted classroom concentration. Efforts to monitor and where necessary enhance the authentic self-esteem of young people are warranted.

Brade, R., Himmler, O., & Jaeckle, R. (2023). **Relative Performance Feedback and Long-Term Tasks – Experimental Evidence from Higher Education** (CESifo Working Paper Series N° 10346). Consulté à l'adresse CESifo website: [https://econpapers.repec.org/paper/cesceswps/\\_5f10346.htm](https://econpapers.repec.org/paper/cesceswps/_5f10346.htm)

We present first experimental evidence that relative performance feedback improves both the speed and quality with which challenging long-term tasks are completed. Providing university students with ongoing relative feedback on accumulated course credits accelerates graduation by 0.12 SD, and also improves grades by 0.063 SD. Treatment effects are concentrated among students with medium pre-treatment graduation probabilities: when these students are informed about an above-average performance, their outcomes improve – otherwise their outcomes deteriorate. Combined with survey evidence, this pattern of results suggests that learning about own ability is a plausible mechanism.

Chaussecourte, P. (2023). **Proposition de points de repères méthodologiques pour un entretien clinique de recherche d'orientation psychanalytique**. *Cliopsy*, 29(1), 59-74. <https://doi.org/10.3917/cliop.029.0059>

Il s'agit dans ce texte d'explicitier très concrètement la réalisation d'un entretien clinique de recherche dans le cadre d'une approche clinique d'orientation psychanalytique en Éducation et Formation. Il est organisé chronologiquement par rapport à l'exécution d'un tel entretien : ce à quoi il faut penser en amont de l'entretien, puis au moment de la conduite de l'entretien lui-même et enfin, comment on peut organiser le matériel récolté et comment il peut être analysé.

Chen, X. (2023). **Instructional clarity and classroom management are linked to attitudes towards mathematics: A combination of student and teacher ratings**. *British Journal of Educational Psychology*, 93(2), 591-607. <https://doi.org/10.1111/bjep.12580>

Background Previous research examined the relationship between teaching characteristics and constructs of attitudes towards mathematics (ATM) from the student perspective in isolation. Aims This study aims to survey the relationship between instructional clarity and classroom management and ATM constructs (i.e., mathematics self-concept, mathematics value, enjoyment and boredom) from the student and teacher perspectives. Samples The data was gathered from 8698 eighth graders (49.9% girls) and 536 math instructors (70% female) who participated in the Trends in International Mathematics and Science Study (TIMSS) 2019 survey in the United States. Students were nested within 537 classrooms in 273 schools. Methods The multilevel modelling was used to explore the link between instructional clarity and classroom management and ATM constructs. Results Instructional clarity and classroom management represented different constructs at the student and class level when combining student and teacher perspectives. Students' reports of the two teaching characteristics revealed significant connections with ATM constructs, particularly with regard to instructional clarity. Whereas, teachers' reports of instructional clarity had no relationships with aspects of ATM. Furthermore, compared with students' ratings, classroom management rated by teachers showed a greater relation with ATM constructs except for boredom.

Conclusions Combining multilevel analyses with student and teacher evaluations of classroom teaching is a promising endeavour. Students' perceptions of instructional clarity play an influential role in ATM outcomes, while teacher-rated classroom management is of great relevance to ATM constructs (except boredom) than students' reports.

de Jong, B., Jansen in de Wal, J., Cornelissen, F., van der Lans, R., & Peetsma, T. (2023). **How to predict transfer of training? Investigating the application of the unified model of task-specific motivation.** *International Journal of Training and Development*, 27(2), 242-262. <https://doi.org/10.1111/ijtd.12297>

Transfer motivation is an important factor influencing transfer of training. However, earlier research often did not investigate transfer motivation as a multidimensional construct. The unified model of task-specific motivation (UMTM) takes into account that (transfer) motivation is multidimensional by including both affective and cognitive motivational components and their antecedents. Prior research has provided evidence that the UMTM can predict self-reported transfer of training, but is unclear whether it also can predict transfer reported by expert external raters. Moreover, it is unclear whether controlling for prior knowledge matters for the relationship between transfer motivation and transfer of training. This study improves on existing research by accounting for both of these gaps in the literature. Data were collected among 299 participants who filled in a questionnaire about the UMTM components directly after attending a writing training. They also handed in written documents before, and 6 weeks after the training, which were rated on transfer by trainers. Outcomes showed that components of the UMTM positively predict externally reported transfer when prior knowledge was controlled for. The outcomes imply that the UMTM has predictive value for transfer of training and points out which factors influence whether transfer does or does not occur.

Derguy, C., Aubé, B., Rohmer, O., & Loyal, D. (2023). **Evaluation of teachers' knowledge and attitudes regarding the school inclusion of autistic children: Validation of a brief assessment toolkit.** *British Journal of Educational Psychology*, 93(2), 467-481. <https://doi.org/10.1111/bjep.12569>

Background Teachers' level of knowledge regarding autism and their attitudes towards inclusion are major levers for the successful schooling of autistic students. However, there are currently insufficient validated tools for evaluating these two concepts among teachers that are adapted to the French context and to the constraints of the classroom setting. Aims This study was designed to test both the validity of The Autism Knowledge Screening Scale (AKSS) and of the Autism Attitude Scale for Teachers (AAST) among French teachers. Sample Our final sample consisted of 307 French teachers (50.5% primary school teachers and 49.5% secondary school teachers). Methods First, confirmatory factor analyses were conducted to test the two initial factor structures and an exploratory factor analysis was conducted regarding the AKSS. Second, criterion validity was assessed for each of the two scales. Results Concerning knowledge of autism, a two-factor model (8 items) explaining 53% of the variance was observed. The first factor represented knowledge about aetiology and the second represented knowledge about symptoms. Concerning attitudes towards autism, a one-factor model (14 items) exhibited good model fit ( $\chi^2/df = 1.71$ , RMSEA = .048, AGFI = .979, SRMR = .068, CFI = .987, NNFI = .984). As expected, participants who were specialized teachers, had training, and a high degree of contact with autism had more knowledge (regarding aetiology but not regarding symptoms) and more positive attitudes. Conclusions This study validated two

quick-to-use tools for making an initial diagnosis of teachers' knowledge and attitudes regarding the school inclusion of autistic children. The use of these tools could help to fine-tune the content of training programs for teachers and test their efficacy, particularly in France where the inclusion of autistic children is still far from international standards.

Di Stasio, M., Alston, L., & Harley, J. (2023). **A Snapshot of Gay-Straight Alliance Clubs and Student Well-Being in Western Canadian High Schools**. *Canadian Journal of School Psychology*, 38(2), 144-158. <https://doi.org/10.1177/08295735231170337>

Gay-Straight Alliance (GSA) clubs promote safer school environments for students. GSAs typically refer to student-led, teacher-supported school clubs that serve youth of diverse gender identities and sexual orientations. This study investigated the relationship between students' awareness of school-based GSAs and their bullying experiences, mental health, self-determination, and relationships at school and home. Findings showed that LGBTQ2S+ students experienced higher rates of bullying and symptoms of depression and scored lower on self-determination subscales than cisgender heterosexual students. Interestingly, students who were aware of their school's GSA club scored higher on the self-determination subscales regarding family relationships and lower on bullying compared to students who were unaware of their school's GSA club. LGBTQ2S+ students had lower rates of comfort with their sexual orientation at home and school than their cisgender heterosexual students. Implications and future directions are discussed.

Fix-Lemaire, S. (2023). **L'épreuve de l'enseignement moral et civique à l'école. Romy, un sujet-professeure en tension entre instruire et éduquer**. *Cliopsy*, 29(1), 27-42. <https://doi.org/10.3917/cliop.029.0027>

Cet article interprétatif à visée compréhensive, concrétisé par une construction de cas, s'intéresse à l'enseignement moral et civique (EMC) dans le 1er degré en France dans une perspective clinique d'orientation psychanalytique en sciences de l'éducation et de la formation. Cet enseignement, qui vise une éducation à la citoyenneté, semble soumettre certains enseignants à une épreuve au sens de Terrisse (1994). L'enseignement moral et civique est une épreuve pour Romy, car la nature des savoirs mis en jeu dans cet enseignement, ainsi que leur mise en œuvre, provoquent chez elle une tension entre instruire et éduquer qui ravive un conflit psychique. Au regard de ce cas, les formations professorales en enseignement moral et civique gagneraient à proposer un accompagnement. Celui-ci, en prenant en charge, par la parole adressée, l'embarras que l'enseignement de l'EMC peut constituer pour certains professeurs des écoles, permettrait à ces enseignants, dans la logique exposée par Devereux (1967/2012), « de se comprendre [eux]- même[s] » pour traverser l'épreuve de l'enseignement moral et civique.

Flatø, M., Bratsberg, B., Kotsadam, A., Torvik, F. A., Røgeberg, O., & Stoltenberg, C. (2023). **Ready for School? Effects on School Starters of Establishing School Psychology Offices in Norway** (CESifo Working Paper Series N° 10352). Consulté à l'adresse CESifo website: [https://econpapers.repec.org/paper/cesceswps/\\_5f10352.htm](https://econpapers.repec.org/paper/cesceswps/_5f10352.htm)

We consider long-term impacts of establishing school psychology offices in Norway, which introduced 'maturity testing' to advice parents and school boards on school starting age. In the early reform period, children born close to the normative age cut-off who reached school-starting age after the establishment were more likely to finish compulsory schooling late, and experienced higher earnings as adults. When offices were instead able to block delayed school entry after a legislative change, having an

office in operation led to a reduction in the likelihood of late graduation for the youngest children in each cohort, and no long-term benefits.

Goodfellow, C., Willis, M., Inchley, J., Kharicha, K., Leyland, A. H., Qualter, P., ... Long, E. (2023). **Mental health and loneliness in Scottish schools: A multilevel analysis of data from the health behaviour in school-aged children study.** *British Journal of Educational Psychology*, 93(2), 608-625. <https://doi.org/10.1111/bjep.12581>

Background Adolescent loneliness and poor mental health represent dual public health concerns. Yet, associations between loneliness and mental health, and critically, how these associations vary in school settings are less understood. Aims Framed by social-ecological theory, we aimed to identify key predictors of adolescent mental health and examine school-level variation in the relationship between loneliness and mental health. Sample Cross-sectional data on adolescents from the 2018 wave of the Health Behaviour in School-aged Children study (HBSC) in Scotland were used (N = 5286). Methods Mental health was measured as a composite variable containing items assessing nervousness, irritability, sleep difficulties and feeling low. Loneliness was measured via a single item assessing how often adolescents felt 'left out'. Multilevel models were used to identify social-ecological predictors of mental health, associations with loneliness and between-school variation. Results Loneliness, as well as demographic, social and school factors, was found to be associated with mental health. Mental health varied across schools, with the between-school difference greater among adolescents with high levels of loneliness. Additionally, the negative effect of loneliness on mental health was stronger in schools with lower average mental health scores. Conclusions The findings suggest that schools can play an important role in shaping adolescent mental health. Our study uniquely identifies that school-based interventions targeting mental health may be especially necessary among lonely adolescents, and programmes aimed at tackling loneliness may be more beneficial in schools with poorer mental health.

Huang, J., Zhou, L., Zhu, D., Liu, W., & Lei, J. (2023). **Changes in Academic Self-efficacy and Value and Crossover of Burnout Among Adolescent Students: A Two-wave Longitudinal Study.** *Journal of Youth and Adolescence*, 52(7), 1405-1416. <https://doi.org/10.1007/s10964-023-01778-7>

Previous research has identified the crossover of burnout among spouses or colleagues in workplaces, but little is known about how burnout crosses over from one student to another. This two-wave longitudinal study examined the mediating effects of changes in academic self-efficacy and value in the crossover of burnout among adolescent students based on the Expectancy-Value Theory. Data were collected from 2346 Chinese high school students (Mage = 15.60, S = 0.82; 44.16% boys) over a period of 3 months. The results reveal that after controlling for T1 student burnout, T1 friend burnout negatively predicts T1-T2 changes in academic self-efficacy and value (intrinsic value, attachment value, and utility value), which in turn negatively predict T2 student burnout. Thus, changes in academic self-efficacy and value completely mediate the crossover of burnout among adolescent students. These findings highlight the importance of taking into account the decline of academic motivation in understanding the crossover of burnout.

Huey, M., & Giguere, D. (2023). **The Impact of Smartphone Use on Course Comprehension and Psychological Well-Being in the College Classroom.** *Innovative Higher Education*, 48(3), 527-537. <https://doi.org/10.1007/s10755-022-09638-1>

The present study explores the impact of smartphone use on course comprehension and the psychological well-being of students during class. Students in four classes (N = 106) were assigned to either a control group or quasi-experimental group. Students in the quasi-experimental group were instructed to place their smartphones on the front desk upon entering the class, while the control group had no instructions regarding smartphone use. Students filled out a brief survey about their course comprehension and psychological state (anxiety and mindfulness) during class. Results indicated that students whose smartphones were physically removed during class had higher levels of course comprehension, lower levels of anxiety, and higher levels of mindfulness than the control group. This study gives a comprehensive picture of the impact of smartphone use on students' psychological well-being in the classroom. The findings can aide educators in curriculum design that reduces technology use in order to improve the student learning experience.

Jolley, R., & Rose, S. (2023, mai 10). **Pourquoi dessiner fait-il du bien aux enfants ?** Consulté 12 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/pourquoi-dessiner-fait-il-du-bien-aux-enfants-205320>

Souvent considéré comme un simple divertissement, le dessin est en fait une activité riche de nombreux apprentissages et qui gagne à être partagée en famille.

Jones, E. A., Walden, L. C., Piontek, J., Harrell-Williams, L. M., & Shipp, P. L. (2023). **The Association of First-Generation Status and Mentored Research with Research Self-Efficacy and Outcome Expectancy in Undergraduate Early Research Experiences.** *Innovative Higher Education*, 48(3), 389-414. <https://doi.org/10.1007/s10755-022-09623-8>

In this study, we explore how first-generation status and type of research experience are associated with undergraduate students' research self-efficacy and research outcome expectancy during their early research experiences using the framework of social cognitive career theory. Third- and fourth-year undergraduates (n = 242, 45% first-generation) at an urban public research university in the southern United States completed the Research Self-Efficacy Scale (RSES) and the Research Outcome Expectancy Questionnaire (ROEQ). Structural equation modeling results indicated that participation in mentored research activities outside of class was positively related to student research self-efficacy and research outcome expectations. First-generation status was not significantly related to research self-efficacy or research outcome expectations. High research self-efficacy was related to higher research outcome expectancy for all RSES subscales. For all students, participating in mentored research experiences beyond in-class research assignments was predictive of higher research self-efficacy and outcome expectancy, with higher research self-efficacy acting as a mediator between mentored research experiences and research outcome expectancy. Implications for research and practice are discussed.

Kalule, S. W., Sseguya, H., Karubanga, G., & Ongeng, D. (2023). **Motivational pathways for farmer learning behaviour in the student-to-farmer university outreach.** *International Journal of Training and Development*, 27(2), 263-280. <https://doi.org/10.1111/ijtd.12298>

In recent times, calls for practical training of agricultural extension workers, who exhibit the right mix of competences for responsiveness to farmer learning needs, have intensified. This comes at the time when there is an increasingly growing desire for more community-engaged African universities, and as such, making the integration of agricultural students into community outreach services a necessity. However, empirical

evidence on whether student-led outreach and training models adequately respond to the psychological learning needs of host farmers and subsequent motivation of these farmers for learning is lacking. This study uses a structural equation modelling technique on a sample of 283 farmers who had previously participated in the student-to-farmer outreach of Gulu University. Results reveal that satisfying farmer learning needs influences intrinsic motivation, formation of learning intentions and farmer learning behaviour. Intrinsic motivation mediates the relationship between satisfying farmer learning needs and the outcome learning behaviour. We conclude that satisfying farmer learning needs is a strong initiator of motivational pathways for farmer learning behaviour in the student-to-farmer university outreach. We call for more public financing of university outreach programmes so as to enable not only training for churning out graduates with the right competences of responsiveness to community needs but also fostering creative innovations involving both universities and communities.

Kristensen, S. M., Larsen, T. M. B., Urke, H. B., & Danielsen, A. G. (2023). **Academic Stress, Academic Self-efficacy, and Psychological Distress: A Moderated Mediation of Within-person Effects.** *Journal of Youth and Adolescence*, 52(7), 1512-1529. <https://doi.org/10.1007/s10964-023-01770-1>

Previous research has largely failed to separate the between- and within-person effects in the longitudinal associations between academic stress, academic self-efficacy, and psychological distress (symptoms of anxiety and depression). Filling this research gap, this study investigated if academic self-efficacy mediated the relationship between academic stress and psychological distress at the intraindividual level during 3 years of upper secondary school. Gender moderation was also examined in the hypothesised model. The present sample consisted of 1508 Norwegian adolescents (baseline M age = 16.42; 52.9% high perceived family wealth; 70.6% Norwegian-born). The random intercept cross-lagged panel model results indicated (1) positive and time-invariant direct effects from academic stress to psychological distress, (2) academic self-efficacy partially mediated these effects, and (3) psychological distress impacted later academic stress. Academic stress was more strongly related to academic self-efficacy and psychological distress at the interpersonal level for boys, while the intraindividual impact of academic stress on psychological distress was stronger for girls. The study findings might have implications for school-based implementation strategies and theoretical development.

Labelle, F., Béliveau, M.-J., Jauvin, K., & Akzam-Ouellette, M.-A. (2023). **Intellectual Profiles of Clinic-Referred Preschoolers.** *Canadian Journal of School Psychology*, 38(2), 127-143. <https://doi.org/10.1177/08295735231154670>

Intellectual impairments in preschoolers have been widely studied. A regularity that emerges is that children's intellectual impairments have an important impact on later adjustments in life. However, few studies have looked at the intellectual profiles of young psychiatric outpatients. This study aimed to describe the intelligence profile of preschoolers referred to psychiatry for various cognitive and behavioral problems in terms of verbal, nonverbal, and full-scale IQ and to examine their association with diagnoses. Three hundred four clinical records from young children aged under 7 years and 3 months who consulted at an outpatient psychiatric clinic and who had one intellectual assessment with a Wechsler Preschool and Primary Scale of Intelligence were reviewed. Verbal IQ (VIQ), Nonverbal IQ (NVIQ), and Full-scale IQ (FSIQ) were extracted. Hierarchical cluster analysis using Ward's method was employed to organize data into



groups. The children had, on average, a FSIQ of 81, which is significantly lower than that expected in the general population. Four clusters were identified by the hierarchical clusters analysis. Three were characterized by low, average, and high intellectual ability. The last cluster was characterized by a verbal deficit. Findings also revealed that children's diagnoses were not related to any specific cluster, except for children with an intellectual disability with, as expected, low abilities. Children referred to an intellectual assessment in an early childhood mental health clinic showed an altered intellectual development, more specifically in the verbal domain.

Manil, J.-F. (2023). **Apprentissage et émotions : Un duo pour réussir**. Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1252-apprentissages-et-emotions.html>

En ces temps où la notion de réussite est interrogée par différentes tranches de la société, le titre de l'ouvrage peut étonner. « Réussir », quand on est enfant à l'école, englobe les idées de vivre, grandir, comprendre, être heureux, se débrouiller, avoir des amis, bref être quelqu'un. Et cela implique qu'avant d'être un élève, chacun reste un enfant. À l'école de prendre la responsabilité d'écouter, de comprendre, de déceler que son système de valeurs entre souvent en percussion avec celui des enfants qui le côtoient. À elle d'offrir les conditions du dialogue entre les deux mondes. Ce livre s'appuie sur la « parole vraie » des enfants et dévoile une part du monde intérieur des élèves.

Merniz, N. (2023). **Rapport au savoir : ratage du processus de subjectivation en formation soins infirmiers**. *Cliopsy*, 29(1), 43-58. <https://doi.org/10.3917/cliop.029.0043>

Depuis la mise en œuvre d'une gestion libérale associée à un néo management des systèmes de soins, les pratiques soignantes s'éloignent sensiblement des conceptions de soins fondées sur le care. Sa pratique enseignante en IFSI a conduit l'auteure à rencontrer un fait de « plagiat » auquel se sont livrés deux étudiants. C'est de sa place de chercheuse en immersion au sein de cet institut qu'elle s'est sentie interpellée : cet acte serait-il un des effets de l'alternance de la formation ? Dans cet article, lequel met en question le rapport des étudiants au savoir, l'auteure propose deux interprétations de cet acte transgressif en prenant appui sur les concepts psychanalytiques d'identification et de Verleugnung. La discussion permet de mettre particulièrement en exergue comment le rapport au savoir de chaque étudiant est indissociablement lié au malentendu nodal de la culture hospitalière et de la formation, et comment leurs rapports au savoir interrogent leurs désirs professionnels et leurs identités de soignants.

Morris, R., Hoelterhoff, M., & Argyros, G. (2023). **The challenges and experiences of academics supporting psychological capital among students at the emergence of COVID-19: A qualitative investigation of award-winning educators at a British university**. *British Journal of Educational Psychology*, 93(2), 405-422. <https://doi.org/10.1111/bjep.12565>

Background Studies show that student mental health has continued to deteriorate over the years. Developing strengths-based approaches could aid educators in the development of Psychological Capital (PsyCap) and positive protective factors in students to support their mental well-being and aid in their success; however, little is known of the subject experience of educators who attempt this. Aims This study aims to understand the experience of award-winning educators; both in their attempts to cultivate positive protective factors in students and in challenges to the pursuit of that goal during the shifting academic landscape at the emergence of COVID-19. Sample

Six award-winning educators from a British university. **Methods** Participants were interviewed over video calls in this research design using semi-structured interviews. **Thematic analysis** was used to analyse the data. **Results & Discussion** The results showed two major themes; pressures for academics and strength-based approached to cultivating PsyCap. These themes reflected that educators saw an urgent need for students to develop resilience as they struggle to handle subjective failure and that students struggle with imposter syndrome. The educators identified the challenges as feeling taken for granted, having unmanageable workloads along high expectations placed on them. **Conclusion** COVID-19 has added significantly to the workloads of educators and demonstrated students' need for resilience. This research identifies the experiences of educators trying to improve strengths-based practice while identifying the challenges of pursuing that goal in the changing pedagogy post-COVID-19.

Nalipay, Ma. J. N., King, R. B., Yeung, S. S. S., Chai, C. S., & Jong, M. S.-Y. (2023). **Why do I teach? Teachers' instrumental and prosocial motivation predict teaching quality across East and West.** *British Journal of Educational Psychology*, 93(2), 453-466. <https://doi.org/10.1111/bjep.12568>

**Background** Individuals pursue teaching careers for numerous reasons, such as for instrumental or prosocial purposes. **Aims** This study examined the personal (instrumental motivation) and social (prosocial motivation) utility of teaching as predictors of teaching quality in terms of clarity of instruction, classroom management, and cognitive activation. **Sample** We used data from the Teaching and Learning International Survey (TALIS) 2018, which included 50,595 teachers from 1252 schools in 10 countries and regions. **Methods** We performed a series of regression analyses to test a model of instrumental and prosocial motivation to predict three indicators of teaching quality (clarity of instruction, classroom management, and cognitive activation) while controlling for demographic characteristics (age, sex, educational level, and teaching experience). We examined this model in countries and regions from Eastern (Japan, Korea, Singapore, Shanghai and Taipei) and Western (Australia, Canada, New Zealand, United Kingdom and the United States of America) cultures. **Results** Results demonstrated that instrumental motivation predicted clarity of instruction in the East and classroom management in both the East and West; prosocial motivation, however, was a more consistent predictor of all indicators of teaching quality, except classroom management in the West, across cultures. **Conclusion** Teachers' prosocial motivation to benefit others and contribute to society must be considered to understand teaching quality across various cultural contexts. **Implications for theory, practice and policy** are discussed.

Olivier, E., St-Onge, Z., & Archambault, I. (2022). **Climat motivationnel de classe et sentiment d'efficacité des enseignants : contribution aux buts d'accomplissement et au rendement des élèves.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098342ar>

Réalisée auprès de 373 élèves et 38 enseignants d'écoles primaires de quartiers défavorisés, cette étude, portant sur la synergie de diverses composantes de classe, révèle que le climat de maîtrise perçu par les élèves ainsi que le sentiment d'efficacité des enseignants contribuent respectivement à soutenir les buts de maîtrise et le rendement scolaire des élèves. Les analyses de modération démontrent que les élèves dont les enseignants se sentent efficaces et ceux qui perçoivent un climat de maîtrise en classe maintiennent des buts de performance stables lorsqu'ils sont exposés à un climat de performance.

Palova, K., Pagtalunan, A., Rahal, L., & Kassan, A. (2023). **Integration Experiences of Francophone Newcomer Students in English Provinces: A Literature Review**. *Canadian Journal of School Psychology, 38*(2), 159-181. <https://doi.org/10.1177/08295735231155045>

This literature review explores the integration experiences of francophone newcomer students in anglophone provinces in Canada. It outlines scholarly findings regarding factors that impact the integration of newcomer students into French public-school systems in predominantly English provinces. We identified two themes related to the integration of francophone newcomer students, including (1) school integration experiences, and (2) out-of-school integration experiences. With respect to school integration, three sub-themes were developed: (a) educational and cultural gaps, (b) language diversity, plurilingualism, and identity, and (c) multiple marginalization of newcomers. Some of the factors that were found to affect integration include: differences between pre- and post-immigration educational contexts, English language proficiency, and (mis)recognition of the diversity within the francophone population. Following the review, gaps in the literature are identified, avenues for future research are proposed, and implications for school psychology are discussed.

Paulmann, S., & Weinstein, N. (2023). **Teachers' motivational prosody: A pre-registered experimental test of children's reactions to tone of voice used by teachers**. *British Journal of Educational Psychology, 93*(2), 437-452. <https://doi.org/10.1111/bjep.12567>

Background Teachers' behaviours drive motivational climates that shape children's engagement and well-being in the classroom, but few studies examine how specific teachers' behaviours such as wording, body language, or voice contribute to these outcomes in isolation of one another. Aims This pre-registered experiment sought to examine the often-forgotten role that teachers' tone of voice plays in children's education. Informed by the theoretical framework of self-determination theory (SDT; Ryan & Deci, Self-determination theory: Basic psychological needs in motivation, development, and wellness, 2017), conditions manipulated controlling (pressuring, demanding), autonomy-supportive (inviting of choice), or motivationally neutral, tones of voice to explore their effects on children's self-reported psychological needs satisfaction, well-being, intention to self-disclose to and intention to cooperate with their teacher. Sample and Method Children aged 10–16 years (n = 250) heard pre-recorded teachers' voices holding sentence content and speakers constant across conditions, but varying tones of voice. Results We hypothesized a-priori and found that when children heard controlling sounding voices, they anticipated lower basic psychological need satisfaction, well-being, and intention to disclose to teachers, as compared to neutral-sounding voices. We also anticipated beneficial effects for autonomy-supportive versus neutral voices, but pre-registered analyses did not support these expectations. Intention to cooperate with teachers did not differ across conditions. Supporting relational motivation theory (RMT; Deci & Ryan, Human Motivation and Interpersonal Relationships, 2014), exploratory analyses showed that hearing autonomy-supportive sounding voices increased autonomy and relatedness need satisfactions (but not competence need satisfaction), and through doing so indirectly related to beneficial outcomes (well-being, intention to cooperate and self-disclose). Conclusion In summary, tones of voice seem to play an important role in shaping teachers' impact on their students.

Pelletier, C., Gaudreau, N., & Frenette, É. (2022). **Portrait des pratiques enseignantes qui soutiennent le sentiment d'efficacité personnelle à réussir ses études au collégial selon**

**les perceptions étudiantes.** *Revue des sciences de l'éducation*, 48(2).  
<https://doi.org/10.7202/1098345ar>

Le sentiment d'efficacité personnelle des étudiant·e·s à réussir leurs études peut influencer leur santé mentale et leur réussite scolaire (Bandura, 2003). Peu de connaissances sont toutefois disponibles quant aux pratiques enseignantes susceptibles de soutenir le sentiment d'efficacité personnelle des étudiant·e·s à réussir les études et à la présence de ces pratiques au collégial. Cet article brosse un portrait de ces pratiques selon les perceptions des cégépien·ne·s (n = 353). Les analyses descriptives et comparatives indiquent une présence variable de ces pratiques dans l'environnement. Les étudiantes plus âgé·e·s et celles·ceux inscrit·e·s dans les programmes techniques perçoivent leur présence plus fortement. La discussion relie les pratiques aux sources d'information du sentiment d'efficacité personnelle des étudiant·e·s à réussir les études et traite des différences observées selon les caractéristiques sociodémographiques.

Renauld, D. (2023). **L'état de grâce du premier mois de cours de l'année scolaire : une incidence du rapport au savoir ?** *Cliopsy*, 29(1), 9-26.  
<https://doi.org/10.3917/cliop.029.0009>

Cet article se propose d'examiner l'incidence du rapport au savoir d'une professeure de philosophie sur l'évocation de sa pratique professionnelle. Il est constitué de l'analyse d'un entretien clinique à visée de recherche issu d'une thèse de doctorat en sciences de l'éducation d'orientation psychanalytique consacrée à l'enseignement de la philosophie au lycée. Si, depuis la récente réforme du baccalauréat, la philosophie peut être désormais abordée en partie en classe de première, à travers un enseignement optionnel d'humanités, toutefois, à la différence de nombreuses disciplines dont l'apprentissage débute très tôt dans une scolarité, c'est en terminale que les élèves des lycées en découvrent les rudiments. Que peut donc ressentir un enseignant de cette discipline lors de ce premier mois de cours de l'année scolaire et quelle part psychique inconsciente son rapport au savoir peut-il prendre dans l'évocation de cette période ?

Sene, S. (2023). **Inclusion of all in the neighbourhood school and student well-being in Senegal from the perspective of a practicing pedagogue.** *European Journal of Education*, 58(2), 267-276. <https://doi.org/10.1111/ejed.12554>

The education system in Senegal has become more democratic and has adopted international policies for inclusive education after decades of normative and selective practices. Advances are being made for recognising individual student needs in school facilities, pedagogy and teaching practices. This article draws on the first-hand knowledge of the context in Senegal by a current inspector and prior teacher in inclusive practices in Senegal, as well as a purposive review of relevant studies and reports. Current needs for development are identified and discussed, including the structuring of physical settings adapted to special needs learning, interaction with families, as well as communication about disabilities in local communities to reduce social stigma. Building on a review of the current context and needs, the article underscores that it is necessary to move away from superficial symptom identification. Instead, what is needed are changes in teaching and learning practices, as well as in socio-cultural and physical learning environments, to accommodate special needs students. Finally, necessary rethinking of the professional development of teaching staff in Senegal is called for. The inspiration for this development is closely tied to pedagogical responsibility, ethically based care, and the desire teachers have for succeeding in didactic action.

Stanczak, A., & Jury, M. (2023, mai 9). **École et handicap : les aménagements d'examens, une vraie garantie d'égalité ?** Consulté 10 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/ecole-et-handicap-les-amenagements-dexamens-une-vraie-garantie-degalite-201590>

Les élèves en situation de handicap peuvent disposer lors d'examens d'aménagements qui visent à les mettre sur un pied d'égalité avec les autres mais peuvent renforcer les préjugés.

Stupnisky, R. H., Larivière, V., Hall, N. C., & Omojiba, O. (2023). **Predicting Research Productivity in STEM Faculty: The Role of Self-determined Motivation.** *Research in Higher Education*, 64(4), 598-621. <https://doi.org/10.1007/s11162-022-09718-3>

How are university faculty members in STEM disciplines motivated to conduct research, and how does motivation predict their success? The current study assessed how multiple types of self-determined motivation predict research productivity in a sample of 651 faculty from 10 US institutions. Using structural equation modeling, the basic psychological needs of autonomy and competence predicted autonomous motivation (enjoyment, value) that, in turn, was the strongest predictor of self-reported research productivity. Using negative binomial regression, autonomous motivation was the strongest predictor of faculty publications and citations, with a one-standard deviation increase in autonomous motivation (approximately a half response option on a 1–5 Likert scale) corresponding to an 11.63% increase in publications and a 22.57% increase in citations over a three-year period. Occupational and social-environmental background variables (e.g., research percentage on contract, career age, balance, collegiality), as well as controlled motivation (guilt, rewards), had comparatively limited predictive effects. These results are of relevance to higher education institutions aiming to support scholarly productivity in STEM faculty in identifying specific beneficial and detrimental aspects of faculty motivation that contribute to measurable gains in research activity.

Tikhomirova, T., Malykh, A., Lysenkova, I., Kuzmina, Y., & Malykh, S. (2023). **The development of number line accuracy in elementary school children: A cross-country longitudinal study.** *British Journal of Educational Psychology*, 93(2), 423-436. <https://doi.org/10.1111/bjep.12566>

Background Number line accuracy (NL accuracy) shows improvement over the course of a school education. However, there are practically no cross-country longitudinal studies of NL accuracy over the whole course of elementary school. Aims This study investigated the developmental trajectories of NL accuracy and its types across the elementary school years in two countries—Russia and Kyrgyzstan. Sample(s) The analyses were carried out on the data collected from the sample of 508 schoolchildren at Grades 1, 2, 3 and 4 (aged 6.4–11.9 years) from Russia and Kyrgyzstan, who were surveyed as part of the 'Cross-cultural Longitudinal Analysis of Student Success' project. Methods The participants were administered the 'Number Line' computerized test task and a paper-and-pencil 'Standard Progressive Matrices' test at the end of each academic year. Results During the course of the elementary school education, NL accuracy increases nonlinearly in both samples from Grade 1 to Grade 4, with a pronounced increase in the rate of improvement from the first to the second year. Cross-country differences in NL accuracy were observed during each year of schooling as well as in the growth of NL accuracy. The development of NL accuracy is described by a model with two developmental types: (1) 'high start and growth' (93% of the pooled sample) and (2) 'low start and no growth' (7%). Conclusions Both NL accuracy and the rate of its growth during

elementary school depend on educational conditions. Cross-country differences in the distribution of schoolchildren by these two developmental types were statistically insignificant.

Tissot, P., & Colombe, R. (2021). **Des lieux pour accueillir le passage adolescent.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(2), 59-75. <https://doi.org/10.3917/lsdle.542.0059>

Cet article propose une réflexion autour des lieux de l'adolescence. Deux chercheuses, ayant choisi d'observer les remaniements adolescents dans des lieux institutionnels (un collège et une Maison des Adolescents), présentent une analyse croisée de leurs matériaux de recherche autour de la question suivante : quels lieux éducatifs sont susceptibles de border le passage adolescent et d'accueillir la marginalité inhérente à l'expérience adolescente ? En référence à la psychanalyse et aux travaux anthropologiques sur la liminalité, le passage adolescent est ici entendu comme le franchissement d'un seuil. Les auteures interrogent la responsabilité de l'adulte, entre fonction symbolique de maintien des limites et tentation coercitive ; et la possibilité, pour les adolescents, de transgresser les règles et les usages de ces lieux.

Uglanova, I., Orel, E., Gracheva, D., & Tarasova, K. (2023). **Computer-based performance approach for critical thinking assessment in children.** *British Journal of Educational Psychology*, 93(2), 531-544. <https://doi.org/10.1111/bjep.12576>

Background Critical thinking (CT) has been identified as one of the key skills in the modern world. Despite a variety of CT assessment systems for secondary school and higher education, there is a shortage of CT assessments for children. Aims To fill the gap, we developed a computer-based performance assessment (CPBA) of CT with automatic scoring. In the study, we analysed: (1) To what extent is the internal structure of the critical thinking assessment tool confirmed? (2) What are the patterns of students' behaviour within the CPBA? (3) To what extent is the convergent validity of the CPBA supported? Sample and Methods The sample consists of 1689 students, aged 9–11 years. To answer the research questions, the following quantitative data analysis methods were selected. The Bayesian Network was applied to investigate the internal structure. Latent Class Analysis was used to investigate the patterns of students' behaviour. To verify the convergent validity, the students were asked to solve the standardized math and language literacy tests. Results and Conclusions The theoretically expected internal structure of the CPBA was confirmed: the two-factor structure (the Analysis of information and the Making inferences subskills of CT) describes the data appropriately. Moreover, CT was described not as a list but as a sequence of cognitive operations. Four different strategies that lead to different results of CT were revealed. A weak positive correlation between the results of the CPBA and the achievement tests confirmed the test validity.

van Gils, F. E., Verschueren, K., Demol, K., ten Bokkel, I. M., & Colpin, H. (2023). **Teachers' bullying-related cognitions as predictors of their responses to bullying among students.** *British Journal of Educational Psychology*, 93(2), 513-530. <https://doi.org/10.1111/bjep.12574>

Background Teachers may play a key role in reducing bullying by responding to incidents among students. Inspired by the theory of planned behaviour, several studies have investigated teachers' bullying-related cognitions as predictors of their responses to bullying. Aims This study investigated whether six teachers' bullying-related cognitions (i.e., perceived seriousness, empathy, attitudes, self-efficacy and attribution of the

bullying) predicted five student-perceived teachers' responses (i.e., Non-Intervention, Disciplinary Methods, Victim Support, Mediation and Group Discussion) over time. By examining this objective, more insight into student perceptions of teachers' responses to bullying could also be provided. Sample In total, 999 upper elementary school students (Mage = 10.61 at Wave 1, SDage = .90; 53.6% girls) and their 59 teachers (Mage = 39.61 at W1, SDage = 11.60; 79.7% female) participated. Methods A bullying questionnaire was administered in three waves to assess students' perceptions of the teachers' responses. Teachers reported bullying-related cognitions in the first wave. Multilevel analyses were used to investigate the relative contribution of the predictors on the teachers' responses over time. Results None of the teachers' bullying-related cognitions significantly predicted the teachers' specific responses. Conclusions The findings suggest that teachers' bullying-related cognitions are not reflected in their responses to bullying as perceived by students. Moreover, the findings indicate that students' perceptions of teachers' responses vary widely within classrooms and over time. Student- and teacher-reported teachers' responses might differ, and these possible differences should be taken into account.

Vieira, A. I., Magalhães, S., & Limpo, T. (2023). **Relating transcription, executive functions and text quality in Grades 2–3: A cross-lagged panel analysis.** *British Journal of Educational Psychology*, 93(2), 482-499. <https://doi.org/10.1111/bjep.12570>

Background It has been suggested that children's writing is dependent on transcription and executive functions. However, there is a need for more research examining the relationships among those variables in primary school children, given that most existing studies are cross-sectional and assess transcription and executive functions separately, and there are scarce and mixed longitudinal findings. Aims This study used a cross-lagged panel model to explore the relationships among transcription skills, executive functions and text quality from Grade 2 to Grade 3. Sample The sample included 353 Portuguese children (195 boys, 155 girls) in Grade 2, who were reassessed in Grade 3. Methods Children were assessed on transcription, executive functions and writing tasks at two time points. Results Transcription skills and executive functions in Grade 2 positively predicted the same variables in Grade 3. At Grade 2, transcription skills were associated with executive functions and text quality. At Grade 3, we only found an association between executive functions and text quality. Finally, text quality in Grade 2 predicted transcription skills in Grade 3, but both transcription and executive functions in Grade 2 did not predict text quality in Grade 3. Conclusions Transcription skills and executive functions seem to be stable over time, but previous performance on these skills does not seem to predict later text quality. Overall, these findings do put into question the direction of the typically assumed relationships, especially between transcription and text quality. Findings also provide information that can guide the development of instructional programmes in primary school.

Zhang, R., Wang, L.-X., Datu, J. A. D., Liang, Y., Dou, K., Nie, Y.-G., & Li, J.-B. (2023). **High Qualities of Relationships with Parents and Teachers Contribute to the Development of Adolescent Life Satisfaction Through Resilience: A Three-Wave Prospective Longitudinal Study.** *Journal of Happiness Studies*, 24(4), 1339-1365. <https://doi.org/10.1007/s10902-023-00647-1>

Life satisfaction (LS) is a core dimension of subjective well-being and is linked to many life outcomes in adolescents. Among other indicators of optimal functioning in youth, LS has been understudied; not until the last decade did research on adolescent LS show a

resurgence. Parent–child attachment relationships are considered a vital factor contributing to adolescent LS. However, extant studies are predominantly cross-sectional, and few studies have examined its underlying mechanisms. This study is designed to bridge those gaps. Drawing on ecological system theories, it examines the association between parent–child attachment relationships and adolescent LS. It also investigates resilience as a mediator and teacher-student relationships (TSR) as a moderator using a three-wave longitudinal design, with a 6-month interval between each wave. Participants were 815 Chinese adolescents (53.9% boys, Mage = 11.53 years) and one of their parents (65.28% mothers). Adolescents reported on TSR at T1, resilience at T2, and LS at T1 and T3, whereas their parents reported on parent–child attachment relationships at T1. Overall, results of the moderated mediation model indicate that after controlling for T1 LS and covariates, T1 parent–child attachment relationships predicted T3 LS via T2 resilience only for adolescents with a high-quality TSR but not for those with a low or medium quality of TSR. This research contributes to the literature on the synergistic interplay between interpersonal and intrapersonal resources in predicting resilience and LS in adolescents. The findings have implications for well-being interventions for adolescents with diverse qualities of connections with teachers.

## Aspects sociaux de l'éducation

Ahearn, C. E., Brand, J. E., & Zhou, X. (2022). **How, and For Whom, Does Higher Education Increase Voting?** *Research in Higher Education*. <https://doi.org/10.1007/s11162-022-09717-4>

The college-educated are more likely to vote than are those with less education. Prior research suggests that the effect of college attendance on voting operates directly, by increasing an individual's interest and engagement in politics through social networks or human capital accumulation. College may also increase voting indirectly by leading to degree attainment and increasing socioeconomic status, thus facilitating political participation. However, few studies have empirically tested these direct and indirect pathways or examined how these effects vary across individuals. To bridge this gap, we employ a nonparametric causal mediation analysis to examine the total, direct, and indirect effects of college attendance on voting and how these effects differ across individuals with different propensities of attending college. Using data from the 1979 and 1997 cohorts of National Longitudinal Surveys of Youth, we find large direct effects of college on self-reported voting and comparably smaller indirect effects that operate through degree completion and socioeconomic attainment. We find the largest impact of college on voting for individuals unlikely to attend, a pattern due primarily to heterogeneity in the direct effect of college. Our findings suggest that civic returns to college are not contingent upon degree completion or socioeconomic returns. An exclusive focus on the economic returns to college can mask the broader societal benefits of expanding higher education to disadvantaged youth.

Akaeda, N. (2023). **Trust and the educational gap in the demand for redistribution: Evidence from the World Values Survey and the European Value Study.** *International Sociology*, 38(3), 290-310. <https://doi.org/10.1177/02685809231167834>

Although previous studies have examined the influence of education on support for redistribution, studies on how this social cleavage of support for redistribution due to education varies depending on several conditions are scarce. To fill this gap, by focusing on the discussions of motivation with self-interest and with the perception of fairness, this



study examines the moderation effects of social and institutional trust on the association between education and the demand for redistribution. For the analysis, the present study utilizes pooled data from multiple rounds of the World Values Survey and the European Values Study and two-way fixed-effects models. Through the international comparative analysis, this analysis finds that social trust but not institutional trust dampens the cleavage of support for redistribution due to education. These results suggest that the horizontal aspect of trust may be more influential on preferences for redistribution than the vertical aspect of trust.

Baker, D. J., Edwards, B., Lambert, S. F. X., & Randall, G. (2023). **Defining the “Community” in Community College: A National Overview and Implications for Racial Imbalance in Texas.** *American Educational Research Journal*, 60(3), 588-620. <https://doi.org/10.3102/00028312231162347>

At least 38 states have created service areas or “districts” for each of their community colleges. However, little is known about the geographic boundaries of community college districts and the policymaking process that defines them. We studied state policy documents nationally and the actual district boundaries of Texas community colleges to investigate the larger policymaking processes of determining boundaries. We found significant variation across the United States, including in who determines the boundaries and whether the districts have associated tuition reductions. In our case study, we also found evidence that the majority of Texas’s community college districts appear to reflect their larger local environments, although a small number may exhibit evidence of racial imbalance.

Bataille, P. (2023). **Production, reproduction, voie royale. De l’usage des analogies dans l’analyse des élites scolaires françaises.** *Diversité. Revue d’actualité et de réflexion sur l’action éducative*, (202). <https://doi.org/10.35562/diversite.3743>

Les travaux sur les élites scolaires mobilisent différentes analogies pour conceptualiser et rendre compte de ce que le passage par une institution de formation prestigieuse et sélective implique quant à la sélection des élèves, leur formation et in fine la production/reproduction des inégalités sociales. En particulier, dans les travaux sur la France, on trouve souvent une alternance entre deux types de métaphore : une métaphore « industrielle » (la « production » ou la « fabrique » des élites) et une métaphore d’inspiration biologique (la « reproduction » des élites). Ces deux analogies mettent en lumière différents points saillants du système français de sélection/formation des élites, soit sa capacité à uniformiser les pratiques et représentations des futures élites ainsi qu’à participer à l’inertie de l’inégale répartition de certaines positions prééminentes (et des ressources matérielles et symboliques qui y sont associées). Dans cet article, nous présenterons ces deux analogies, leur pertinence et leur principale limite : celle de focaliser presque uniquement l’attention sur les conditions d’accès aux parcours scolaires élitistes. Nous présenterons également les potentialités d’une autre analogie d’inspiration géographique (« la voie royale ») pour problématiser les séquences des parcours de vies des lauréats des concours des grandes écoles en aval du concours d’entrée, pendant les années d’étude et – surtout – lors de l’insertion, la stabilisation et la progression dans les espaces professionnels desservis par ces cursus sélectifs.

Bennett, P., Liu, K., & Salvanes, K. (2023). **The Decline of Routine Tasks, Education Investments, and Intergenerational Mobility** (Upjohn Working Paper N° 23-382). Consulté

à l'adresse W.E. Upjohn Institute for Employment Research website:  
<https://econpapers.repec.org/paper/upjweupjo/23-382.htm>

How does a large structural change to the labor market affect education investments made at young ages? Exploiting differential exposure to the national decline in routine-task intensity across local labor markets, we show that the secular decline in routine tasks causes major shifts in education investments of high school students, where they invest less in vocational-trades education and increasingly invest in college education. Our results highlight that labor demand changes impact inequality in the next generation. Low-ability and low-SES students are most responsive to task-biased demand changes and, as a result, intergenerational mobility in college education increases.

Bonnéry, S. (2022). **Les auteurs et les illustrateurs d'albums pour enfants : une enquête sur la création d'instruments de socialisation à des manières de lire.** *Revue française de pédagogie*, 217(4), 55-68. <https://doi.org/10.4000/rfp.12359>

L'évolution des albums participe d'une diversification des manières de lire. Selon les modalités narratives, plutôt explicites ou implicites, l'enfant doit s'approprier des significations délivrées ou les formuler à partir des traces matérielles (image, texte, calligraphie, etc.). L'album est donc considéré, avec Chamboredon et Fabiani, comme un instrument de socialisation à la lecture et à la culture, dont l'usage par les adultes avec les enfants implique des pré-requis. Si leurs usages inégaux selon les familles et les types d'écoles sont documentés, l'article explore ce qui conduit les créateurs à adresser au binôme enfant-adulte des modalités narratives implicites, complexes. Les conceptions de ce qu'un enfant sait ou fait « spontanément », celles de la relation avec l'adulte lors de la lecture, comme la diffusion des théories savantes et la constitution de genres de référence dans la littérature pour enfants interviennent, tout autant que les logiques de formation du lecteur, mais aussi d'innovation et de distinction dans ce milieu spécifique de création.

Bonnéry, S., & Pasquali, P. (2022). « **Le "métier d'enfant" » 50 ans après : penser l'éducation et la socialisation avec Jean-Claude Chamboredon.** *Revue française de pédagogie*, 217(4), 5-15. <https://doi.org/10.4000/rfp.12294>

Il y a 50 ans, Jean-Claude Chamboredon publiait avec Jean Prévot « Le "métier d'enfant" », article séminal suivi d'autres publications sur la petite enfance et, au-delà, sur la socialisation selon les âges de la vie. Les articles du dossier mobilisent des concepts, des problématiques et des manières de faire qui s'en inspirent et visent à les actualiser. Ils s'intéressent aux définitions sociales de l'enfance à la crèche ou au début de la scolarité, dans les pratiques socialisatrices des adultes (parents ou enseignants) ainsi qu'aux inégalités sociales dans l'usage des institutions scolaires et l'appropriation des normes pédagogiques et culturelles en vigueur dans ces dernières. Chacun des articles prolonge des aspects esquissés ou négligés dans « Le "métier d'enfant" » et d'autres textes de Chamboredon : les relations entre pairs, les socialisations dans les familles, le rapport à la nature dans l'enfance, la création d'instruments de socialisation, etc. Le dossier comprend en outre un texte inédit de Chamboredon sur la socialisation dans les collèges privés, lorsque l'accès à l'enseignement secondaire a été généralisé. L'auteur y discute les angles morts des théories critiques de l'École inspirées d'Althusser, Bourdieu ou Foucault, en pointant les écueils d'une focalisation sur le contrôle social au détriment des enjeux de transmission.

Busey, C. L., Duncan, K. E., & Dowie-Chin, T. (2023). **Critical What What? A Theoretical Systematic Review of 15 Years of Critical Race Theory Research in Social Studies Education, 2004–2019.** *Review of Educational Research*, 93(3), 412-453. <https://doi.org/10.3102/00346543221105551>

Since its introduction as an analytic and theoretical tool for the examination of racism in education, CRT scholarship has proliferated as the most visible critical theory of race in educational research. Whereas CRT's popularity can be viewed as a welcome sign, scholars continually caution against its misappropriation and overuse, which dilute its criticality. We draw from the cautionary ethos of this canon of literature as the impetus for examining CRT's terrain in social studies education research. Starting from Ladson-Billings's watershed edited CRT text on race and social studies in 2003, this study provides a comprehensive theoretical review of scholarly literature in the social studies education field pertinent to the nexus of CRT, racialized citizenship, and race(ism). To guide our review, we asked how social studies education scholars have defined and used CRT as an analytic and theoretical framework in social studies education research from 2004 to 2019, as well as how scholars have positioned CRT within social studies education research to foreground the relationship between citizenship and race. Overall, findings from our theoretical review illustrated that contrary to the proliferation of CRT in educational research, CRT was slow to catch on as a theoretical and analytic framework in social studies education, as only seven of the articles in our analysis were published between 2004 and 2010. However, CRT emerged as a viable framework for the examination of race, racism, and racialized citizenship between 2011 and 2019, with a majority of these studies emphasizing (a) the centrality of race as a core tenet of CRT, (b) idealist interrogations of race, (c) the perspectives of teachers of color and White teachers in learning how to teach about race, and (d) the role of race and racism in curricular analyses that serve as counternarrative to the master script of the nation's linear social progress in social studies education.

Butcher, K. F., McEwan, P., & Weerapana, A. (2023). **Women's Colleges and Economics Major Choice: Evidence from Wellesley College Applicants** (NBER Working Paper N° 31144). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31144.htm>

Many observers argue that diversity in Economics and STEM fields is critical, not simply because of egalitarian goals, but because who is in a field may shape what is studied by it. If increasing the rate of majoring in mathematically-intensive fields among women is a worthy goal, then understanding whether women's colleges causally affect that choice is important. Among all admitted applicants to Wellesley College, enrollees are 7.2 percentage points (94%) more likely to receive an Economics degree than non-enrollees (a plausible lower bound given negative selection into enrollment on math skills and major preferences). Overall, 3.2 percentage points—or 44% of the difference between enrollees and non-enrollees—is explained by college exposure to female instructors and students, consistent with a wider role for women's colleges in increasing female participation in Economics.

Butzbach, E. (Éd.). (2023, mai). **Actes des rencontres nationales de Toulouse « Mixité sociale à l'école : des moyens pour agir » : capitaliser et valoriser les expériences de mixité sociale à l'école, 15 & 16 février 2022.** Consulté à l'adresse <http://ife.ens-lyon.fr/ife/actualites/fichiers/actes-toulouse>

Chamboredon, J.-C. (2022). **De la transmission au contrôle social. La clôture de la thématique et de la problématique de la sociologie critique de l'éducation en France.** *Revue française de pédagogie*, 217(4), 69-77. <https://doi.org/10.4000/rfp.12374>

Rédigé en 1982, ce texte inédit de Jean-Claude Chamboredon interroge la façon dont la sociologie critique de l'éducation, inspirée par Louis Althusser, Pierre Bourdieu ou Michel Foucault, a restreint ses questionnements théoriques et empiriques, au cours des années 1970, en se focalisant sur la problématique du contrôle social. Fondé sur une étude menée avec François Bonvin sur l'enseignement secondaire privé en France, il montre que cette tendance a eu pour effet de laisser dans l'ombre les fonctions de transmission du système scolaire, en assimilant l'intention de l'action pédagogique à ses effets réels et en oubliant que les logiques d'institution font l'objet d'appropriations selon des conditions de réception, des valeurs et des ethos de classe irréductibles à une fonction valant partout et pour tous les groupes sociaux.

Choi, J. (2023). **Institutional Striving and Gender Equity in Faculty Salaries and Employment.** *American Educational Research Journal*, 60(3), 562-587. <https://doi.org/10.3102/00028312231162061>

Climbing the ladder of institutional prestige is often promoted by leaders and policymakers in higher education, but there may be trade-offs associated with striving for status. This study examines the impact of Texas's National Research University Fund (NRUF), which uses financial incentives to support institutions' pursuit of prestige, on the salaries and employment of faculty. For full professors, the NRUF had a positive effect on the salaries of both men and women, but the policy also contributed to widening the gender gap in salary. In regard to employment, the NRUF had a negative impact on the share of women among full professors. The findings suggest that organizational pursuit of prestige may have unintended consequences for faculty gender equity.

Couture, V., & Handbury, J. (2023). **Neighborhood Change, Gentrification, and the Urbanization of College Graduates.** *Journal of Economic Perspectives*, 37(2), 29-52. <https://doi.org/10.1257/jep.37.2.29>

We study changing trends in within-city sorting by education over the last 40 years. We show that neighborhoods closest to the centers of large US cities rose from having the lowest levels of college attainment in 1980 to the highest in 2017. We discuss the determinants of changes in sorting patterns, focusing on the role of transportation technology and income growth. We outline various consequences of the recent urbanization of college graduates on neighborhood amenities, house prices, and segregation. We highlight the tendency of college graduates to cluster into select central neighborhoods, likely limiting opportunities for interactions across educational lines.

De Clercq, M. (2023). **Les défis de l'enseignement supérieur : entre accessibilité, équité et réussite.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3808>

Face aux enjeux d'expansion de l'enseignement supérieur, les questions d'égalité d'accès et de réussite restent majeures pour la recherche et le terrain. Une grande énergie est d'ailleurs déployée pour tenter d'améliorer cette problématique, mais sans parvenir à induire de changements majeurs dans les tendances lourdes d'échecs et d'abandons en place depuis plus de vingt ans. Au moyen de la littérature récente en sciences de l'éducation, cet article propose d'analyser les raisons de cette relative

inertie et de comprendre en quoi les enjeux de réussite se déclinent autour de différents facteurs d'inégalité. En conclusion, cet article offre plusieurs pistes de réflexion sur une approche plus équitable de l'accompagnement à la réussite qui invite à faire évoluer notre analyse vers un écosystème d'accompagnement de l'étudiant·e combinant méthode pédagogique et soutien à la réussite.

Eshaghnia, S., Heckman, J. J., & Landersø, R. (2023). **Maximum Impact Intergenerational Associations** (NBER Working Paper N° 31093). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31093.htm>

This paper presents a new approach to measuring the intergenerational transmission of well-being and a novel perspective on which measures and what age ranges to use to estimate intergenerational social mobility. We select the measures and the age ranges that best predict important human capital outcomes of children. The predictive power of parental resources varies among measures of parental resources as well as the age ranges used to measure them. Lifetime measures outperform traditional snapshot proxies for lifetime incomes based on income flows at certain age windows in predicting child outcomes, regardless of the ages when child outcomes are measured. The sensitivity of IGE estimates to the ages at which parental resources are measured is far smaller than their sensitivity to whether lifetime measures are used or whether snapshot measures are used. We also find that the financial resources of parents compensate in part for nonmonetary inputs to child human capital such as the stability of the family and education of parents. We interpret our estimates using the technology of skill formation modified to account for the emergence of new skills in adolescence.

Eshaghnia, S. S. M., Heckman, J. J., & Landerso, R. (2023). **Maximum Impact Intergenerational Associations** (IZA Discussion Paper N° 16038). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16038.htm>

This paper presents a new approach to measuring the intergenerational transmission of well-being and a novel perspective on which measures and what age ranges to use to estimate intergenerational social mobility. We select the measures and the age ranges that best predict important human capital outcomes of children. The predictive power of parental resources varies among measures of parental resources as well as the age ranges used to measure them. Lifetime measures outperform traditional snapshot proxies for lifetime incomes based on income flows at certain age windows in predicting child outcomes, regardless of the ages when child outcomes are measured. The sensitivity of IGE estimates to the ages at which parental resources are measured is far smaller than their sensitivity to whether lifetime measures are used or whether snapshot measures are used. We also find that the financial resources of parents compensate in part for non-monetary inputs to child human capital such as the stability of the family and education of parents. We interpret our estimates using the technology of skill formation modified to account for the emergence of new skills in adolescence.

Fouilland, N. (2023). **La forme universitaire, une notion pour penser les inégalités dans l'enseignement supérieur?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3867>

Pour expliquer la structure de l'enseignement primaire et secondaire, les sociologues de l'éducation ont le plus souvent recours à la notion de forme scolaire. La rupture ressentie

par les étudiant·e·s entre le lycée et les études supérieures semble cependant indiquer que cette notion ne peut être directement appliquée à l'enseignement supérieur. Pour saisir les spécificités de ce niveau d'enseignement, cet article se propose d'identifier les caractéristiques historiques de ce que l'on pourrait appeler une « forme universitaire » de relations sociales. Celle-ci émerge au XIXe siècle et peut se caractériser par les traits interdépendants suivants : 1) des enseignant·e·s à la fois diffuseurs et producteurs de savoirs ; 2) une organisation disciplinaire des savoirs et des carrières ; 3) un enseignement articulé principalement autour des cours magistraux. Ces caractéristiques spécifiques ont des conséquences en termes d'inégalités dans l'enseignement supérieur. D'une part, le fait que les cursus s'organisent autour de disciplines savantes implique la valorisation d'un rapport socialement situé au savoir. D'autre part, l'encadrement ténu des étudiant·e·s laisse les attendus du travail universitaire largement implicites.

Frouillou, L. (2023). **Parcoursup et la reconfiguration des inégalités dans l'enseignement supérieur français**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3818>

À partir d'une synthèse de travaux récents sur Parcoursup, cet article invite à considérer plus largement la reconfiguration des inégalités dans l'enseignement supérieur français. Parcoursup étend en effet la sélection sur dossier scolaire à l'ensemble des formations du supérieur, y compris les licences jusqu'ici accessibles avec le baccalauréat. Dans un contexte de croissance démographique étudiante et de saturation de certaines capacités d'accueil, le classement de toutes les candidat·e·s par toutes les formations peut se lire comme une accentuation de la mise en concurrence. Cela peut se traduire, dans les contextes denses comme la région parisienne et pour les formations saturées comme le droit, par de fortes évolutions dans les caractéristiques scolaires des publics. Ainsi, en essayant d'articuler une histoire des dispositifs d'orientation et d'affectation à celle des moments de massification du système scolaire, ce texte propose une réflexion sur une récente reconfiguration des inégalités scolaires en France, liée à un « nouvel âge de la sélection » marquant notamment l'entrée dans le supérieur.

Givens, J. R., & Ison, A. (2023). **Toward New Beginnings: A Review of Native, White, and Black American Education Through the 19th Century**. *Review of Educational Research*, 93(3), 319-352. <https://doi.org/10.3102/00346543221105544>

Histories of 19th-century U.S. education center White experiences, while formal education policy and practice pertaining to Black and Native Americans are treated as marginal phenomena that had little impact on schooling at a national level. Furthermore, current historical framings overwhelmingly analyze Native, White, and Black American education as separate entities, which conceals the political economic character of race as a relational phenomenon. To explore connections between race, school, and nation building, this review presents a relational analysis of scholarship on Native, White, and Black American education through the 19th century. In doing so, it outlines how formal U.S. education expressed, created, and adjusted racial hierarchies through the 19th century; and more importantly, it highlights how America's education system developed in a context where Native, White, and Black American experiences were deeply interrelated. The review ends by identifying paths for new research on the racial dimensions of U.S. education during its foundational years and beyond.

Grenet, J., Huillery, É., & Souidi, Y. (2023). **Mixité sociale au collège : premiers résultats des expérimentations menées en France**. *Note du CSEN*, (9), 1-12. Consulté à l'adresse

[https://www.reseau-canope.fr/fileadmin/user\\_upload/Projets/conseil\\_scientifique\\_education\\_nationale/Note\\_CSEN\\_2023\\_09.pdf](https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Note_CSEN_2023_09.pdf)

La ségrégation sociale entre établissements scolaires est très élevée en France et pourrait avoir des conséquences sur les performances scolaires et le bien-être des élèves, et à plus long terme, sur la cohésion sociale. Les auteurs de la note du CSEN (Elise Huillery, Julien Grenet et Youssef Souidi) ont souhaité évaluer l'impact de l'initiative de mixité sociale dans les collèges, engagée par le ministère en 2015. Les résultats montrent un impact positif sur le bien-être et l'intégration sociale des élèves. En revanche, elle ne modifie pas à court terme, les performances scolaires, ce qui suggère qu'elle ne constitue pas une solution évidente pour améliorer les performances des élèves de milieu défavorisé, pas plus qu'elle ne constitue une menace pour les performances des élèves de milieu favorisé, comme cela peut parfois être craint.

Guatieri, Q. (2023). ***Inverser le regard sur la catégorie NEET : rapport à la normativité du travail, à la méritocratie, et à la réussite des jeunes ni aux études ni en emploi au Québec.***

Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/27853>

Construite à la fin des années 90 et désormais régulièrement employée comme instrument de mesure et d'analyse dans de nombreux pays, la catégorie NEET, désignant les jeunes ni en emploi, ni aux études, ni en formation établit un pont entre deux « problèmes publics » : le décrochage scolaire et le chômage des jeunes. Enjeu institutionnel et scientifique émergent au Canada et au Québec, les jeunes en situation NEET figurent comme premier axe d'intervention du Secrétariat à la jeunesse québécois depuis 2016. Cette catégorie permet une mesure plus précise et un portrait plus fin des jeunes en retrait des sphères traditionnellement reconnues d'intégration des études et de l'emploi. Cependant, les orientations institutionnelles et les représentations sociales sous-jacentes à son usage ouvrent la voie à un ensemble de stigmatisations. Ainsi, dans le contexte québécois au sein duquel la focale institutionnelle se concentre sur la « pénurie de main-d'œuvre », il émerge un répertoire d'arguments symboliques alimentant une lecture institutionnelle et sociale de la situation NEET à travers le « désengagement », la « passivité » et la responsabilité individuelle. S'appuyant sur 36 entretiens réalisés avec des jeunes en situation NEET dans différentes régions du Québec, cette thèse prend le parti d'inverser le regard en étudiant le rapport de ces jeunes aux normes sociales à travers lesquelles ils sont eux-mêmes jugés et catégorisés comme non-conformes aux attentes institutionnelles et sociales. Tout en rendant compte des épreuves communes auxquelles font face ces jeunes, cette recherche explore ainsi les déterminants et fondements des différentes manières qu'ont ces jeunes d'interagir avec la normativité du travail et les principes du modèle méritocratique. Trois logiques d'interaction avec les normes de travail, de mérite et de réussite émergent, nous renseignant également sur les différentes façons de donner sens à leur situation NEET : - Une logique de résistance, se traduisant par un retrait assumé du système éducatif et du marché du travail, subjectivement justifiée par une indignation vis-à-vis des conditions du marché du travail et une mise à distance des normes socialement valorisées de mérite et de réussite. - Une logique d'intériorisation, à ne pas confondre avec l'apathie, s'inscrivant dans un fort sentiment de dévalorisation de soi et de responsabilité individuelle dans la difficulté à se sortir d'une situation source de souffrance sociale. Un fort pessimisme quant à un avenir désirable émerge et s'incarne dans un repli sur le présent. - Une logique de compromis au sein de laquelle les jeunes s'appuient sur l'espoir et la confiance en la réversibilité de leur situation, ainsi que la valorisation des efforts, afin

de maintenir leur adhésion à la normativité du travail et à la méritocratie. En filigrane, cette thèse montre le déplacement d'une catégorie d'action publique vers une catégorie sociale à fortes connotations morales, nous renseignant autant sur ces jeunes que sur nos propres normes et grilles de lecture. Elle permet ainsi de comprendre la manière dont l'étiquetage de non-conformité attribué aux jeunes en situation NEET s'inscrit dans une perspective de l'utilité sociale mesurée et restreinte au productif, illustrant tout le mal que l'on a à reconnaître et légitimer, en tant que société, les manières d'être et agir s'écartant des assignations capitalistes. Sans adopter une démarche de prescription d'actions publiques, cette thèse rend compte de la nécessité de réorienter les logiques d'adaptation de ces jeunes vers une interrogation collective quant aux conditions dans lesquelles ces derniers sont pressés à se réintégrer. À rebours des représentations du « désengagement » et de « l'apathie », les jeunes rencontrés dans le cadre de cette recherche, bien que s'inscrivant dans une condition précaire et une constellation de désavantages, interrogent les normes sociales structurant nos parcours de vie. Il en résulte la nécessité, d'un point de vue scientifique, de ne pas présupposer que la capacité à remettre en cause le système de valeurs dominantes soit l'apanage des jeunes diplômés. Dans la continuité de cette idée, cette thèse invite à considérer un ensemble de registres subjectifs dans l'appréhension des aspirations, du mérite et de la réussite, et offre des pistes afin de saisir les colères, frustrations, mais également les ressources, de jeunes davantage invisibilisés qu'« invisibles ».

Harroche, A. (2023). **Des inégalités pour atteindre l'excellence dans l'enseignement supérieur et la recherche ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3758>

Afin d'améliorer la compétitivité du système d'enseignement supérieur et de recherche, l'État a effectué des investissements ciblés à l'échelle des établissements au nom de l'excellence. Les initiatives d'excellence (IDEX) constituent la mesure principale de cette réforme. Il s'agit d'un appel à projets qui concentre des fonds importants et de façon pérenne sur moins de dix consortiums universitaires. Dans cet article, nous montrons de quelle façon les IDEX remanient les écarts entre les établissements, comment elles amplifient les inégalités et en créent de nouvelles, à l'intérieur des universités.

Hines, M., & Fallace, T. (2023). **Pedagogical Progressivism and Black Education: A Historiographical Review, 1880–1957.** *Review of Educational Research*, 93(3), 454-486. <https://doi.org/10.3102/00346543221105549>

This article offers a critical review of the literature on how race played into the historical development of pedagogical progressivism in the late-19th and early-20th-century United States. While many historians have focused on the overt/covert racism inherent in much of progressive pedagogy as espoused by White educators, others have highlighted the ways in which pedagogical progressivism supported movements toward liberation and social justice, especially when taken up by Black educators. Thus, the historical treatment of pedagogical progressivism is becoming more nuanced by incorporating the work of Black scholars, school leaders, curriculum designers, and teachers.

Joseph, S. (2023). **Swimming Against the Current: Resistance to a Black Superintendent's Fight to Lead With Equity in an Urban School District.** *Journal of Cases in Educational Leadership*, 26(2), 87-100. <https://doi.org/10.1177/15554589231164366>



This case describes how, after being hired by a large urban school district in the southern United States, a Black male superintendent's relationship with his stakeholders deteriorated due to disagreements about his equity-based leadership approach. Three incidents occurred during his tenure, which he believed to be racially motivated. Yet, the school board and the community downplayed race as the motivating factor. Ultimately, the community's racial bias led to his departure after only 3 years. This case study explores the question, "How did race affect the ability of a Black superintendent to lead with equity in an urban school district?"

Keane, E., Heinz, M., & Lynch, A. (2023). **Identity matters? 'Working class' student teachers in Ireland, the desire to be a relatable and inclusive teacher, and sharing the classed self.** *International Journal of Inclusive Education*, 27(3), 337-353.  
<https://doi.org/10.1080/13603116.2020.1853255>

This paper is about social class and initial teacher education, specifically the perspectives and experiences of those from lower socio-economic groups in an initial teacher education programme in Ireland. It draws on a qualitative study employing in-depth semi-structured interviews with 21 'working class' student teachers, exploring their backgrounds and educational experiences, motivations to become a teacher, and experiences in initial teacher education. A key finding concerns participants' highly classed desired future teaching identity: they expressed a strong desire to be a relatable and inclusive teacher, which they conceptualised as being approachable, caring and supportive of all pupils. To varying degrees, they felt that becoming this type of teacher could be achieved in part through 'sharing the (classed) self' with their pupils. Building on research about diversifying the teaching population internationally, and critical arguments for and against 'ethnic matching' approaches, the findings are examined from the perspective of 'class matching' as well as teacher self-disclosure with respect to social class.

Lahtinen, H., Martikainen, P., Korhonen, K., Morris, T. T., & Myrskylä, M. (2023). **Educational tracking and the polygenic prediction of education** (MPI DR Working Paper N° WP-2023-015). Consulté à l'adresse Max Planck Institute for Demographic Research, Rostock, Germany website: <https://econpapers.repec.org/paper/demwpaper/wp-2023-015.htm>

Although it is well known that individuals' genetics relate to their educational attainment, our understanding of how this may vary across differing educational institutional contexts is limited. In an educational system that does not separate students into different tracks early on, individuals' unique skills and interests may have more time to manifest, which could potentially strengthen the genetic prediction of education. We test such a hypothesis exploiting the natural experiment of the Finnish comprehensive school reform employed gradually and regionally across the country between 1972 and 1977, using genetically informed population-representative surveys linked to data from administrative registers. We observed that the genetic prediction of education was stronger after the reform by one-third among men and those coming from low-educated families. We observed no evidence for reform effects among women or those from high-educated families. The increase in genetic prediction was particularly pronounced among the first cohort experiencing the new system. From the perspective of genetic prediction, the reform to a more universalist curriculum was successful in promoting equality of opportunity. The results also highlight the potential of various turbulent circumstances – such as puberty or ongoing restructuring of institutional practices – in magnifying genetic effects.

Le groupe femmes d'un lycée de la région Grand-Est. (2023). **Un groupe femmes non mixte en lycée : retour sur une expérience polémique.** *Travail, genre et sociétés*, (49), 169-172. <https://doi.org/10.3917/tgs.049.0169>

Lignier, W. (2022). **Le premier âge de la domination. Des définitions de la petite enfance aux pratiques enfantines.** *Revue française de pédagogie*, 217(4), 17-28. <https://doi.org/10.4000/rfp.12304>

Plusieurs logiques sociales tendent à rendre précocement dominants certains enfants par rapport à d'autres. Comme permet de le montrer l'observation d'enfants de 2-3 ans au sein d'une crèche française, il s'agit d'une part de logiques structurales : les écarts variables entre les définitions de la petite enfance des familles et la définition de l'enfance dans les lieux d'accueil placent d'emblée les divers enfants dans des positions inégalement avantageuses. Mais il s'agit aussi, d'autre part, de logiques pratiques, portées par les enfants eux-mêmes. Dès 2-3 ans, il est possible d'observer de jeunes enfants qui exercent des formes de domination : ainsi lorsqu'ils rendent distinctifs leurs avantages sociaux objectifs, lorsqu'ils assument de faire la police de leurs pairs en leur rappelant les règles locales, ou encore lorsqu'ils privatisent stratégiquement ces règles.

Lin, Y., Fay, M. P., & Fink, J. (2023). **Stratified Trajectories: Charting Equity Gaps in Program Pathways Among Community College Students.** *Research in Higher Education*, 64(4), 547-573. <https://doi.org/10.1007/s11162-022-09714-7>

A primary focus among colleges implementing student success reforms has been to increase overall rates of completing any credential and to reduce racial and socioeconomic equity gaps in such completion rates. The focus on general completion may overlook inequities in the type of program students complete, which is particularly significant given the wide variety of credentials offered at community colleges and the resulting variation in labor market returns among completers. Our study examines racial/ethnic stratification among community college students as they enter and progress through programs leading to higher or lower opportunities in the labor market. Using a discrete-time survival analysis and longitudinal enrollment and transcript data. We track enrollment, completion, and transfer for up to 9 years. We also measure achievement of academic milestones (such as credit accrual) along educational pathways associated with higher rates of credential completion and transfer over the long term. Results suggest that a significant gap in the likelihood of bachelor's degree completion between Black and White students emerges episodically, while the gap between Hispanic and White students develops earlier and remains consistent over time. Results also suggest that, while all students generally benefit from attainment of academic milestones, doing so disproportionately benefits Black and Hispanic students.

Mamede, M. (2022). **École à distance et inégalités** [Report]. Consulté à l'adresse UPEC website: <https://hal.science/hal-03926322>

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Martinez, E. (2023). **Leadership So White: Working Toward Equitable Representation of Latinx Leadership at Hispanic-Serving Institutions.** *Journal of Cases in Educational Leadership*, 26(2), 165-176. <https://doi.org/10.1177/15554589231162117>

Ximena was sure she would be appointed as the Director of Student Life at Aspirante University, a Hispanic-Serving Institution. As interim director, Ximena strove to enact servingness in her everyday practice. Her efforts to create a culturally responsive, relevant, and affirming campus environment for Latinx students were unparalleled. However, she was overlooked yet again for the directorship. This case study is intended to challenge leaders to check their assumptions and examine how they operationalize Whiteness, reproduce the dominant model of professional, and thereby preclude candidates from being earnestly and equitably considered for the job. It raises implications for current leaders who may enact deficit thinking and racially and culturally biased practices as well as for leaders who may be hindered by such practices.

Massei, S. (2022). **Le public scolaire face au discours égalitaire. Une réception entre genre, race et classe.** *Revue française de pédagogie*, 217(4), 97-111. <https://doi.org/10.4000/rfp.12414>

Fondé sur l'observation de 78 séances d'éducation à l'égalité entre les sexes à l'école et sur une série d'entretiens menés auprès de 53 élèves du premier et du second degré, cet article étudie les catégories de jugement enfantines et adolescentes du discours égalitaire. Il montre que les élèves de classes populaires tendent à appliquer à ce discours des critères de jugement hétérodoxes, d'ordre technique ou éthique notamment, qui les portent à le subvertir et à en rejeter les aspects les plus contestataires. Les élèves de catégories sociales favorisées dont la socialisation familiale entre davantage en affinité avec l'habitus inculqué par l'institution scolaire se distinguent au contraire par une critique plus orthodoxe des stéréotypes de genre, par l'utilisation du registre politique, et par leur plus grande familiarité avec les enjeux de genre et de sexualité. L'article montre en définitive comment les actions d'éducation à l'égalité entre les sexes à l'école, en même temps qu'elles bousculent les rapports de genre, contribuent, à travers les usages différenciés dont elles font l'objet de la part des élèves, à la reproduction et à la recomposition des rapports de classe et de race.

Matheny, K. T., Thompson, M. E., Townley-Flores, C., & reardon, sean f. (2023). **Uneven Progress: Recent Trends in Academic Performance Among U.S. School Districts.** *American Educational Research Journal*, 60(3), 447-485. <https://doi.org/10.3102/00028312221134769>

We use data from the Stanford Education Data Archive to describe district-level trends in average academic achievement between 2009 and 2019. Although on average school districts' test scores improved very modestly (by about 0.001 standard deviations per year), there is significant variation among districts. Moreover, we find that average test score disparities between nonpoor and poor students and between White and Black students are growing; those between White and Hispanic students are shrinking. We find no evidence of achievement-equity synergies or trade-offs: Improvements in overall achievement are uncorrelated with trends in achievement disparities. Finally, we find that the strongest predictors of achievement disparity trends are the levels and trends in

within-district racial and socioeconomic segregation and changes in differential access to certified teachers.

Millet, M. (2023). **L'enseignement supérieur divise : généralisation des études, différenciation des jeunesses.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3718>

Cet article se propose de faire, à grands traits, le bilan de quelques évolutions récentes de l'enseignement supérieur. Satisfaire à cet exercice impose d'abord de prendre la mesure des transformations quantitatives qui l'ont marqué ces dernières décennies. Mais si la croissance rapide du nombre d'étudiants depuis les années 2000 s'apparente à une « troisième explosion scolaire », celle-ci emporte aussi des changements de nature plus qualitative sur lesquels il faut s'arrêter. C'est bien, en effet, le sens et la place que les études supérieures prennent désormais dans les trajectoires et les attentes des nouvelles générations qui se trouvent modifiés. L'article revient également sur la manière dont les changements structurels de l'enseignement supérieur ont fait de celui-ci un nouveau lieu d'injonctions normatives autour, par exemple, de l'orientation, de l'innovation pédagogique ou de l'entrepreneuriat. Il souligne enfin combien les transformations de l'enseignement supérieur se réalisent dans un contexte en apparence paradoxal : ouvert au plus grand nombre, ce dernier est aussi plus segmenté, les inégalités et divisions inscrites dans son organisation y prenant une acuité toute particulière.

Montmasson-Michel, F. (2022). **Les familles et l'école maternelle 50 ans après « Le "métier d'enfant" ». Primes socialisations langagières, « libre exploration » et secondarisation de la petite enfance.** *Revue française de pédagogie*, 217(4), 29-41. <https://doi.org/10.4000/rfp.12314>

Les recherches conduites par Jean-Claude Chamboredon sur la petite enfance dans les années 1970 constituent un point d'appui précieux pour étudier la transmission culturelle dans la société de classes contemporaine. À partir d'une enquête réalisée dans les années 2010, l'article décrit l'actualisation de la « découverte de l'enfant objet pédagogique » dans différents groupes sociaux. En analysant de quelle manière les activités et l'exploration enfantines sont accompagnées, il montre que des fractions stables des classes populaires se sont rapprochées de certaines attentes scolaires tandis que, dans les classes moyennes et supérieures, plus dotées en ressources matérielles et culturelles, les pratiques éducatives façonnent des dispositions à la secondarisation.

Nunès, É. (2023, mai 9). **Erasmus séduit les alternants : « La majorité de nos apprentis sont issus d'un milieu modeste ».** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2023/05/09/erasmus-seduit-les-alternants-la-majorite-de-nos-apprentis-sont-issus-d-un-milieu-modeste\\_6172581\\_4401467.html](https://www.lemonde.fr/campus/article/2023/05/09/erasmus-seduit-les-alternants-la-majorite-de-nos-apprentis-sont-issus-d-un-milieu-modeste_6172581_4401467.html)

Le nombre de jeunes alternants inscrits dans le programme européen de mobilité ne cesse de progresser, permettant à ces profils de gagner en compétences, notamment linguistiques, et de vivre les mêmes expériences fondatrices que leurs camarades étudiants.

Olivier, A. (2023). **Des hommes de qualité. Genre et (dé)qualification dans des formations « féminines » du supérieur.** *Travail, genre et sociétés*, (49), 123-140. <https://doi.org/10.3917/tgs.049.0123>

Comment le travail des hommes de professions « féminines » est-il qualifié, et quels éclairages cela apporte-t-il sur les liens entre genre et qualification ? L'article explore

cette question à partir d'entretiens et d'observations menés en formations de sage-femme et d'assistant·e de service social, en se centrant sur la pratique professionnelle d'accompagnement. Pour accompagner les patientes et usager·e·s, les rares étudiants hommes doivent faire preuve de certaines dispositions dites « féminines ». Souvent supposées comme plus évidentes pour les femmes, ces dispositions sont construites et reconnues comme le résultat d'un travail pour eux, et sont à ce titre distinctives. Ces étudiants sont par ailleurs valorisés pour leur appartenance de sexe par de multiples biais, révélant une qualification de la « nature masculine ». Enfin, ces hommes sont perçus et, surtout, se perçoivent eux-mêmes comme dotés d'un professionnalisme marqué, qui qualifie fortement leur travail et déqualifie celui des femmes.

Pratschke, J., & Abbiati, G. (2023). **“Like with like” or “do like?” Modeling peer effects in the classroom.** *Social Science Quarterly*, 104(3), 265-280. <https://doi.org/10.1111/ssqu.13257>

**Objective** The authors discuss the role of peer networks in shaping the decision to enroll at university. Using panel data from Italy, they apply innovative statistical methods to study a sample of students as they complete high school and decide whether or not to attend university. **Methods** The authors use simultaneous autoregressive (SAR) models to analyze a four-wave panel database of Italian students. They explore the role of endogenous, exogenous, and correlated peer effects in relation to the decision about whether or not to enroll at university. **Results** The findings suggest that endogenous peer effects exert a significant influence on the probability of enrolling after controlling for homophilous preferences and a range of variables. Exogenous peer effects do not appear to influence this outcome. Sensitivity tests suggest that the results of the estimation are robust to selection. **Conclusions** This article contributes to an emerging body of literature on the use of SAR models to study peer effects, illustrating its considerable potential in the study of educational outcomes.

Price, G., & Viceisza, A. (2023). **What Can Historically Black Colleges and Universities Teach about Improving Higher Education Outcomes for Black Students?** (NBER Working Paper N° 31131). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31131.htm>

Historically Black colleges and universities are institutions that were established prior to 1964 with the principal mission of educating Black Americans. In this essay, we focus on two main issues. We start by examining how Black College students perform across HBCUs and non-HBCUs by looking at a relatively broad range of outcomes, including college and graduate school completion, job satisfaction, social mobility, civic engagement, and health. HBCUs punch significantly above their weight, especially considering their significant lack of resources. We then turn to the potential causes of these differences and provide a glimpse into the “secret sauce” of HBCUs. We conclude with potential implications for HBCU and non-HBCU policy.

Ratnam, T. (2023). **Exploring the notion of inclusivity as facilitating students' ontological engagement for personally relevant learning.** *European Journal of Education*, 58(2), 277-288. <https://doi.org/10.1111/ejed.12552>

In India, inclusivity in education can be seen as an expression of commitment to social justice. It reflects a deep commitment to the goals of universalisation of education promoted by world agencies such as UNESCO. However, pitched between the aspirational goals of achieving equity and social justice on one hand, and the economic

imperative of a competitive market on the other, inclusivity in education seems an ever-elusive goal. Students' voices and all the cultural and experiential resources they hold, are marginalised in school, contributing to alienating students from school learning. The study on which this article reports sought to support teachers glean insights from participation in a purposive modelling activity, set in a Vygotskian dialectic frame of reference. The activity focused on how learning from students and their communities can be harnessed to engage students ontologically in class, to enhance students' agentic role in an inclusive learning environment. It is rooted in a funds of knowledge approach. The qualitative data for this ethnographically oriented study have been gathered from multiple sources over 2 years and analysed thematically. The findings show that modelling not only helped teacher learning and development of practice, but also familiarised teachers with issues of equity and inclusivity. Notably, by making teachers aware of the differentiated needs of all the students in the process of invoking their unique contribution to learning from their cultural locations. The insights are used to discuss the challenges posed for teachers in making their new learning part of their teaching practice.

Rossignol-Brunet, M., Pavie, A., & Oberti, M. (2023). **Sélectivité scolaire et ouverture sociale : l'effet combiné de la réforme des admissions et de l'intégration à Parcoursup de Sciences Po Paris**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3824>

Sciences Po Paris a réformé sa procédure d'admission en 2020, en supprimant notamment les épreuves écrites et en intégrant la plateforme Parcoursup. Cet article présente quelques résultats exploratoires sur les effets de ces changements. Il s'appuie sur les données issues de la scolarité sur la période 2013-2021, ainsi que sur une enquête par questionnaire administrée entre 2014 et 2022 aux admis en première année. Il met en évidence deux tendances principales : d'un côté, un élargissement du bassin de recrutement, contribuant à une relative ouverture sociale et territoriale pour la voie générale. De l'autre, une sélectivité scolaire accrue, jouant dans le sens inverse pour la procédure CEP (Convention éducation prioritaire), principal dispositif d'ouverture sociale.

Scheitle, C. P., Platt, L. F., & House-Niamke, S. M. (2023). **Graduate Student Preferences for Demographic Matching on an Advisor's Gender, Race, and Religion**. *Innovative Higher Education*, 48(3), 477-499. <https://doi.org/10.1007/s10755-022-09632-7>

Research has examined the influence of a graduate student matching their advisor's demographic characteristics on a variety of outcomes, but comparatively few studies have examined students' preferences concerning such matching. Using data from a national survey of U.S. graduate students in five natural and social science disciplines, the analyses examine the importance students place on matching their advisor on three focal characteristics: gender, race, and religion. Overall, the analyses also find that the importance a student places on matching on one characteristic tends to be positively associated with the importance they place on matching on other characteristics. On gender-matching, the analyses find that female graduate students are more likely than male students to place importance on gender matching, but a majority still indicate that it is not at all important. However, a majority of Black students place importance on matching their advisor's race. Few students place any importance on religion matching, even among those who identify with a religion. While not discounting some groups' greater preference for matching their advisor's characteristics, these findings suggest

that graduate programs should not assume that such preferences are universal or even particularly strong.

Sellers, K. M. (2023). **Vatican Statement on Gender Theory in Education: Creating Competing Interests in Catholic Schools.** *Journal of Cases in Educational Leadership*, 26(2), 150-164. <https://doi.org/10.1177/15554589231164065>

In June 2019, the Vatican published its first-ever document on gender theory. This document was directed at Catholic educational institutions and draws on theology and philosophy, while excluding science on gender identity and testimonies from transgender people, to suggest gender theory is an ideology endangering the family. The case of Jane, a practicing Catholic and teacher-leader in a Catholic secondary school, contributing to cross-disciplinary curriculum development, school accreditation, and student mentorship, is used to anticipate problems of practice which may emerge as this document's guidance is applied at the school level. Ecological systems theory and communities of practice theory are used to analyze this case.

Shen, W., & Jiang, J. (2023). **Institutional prestige, academic supervision and research productivity of international PhD students: Evidence from Chinese returnees.** *Journal of Sociology*, 59(2), 552-579. <https://doi.org/10.1177/14407833211055225>

Since the emergence of global university rankings in the 2000s, East Asian universities have been recruiting academics with doctoral degrees from Western countries to strengthen their competitiveness in the global university league tables. Governments offer scholarships to support students in their overseas doctoral studies and encourage graduates to return. Although much attention is given to researchers with overseas degrees, little is known about their experiences and pre-employment academic productivity. Drawing on a nationwide survey and bibliometric data, this study examines whether and how the institutional prestige of a host university and academic supervision contribute to the academic productivity of government-funded Chinese PhD returnees during their doctoral studies. Results show that supervisors' research support and collaboration positively affect pre-employment academic productivity. However, a university's prestige does not exert such an influence. Moreover, co-authorship with a supervisor is a crucial mechanism in the influence of supervisors' research support on PhD students' productivity.

Sigurdsson, J. (2023). **Transitory Earnings Opportunities and Educational Scarring of Men** (IZA Discussion Paper N° 16050). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16050.htm>

Men have fallen behind women in education in developed countries. Why? I study the impact of a transitory increase in the opportunity cost of schooling on men's and women's educational attainment. I exploit a reform in Iceland that lowered income taxes to zero for one year and compare teenagers above and below the compulsory schooling age. This earnings opportunity increased the dropout rate and led to a permanent loss in years of education for young men, but had no effect on the education of women. Male dropouts suffer substantial losses in lifetime earnings, slow career progression, and reduced marriage and fertility outcomes. The results cannot be explained by negative selection of dropouts or low returns to education but can be reconciled by gender differences in nonpecuniary costs of school attendance, myopia, or perceived returns to education. The findings suggest that due to these gender

differences, economic booms misallocate young men away from school, entrenching the gender gap in education.

Stanczak, A., & Jury, M. (2023, mai 9). **École et handicap : les aménagements d'examens, une vraie garantie d'égalité ?** Consulté 10 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/ecole-et-handicap-les-amenagements-dexamens-une-vraie-garantie-degalite-201590>

Les élèves en situation de handicap peuvent disposer lors d'examens d'aménagements qui visent à les mettre sur un pied d'égalité avec les autres mais peuvent renforcer les préjugés.

Tapia-Fuselier, N. (2023). **"We Do It All": Understanding the Experiences of Undocumented Student Resource Center Professionals.** *Innovative Higher Education*, 48(3), 457-475. <https://doi.org/10.1007/s10755-022-09627-4>

There is a range of barriers to postsecondary access and success for undocumented college students in the United States. Considering these barriers, scholars, practitioners, and activists alike have called on institutions of higher education to enhance their capacity to serve, support, and advocate for undocumented students. One way that institutions are responding to this call is by establishing Undocumented Student Resource Centers (USRCs). There is an emerging body of scholarship on the function and importance of USRCs on college campuses in the United States. Yet, there remains a dearth in the literature on the experiences of the higher education professionals committed to coordinating or directing these identity-based centers. This exploratory qualitative study relies on the voices and stories of USRC professionals to understand their self-described roles and responsibilities as well as what keeps them motivated to continue serving, supporting, and advocating for undocumented students.

Theoharis, G., George, L., & Mauldin, C. (2023). **The House Is on Fire: A Reckoning of Leadership and DEI Initiatives in Predominantly White Schools.** *Journal of Cases in Educational Leadership*, 26(2), 118-137. <https://doi.org/10.1177/15554589231158610>

Sam Patrick, a White female superintendent is in her fourth year leading the Douglasville School District, a high-performing, predominantly White suburban district that has a long history of unacknowledged and unchecked racism and racial disparities. Sam is driven to embrace a diversity, equity, and inclusion (DEI) agenda and move the district in a new direction. The central conflict in the case is the district response to a racist ZOOM bombing incident involving a Black Assistant Principal and the n-word. This is a useful case for district leadership/ superintendency courses and professional development. Authors suggest exploring the issues through one or more of these frameworks: equity-focused leadership, culturally responsive leadership, social justice leadership, and anti-racist solidarity.

Valencia-Forrester, F., & Backhaus, B. (2023). **Service learning as supported, social learning for international students: an Australian case study.** *International Journal of Inclusive Education*, 27(3), 403-417. <https://doi.org/10.1080/13603116.2020.1864789>

Studying in a foreign country can be a valuable experience for international students, but it may also involve uncertainty, loneliness, and questionable graduate outcomes. Given the importance of the international student market to higher education institutions, there is a clear incentive to find ways of engaging international students in meaningful learning experiences that contribute to employability, facilitate social connections, and



help students find their place in society. This article reflects on an Australian pilot project that aimed to facilitate international student engagement with local social issues through service learning. Drawing on a framework that emphasised social support and social connectedness, the students were offered group placements with local non-profits as a way of learning more about social issues, forging social ties, and gaining valuable transferable experience. Students appreciated the multiple layers of support available and reported increased confidence in terms of communicating in English and making social connections across peer groups.

van Zanten, A. (2023). « **Il faut éviter de confondre des actions destinées à renouveler le profil des élites et celles visant à réduire les inégalités d'éducation** ». *Diversité. Revue d'actualité et de Réflexion Sur l'action Éducative*, (202). <https://doi.org/10.35562/diversite.3692>

Régis Guyon : Concernant la question de l'ouverture sociale des filières sélectives, quels constats pouvons-nous faire ? Quelles sont les évolutions récentes ? Agnès van Zanten : Nous n'avons toujours pas de travaux sur l'ensemble des filières sélectives. Je pense notamment aux études universitaires en santé sur lesquelles je travaille actuellement. Grâce à l'accès désormais plus facile aux données Parcoursup, avec une petite équipe de jeunes chercheurs, je vais pouvoir approfondir les résult...

Zhou, R. (2023). **Can Education Change Risk Preference? Evidence from Indonesia and Mexico** [Warwick-Monash Economics Student Paper]. Consulté à l'adresse Warwick Monash Economics Student Papers website: <https://econpapers.repec.org/paper/wrkwrkesp/45.htm>

To test whether education can change risk preference, I exploit the Indonesian school construction programme and the Mexican education reform in compulsory schooling as two separate natural experiments. Applying the instrumental variable approach, I do not find a causal effect of education on risk preference. The results are consistent in the two different settings, so my findings are externally valid. The results suggest that a change in risk preference may not be the channel via which the impact of education on risk-taking in real life. This paper contributes to the literature on the determinants of social preferences and the outcomes of education.

## Climat de l'école

Di Stasio, M., Alston, L., & Harley, J. (2023). **A Snapshot of Gay-Straight Alliance Clubs and Student Well-Being in Western Canadian High Schools**. *Canadian Journal of School Psychology*, 38(2), 144-158. <https://doi.org/10.1177/08295735231170337>

Gay-Straight Alliance (GSA) clubs promote safer school environments for students. GSAs typically refer to student-led, teacher-supported school clubs that serve youth of diverse gender identities and sexual orientations. This study investigated the relationship between students' awareness of school-based GSAs and their bullying experiences, mental health, self-determination, and relationships at school and home. Findings showed that LGBTQ2S+ students experienced higher rates of bullying and symptoms of depression and scored lower on self-determination subscales than cisgender heterosexual students. Interestingly, students who were aware of their school's GSA club scored higher on the self-determination subscales regarding family relationships and lower on bullying compared to students who were unaware of their school's GSA club. LGBTQ2S+ students

had lower rates of comfort with their sexual orientation at home and school than their cisgender heterosexual students. Implications and future directions are discussed.

Olivier, E., St-Onge, Z., & Archambault, I. (2022). **Climat motivationnel de classe et sentiment d'efficacité des enseignants : contribution aux buts d'accomplissement et au rendement des élèves.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098342ar>

Réalisée auprès de 373 élèves et 38 enseignants d'écoles primaires de quartiers défavorisés, cette étude, portant sur la synergie de diverses composantes de classe, révèle que le climat de maîtrise perçu par les élèves ainsi que le sentiment d'efficacité des enseignants contribuent respectivement à soutenir les buts de maîtrise et le rendement scolaire des élèves. Les analyses de modération démontrent que les élèves dont les enseignants se sentent efficaces et ceux qui perçoivent un climat de maîtrise en classe maintiennent des buts de performance stables lorsqu'ils sont exposés à un climat de performance.

van Gils, F. E., Verschueren, K., Demol, K., ten Bokkel, I. M., & Colpin, H. (2023). **Teachers' bullying-related cognitions as predictors of their responses to bullying among students.** *British Journal of Educational Psychology*, 93(2), 513-530. <https://doi.org/10.1111/bjep.12574>

Background Teachers may play a key role in reducing bullying by responding to incidents among students. Inspired by the theory of planned behaviour, several studies have investigated teachers' bullying-related cognitions as predictors of their responses to bullying. Aims This study investigated whether six teachers' bullying-related cognitions (i.e., perceived seriousness, empathy, attitudes, self-efficacy and attribution of the bullying) predicted five student-perceived teachers' responses (i.e., Non-Intervention, Disciplinary Methods, Victim Support, Mediation and Group Discussion) over time. By examining this objective, more insight into student perceptions of teachers' responses to bullying could also be provided. Sample In total, 999 upper elementary school students (Mage = 10.61 at Wave 1, SDage = .90; 53.6% girls) and their 59 teachers (Mage = 39.61 at W1, SDage = 11.60; 79.7% female) participated. Methods A bullying questionnaire was administered in three waves to assess students' perceptions of the teachers' responses. Teachers reported bullying-related cognitions in the first wave. Multilevel analyses were used to investigate the relative contribution of the predictors on the teachers' responses over time. Results None of the teachers' bullying-related cognitions significantly predicted the teachers' specific responses. Conclusions The findings suggest that teachers' bullying-related cognitions are not reflected in their responses to bullying as perceived by students. Moreover, the findings indicate that students' perceptions of teachers' responses vary widely within classrooms and over time. Student- and teacher-reported teachers' responses might differ, and these possible differences should be taken into account.

Winterman, K. G., & Burton, B. A. (2023). **The Intersection of Bullying and Intimidation in an Urban High School.** *Journal of Cases in Educational Leadership*, 26(2), 101-117. <https://doi.org/10.1177/15554589221148230>

The lack of support for transfer students, specifically students with individualized education plans (IEP) into school environments, is problematic. At times, IEP students face additional obstacles and challenges due to their disabilities compared to the regular education population. The authors formulated a case that follows an IEP transfer student

and his parents in a school environment that has seen an increase in its student population with bullying, harassment, and intimidation. This article illustrates the barriers IEP students and parents may encounter when seeking protection and solutions for their students in a hierarchical school system.

Zhang, R., Wang, L.-X., Datu, J. A. D., Liang, Y., Dou, K., Nie, Y.-G., & Li, J.-B. (2023). **High Qualities of Relationships with Parents and Teachers Contribute to the Development of Adolescent Life Satisfaction Through Resilience: A Three-Wave Prospective Longitudinal Study**. *Journal of Happiness Studies*, 24(4), 1339-1365. <https://doi.org/10.1007/s10902-023-00647-1>

Life satisfaction (LS) is a core dimension of subjective well-being and is linked to many life outcomes in adolescents. Among other indicators of optimal functioning in youth, LS has been understudied; not until the last decade did research on adolescent LS show a resurgence. Parent-child attachment relationships are considered a vital factor contributing to adolescent LS. However, extant studies are predominantly cross-sectional, and few studies have examined its underlying mechanisms. This study is designed to bridge those gaps. Drawing on ecological system theories, it examines the association between parent-child attachment relationships and adolescent LS. It also investigates resilience as a mediator and teacher-student relationships (TSR) as a moderator using a three-wave longitudinal design, with a 6-month interval between each wave. Participants were 815 Chinese adolescents (53.9% boys, Mage = 11.53 years) and one of their parents (65.28% mothers). Adolescents reported on TSR at T1, resilience at T2, and LS at T1 and T3, whereas their parents reported on parent-child attachment relationships at T1. Overall, results of the moderated mediation model indicate that after controlling for T1 LS and covariates, T1 parent-child attachment relationships predicted T3 LS via T2 resilience only for adolescents with a high-quality TSR but not for those with a low or medium quality of TSR. This research contributes to the literature on the synergistic interplay between interpersonal and intrapersonal resources in predicting resilience and LS in adolescents. The findings have implications for well-being interventions for adolescents with diverse qualities of connections with teachers.

## Évaluation des dispositifs d'éducation-formation

Cruz, L., Min, M., Ogden, D. T., Parker, J., Grodziak, E., Ko, P., & Klinger, K. (2023). **Top Chief: A Critical Assessment of a Cross-disciplinary Case Study as Common Intellectual Experience**. *Innovative Higher Education*, 48(3), 415-432. <https://doi.org/10.1007/s10755-022-09598-6>

Common intellectual experiences (CIEs) are one of the lesser-known modalities that have been identified as a high impact practice (HIP) in higher education. This mixed-methods study assesses the outcomes of a short-term CIE, which took the form of a multi-disciplinary, multi-classroom case study focused on Danny Meyer, CEO of Union Square Hospitality group (the titular Top Chief), and his handling of the challenges faced by the hospitality industry under the conditions of the global pandemic. The findings suggest that such CIEs can be effective in fostering integrative thinking both within and across curricula, though the benefits may not accrue equally across all student populations. The study has implications for how universities develop and diversify their HIP portfolios, how faculty implement CIEs in their classrooms, and how students develop their capabilities as wicked problem solvers.

Grenet, J., Huillery, É., & Souidi, Y. (2023). **Mixité sociale au collège : premiers résultats des expérimentations menées en France.** *Note du CSEN*, (9), 1-12. Consulté à l'adresse [https://www.reseau-canope.fr/fileadmin/user\\_upload/Projets/conseil\\_scientifique\\_education\\_nationale/Note\\_CSEN\\_2023\\_09.pdf](https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Note_CSEN_2023_09.pdf)

La ségrégation sociale entre établissements scolaires est très élevée en France et pourrait avoir des conséquences sur les performances scolaires et le bien-être des élèves, et à plus long terme, sur la cohésion sociale. Les auteurs de la note du CSEN (Elise Huillery, Julien Grenet et Youssef Souidi) ont souhaité évaluer l'impact de l'initiative de mixité sociale dans les collèges, engagée par le ministère en 2015. Les résultats montrent un impact positif sur le bien-être et l'intégration sociale des élèves. En revanche, elle ne modifie pas à court terme, les performances scolaires, ce qui suggère qu'elle ne constitue pas une solution évidente pour améliorer les performances des élèves de milieu défavorisé, pas plus qu'elle ne constitue une menace pour les performances des élèves de milieu favorisé, comme cela peut parfois être craint.

## Formation continue

Botke, J. A., & van Woerkom, M. (2023). **The effect of self-leadership training on detached concern and the proactivity of human service professionals.** *International Journal of Training and Development*, 27(2), 281-300. <https://doi.org/10.1111/ijtd.12300>

This paper describes a field experiment with a self-leadership training aimed at helping human service professionals to improve their detached concern and proactivity. Whereas detached concern refers to a state in which human service professionals blend compassion with emotional distance in their interaction with clients, proactivity refers to self-starting and change-oriented behaviour to enhance personal or organizational effectiveness. Based on self-leadership theory, we hypothesized that self-leadership training can enhance detached concern and proactivity. Moreover, based on behavioural plasticity theory, we hypothesized that training participants who are low in occupational self-efficacy are more susceptible to the external influence of self-leadership training, than individuals with higher levels of occupational self-efficacy. We conducted a field experiment with a sample of 223 human service professionals who were either assigned to a training group (n = 94), or a wait-list control group (n = 129). In a 3-month follow-up study, we found that self-leadership training had a positive effect on detached concern and that the intervention was especially effective for participants with low to medium initial levels of pretraining occupational self-efficacy. However, the intervention did not affect participants' level of proactivity. This study adds to the literature on workplace learning by demonstrating the potential of a self-leadership training for the transfer maintenance of newly developed soft skills (i.e., detached concern and proactive behaviour) to the workplace and by pinpointing occupational self-efficacy as an individual predisposition that influences training success.

Dervin, F. (2021). **Déconstruire les « mythes » de l'éducation finlandaise : le talon d'Achille de la formation continue « structurée » des enseignants.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(2), 37-57. <https://doi.org/10.3917/lse.542.0037>

Les classements mondiaux sur la performance des systèmes éducatifs sont omniprésents en éducation. La Finlande est souvent en tête des palmarès et fait figure de championne. Depuis des années, grâce à sa réputation dans le cadre des études PISA,

la Finlande attire des milliers de « touristes pédagogiques » qui souhaitent percer le secret des performances de ce petit pays nordique. Alors que ces touristes mais aussi et surtout les chercheurs et décideurs du monde entier notent la gratuité de l'enseignement, l'autonomie, le bonheur à l'école finlandaise, et l'excellente formation des enseignants, ils ne disent rien de la formation continue des enseignants. Cette étude de cas, réalisée dans un contexte rural, se fonde sur des entretiens avec des enseignants finlandais à propos de leurs expériences de la formation continue. L'analyse de ces entretiens fait apparaître la formation continue comme le talon d'Achille de l'éducation finlandaise et révèle, à distance du mythe, les failles de cette éducation souvent encensée et donnée en exemple.

Filliettaz, L., & Zogmal, M. (2022). **Travailler sous le regard d'autrui: une compétence interactionnelle ?** *Revue des sciences de l'éducation*, 48(2).  
<https://doi.org/10.7202/1098338ar>

Cet article vise à mieux faire connaître le travail réel des éducatrices de l'enfance en montrant que le sujet des compétences requises ou mobilisées n'est pas circonscrit par les référentiels de formation et les politiques publiques en matière d'éducation de l'enfance en contexte institutionnel. À partir du concept de « compétence d'interaction », l'article met l'accent sur la nature langagière et plus généralement interactionnelle des compétences. Il montre comment celles-ci peuvent être développées au moyen de la formation continue. Il ressort de cette recherche que les éducatrices s'orientent vers la nature « théâtrale » de leur travail et qu'elles tentent d'accroître la visibilité de ce qu'elles font à travers les usages de la voix.

Kaddouri, M. (2022). **Modèle de la compétence, nouvelles formes de professionnalités et formation des adultes.** *Revue des sciences de l'éducation*, 48(2).  
<https://doi.org/10.7202/1098337ar>

L'article analyse les enjeux de la substitution du modèle de la compétence à celui de la qualification en France. Il met en relief les effets de la « bataille des compétences » sur la marginalisation des mécanismes de la régulation collective ; analyse les modalités d'émergence d'une nouvelle relation salariale plus individualisée ; retrace des dimensions et des contours des nouvelles professionnalités requises par le modèle en question ; interroge le rôle de la formation des adultes dans le processus de construction des compétences.

Matsuo, M. (2023). **Methods for strengths use support: A multi-dimensional model.** *International Journal of Training and Development*, 27(2), 157-171.  
<https://doi.org/10.1111/ijtd.12293>

This study examines how middle managers support their employees' strengths use via three sequential analyses. In Study 1, an open-ended questionnaire survey of high-performing middle managers at a global manufacturer in Japan (n = 144) was conducted to collect comments on strengths use support (SUS). The grounded theory approach was used to generate four categories of SUS, and a quantitative questionnaire was developed based on the analysis. In Study 2, three dimensions of SUS (understanding employees' strengths and interests, developing strengths through challenging assignments, and supporting the accomplishment) were identified by exploratory factor analyses using the questionnaire survey data of middle managers in Japanese firms (n = 208). Study 3 examined the validity and reliability of the three-dimensional model using

confirmatory factor analysis of the questionnaire survey data of middle managers in Japanese firms (n = 209).

OECD. (2023). **Skills in Latin America: Insights from the Survey of Adult Skills (PIAAC)**. Consulté à l'adresse [https://www.oecd-ilibrary.org/education/skills-in-latin-america\\_5ab893f0-en](https://www.oecd-ilibrary.org/education/skills-in-latin-america_5ab893f0-en)

Human capital is a key determinant of success for individuals and economies alike. Literacy and numeracy are key foundations for higher-order cognitive skills, while solving problems in technology-rich environments is increasingly important, as...

Roche, M., Bertrand, E., Pentecouteau, H., Lameul, G., & Eneau, J. (2023, avril 13). **Seeking or not Seeking Help? Using an Online Learning Environment in an Adult Training**. Présenté à AIS Research Network Sociology of Education International Mid-term Conference. Consulté à l'adresse <https://hal.science/hal-04072688>

This paper comes from a research entitled « xCALE » (eXplaining Competency and Autonomy development in Learning Environments) and aims to analyze how learners self-regulate during an online training. In a context where lifelong learning and online training, researchers went to understand how students learn in these formations. Self-regulated learning is a key to understanding success in an online environment (Kizilcec et al., 2017). We present an empirical study on self-regulation strategies in adult training using online resources. Self-regulation is defined as “the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process” (Zimmerman, 1989, p.329). We examine two self-regulated learning strategies: seeking information and seeking social assistance (Zimmerman and Pons, 1986). The objective is to identify and describe the practices of learners asking for help during the use of online training. Our questions are: which helpers are mobilized when learners ask for help? Why do they choose online support or social assistance? On what do learners rely when choosing to seek for help? The study is based on 23 interviews with adults in digital training. The analysis underlines a diversity of practices of help requests and emphasizes that there are favorable conditions for requesting help. Results show the existence of rules of preference to determine the source of help the most adapted, it depends on their need and to the context of the request for help.

## Marché du travail

Bennett, P., Liu, K., & Salvanes, K. (2023). **The Decline of Routine Tasks, Education Investments, and Intergenerational Mobility** (Upjohn Working Paper N° 23-382). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: <https://econpapers.repec.org/paper/upjweupjo/23-382.htm>

How does a large structural change to the labor market affect education investments made at young ages? Exploiting differential exposure to the national decline in routine-task intensity across local labor markets, we show that the secular decline in routine tasks causes major shifts in education investments of high school students, where they invest less in vocational-trades education and increasingly invest in college education. Our results highlight that labor demand changes impact inequality in the next generation. Low-ability and low-SES students are most responsive to task-biased demand changes and, as a result, intergenerational mobility in college education increases.

Castelain, É. (2023). **En 2021, une personne de 55 à 69 ans sur six ni en emploi ni à la retraite, une situation le plus souvent subie.** *INSEE Première*, (1946), 1-4. Consulté à l'adresse <https://www.insee.fr/fr/statistiques/fichier/version-html/7617420/IP1946.pdf>

En France, 16 % des personnes âgées de 55 à 69 ans ne sont ni en emploi ni à la retraite en 2021. Cette part augmente à l'approche de l'âge légal d'ouverture des droits à la retraite, pour atteindre 28 % des seniors de 61 ans, avant de diminuer nettement. Les personnes de 55 à 61 ans ni en emploi ni à la retraite sont majoritairement des femmes (59 %) et sont plus souvent peu ou pas diplômées : 42 %, soit deux fois plus que les personnes en emploi aux mêmes âges. Elles subissent majoritairement leur situation : 45 % des personnes ni en emploi ni à la retraite de 55 à 61 ans sont sans emploi pour une raison de santé ou de handicap, 19 % sont sans emploi malgré une recherche active et sont donc au chômage au sens du BIT. Comme en France, la part des seniors ni en emploi ni à la retraite en Allemagne est élevée avant l'âge légal d'ouverture des droits à la retraite, plus tardif Outre-Rhin : elle est de 21 % à 64 ans.

Guiliani, F., Torrès, O., & Thurik, R. (2023, mai 2). **Entreprendre, est-ce bon pour la santé ?** Consulté 5 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/entreprendre-est-ce-bon-pour-la-sante-198334>

Les fondateurs, propriétaires ou gérants de petites entreprises se soignent moins que les employés. Ils bénéficient cependant d'un sentiment d'accomplissement qui engendre des effets positifs.

Mauchassée, M. (2023). **Quelles stratégies de gestion de l'emploi non-titulaire dans la fonction publique ?** *Connaissance de l'emploi*, (188). Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/quelles-strategies-de-gestion-de-l-emploi-non-titulaire-dans-la-fonction-publique--1415990.kjsp?RH=1507126380703>

Dans un contexte de réformes successives visant à transformer l'emploi public, la fonction publique voit, depuis 2007, croître ses effectifs d'emplois non-titulaires. Au-delà de cette tendance globale, les employeurs publics tendent à mettre en œuvre leurs propres stratégies de gestion de ces emplois pour répondre aux missions de service public. Ce numéro de *Connaissance de l'emploi* s'intéresse à ces stratégies de gestion de la main d'œuvre non-titulaire à partir des données du système d'information sur les agents des services publics (SIASP, 2018). Trois types de stratégies d'établissements se dégagent de l'analyse. Alors que les établissements de la fonction publique recourent à différents profils de non-titulaires (en termes de niveau de qualification et de durée de contrat) selon leur taille, leur secteur d'activité ou leur degré d'autonomie financière, les conditions d'emploi les plus défavorables sont supportées par les agents au niveau de qualification les plus faibles dans une grande majorité d'organisations.

## Métiers de l'éducation

Campion, M.-D., & Louveaux, F. (2023). **Quelle école, quels personnels, quelle formation ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3892>

Au cœur des difficultés de recrutement que connaissent les trois fonctions publiques, la responsabilité de la formation dans l'attractivité des métiers de l'enseignement se pose. La formation initiale est objet de débats et de réformes depuis trente ans, tout en

négligeant la situation des contractuels. La formation continue intéresse depuis les années 2020. Le continuum de formation reste très hypothétique, l'approche administrative, technique. L'essentiel ne serait-il pas d'établir en préalable ce que la société attend aujourd'hui de son école, donc des personnels enseignants, donc de leur formation ?

Chhetri, K., Spina, N., & Carrington, S. (2023). **Teacher education for inclusive education in Bhutan: perspectives of pre-service and beginning teachers\***. *International Journal of Inclusive Education*, 27(3), 303-318. <https://doi.org/10.1080/13603116.2020.1841840>

Bhutan is in the preliminary stages of training teachers to support inclusive education. This study investigated teachers' views on preparation for inclusive teaching using a case study that was conducted with twelve pre-service and twenty beginning teachers in six schools. Data were drawn from focus-group interviews and open-ended questionnaires. The application of Vygotsky's social cultural theory and Bandura's self-efficacy theory was appropriate and acknowledged the social systems surrounding learning. Socio-cultural theorisation was used to consider where people lived, and social and cultural factors; while self-efficacy theory enabled an exploration of teachers' willingness to implement inclusiveness. Findings are presented in four key areas: education for all, barriers, policy and attitudes towards inclusion. This study contributes to inclusive education research in South-West Asia and policy goals and practice in Bhutan.

Choi, J. (2023). **Institutional Striving and Gender Equity in Faculty Salaries and Employment**. *American Educational Research Journal*, 60(3), 562-587. <https://doi.org/10.3102/00028312231162061>

Climbing the ladder of institutional prestige is often promoted by leaders and policymakers in higher education, but there may be trade-offs associated with striving for status. This study examines the impact of Texas's National Research University Fund (NRUF), which uses financial incentives to support institutions' pursuit of prestige, on the salaries and employment of faculty. For full professors, the NRUF had a positive effect on the salaries of both men and women, but the policy also contributed to widening the gender gap in salary. In regard to employment, the NRUF had a negative impact on the share of women among full professors. The findings suggest that organizational pursuit of prestige may have unintended consequences for faculty gender equity.

Dervin, F. (2021). **Déconstruire les « mythes » de l'éducation finlandaise : le talon d'Achille de la formation continue « structurée » des enseignants**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(2), 37-57. <https://doi.org/10.3917/lse.542.0037>

Les classements mondiaux sur la performance des systèmes éducatifs sont omniprésents en éducation. La Finlande est souvent en tête des palmarès et fait figure de championne. Depuis des années, grâce à sa réputation dans le cadre des études PISA, la Finlande attire des milliers de « touristes pédagogiques » qui souhaitent percer le secret des performances de ce petit pays nordique. Alors que ces touristes mais aussi et surtout les chercheurs et décideurs du monde entier notent la gratuité de l'enseignement, l'autonomie, le bonheur à l'école finlandaise, et l'excellente formation des enseignants, ils ne disent rien de la formation continue des enseignants. Cette étude de cas, réalisée dans un contexte rural, se fonde sur des entretiens avec des enseignants finlandais à propos de leurs expériences de la formation continue. L'analyse de ces entretiens fait apparaître la formation continue comme le talon d'Achille de l'éducation finlandaise et



révèle, à distance du mythe, les failles de cette éducation souvent encensée et donnée en exemple.

Epstein, M., & Buard, K. (2023). **Online Socialization and Teacher Professional Development for inclusion: Study of Four Self-Training Digital Devices in France**. 1 (2023). Consulté à l'adresse <https://hal.science/hal-04038569>

In order to foster inclusive education and design a platform to train teachers in Europe, this article analyzes French online platforms for teacher professional development. We interviewed the designers of four French platforms: GPS, Neopass@ction, T-Prof, and Prof-Chercheurs. We asked them about the elements of Engeström's activity theory and the pedagogical foundation which guided their design choices. We analyzed each platform and compared their approaches to socialization, organization and vision of professional development that the designers followed. This research shows that it is essential to consider both the content of the activities during the construction of a community and the diversity of the actors who can join it, and invites us to broaden online socialization with the aim of quality professional development.

Gaudin, C., Clavel, A., Heurtebize, S., & Belin, N. (2023). **Une démarche originale de professionnalisation des ingénieurs pédagogiques dans l'enseignement supérieur. La conception collaborative de ressources de vidéoformation**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3905>

En France, les récentes réformes institutionnelles incitent fortement les établissements de l'enseignement supérieur à s'engager dans la transformation pédagogique. Celle-ci est notamment élaborée et mise en œuvre par leur service d'appui à la pédagogie, constitué majoritairement d'ingénieurs pédagogiques. Néanmoins, le périmètre d'intervention de ces acteurs demeure flou et leur professionnalisation s'avère insuffisante et peu structurée. Face à ce constat, cette contribution propose une démarche originale de professionnalisation des ingénieurs pédagogiques au travers de la conception collaborative de ressources de vidéoformation. Ancrée dans le programme de recherche NéoPass®, cette conception collaborative implique des ingénieurs pédagogiques volontaires, des chargés d'études et des chercheurs. Elle se structure en trois étapes : 1. Créer un groupe national d'ingénieurs pédagogiques et contractualiser leur participation ; 2. Délimiter les questions de métier qu'ils partagent et 3. Les former et les accompagner dans la conception de ressources de vidéoformation. À travers le partage d'expertises entre les divers participants, cette démarche de conception collaborative contribue singulièrement au développement professionnel des ingénieurs pédagogiques ainsi qu'à leur reconnaissance professionnelle.

George, R., & Maguire, M. (2023). **Including older academics in the English university: a matter of social justice**. *International Journal of Inclusive Education*, 27(3), 389-402. <https://doi.org/10.1080/13603116.2020.1858980>

In the UK a 'crisis' has been manufactured around the so-called baby boomer generation. It has been claimed that this demographic (those born between 1946 and 1964) have benefitted from supportive public policies throughout their lives and are still continuing to access advantages but at some cost to younger generations. For example, policies that offer protection against age discrimination coupled with the end of mandatory retirement have offered baby boomers the opportunity to extend their working lives. In choosing to remain in paid work when they could have retired, it has been claimed that older workers limit employment opportunities for younger people. This

paper explores the perceptions and experiences of twelve older academics from the baby boomer generation who have stayed on in their posts and asks questions about social justice issues; that is, issues of distribution, inclusion and recognition. We argue that discourses that malign and/or exclude older academics need to be disrupted and that a kinder alignment between employers, managers, and differently-aged university employees may go some way to dispelling any concerns about intergenerational unfairness.

Guyon, H., Harma, K., & Noûs, C. (2023). **Les leures des modèles statistiques**. *Éducation & didactique*, 17(1), 149-169. <https://doi.org/10.4000/educationdidactique.11459>

L'idée usuelle sous-jacente à l'usage des modèles statistiques est qu'ils sont rigoureux et objectifs, garantissant une fiabilité aux résultats supérieure aux analyses qualitatives. Au travers de différents leures associés à ces modèles, nous montrerons que les modèles statistiques sont réductifs et normatifs, qu'ils ne permettent jamais de valider une théorie et qu'ils s'inscrivent dans une démarche subjective et discursive. Sans nier l'intérêt de tels modèles, notre propos cherchera à convaincre que la modélisation statistique en sciences humaines s'inscrit dans une épistémologie pragmatiste.

Hanushek, E. A., Luo, J., Morgan, A. J., Nguyen, M., Ost, B., Rivkin, S. G., & Shakeel, A. (2023). **The Effects of Comprehensive Educator Evaluation and Pay Reform on Achievement** (NBER Working Paper N° 31073). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31073.htm>

A fundamental question for education policy is whether outcomes-based accountability including comprehensive educator evaluations and a closer relationship between effectiveness and compensation improves the quality of instruction and raises achievement. We use synthetic control methods to study the comprehensive teacher and principal evaluation and compensation systems introduced in the Dallas Independent School District (Dallas ISD) in 2013 for principals and 2015 for teachers. Under this far-reaching reform, educator evaluations that are used to support teacher growth and determine salary depend on a combination of supervisor evaluations, student achievement, and student or family survey responses. The reform replaced salary scales based on experience and educational attainment with those based on evaluation scores, a radical departure from decades of rigid salary schedules. The synthetic control estimates reveal positive and significant effects of the reforms on math and reading achievement that increase over time. From 2015 through 2019, the average achievement for the synthetic control district fluctuates narrowly between -0.27 s.d. and -0.3 s.d., while the Dallas ISD average increases steadily from -0.28 s.d. in 2015 to -0.08 s.d. in 2019, the final year of the sample. Though the increase for reading is roughly half as large, it is also highly significant.

Keane, E., Heinz, M., & Lynch, A. (2023). **Identity matters? 'Working class' student teachers in Ireland, the desire to be a relatable and inclusive teacher, and sharing the classed self**. *International Journal of Inclusive Education*, 27(3), 337-353. <https://doi.org/10.1080/13603116.2020.1853255>

This paper is about social class and initial teacher education, specifically the perspectives and experiences of those from lower socio-economic groups in an initial teacher education programme in Ireland. It draws on a qualitative study employing in-depth semi-structured interviews with 21 'working class' student teachers, exploring their

backgrounds and educational experiences, motivations to become a teacher, and experiences in initial teacher education. A key finding concerns participants' highly classed desired future teaching identity: they expressed a strong desire to be a relatable and inclusive teacher, which they conceptualised as being approachable, caring and supportive of all pupils. To varying degrees, they felt that becoming this type of teacher could be achieved in part through 'sharing the (classed) self' with their pupils. Building on research about diversifying the teaching population internationally, and critical arguments for and against 'ethnic matching' approaches, the findings are examined from the perspective of 'class matching' as well as teacher self-disclosure with respect to social class.

LaVenita, K. N., & Lasater, K. (2023). **Compassionate Leadership as Witness: Paying Attention When We Don't Want to Know**. *Journal of Cases in Educational Leadership*, 26(2), 138-149. <https://doi.org/10.1177/15554589221138366>

Millions of students in our schools live with a parent experiencing substance use disorder. Most people with substance use disorder begin using while they are school-age. School personnel are on the frontlines of this crisis; yet our policies, practices, and social norms create barriers to witnessing and healing for these students and families. This case provides a context to explore the usefulness of compassionate leadership to support marginalized and vulnerable students and families. Both compassionate leadership and crisis intervention inform our suggestions for practice.

Lelièvre, C. (2023a, mai 10). **Quelques comparaisons suggestives à propos des salaires des enseignants**. Consulté 10 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/10/250165/>

Alors que le SMIC a été augmenté de 66% depuis 1980, le salaire des enseignants et enseignantes a lui baissé de 15%. Claude Lelièvre propose de faire le point sur l'évolution du traitement des professeurs. On peut comparer de bien des façons : dans le temps, selon les secteurs ou selon les pays. Et il y...

Lelièvre, C. (2023b, mai 11). **L'électorat enseignant, convoité par les Le Pen**. Consulté 12 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/lelectorat-enseignant-convoite-par-les-le-pen-205313>

Longtemps, le vote enseignant en faveur de l'extrême droite a été marginal. Avec les adresses répétées à cet électorat de Jean-Marie Le Pen puis de Marine Le Pen, la donne a-t-elle changé ?

Malet, R. (2023). **Policies for inclusive education practices in teacher education in the United Kingdom and France**. *European Journal of Education*, 58(2), 221-232. <https://doi.org/10.1111/ejed.12550>

Implementation of any inclusive policy is dependent on longstanding conceptions, beliefs, and public discourses on schooling, learning, and including children in mainstream schooling. The adoption of inclusive education in education policies in France and the United Kingdom requires discursive support to reshape the meaning and content of teachers' work, duties and practices. Although inclusive education is widely debated, analyses of the variations in policy narratives promoting inclusive teaching in Europe are lacking. This article reports on comparative and international analysis of discourses and policies for empowering teachers for continuous professional development and inclusive school practices. The analysis focuses on an exploration of

varieties of articulations, resources, and conceptual dynamics in the UK and France. These elements are discussed within the broader scheme of the teaching profession, with reference to the inclusive education paradigm.

Nawab, A., & Zada, K. (2023). **'If there is nothing else there is teaching': Professional identity of preservice teachers in Pakistan.** *International Journal of Training and Development*, 27(2), 220-241. <https://doi.org/10.1111/ijtd.12296>

Coupled with developing required knowledge, skills and attitude, preservice teacher education is said to influence professional identity of a student teacher. This research aimed to understand professional identity development of prospective teachers who recently completed their 4-year preservice teacher education programme in a public university in Pakistan. To achieve the stated purpose, the research used a case study approach and collected data through semistructured interviews from five preservice teachers who recently completed their preservice education. The data suggested that moral purpose in teaching was the most influential factor in teacher identity development in this region. In addition, the status of teachers in the region, teaching practice, workplace relationships and prospective teachers' own agency influence the way they shape and reshape their professional identity. Although unexplored through a systematic research, teacher identity has been a frequently discussed topic in the context of Pakistan. This paper reports the voices of unheard and less recognized individuals (teachers) from a remote region of Pakistan. It brings forth some significant insights such as the moral purpose of teaching that has received limited attention in teacher identity development.

Roblez, A. (2023, avril 13). **Éthique et évaluation, le choix sensible.** Présenté à Printemps de la recherche en éducation - L'évaluation à l'école : défis et enjeux pour la formation des enseignants et personnels d'éducation. Consulté à l'adresse <https://hal.science/hal-04068931>

Cette conférence s'inscrit en philosophie de l'éducation, sur un objet bien connu de comme dans l'éducation et la formation : l'évaluation, observée selon l'éthique. La thèse défendue, qui servira de fil conducteur au propos, est que l'éthique rappelle toute la part humaine de l'évaluation, conduisant à dire que bon gré malgré toutes les avancées techniques et technologiques, ce sont les humains et des enjeux humains qui gouvernent aux modélisations, pratiques et discussions sur l'évaluation. Pour ce faire, je procéderai par questions.

Scheitle, C. P., Platt, L. F., & House-Niamke, S. M. (2023). **Graduate Student Preferences for Demographic Matching on an Advisor's Gender, Race, and Religion.** *Innovative Higher Education*, 48(3), 477-499. <https://doi.org/10.1007/s10755-022-09632-7>

Research has examined the influence of a graduate student matching their advisor's demographic characteristics on a variety of outcomes, but comparatively few studies have examined students' preferences concerning such matching. Using data from a national survey of U.S. graduate students in five natural and social science disciplines, the analyses examine the importance students place on matching their advisor on three focal characteristics: gender, race, and religion. Overall, the analyses also find that the importance a student places on matching on one characteristic tends to be positively associated with the importance they place on matching on other characteristics. On gender-matching, the analyses find that female graduate students are more likely than male students to place importance on gender matching, but a majority still indicate that

it is not at all important. However, a majority of Black students place importance on matching their advisor's race. Few students place any importance on religion matching, even among those who identify with a religion. While not discounting some groups' greater preference for matching their advisor's characteristics, these findings suggest that graduate programs should not assume that such preferences are universal or even particularly strong.

Shume, T. J. (2023). **Conceptualising disability: a critical discourse analysis of a teacher education textbook**. *International Journal of Inclusive Education*, 27(3), 257-272. <https://doi.org/10.1080/13603116.2020.1839796>

This study examined the conceptualisation of disability in a teacher education textbook. Drawing on Norman Fairclough's post-structurally informed approach to critical discourse analysis, I deconstructed the language used in a science teacher education textbook to portray disability, and examined relationships to broader socio-political contexts in pre-K-12 education and teacher education. The medical and social models of disability served as conceptual lenses for this analysis because they represent the principal paradigms in the fields of special education and disability studies in education respectively. The analysis showed the textbook's conceptualisation of disability was imbued with the medical model, representing disability as a finite, knowable deficit that resides in individual learners, and portraying students with disabilities as needy and passive. The textbook's medicalised conceptualisation of disability is further analysed in relationship to the hegemony of the medical model and the emancipatory ideology of the social model. Implications are discussed for teacher educators seeking to engage preservice teachers in sophisticated thinking about their legal and ethical professional responsibilities toward a more just and equitable education for learners with disabilities.

Tapia-Fuselier, N. (2023). **"We Do It All": Understanding the Experiences of Undocumented Student Resource Center Professionals**. *Innovative Higher Education*, 48(3), 457-475. <https://doi.org/10.1007/s10755-022-09627-4>

There is a range of barriers to postsecondary access and success for undocumented college students in the United States. Considering these barriers, scholars, practitioners, and activists alike have called on institutions of higher education to enhance their capacity to serve, support, and advocate for undocumented students. One way that institutions are responding to this call is by establishing Undocumented Student Resource Centers (USRCs). There is an emerging body of scholarship on the function and importance of USRCs on college campuses in the United States. Yet, there remains a dearth in the literature on the experiences of the higher education professionals committed to coordinating or directing these identity-based centers. This exploratory qualitative study relies on the voices and stories of USRC professionals to understand their self-described roles and responsibilities as well as what keeps them motivated to continue serving, supporting, and advocating for undocumented students.

Vial, C. (2023). **Modalités de gestion des AESH, pour une école inclusive** (N° 568 (2022-2023); p. 50). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-568/r22-5681.pdf>

WatreLOT, P. (2023, mai 11). **Enseignants : alors, heureux ?** Consulté 12 mai 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/enseignants-heureux/00106837>

## Numérique et éducation

Ben Hamouda, L. (2023a, mai 9). **L'IA pour suivre la progression des élèves.** Consulté 10 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/09/ia-pour-suivre-la-progression-des-eleves/>

Comment les traces numériques des élèves peuvent-elles aider les enseignants ? Les tableaux de bord et le clustering étaient au cœur de la dernière conférence des terrains innovants organisée par le Café pédagogique en partenariat avec la société Evidence B. François Bouchet, maître de conférences, expose des outils et des méthodes issues de la recherche...

Ben Hamouda, L. (2023b, mai 15). **Numérique à l'École et à la maison : le grand fossé ?** Consulté 15 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/15/numerique-a-lecole-et-a-la-maison-le-grand-fosse/>

« Il y a comme une fatalité en France : la culture juvénile est vue comme une ennemie de la culture scolaire par la plupart des enseignants. » Ce constat est celui de la sociologue Dominique Pasquier dans une Carte blanche de « La Trousse à Projets » sur son site Parentalité & Numérique. Côté Ecole : « La...

Bouvier, A. (2023, mai 11). **De quoi Chat GPT est-il le nom ?** Consulté 12 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/11/alain-bouvier-de-quoi-chat-gpt-est-il-le-nom/>

Dans cette tribune, Alain Bouvier recteur et Professeur associé à l'université de Sherbrooke, nous prouve que malgré la retraite, il reste à l'affut des questions de société, même lorsqu'il s'agit du numérique. En effet, il analyse les effets qu'a et aura surtout ChatGPT, et l'intelligence artificielle plus largement, sur l'école, les enseignants et l'enseignement. « C'est...

Fenoglio, P., Crinon, J., & Ferone, G. (2022). **Des croyances enseignantes sur le numérique aux perceptions des élèves : des décalages différenciateurs ? Étude à partir du dispositif Twictée.** *Revue française de pédagogie*, 217(4), 79-96. <https://doi.org/10.4000/rfp.12399>  
Cette étude interroge les convergences et divergences, potentiellement différenciatrices quant aux apprentissages, de perceptions du numérique qu'ont des enseignants et des élèves participant à un dispositif d'enseignement de l'orthographe. Le numérique est au cœur de ce dispositif et apporte une valeur ajoutée potentielle mais, en définitive, accroît la difficulté pour les élèves interrogés. Cette difficulté n'est pas complètement perçue par les enseignants, qui surévaluent les bénéfices du numérique en général et ne perçoivent pas les potentialités didactiques qu'offre le numérique dans le dispositif en particulier, tant du fait de leurs croyances sur le numérique que de celles relatives à l'enseignement de l'orthographe.

Gélin, O., & Régibier, L. (2022). **Quels sont les outils privilégiés de la classe à distance ?** Consulté à l'adresse <https://hal.science/hal-04074842>

Le premier confinement qu'a connu la France au printemps 2020 a mis en avant les outils numériques, massivement utilisés pour le maintien d'une relation pédagogique entre élèves et professeurs. Le premier bulletin de veille du GT Numérique PLEIADES, écrit en

janvier 2021, propose une synthèse de la littérature rendant compte des premières enquêtes de terrain et d'articles illustrant la manière dont les enseignants du premier degré, l'institution et les familles se sont mobilisés et adaptés. Il s'attache plus particulièrement aux outils mobilisés par les professeurs des écoles et les élèves durant cette période.

Heiser, L., Romero, M., Céci, J.-F., & Chiardola, A. (2023). **5 jours, 5 activités SCOL\_IA d'introduction aux compétences numériques en lien avec l'intelligence artificielle.** Consulté à l'adresse <https://hal.science/hal-03258956>  
Par le biais de ces activités, les élèves peuvent s'acculturer à l'IA tout en travaillant des compétences numériques.

Huey, M., & Giguere, D. (2023). **The Impact of Smartphone Use on Course Comprehension and Psychological Well-Being in the College Classroom.** *Innovative Higher Education*, 48(3), 527-537. <https://doi.org/10.1007/s10755-022-09638-1>

The present study explores the impact of smartphone use on course comprehension and the psychological well-being of students during class. Students in four classes (N = 106) were assigned to either a control group or quasi-experimental group. Students in the quasi-experimental group were instructed to place their smartphones on the front desk upon entering the class, while the control group had no instructions regarding smartphone use. Students filled out a brief survey about their course comprehension and psychological state (anxiety and mindfulness) during class. Results indicated that students whose smartphones were physically removed during class had higher levels of course comprehension, lower levels of anxiety, and higher levels of mindfulness than the control group. This study gives a comprehensive picture of the impact of smartphone use on students' psychological well-being in the classroom. The findings can aide educators in curriculum design that reduces technology use in order to improve the student learning experience.

Johnson, C. C., Walton, J. B., Strickler, L., & Elliott, J. B. (2023). **Online Teaching in K-12 Education in the United States: A Systematic Review.** *Review of Educational Research*, 93(3), 353-411. <https://doi.org/10.3102/00346543221105550>

The transition to fully or partially online instruction for K–12 students necessitated by the 2020 COVID-19 pandemic highlighted the current lack of understanding of practices that support K–12 student learning in online settings in emergency situations but also, more troublingly, in K–12 online teaching and learning more generally. A systematic review of literature regarding K–12 online teaching and learning in the United States was therefore conducted to begin to fill this gap and to inform the work of policy makers, researchers, teacher educators, teachers, and administrators as they negotiate the changing role of online instruction in our nation's educational systems. The review revealed a set of contextual conditions that are foundational to student learning in K–12 online settings (prepared educators, technology access and autonomy, students' developmental needs and abilities, and students' self-regulated learning skills). The literature also pointed to seven pillars of instructional practice that support student learning in these settings (evidence-based course organization and design, connected learners, accessibility, supportive learning environment, individualization, active learning, and real-time assessment).

Kampylis, P., & Sala, A. (2023). **Improving the digital capacity of schools by using the SELFIE tool for collective reflection**. *European Journal of Education*, 58(2), 331-346. <https://doi.org/10.1111/ejed.12561>

Schools play a crucial role in preparing students for a technology-driven world. Although schools incorporate technology for teaching and learning in promising ways, reviewing their organisational strategies would enhance their digital capacity—namely, the effective integration of technology in teaching and learning practices. This article presents insights for improving schools' digital capacity provided by school leaders, teachers, and students from fourteen European countries, through open-ended questions on the SELFIE online tool for collective reflection. This article presents the thematic analysis conducted on 5247 excerpts collected through SELFIE questionnaires, referring to participants' perceptions of their schools' digital infrastructure, the usefulness of technology for teaching and learning, and the perceived need to make the most of technology. Findings align with international studies, which confirm that schools' digital infrastructure still needs improving, while teachers need more training on embedding technology in their teaching practices. Findings also reveal differences in school leaders, teachers, and students' viewpoints and experiences on technology use in their schools. Comparing viewpoints and experiences regarding a school's digital capacity by using a comprehensive and structured process of collective reflection, the SELFIE tool is unique within the field and can offer insights to school communities, education policymakers and researchers.

Mamede, M. (2022). **École à distance et inégalités** [Report]. Consulté à l'adresse UPEC website: <https://hal.science/hal-03926322>

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

Roche, M., Bertrand, E., Pentecouteau, H., Lameul, G., & Eneau, J. (2023, avril 13). **Seeking or not Seeking Help? Using an Online Learning Environment in an Adult Training**. Présenté à AIS Research Network Sociology of Education International Mid-term Conference. Consulté à l'adresse <https://hal.science/hal-04072688>

This paper comes from a research entitled « xCALE » (eXplaining Competency and Autonomy development in Learning Environments) and aims to analyze how learners self-regulate during an online training. In a context where lifelong learning and online training, researchers went to understand how students learn in these formations. Self-regulated learning is a key to understanding success in an online environment (Kizilcec et al., 2017). We present an empirical study on self-regulation strategies in adult training using online resources. Self-regulation is defined as "the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 1989, p.329). We examine two self-regulated learning strategies: seeking information and seeking social assistance (Zimmerman and Pons, 1986). The objective is to identify and describe the practices of learners asking for help during the use of online



training. Our questions are: which helpers are mobilized when learners ask for help? Why do they choose online support or social assistance? On what do learners rely when choosing to seek for help? The study is based on 23 interviews with adults in digital training. The analysis underlines a diversity of practices of help requests and emphasizes that there are favorable conditions for requesting help. Results show the existence of rules of preference to determine the source of help the most adapted, it depends on their need and to the context of the request for help.

## Orientation scolaire et professionnelle

Bonneau, C., & Grobon, S. (2023). **Accès à l'enseignement supérieur : des différences marquées en fonction du revenu des parents.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3825>

L'accès à l'enseignement supérieur est inégal selon le revenu des parents : 35 % des individus issus des familles les plus modestes accèdent à l'enseignement supérieur entre 18 et 24 ans contre 90 % de ceux qui sont issus des familles les plus aisées. Ce niveau d'inégalités est très proche de celui observé aux États-Unis, malgré des institutions d'enseignement supérieur très différentes dans les deux pays. Les inégalités d'accès au niveau master et aux filières sélectives sont encore plus marquées. À un niveau donné de revenu, des disparités en fonction du genre et de l'origine géographique sont observées à la fois pour l'accès à l'enseignement supérieur et aux filières sélectives. Alors que ces inégalités éducatives liées au revenu sont rarement analysées par manque de données fiables, elles ne sont pas le simple reflet de celles observées en fonction de la profession ou du diplôme des parents, mais se combinent avec ces dernières.

Butcher, K. F., McEwan, P., & Weerapana, A. (2023). **Women's Colleges and Economics Major Choice: Evidence from Wellesley College Applicants** (NBER Working Paper N° 31144). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31144.htm>

Many observers argue that diversity in Economics and STEM fields is critical, not simply because of egalitarian goals, but because who is in a field may shape what is studied by it. If increasing the rate of majoring in mathematically-intensive fields among women is a worthy goal, then understanding whether women's colleges causally affect that choice is important. Among all admitted applicants to Wellesley College, enrollees are 7.2 percentage points (94%) more likely to receive an Economics degree than non-enrollees (a plausible lower bound given negative selection into enrollment on math skills and major preferences). Overall, 3.2 percentage points—or 44% of the difference between enrollees and non-enrollees—is explained by college exposure to female instructors and students, consistent with a wider role for women's colleges in increasing female participation in Economics.

De Cock, L. (2023, mai 10). **Un enfant de 12 ans doit-il se préoccuper de son futur métier ?** Consulté 10 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/10/laurence-de-cock-un-enfant-de-12-ans-doit-il-se-preoccuper-de-son-futur-metier/>

Dans cette tribune, Laurence De Cock revient sur l'annonces d'Élisabeth Borne concernant la découverte des métiers. C'est l'occasion pour l'historienne et enseignante d'interroger la vocation de l'école : est-elle vraiment de préparer à un

métier ? Le 26 avril dernier, Elisabeth Borne annonçait dans ses « chantiers de rentrée » la généralisation de la découverte des métiers dès...

Frouillou, L. (2023). **Parcoursup et la reconfiguration des inégalités dans l'enseignement supérieur français**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3818>

À partir d'une synthèse de travaux récents sur Parcoursup, cet article invite à considérer plus largement la reconfiguration des inégalités dans l'enseignement supérieur français. Parcoursup étend en effet la sélection sur dossier scolaire à l'ensemble des formations du supérieur, y compris les licences jusqu'ici accessibles avec le baccalauréat. Dans un contexte de croissance démographique étudiante et de saturation de certaines capacités d'accueil, le classement de tous les candidats par toutes les formations peut se lire comme une accentuation de la mise en concurrence. Cela peut se traduire, dans les contextes denses comme la région parisienne et pour les formations saturées comme le droit, par de fortes évolutions dans les caractéristiques scolaires des publics. Ainsi, en essayant d'articuler une histoire des dispositifs d'orientation et d'affectation à celle des moments de massification du système scolaire, ce texte propose une réflexion sur une récente reconfiguration des inégalités scolaires en France, liée à un « nouvel âge de la sélection » marquant notamment l'entrée dans le supérieur.

Merlin, F. (2023). **Bacheliers professionnels vers l'enseignement supérieur: nouvelles portes, nouveaux obstacles**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3837>

Depuis le début des années 2010, les bacheliers professionnels accédant à l'enseignement supérieur ont une filière réservée : les sections de technicien supérieur. Or, enseignée dans les lycées, cette filière est parfois considérée comme « un espace à côté de l'enseignement supérieur », voire un « petit supérieur » (Orange, 2013). Se pose alors la question de savoir si l'instauration d'une voie de formation dédiée aux bacheliers professionnels constitue une opportunité pour ces derniers. Cette synthèse suggère que le développement d'une politique publique volontariste en faveur d'une partie de la jeunesse la moins valorisée scolairement et socialement a pu produire un effet paradoxal, en accueillant plus largement les bacheliers professionnels dans l'enseignement supérieur, mais en les cantonnant davantage à des voies spécifiques où, par ailleurs, leurs perspectives de réussite restent modestes.

Michaut, C., & Pannier, C. (2023). **Les enseignants à l'épreuve des nouvelles politiques d'orientation des lycéens**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3796>

L'introduction de la sélection à l'entrée des universités et la réforme du baccalauréat général ont bouleversé les règles d'orientation et d'affectation des lycéens vers l'enseignement supérieur. Pour mettre en œuvre ces réformes, les enseignants ont été de plus en plus sollicités pour assurer un accompagnement à l'orientation. Quel regard portent-ils sur ces réformes et comment s'engagent-ils dans ces nouvelles missions ? C'est à ces deux principales questions que cette recherche exploratoire tente d'apporter quelques éléments de réponses sur la base d'une vingtaine d'entretiens réalisés avec des enseignants de lycée. Très critiques avec les modalités d'affectation des candidats sur la plateforme Parcoursup, ils sont également réticents à assumer une éducation à l'orientation pour laquelle ils disent manquer de ressources pédagogiques, de formation et de reconnaissance.

OECD. (2023). **Career talks with guest speakers: A guide to delivering an effective career development activity.** <https://doi.org/10.1787/93594cb3-en>

Strong career guidance systems allow students to explore potential futures in work through authentic and frequent interactions with people in work and their workplaces. One form of career exploration that can be expected to be of particular value to young people is career talks with guest speakers. Typically undertaken through secondary education, career talks allow students to hear directly from people in work about their jobs, careers and their pathways through education and training. This Policy Brief summarises available evidence on the impact of teenage career talks on adult employment outcomes; draws on the wider research literature and examples of practice in some countries to illustrate why and how career talks can be expected to benefit students; and, provides a step-by-step guide to the effective design of career talks in person and online.

## Politique de l'éducation et système éducatif

Arabi, E., & Garza, T. (2023). **Training design enhancement through training evaluation: Effects on training transfer.** *International Journal of Training and Development*, 27(2), 191-219. <https://doi.org/10.1111/ijtd.12295>

This research investigates the linkage between training evaluation, learning design and training transfer. A new training evaluation model, (i.e., learning-transfer evaluation model [LTEM]), was used to examine its ability to provide evaluative evidence through robust assessments in pre-, post- and delayed assessments. The model was used to improve the training design of a nursing training programme and to nudge the stakeholders to change their training practices. A mixed-methods research approach, called convergent parallel, was employed to study the influence of the LTEM model in training design improvement by assessing the perceptions of nurse trainees, trainers and a nurse educator towards the instructional design of the training programme. A quantitative approach was used to examine the extent to which the improved programme using an iterative design cycle would result in improved performance among four groups (i.e., one baseline and three treatment groups). The integrated data showed that the LTEM model influenced the stakeholders to focus more on skills practice. With this shift of mindset, the training design was enhanced based on the principles of learning design, cognitive science and multimedia principles. Results of the pre-, post- and delayed posttests showed higher mean scores in the three treatment groups compared to the baseline group. For the measure of transfer, while the treatment groups scored higher, there was no statistically significant difference among all four groups. This could be attributed to nurses' varied levels of experience, negative transfer and the use of different evaluation matrices in the study and by the hospital.

Bacon, J., & Pomponio, E. (2023). **A call for radical over reductionist approaches to 'inclusive' reform in neoliberal times: an analysis of position statements in the United States.** *International Journal of Inclusive Education*, 27(3), 354-375. <https://doi.org/10.1080/13603116.2020.1858978>

The term 'inclusive education' has evolved to connote various meanings and recently, neoliberalism has impacted how 'inclusion' is understood and enacted. In this paper, we use a disability studies in education framework to compare and contrast radical against incrementalist and reductionist approaches to educational reform related to students

with disabilities. In order to accomplish this, we completed a systematic review of 37 position statement documents from education and disability advocacy organisations published in the United States from 2000 to 2019, which is the time period after the No Child Left Behind Act was enacted. We analysed the statements using a priori codes, which include: high-stakes testing, standards-based reform, and accountability. Additionally, we inductively coded the statements for emergent sub-codes and additional themes. Our findings examine how these organisations describe how students with disabilities should fit into neoliberal reform priorities as connected to our theoretical framings. We found that most professional advocacy organisations in the US recommend reductionist approaches to educational reform, and many reframe the very meaning of inclusive education.

Baron, M. (2023). **L'enseignement supérieur au prisme de l'université française : entre évolutions et transformations.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3860>

Tenter de caractériser les évolutions, voire les transformations de l'enseignement supérieur français suppose de faire des choix sur les temporalités à retenir et le type d'institution à privilégier. Les principales décisions concernant l'enseignement supérieur ont été prises durant les années 1960, puis à la fin des années 1980, enfin à la fin des années 2000 et 2010. Actuellement, les universités accueillent plus de 60 % des quelque 2,8 millions d'étudiants inscrits dans l'enseignement supérieur français. De plus, le baccalauréat constitue toujours le premier diplôme universitaire. Ce qui justifie de caractériser les évolutions de l'enseignement supérieur à partir des universités. Leurs évolutions ont été marquées par ce que certains ont appelé la démocratisation, d'autres la lutte contre les inégalités sociales. Les deux massifications de l'université (années 1960 et années 1990) ont ainsi conduit au développement des formations dites professionnalisantes (DUT, MIAGE, DESS) et à la multiplication des antennes universitaires et la création de nouvelles universités. À partir des années 2000, les niveaux européen et mondial se sont imposés aux universités, d'une part par la volonté de faire de l'Europe l'espace le plus attractif pour les étudiants en vue de devenir la première économie de la connaissance ; d'autre part par l'utilisation politique des classements internationaux visant à effacer le cadre national. Cette internationalisation ne doit pas faire oublier l'hétérogénéité des étudiants inscrits dans les universités et la manière dont ces dernières doivent la prendre en compte.

Bataille, P. (2023). **Production, reproduction, voie royale. De l'usage des analogies dans l'analyse des élites scolaires françaises.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3743>

Les travaux sur les élites scolaires mobilisent différentes analogies pour conceptualiser et rendre compte de ce que le passage par une institution de formation prestigieuse et sélective implique quant à la sélection des élèves, leur formation et in fine la production/reproduction des inégalités sociales. En particulier, dans les travaux sur la France, on trouve souvent une alternance entre deux types de métaphore : une métaphore « industrielle » (la « production » ou la « fabrique » des élites) et une métaphore d'inspiration biologique (la « reproduction » des élites). Ces deux analogies mettent en lumière différents points saillants du système français de sélection/formation des élites, soit sa capacité à uniformiser les pratiques et représentations des futures élites ainsi qu'à participer à l'inertie de l'inégale répartition de certaines positions prééminentes (et des ressources matérielles et symboliques qui y sont associées). Dans

cet article, nous présenterons ces deux analogies, leur pertinence et leur principale limite : celle de focaliser presque uniquement l'attention sur les conditions d'accès aux parcours scolaires élitistes. Nous présenterons également les potentialités d'une autre analogie d'inspiration géographique (« la voie royale ») pour problématiser les séquences des parcours de vies des lauréat·e·s des concours des grandes écoles en aval du concours d'entrée, pendant les années d'étude et – surtout – lors de l'insertion, la stabilisation et la progression dans les espaces professionnels desservis par ces cursus sélectifs.

Baudry, M. (2023). **Projections des effectifs dans l'enseignement supérieur pour les rentrées de 2022 à 2031**. Note d'information du SIES, (23.04), 1-4. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/projections-des-effectifs-dans-l-enseignement-superieur-pour-les-rentrees-de-2022-2031-90608>

Les inscriptions dans l'enseignement supérieur auraient augmenté de 0,5 % à la rentrée 2022, soit de 14 000 étudiants en un an. L'enseignement supérieur pourrait compter 3,03 millions d'étudiants en 2026 (+1,8 % par rapport à 2021) puis revenir à 3,02 millions en 2031 (+1,5 %). Ces hausses seraient essentiellement dues à la forte croissance de l'apprentissage en STS et au dynamisme des écoles de commerce et des formations de master.

Ben Hamouda, L. (2023a, mai 9). **Lycée professionnel : réaction des chercheurs**. Consulté 10 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/09/lycee-professionnel-reaction-de-chercheurs/>

Fabienne Maillard, sociologue et professeure de sciences de l'éducation à l'université Paris 8 et Vincent Troger, chercheur associé au CREN – Centre de Recherche en Éducation de Nantes sont tous deux des spécialistes de la question du lycée professionnel. Ils réagissent aux annonces présidentielles du 4 mai dernier. Pour Vincent Troger, il n'y a...

Ben Hamouda, L. (2023b, mai 10). **Les données probantes et l'éducation**. Consulté 10 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/10/les-donnees-probantes-et-leducation/>

Sihame Chkair et Sylvain Wagnon viennent de publier aux éditions De boeck, les données probantes et l'éducation, un ouvrage qui regroupe les spécialistes francophones de la question pour (enfin !) comprendre les enjeux et les controverses de cette méthodologie de plus en plus présente dans le paysage éducatif. La volonté du conseil scientifique de l'éducation...

Breton, H. (2022). **Ingénierie des compétences et expériences de mobilité en formation : vers un dépaysement des pratiques de certification**. *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098340ar>

Cette recherche documente les logiques et les procédés à partir desquels les spécificités des compétences acquises par les élèves en formation durant les périodes de mobilité transnationale peuvent être intégrées dans des cadres de certification en France et en Europe. L'étude porte spécifiquement sur les procédés de classification et de catégorisation de ces compétences mis en oeuvre par huit ingénieurs de formation impliqués dans une recherche-action européenne s'intéressant : 1) à la reconnaissance

de la singularité des apprentissages des apprentis ; 2) aux stratégies participant de la convergence des cadres de certification entre les pays d'origine et d'accueil.

Campion, M.-D., & Louveaux, F. (2023). **Quelle école, quels personnels, quelle formation ? Diversité**. *Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3892>

Au cœur des difficultés de recrutement que connaissent les trois fonctions publiques, la responsabilité de la formation dans l'attractivité des métiers de l'enseignement se pose. La formation initiale est objet de débats et de réformes depuis trente ans, tout en négligeant la situation des contractuels. La formation continue intéresse depuis les années 2020. Le continuum de formation reste très hypothétique, l'approche administrative, technique. L'essentiel ne serait-il pas d'établir en préalable ce que la société attend aujourd'hui de son école, donc des personnels enseignants, donc de leur formation ?

Campus France. (2023). **Campus France - Rapport d'activité 2022** (p. 80). Consulté à l'adresse Campus France website: <http://www.vie-publique.fr/rapport/289142-campus-france-rapport-d-activite-2022>

Campus France est l'agence nationale chargée de la promotion de l'enseignement supérieur français à l'étranger et de l'accueil des étudiants et des chercheurs internationaux en France. Elle encourage la mobilité internationale, gère des programmes de bourses et anime le réseau des alumni. Placée sous la double tutelle du ministère de l'Europe et des affaires étrangères et du ministère de l'Enseignement supérieur, de la recherche et de l'innovation, Campus France agit en concertation avec les établissements d'enseignement supérieur et leurs conférences. Ce rapport présente l'activité de l'agence pour l'année 2022.

Chhetri, K., Spina, N., & Carrington, S. (2023). **Teacher education for inclusive education in Bhutan: perspectives of pre-service and beginning teachers\***. *International Journal of Inclusive Education*, 27(3), 303-318. <https://doi.org/10.1080/13603116.2020.1841840>

Bhutan is in the preliminary stages of training teachers to support inclusive education. This study investigated teachers' views on preparation for inclusive teaching using a case study that was conducted with twelve pre-service and twenty beginning teachers in six schools. Data were drawn from focus-group interviews and open-ended questionnaires. The application of Vygotsky's social cultural theory and Bandura's self-efficacy theory was appropriate and acknowledged the social systems surrounding learning. Socio-cultural theorisation was used to consider where people lived, and social and cultural factors; while self-efficacy theory enabled an exploration of teachers' willingness to implement inclusiveness. Findings are presented in four key areas: education for all, barriers, policy and attitudes towards inclusion. This study contributes to inclusive education research in South-West Asia and policy goals and practice in Bhutan.

Conceição, O., Oliveira, R., & Souza, A. (2023). **The impacts of studying abroad: evidence from a government-sponsored scholarship program in Brazil** (Textos Para Discussão N° 562). Consulté à l'adresse FGV EESP - Escola de Economia de São Paulo, Fundação Getulio Vargas (Brazil) website: <https://econpapers.repec.org/paper/fgveesptd/562.htm>

This paper investigates the impact of the Science without Borders (Ciência sem Fronteiras - CSF) program on participants' post-graduation enrollment, employment, and

entrepreneurship. The program was launched in 2011 to increase students' human capital and interest in science and postgraduate education studies through a substantial increase in scholarships for Brazilians to carry out part of their undergraduate studies abroad. We exploit variation in the approval rate across CSF selection calls for the same destination country and year and combine seventeen public and private administrative records to track CSF candidates' outcomes up to eight years after the call. The main results suggest that the program did not achieve its goals of increasing approved student enrollment in postgraduate education programs in Brazil. Even though the program could have improved student skills and acted as a market signaling, we do not find effects on the probability of working in the formal labor market, or as formal entrepreneurs. Using detailed data from one top university, we show that approved students graduate more often, but take longer to graduate, which may have negative impacts on their labor market outcomes. Finally, although we cannot rule out that students moved to a foreign country after the program, we show that the likelihood of this event may have decreased over time.

De Clercq, M. (2023). **Les défis de l'enseignement supérieur : entre accessibilité, équité et réussite**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3808>

Face aux enjeux d'expansion de l'enseignement supérieur, les questions d'égalité d'accès et de réussite restent majeures pour la recherche et le terrain. Une grande énergie est d'ailleurs déployée pour tenter d'améliorer cette problématique, mais sans parvenir à induire de changements majeurs dans les tendances lourdes d'échecs et d'abandons en place depuis plus de vingt ans. Au moyen de la littérature récente en sciences de l'éducation, cet article propose d'analyser les raisons de cette relative inertie et de comprendre en quoi les enjeux de réussite se déclinent autour de différents facteurs d'inégalité. En conclusion, cet article offre plusieurs pistes de réflexion sur une approche plus équitable de l'accompagnement à la réussite qui invite à faire évoluer notre analyse vers un écosystème d'accompagnement de l'étudiant·e combinant méthode pédagogique et soutien à la réussite.

Deyrich, M.-C., & Kohout-Diaz, M. (2023). **Inclusive education policy and experience: Global and local perspectives**. *European Journal of Education*, 58(2), 181-184. <https://doi.org/10.1111/ejed.12559>

Erden, O. (2023). **The effect of local discourses adapted by teachers on Syrian child refugees' schooling experiences in Turkey**. *International Journal of Inclusive Education*, 27(3), 273-287. <https://doi.org/10.1080/13603116.2020.1839797>

This critical ethnography explains how and why refugee children experience schooling in specific ways by examining teachers' use and interpretation of local refugee accommodation policies. It argues that locals' understanding of refugee protection framework to host refugees generates discourses such as brotherhood/sisterhood and guest and these discourses have an impact on the schooling practices and teachers' approaches to educating refugee children. The findings show that teachers pedagogic decisions rely on these discourses, and refugee children are affected by their teachers' adaptation of these local discourses to their classroom activities. Although teachers claim that they use child-centred and politics-free instructional methods as mandated in refugee education policies, their practices often challenge their claims. As a result, refugee children experience isolation, assimilation and a form of restriction of their critical thinking.

European Commission. (2023). **Investing in education 2023** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/2e6e573e-ee2f-11ed-a05c-01aa75ed71a1>

The Covid-19 pandemic still affected EU education systems in 2021 and a new trend in investment in education could start emerging in the aftermath of the crisis. This report presents the new 2021 data on public expenditure on education and discusses the relationship between investment and learning outcomes. Both opportunities and challenges lie ahead for investment in education and its future will mainly depend on its ability to ensure good learning outcomes. The relationship between investment in education and learning outcomes is complex and there is no optimal level of investment. Research findings call for more policy experimentation and evaluation.

Eurydice. (2023). **Mobility scoreboard. Higher education background report 2022/2023 : Eurydice report** [Report]. Consulté à l'adresse Eurydice (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/f9202a88-efbf-11ed-a05c-01aa75ed71a1>

Experiencing transnational mobility during education and training is a major boost in the life of many young people. It helps them grow personally and academically, it broadens their social networks and develops their intercultural and language skills. Learner mobility also impacts education systems and individual educational institutions, causing them to have a more international outlook, widening their reach, and improving their overall quality. Despite the added value that learner mobility brings and the increasing opportunities available, the path towards the free movement of students, researchers and trainees is still hampered by a number of obstacles. For example, students cannot always use their domestic grants and loans to study abroad (they are not fully portable); the recognition of qualifications and credits is not always a straightforward process; and information and guidance on studying abroad is not always readily accessible. On top of all this, students must have the necessary foreign language skills to study at tertiary level. These continuing challenges call for systemic effort to remove the barriers to learning mobility and enable more students to benefit from these learning experiences. After feasibility studies conducted both in higher education and initial vocational education and training, the Mobility Scoreboard was first published in 2016 on a joint online platform. The higher education indicators were also published in a background report (European Commission / EACEA / Eurydice, 2016), and were further updated in 2020 (European Commission / EACEA / Eurydice, 2020a). This is the third edition of the higher education background report, and the last one under the 2011 'Youth on the Move' Recommendation. In preparation of a new European learning mobility framework, this edition of the background report both concludes policy monitoring in the decade following the 2011 Recommendation and supports the development of indicators under a new monitoring framework.

Fournier, Y., & Rakocevic, R. (2023). **Objectifs éducation et formation 2030 de l'UE : où en est la France en 2023 ?** Note d'information, (23.20), 1-4. <https://doi.org/10.48464/ni-23-20>

Par rapport à ces objectifs, mais aussi en comparaison avec les résultats des pays de l'Union, la France présente davantage de jeunes enfants en éducation, moins de sorties précoces de formation, plus de diplômés de l'enseignement professionnel avec une expérience significative en milieu professionnel et un accès plus élevé à des diplômes du supérieur. Elle a par ailleurs déjà dépassé les cibles collectives dans ces domaines.



Toutefois, en matière de compétences des jeunes, la France, comme la quasi-majorité des pays de l'Union, est en retard sur les objectifs communs pour 2030.

Froissart, T., Lemonnier, J.-M., & Dutheil, F. (2021). **Le cirque en France à l'épreuve de l'École républicaine : histoire d'une scolarisation différée (1880-1974)**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(2), 9-36. <https://doi.org/10.3917/lse.542.0009>

Si les historiens et sociologues ont relaté les difficultés enseignantes à s'emparer des activités physiques artistiques comme support d'une éducation physique scolaire (EPS) depuis 1980-1990 en France, cette contribution se tourne vers la période précédant ces structurations institutionnelle, professionnelle et scolaire. L'enjeu réside dans le questionnement d'une absence scolaire du cirque de près d'un siècle (1880-1974) et les motifs et valeurs qui y président. Il s'agit d'interroger les tenants et aboutissants d'une pratique physique très ancienne mais durablement absente de l'école française durant le xx<sup>e</sup> siècle alors qu'elle recouvre certains codes de la gymnastique ou du sport. En centrant nos focales sur l'EPS, l'évolution de la pratique du cirque et la lente structuration de la profession circassienne, notre intention est d'apprécier le procès de non scolarisation du cirque, à l'aune des représentations sociales, des attentes institutionnelles et conceptuelles depuis la fin du xix<sup>e</sup> aux années 1970. Nous montrerons notamment que le cirque ne peut ou ne doit pas être scolarisé durant ces neuf décennies en croisant plusieurs types de sources, qu'elles relèvent de textes institutionnels, d'ouvrages de concepteurs scolaires, de revues spécialisées ou d'affiches de cirque.

Gani, D. (2023, mai 11). **Abibac : Le double défi de l'excellence et de la démocratisation**. Consulté 12 mai 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/05/11/abibac-le-double-defi-de-lexcellence-et-de-la-democratisation/>

Caroline Baas, professeure d'histoire-géographie au lycée Monod d'Enghien-les-Bains, enseigne l'histoire et la géographie en allemand en section Abibac depuis 17 ans. Caroline est également présidente de l'association Réseau Abibac depuis 2 ans. Dans un entretien pour le Café pédagogique, elle parle de son enseignement en Abibac et des projets binationaux, au cœur de son engagement....

Gbebe, K. M. (2023). **Inclusive education at the centre of human development issues in Togo**. *European Journal of Education*, 58(2), 289-298. <https://doi.org/10.1111/ejed.12555>

In the concept of inclusive education, the adjective inclusive stands for a universal vision for education for all students. It stands for the mobilisation of various resources in the field of education, for achieving UNESCO's Education For All agenda. Inclusive education aims to combat discrimination and give meaning to difference; that is to say, to the education of students with disabilities and students with special needs. It must be understood and oriented within the framework of the national education strategy. This article presents an analytical study on the system of itinerant teachers initiated in North Togo by the non-governmental organisation Humanity & Inclusion. A practical and inclusive pedagogy project is described as an example of the implementation of inclusive education practices in Togo. Inclusive education is not an immutable concept and does not have a single method of implementation applicable to all countries and to all situations of need. This article reflects on the impact of inclusive education as a pedagogy, to contribute to a continued development of practices for the academic and social inclusion of children with disabilities. Specifically, different actors and

interventions in the establishment of inclusive education practices in Togo are identified. Necessary and adequate means for the continued development of national inclusive education policies in Togo are proposed.

George, R., & Maguire, M. (2023). **Including older academics in the English university: a matter of social justice**. *International Journal of Inclusive Education*, 27(3), 389-402. <https://doi.org/10.1080/13603116.2020.1858980>

In the UK a 'crisis' has been manufactured around the so-called baby boomer generation. It has been claimed that this demographic (those born between 1946 and 1964) have benefitted from supportive public policies throughout their lives and are still continuing to access advantages but at some cost to younger generations. For example, policies that offer protection against age discrimination coupled with the end of mandatory retirement have offered baby boomers the opportunity to extend their working lives. In choosing to remain in paid work when they could have retired, it has been claimed that older workers limit employment opportunities for younger people. This paper explores the perceptions and experiences of twelve older academics from the baby boomer generation who have stayed on in their posts and asks questions about social justice issues; that is, issues of distribution, inclusion and recognition. We argue that discourses that malign and/or exclude older academics need to be disrupted and that a kinder alignment between employers, managers, and differently-aged university employees may go some way to dispelling any concerns about intergenerational unfairness.

Gonnot, J. (2023, mai 8). **L'immigration étudiante, entre bénéfices économiques et craintes des administrations**. Consulté 10 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/limmigration-etudiante-entre-benefices-economiques-et-craintes-des-administrations-199349>

L'exemple canadien montre comment se prémunir d'une immigration déguisée tout en renforçant l'attractivité des universités auprès des étudiants étrangers, dont les apports ont largement été démontrés.

Gonnot, J., & Lanati, M. (2023). **Visa Policy and International Student Migration: Evidence from the Student Partners Program in Canada** [Working Paper]. Consulté à l'adresse CEPII research center website: <https://econpapers.repec.org/paper/ciicepidt/2023-07.htm>

This paper examines how visa policy affects international student migration. Using administrative data on community colleges in Canada, we evaluate a reform that introduced a new visa stream - the Student Partners Program (SPP) - with shorter processing times and higher approval rates for student visa applicants able to demonstrate that they have the financial resources and language skills to succeed academically. Using a triple difference estimator, we find that SPP increased student migration from treated countries by 33% relative to what would have occurred without the reform. In line with our theoretical model, we further show that SPP had a large and positive effect on international enrollment only in countries where migration fraud was a major concern, and that higher enrollment was driven by an increase in both the approval rate and the volume of applications to study at treated institutions. We also leverage the SPP reform to investigate potential crowding-out effects. While we find no evidence that the enrollment of international students took place at the expense of domestic students, our results indicate that the recruitment of students from countries eligible to SPP had a crowding-in effect on noneligible foreign students.

Grenet, J., Huillery, É., & Souidi, Y. (2023). **Mixité sociale au collège : premiers résultats des expérimentations menées en France**. *Note du CSEN*, (9), 1-12. Consulté à l'adresse [https://www.reseau-canope.fr/fileadmin/user\\_upload/Projets/conseil\\_scientifique\\_education\\_nationale/Note\\_CSEN\\_2023\\_09.pdf](https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Note_CSEN_2023_09.pdf)

La ségrégation sociale entre établissements scolaires est très élevée en France et pourrait avoir des conséquences sur les performances scolaires et le bien-être des élèves, et à plus long terme, sur la cohésion sociale. Les auteurs de la note du CSEN (Elise Huillery, Julien Grenet et Youssef Souidi) ont souhaité évaluer l'impact de l'initiative de mixité sociale dans les collèges, engagée par le ministère en 2015. Les résultats montrent un impact positif sur le bien-être et l'intégration sociale des élèves. En revanche, elle ne modifie pas à court terme, les performances scolaires, ce qui suggère qu'elle ne constitue pas une solution évidente pour améliorer les performances des élèves de milieu défavorisé, pas plus qu'elle ne constitue une menace pour les performances des élèves de milieu favorisé, comme cela peut parfois être craint.

Harroche, A. (2023). **Des inégalités pour atteindre l'excellence dans l'enseignement supérieur et la recherche ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3758>

Afin d'améliorer la compétitivité du système d'enseignement supérieur et de recherche, l'État a effectué des investissements ciblés à l'échelle des établissements au nom de l'excellence. Les initiatives d'excellence (IDEX) constituent la mesure principale de cette réforme. Il s'agit d'un appel à projets qui concentre des fonds importants et de façon pérenne sur moins de dix consortiums universitaires. Dans cet article, nous montrons de quelle façon les IDEX remanient les écarts entre les établissements, comment elles amplifient les inégalités et en créent de nouvelles, à l'intérieur des universités.

Heemskerk, K. (2023). **The vice and virtue of conflict in boards: A longitudinal study into the effect of conflicts and cohesion on the task performance of supervisory school boards in the Netherlands**. *European Journal of Education*, 58(2), 314-330. <https://doi.org/10.1111/ejed.12549>

The increased diversity and autonomy of schools calls for a more professional approach to school governance. In response, attention has been directed to the structure of school boards in the Netherlands. However, previous research indicates that the effectiveness of governance is not so much about structure as it is about behaviour. Conflict, in particular, appears to be an important underexposed factor in the effective behaviour of school boards. In a longitudinal research design, a survey using Likert-scale items was distributed in 2016 and 2017 to executive directors of schools in the Netherlands to gauge their assessment of conflicts within the supervisory school board. Hierarchical regression analyses and moderator analyses were used to test the hypotheses. An increase in task-related conflicts were found to have a clear positive effect on the task performance of supervisory boards. An increase in numbers of relational conflicts had a negative effect on the control task performance, while an increase in process-related conflicts had a negative effect on the advisory task performance. The cohesion within a supervisory board proved to be an important moderator of the effect of task-related conflicts and relationship conflicts on the control task performance. The results from this research underline the need for a multidimensional conceptualisation of conflict in supervisory boards. The need for further research on the interaction between cohesion and conflicts

is underscored. Boards should make room for substantive debate and even for the inevitable friction and irritation that is sometimes inherent in being effective in managing schools.

INJEP. (2023). **Un an de politiques de jeunesse 2022 : janvier à décembre 2022** (p. 343). Consulté à l'adresse INJEP website: <https://injep.fr/wp-content/uploads/2023/05/Un-an-de-politiques-de-jeunesse-2022.pdf>

Un an de politiques de jeunesse est un dossier documentaire. Il rassemble une sélection de textes législatifs et réglementaires ainsi que des communiqués reflétant, dans une approche interministérielle et européenne, l'action politique menée en direction de la jeunesse. Les textes réglementaires et les communiqués sont classés par thématiques, portant sur les domaines d'expertise de l'INJEP, de janvier à décembre 2022.

Kaddouri, M., & Loiola, F. (2022). **Quelques enjeux et paradoxes de l'approche par compétences : une introduction**. *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098336ar>

L'approche par compétences occupe toujours une place centrale dans les discours et les débats en éducation. Elle continue, de la maternelle à l'université, à exercer une influence déterminante sur les programmes et les pratiques d'enseignement, de formation et de recherche. Il nous semble important de ne pas traiter l'approche par compétences comme une mode passagère. C'est dans cette perspective que ce numéro thématique de la *Revue des sciences de l'éducation* s'inscrit en prenant le temps nécessaire d'étudier et d'interroger ses fondements et ses divers usages, en référence aux contextes d'organisation des pratiques qui s'en inspirent, notamment, dans le champ éducatif et de la formation professionnelle.

Kaščák, O., & Strouhal, M. (2023). **Inclusion discourses in contemporary Slovak education policy – From the individual to the community and from right to performance**. *European Journal of Education*, 58(2), 197-208. <https://doi.org/10.1111/ejed.12556>

The study on which this article reports sought to explain the complexity of the relationship between inclusion policies and practices in education in Slovakia. Education policy in Slovakia is characterised by an enduring resistance to inclusion practices, despite the presence of humanist inclusion discourses. Accordingly, education policy and practices in Slovakia manifest a conflicting or parallel application of humanist and neoliberal discourses on inclusion. The analysis presented identifies three types of inclusion discourses in Slovak education policy today: (1) general individualised, (2) specified individualised, and (3) neoliberal discourses. Concrete examples are provided of each of the three types of discourses in Slovak education policy, to illustrate specific educational policies in different education sectors. Specific national challenges related to notions of inclusion and the associated paradoxes and differing perceptions of inclusion are discussed. The conclusion highlights the question of whether a truly democratic society can exist without humanistic and inclusive ideals.

Kern, A. (2023). **Who is in and who is out: parents' views on barriers to learning**. *International Journal of Inclusive Education*, 27(3), 319-336. <https://doi.org/10.1080/13603116.2020.1853254>

South Africa, a country that suffered from discriminatory practices in the past, is still feeling the impact of these practices currently. One of these practices limited access to educational institutions, particularly for children experiencing barriers to learning. The

focus of this article is on parents' perceptions of barriers to learning as they aid or constrain learners' access to education. In addition, the article explores how the notion of value, as it is expressed in the capability approach, influences support for formal and epistemological access. Four hundred and six parents of children without barriers to learning completed a self-report questionnaire from seven mainstream primary schools in Gauteng, while two hundred and twenty-two parents responded to the open-ended questions. The questionnaire comprised a demographic section and 61 item Likert-type scale and two open-ended questions which explored parents' perceptions of barriers to learning. Thematic analysis was used to analyse the responses to the open-ended questions, while responses to the scale were analysed using SPSS. The results clustered around the themes of behaviour, school climate/environment, learning ability, discrimination and teachers, which indicate that parents assign greater value to the functioning of education than to inclusivity. The general stance however was in favour of formal access over epistemological access.

Kohout-Diaz, M. (2023). **Inclusive education for all: Principles of a shared inclusive ethos.** *European Journal of Education*, 58(2), 185-196. <https://doi.org/10.1111/ejed.12560>

This article discusses paradoxes that, in theory and in practice, hinder the deployment of inclusive education. The first type of paradox is related to the confrontation between the humanist ideals conveyed by inclusive approaches and contemporary political discourses. These difficulties are linked to (1) the very concept of inclusion; in which the universal, particular, and singular dimensions are dialectically articulated. The paradox is also linked to (2) the orientation of contemporary political discourses in Europe; notably, deinstitutionalisation, intentions to stop specialised care and support, and the deployment of standardised software to assist assessment and learning at schools. The second type of paradox confronts the situational approach to special education needs with the contemporary trend towards homogenisation of nomenclatures and reference categorisations. Extremely vague definitions of guiding concepts lead to the devaluation of pedagogical approaches. This in turn contributes to the maintenance, or even domination, of biotechnical approaches. This comes at the cost of less attention to cooperative multidisciplinary approaches which have proven their effectiveness. These paradoxes can and should be addressed both (1) at the level of the individual ethical responsibility of professionals in the field and (2) in the context of teaching and learning practices. The article formulates four principles to enable teachers, as interpreters of diversity, to move towards an ethic that does not deny the unpredictability and uncertainty inherent in the infinite variety of forms of learning and education, but which on the contrary makes it a genuine source of innovation and pedagogical creation.

Laillier, J., & Topalov, C. (2023). **« Les réformateurs ont placé la réforme sous la bannière de l'autonomie. Or, le pouvoir reste très concentré au centre du système ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3779>

Régis Guyon : Vous avez publié en octobre dernier chez Agone, *Gouverner la science. Anatomie d'une réforme (2004-2020)*. Pourquoi ce livre ? Pourquoi cette question est-elle cruciale aujourd'hui ? Joël Laillier : Ces vingt dernières années ont donné lieu à un ensemble de réformes qui ont eu comme conséquence une transformation profonde du système du pouvoir au sein de l'Enseignement supérieur et de la Recherche (ESR). Des institutions se sont retrouvées marginalisées tandis que d'autres sont a...

Maillard, S., & Bergé, A. **Erasmus de l'apprentissage.** , Pub. L. No. 576 (2022).  
Proposition de loi visant à faciliter la mobilité internationale des alternants, pour un « Erasmus de l'apprentissage »

Malet, R. (2023). **Policies for inclusive education practices in teacher education in the United Kingdom and France.** *European Journal of Education*, 58(2), 221-232.  
<https://doi.org/10.1111/ejed.12550>

Implementation of any inclusive policy is dependent on longstanding conceptions, beliefs, and public discourses on schooling, learning, and including children in mainstream schooling. The adoption of inclusive education in education policies in France and the United Kingdom requires discursive support to reshape the meaning and content of teachers' work, duties and practices. Although inclusive education is widely debated, analyses of the variations in policy narratives promoting inclusive teaching in Europe are lacking. This article reports on comparative and international analysis of discourses and policies for empowering teachers for continuous professional development and inclusive school practices. The analysis focuses on an exploration of varieties of articulations, resources, and conceptual dynamics in the UK and France. These elements are discussed within the broader scheme of the teaching profession, with reference to the inclusive education paradigm.

Marlier, F. (2023, mai 9). **L'école à la traîne sur l'éducation à la vie affective et sexuelle.** Consulté 10 mai 2023, à l'adresse Alternatives Economiques website:  
<https://www.alternatives-economiques.fr/lecole-a-traine-leducation-a-vie-affective-sexuelle/00106882>

Malgré l'obligation pour les établissements scolaires d'organiser trois séances annuelles consacrées à la vie affective et sexuelle, les actions mises en place restent très insuffisantes.

Martinez, E. (2023). **Leadership So White: Working Toward Equitable Representation of Latinx Leadership at Hispanic-Serving Institutions.** *Journal of Cases in Educational Leadership*, 26(2), 165-176. <https://doi.org/10.1177/15554589231162117>

Ximena was sure she would be appointed as the Director of Student Life at Aspirante University, a Hispanic-Serving Institution. As interim director, Ximena strove to enact servingness in her everyday practice. Her efforts to create a culturally responsive, relevant, and affirming campus environment for Latinx students were unparalleled. However, she was overlooked yet again for the directorship. This case study is intended to challenge leaders to check their assumptions and examine how they operationalize Whiteness, reproduce the dominant model of professional, and thereby preclude candidates from being earnestly and equitably considered for the job. It raises implications for current leaders who may enact deficit thinking and racially and culturally biased practices as well as for leaders who may be hindered by such practices.

Merlin, F. (2023). **Bacheliers professionnels vers l'enseignement supérieur: nouvelles portes, nouveaux obstacles.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3837>

Depuis le début des années 2010, les bacheliers professionnels accédant à l'enseignement supérieur ont une filière réservée : les sections de technicien supérieur. Or, enseignée dans les lycées, cette filière est parfois considérée comme « un espace à côté de l'enseignement supérieur », voire un « petit supérieur » (Orange, 2013). Se pose

alors la question de savoir si l'instauration d'une voie de formation dédiée aux bacheliers professionnels constitue une opportunité pour ces derniers. Cette synthèse suggère que le développement d'une politique publique volontariste en faveur d'une partie de la jeunesse la moins valorisée scolairement et socialement a pu produire un effet paradoxal, en accueillant plus largement les bacheliers professionnels dans l'enseignement supérieur, mais en les cantonnant davantage à des voies spécifiques où, par ailleurs, leurs perspectives de réussite restent modestes.

Michaut, C., & Pannier, C. (2023). **Les enseignants à l'épreuve des nouvelles politiques d'orientation des lycéens**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3796>

L'introduction de la sélection à l'entrée des universités et la réforme du baccalauréat général ont bouleversé les règles d'orientation et d'affectation des lycéens vers l'enseignement supérieur. Pour mettre en œuvre ces réformes, les enseignants ont été de plus en plus sollicités pour assurer un accompagnement à l'orientation. Quel regard portent-ils sur ces réformes et comment s'engagent-ils dans ces nouvelles missions ? C'est à ces deux principales questions que cette recherche exploratoire tente d'apporter quelques éléments de réponses sur la base d'une vingtaine d'entretiens réalisés avec des enseignants de lycée. Très critiques avec les modalités d'affectation des candidats sur la plateforme Parcoursup, ils sont également réticents à assumer une éducation à l'orientation pour laquelle ils disent manquer de ressources pédagogiques, de formation et de reconnaissance.

Ministère de l'Éducation nationale et de la Jeunesse. (2023). **Réformer les lycées professionnels : faire du lycée professionnel un choix d'avenir pour les jeunes et les entreprises** (p. 42). Consulté à l'adresse Ministère de l'Education Nationale et de la Jeunesse website: <https://www.education.gouv.fr/media/155246/download>

Nunès, É. (2023, mai 9). **Erasmus séduit les alternants : « La majorité de nos apprentis sont issus d'un milieu modeste »**. *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2023/05/09/erasmus-seduit-les-alternants-la-majorite-de-nos-apprentis-sont-issus-d-un-milieu-modeste\\_6172581\\_4401467.html](https://www.lemonde.fr/campus/article/2023/05/09/erasmus-seduit-les-alternants-la-majorite-de-nos-apprentis-sont-issus-d-un-milieu-modeste_6172581_4401467.html)

Le nombre de jeunes alternants inscrits dans le programme européen de mobilité ne cesse de progresser, permettant à ces profils de gagner en compétences, notamment linguistiques, et de vivre les mêmes expériences fondatrices que leurs camarades étudiants.

OECD. (2023). **Skills in Latin America: Insights from the Survey of Adult Skills (PIAAC)**. Consulté à l'adresse [https://www.oecd-ilibrary.org/education/skills-in-latin-america\\_5ab893f0-en](https://www.oecd-ilibrary.org/education/skills-in-latin-america_5ab893f0-en)

Human capital is a key determinant of success for individuals and economies alike. Literacy and numeracy are key foundations for higher-order cognitive skills, while solving problems in technology-rich environments is increasingly important, as...

Ouazzani Chahdi, T., Bennouna, M., & Tahrouch, M. (2023). **Towards Achieving Sustainable Development Goals in Academia: A Case of Good Practice**. *African Scientific Journal*, 3(17). <https://doi.org/10.5281/zenodo.7875524>

Since the adoption of the United Nations' Sustainable Development Goals (SDGs) program for 2030, achieving sustainable development relies on mobilizing all actors in the

territory: the government, local authorities, civil society, but also businesses and the world of education, particularly higher education and research. In this article, we explain how universities are major actors for change in favor of the SDGs and should be considered by other actors as essential partners for achieving them, and how engagement for sustainability should be integrated into the university's activities and decisions. We have adopted a descriptive and comparative approach to explore the meaning given to SDG practices, in light of theoretical declarations and speeches. At the same time, we examine how universities must also integrate the SDGs into their own operations in order to become one of their main beneficiaries. We illustrate this point with a best practice case study of the Euromed University of Fez, whose design and functioning integrate the SDGs from its creation and explain how its users appropriate them daily in their activities to derive the best benefit. Using a qualitative analysis approach based on data collection that encompasses all its missions and vocations, we arrive at the result that this university transparently reports on its progress in sustainability and concretely asserts its role as a key actor in its community. In particular, it continuously raises awareness among its stakeholders about the SDGs, supports them through training and communication, and encourages them to adopt responsible and exemplary practices sustainably.

Palova, K., Pagtalunan, A., Rahal, L., & Kassan, A. (2023). **Integration Experiences of Francophone Newcomer Students in English Provinces: A Literature Review**. *Canadian Journal of School Psychology*, 38(2), 159-181. <https://doi.org/10.1177/08295735231155045>

This literature review explores the integration experiences of francophone newcomer students in anglophone provinces in Canada. It outlines scholarly findings regarding factors that impact the integration of newcomer students into French public-school systems in predominantly English provinces. We identified two themes related to the integration of francophone newcomer students, including (1) school integration experiences, and (2) out-of-school integration experiences. With respect to school integration, three sub-themes were developed: (a) educational and cultural gaps, (b) language diversity, plurilingualism, and identity, and (c) multiple marginalization of newcomers. Some of the factors that were found to affect integration include: differences between pre- and post-immigration educational contexts, English language proficiency, and (mis)recognition of the diversity within the francophone population. Following the review, gaps in the literature are identified, avenues for future research are proposed, and implications for school psychology are discussed.

Papadopoulou, M. (2023). **Ingénierie de formation**. Consulté à l'adresse <https://univ-tours.hal.science/hal-04074555>

L'ingénierie de formation est entendue comme l'ensemble des activités coordonnées qui vise la conception et l'optimisation de la formation par l'articulation de ses trois niveaux : institutionnel, organisationnel, opérationnel. Le terme ingénierie apparaît pour la première fois au journal officiel de janvier 1973 en remplacement de celui d'engineering. Le terme d'ingénierie est à la confluence de trois origines : • française : enseignants, le génie militaire, apparu au XVI<sup>e</sup> siècle quand la guerre de siège nécessite un corps d'ingénieurs (Ardouin, 2017).

Picard, E., & Barrier, J. (2023). **« Le système universitaire français bénéficie d'une autonomie très encadrée »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3694>



Régis Guyon : Dans un article récent, l'historien Christophe Charle revient sur les crises et la difficulté à réformer l'Université française<sup>2</sup>. On pourrait même dire que, pendant les deux siècles qui ont suivi leur création sous Napoléon, les universités ont été des entités sans autonomie et sans capacité à gouverner les enseignements et la recherche : tout se décidait au niveau des disciplines et à l'échelle nationale. La loi Faure, qui est votée au lendemain de mai 1968, proclame l'autonomi...

Pierrel, A. (2023). **L'apprentissage dans l'enseignement supérieur : une nouvelle donne depuis 2018 ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3887>

La réforme de l'apprentissage de 2018 a eu comme effet un accroissement sans précédent des effectifs apprentis, notamment dans l'enseignement supérieur. Dans cet article, nous dressons un premier bilan de cette envolée des effectifs apprentis en la réencastrant dans les logiques de développement qui lui préexistent. L'apprentissage apparaît comme un poste d'observation pertinent des recompositions qui affectent l'enseignement supérieur, que ce soit sa démocratisation ségrégative, l'apparition en son sein de nouveaux diplômés au cours des dernières décennies ou le récent essor de l'offre privée d'enseignement.

Ratnam, T. (2023). **Exploring the notion of inclusivity as facilitating students' ontological engagement for personally relevant learning.** *European Journal of Education*, 58(2), 277-288. <https://doi.org/10.1111/ejed.12552>

In India, inclusivity in education can be seen as an expression of commitment to social justice. It reflects a deep commitment to the goals of universalisation of education promoted by world agencies such as UNESCO. However, pitched between the aspirational goals of achieving equity and social justice on one hand, and the economic imperative of a competitive market on the other, inclusivity in education seems an ever-elusive goal. Students' voices and all the cultural and experiential resources they hold, are marginalised in school, contributing to alienating students from school learning. The study on which this article reports sought to support teachers glean insights from participation in a purposive modelling activity, set in a Vygotskian dialectic frame of reference. The activity focused on how learning from students and their communities can be harnessed to engage students ontologically in class, to enhance students' agentic role in an inclusive learning environment. It is rooted in a funds of knowledge approach. The qualitative data for this ethnographically oriented study have been gathered from multiple sources over 2 years and analysed thematically. The findings show that modelling not only helped teacher learning and development of practice, but also familiarised teachers with issues of equity and inclusivity. Notably, by making teachers aware of the differentiated needs of all the students in the process of invoking their unique contribution to learning from their cultural locations. The insights are used to discuss the challenges posed for teachers in making their new learning part of their teaching practice.

Redondo, C., & Ladage, C. (2021). **Panorama de dispositifs de classes de découverte (CDD) en France : quelle tension entre enjeux didactiques et fondements pédagogiques ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(3), 61-86. <https://doi.org/10.3917/lse.543.0061>

Cet article s'intéresse aux dispositifs de classes de découverte en France que nous analysons du point de vue didactique et pédagogique. Nous nous appuyons sur une

méthodologie d'enquête sur Internet réalisée en 2020-2021, au moyen d'un recueil de récits de situations d'enseignement-apprentissage effectué par des étudiants se destinant aux métiers de l'enseignement, de l'éducation et de la formation. Nous étudions le corpus de 261 récits ainsi constitué à la lumière des outils conceptuels de la théorie anthropologique du didactique, pour analyser les enjeux didactiques au cœur des dispositifs de classe de découverte ainsi que les fondements à l'origine des choix pédagogiques des acteurs qui les organisent. Nos résultats font état d'une importante variété de situations pour lesquelles les choix pédagogiques sont plus ou moins justifiés, mettant ainsi en question la réalisation des enjeux didactiques. Notre étude propose un modèle d'analyse didactique et praxéologique, en recherche comme en formation, offrant des repères pour mieux cerner la frontière entre ces deux enjeux.

Rossignol-Brunet, M., Pavie, A., & Oberti, M. (2023). **Sélectivité scolaire et ouverture sociale : l'effet combiné de la réforme des admissions et de l'intégration à Parcoursup de Sciences Po Paris**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3824>

Sciences Po Paris a réformé sa procédure d'admission en 2020, en supprimant notamment les épreuves écrites et en intégrant la plateforme Parcoursup. Cet article présente quelques résultats exploratoires sur les effets de ces changements. Il s'appuie sur les données issues de la scolarité sur la période 2013-2021, ainsi que sur une enquête par questionnaire administrée entre 2014 et 2022 aux admis en première année. Il met en évidence deux tendances principales : d'un côté, un élargissement du bassin de recrutement, contribuant à une relative ouverture sociale et territoriale pour la voie générale. De l'autre, une sélectivité scolaire accrue, jouant dans le sens inverse pour la procédure CEP (Convention éducation prioritaire), principal dispositif d'ouverture sociale.

Sellers, K. M. (2023). **Vatican Statement on Gender Theory in Education: Creating Competing Interests in Catholic Schools**. *Journal of Cases in Educational Leadership*, 26(2), 150-164. <https://doi.org/10.1177/15554589231164065>

In June 2019, the Vatican published its first-ever document on gender theory. This document was directed at Catholic educational institutions and draws on theology and philosophy, while excluding science on gender identity and testimonies from transgender people, to suggest gender theory is an ideology endangering the family. The case of Jane, a practicing Catholic and teacher-leader in a Catholic secondary school, contributing to cross-disciplinary curriculum development, school accreditation, and student mentorship, is used to anticipate problems of practice which may emerge as this document's guidance is applied at the school level. Ecological systems theory and communities of practice theory are used to analyze this case.

Sene, S. (2023). **Inclusion of all in the neighbourhood school and student well-being in Senegal from the perspective of a practicing pedagogue**. *European Journal of Education*, 58(2), 267-276. <https://doi.org/10.1111/ejed.12554>

The education system in Senegal has become more democratic and has adopted international policies for inclusive education after decades of normative and selective practices. Advances are being made for recognising individual student needs in school facilities, pedagogy and teaching practices. This article draws on the first-hand knowledge of the context in Senegal by a current inspector and prior teacher in inclusive practices in Senegal, as well as a purposive review of relevant studies and reports. Current

needs for development are identified and discussed, including the structuring of physical settings adapted to special needs learning, interaction with families, as well as communication about disabilities in local communities to reduce social stigma. Building on a review of the current context and needs, the article underscores that it is necessary to move away from superficial symptom identification. Instead, what is needed are changes in teaching and learning practices, as well as in socio-cultural and physical learning environments, to accommodate special needs students. Finally, necessary rethinking of the professional development of teaching staff in Senegal is called for. The inspiration for this development is closely tied to pedagogical responsibility, ethically based care, and the desire teachers have for succeeding in didactic action.

Sezen-Barrie, A., Carter, L., Smith, S., Saber, D., & Wells, M. (2023). **Research and Scholarship During the COVID-19 Pandemic: A Wicked Problem.** *Innovative Higher Education*, 48(3), 501-525. <https://doi.org/10.1007/s10755-022-09639-0>

This study focuses on the impacts of the COVID-19 pandemic on research and scholarship at a research university in the United States. Building on studies in higher education policy, we conceptualized the COVID-19 pandemic as a 'wicked problem' that is complex, nonlinear, unique, and requiring urgent solutions. Wicked problems highlight pre-existing struggles, and therefore, recent challenges in higher education inform the methods and the findings of this study. Qualitative and quantitative survey data from 408 faculty, staff, and students explicate the reasons for reduced research output and adaptations made for increased or sustained productivity, health, and wellness that influenced research activities. The analysis showed that most respondents experienced reduced productivity mostly due to increased work responsibilities, limited access to research fields, and inadequate resources. Despite self-reported reduced productivity, participants from the University we studied experienced increases in funding during the pandemic. Thus, the findings also reported on the adaptations for sustained or increased productivity. These included new research pursuits, participation in conference and learning opportunities across geographic regions, and purchase of computer equipment/accessories for home offices. A small percentage of respondents mentioned improved health and well-being; however, many linked reduced research activities to health and well-being issues such as anxiety and fear about the pandemic and being overwhelmed due to work and home-life expectations. Knowledge of the challenges and opportunities presented within the first year of the pandemic can provide a basis for solutions to wicked problems higher education may face in the future.

Shen, W., & Jiang, J. (2023). **Institutional prestige, academic supervision and research productivity of international PhD students: Evidence from Chinese returnees.** *Journal of Sociology*, 59(2), 552-579. <https://doi.org/10.1177/14407833211055225>

Since the emergence of global university rankings in the 2000s, East Asian universities have been recruiting academics with doctoral degrees from Western countries to strengthen their competitiveness in the global university league tables. Governments offer scholarships to support students in their overseas doctoral studies and encourage graduates to return. Although much attention is given to researchers with overseas degrees, little is known about their experiences and pre-employment academic productivity. Drawing on a nationwide survey and bibliometric data, this study examines whether and how the institutional prestige of a host university and academic supervision contribute to the academic productivity of government-funded Chinese PhD returnees during their doctoral studies. Results show that supervisors' research support and

collaboration positively affect pre-employment academic productivity. However, a university's prestige does not exert such an influence. Moreover, co-authorship with a supervisor is a crucial mechanism in the influence of supervisors' research support on PhD students' productivity.

Shume, T. J. (2023). **Conceptualising disability: a critical discourse analysis of a teacher education textbook**. *International Journal of Inclusive Education*, 27(3), 257-272. <https://doi.org/10.1080/13603116.2020.1839796>

This study examined the conceptualisation of disability in a teacher education textbook. Drawing on Norman Fairclough's post-structurally informed approach to critical discourse analysis, I deconstructed the language used in a science teacher education textbook to portray disability, and examined relationships to broader socio-political contexts in pre-K-12 education and teacher education. The medical and social models of disability served as conceptual lenses for this analysis because they represent the principal paradigms in the fields of special education and disability studies in education respectively. The analysis showed the textbook's conceptualisation of disability was imbued with the medical model, representing disability as a finite, knowable deficit that resides in individual learners, and portraying students with disabilities as needy and passive. The textbook's medicalised conceptualisation of disability is further analysed in relationship to the hegemony of the medical model and the emancipatory ideology of the social model. Implications are discussed for teacher educators seeking to engage preservice teachers in sophisticated thinking about their legal and ethical professional responsibilities toward a more just and equitable education for learners with disabilities.

Smythe, F. (2023). **Navigating plurilingual learning: An inclusive education approach**. *European Journal of Education*, 58(2), 299-313. <https://doi.org/10.1111/ejed.12551>

Language experiences and linguistic knowledge of teenage migrants can be valuable resources for their continued language learning. Yet, home languages and existing plurilingual skills are often framed as obstacles to learning that tag young migrants as at risk of school failure in the context of monolingual education systems. This article draws on a comparative education study carried out in Aotearoa New Zealand and France in 2017–2019, observing young migrants' use of their languages in classroom learning. A total of 42 secondary students from a mix of asylum-seeker, refugee, and migrant backgrounds participated, originating from 22 different countries and speaking 24 different languages. All of the students were in their first year of schooling in New Zealand or France at the time of the study. Findings draw on observations of how students made use of their existing knowledge of languages to (1) access learning in the language-of-schooling, (2) learn interactively through their home languages, and (3) navigate unfamiliar styles of teaching and learning, thus engaging with the unknown and developing behaviours for successful learning. Patterns across the cohort show that young migrants are adept at drawing on their existing language resources in learning. This suggests a re-framing of success at school as not only outcomes, but also as defined by effective learning processes that young migrants put in place. As a result, this study suggests ways that teachers can work inclusively with young migrants through their languages, to support processes of learning that could lead to better educational outcomes.

Stanczak, A., & Jury, M. (2023, mai 9). **École et handicap : les aménagements d'examens, une vraie garantie d'égalité ?** Consulté 10 mai 2023, à l'adresse The Conversation

website: <http://theconversation.com/ecole-et-handicap-les-amenagements-dexamens-une-vraie-garantie-degalite-201590>

Les élèves en situation de handicap peuvent disposer lors d'examens d'aménagements qui visent à les mettre sur un pied d'égalité avec les autres mais peuvent renforcer les préjugés.

Štech, S., & Smetáčková, I. (2023). **Teacher and parental views on inclusive education policy lending in the Czech Republic**. *European Journal of Education*, 58(2), 233-244. <https://doi.org/10.1111/ejed.12557>

In international education policy articulations by organisations such as the UNESCO, inclusive education is defined rather vaguely, usually in terms of human rights. Yet, national reception it is more or less taken for granted. Analyses of policy lending show that when national education traditions are not respected, the lack of clarity about the concrete form of inclusion is further augmented by resistance to a foreign import. Taking the example of the implementation of inclusive education in the Czech Republic, a secondary analysis of survey results on responses from teachers and parents is presented. This analysis contributes to a better understanding of the reactions of two groups of actors who have had only a marginal involvement in preparing the implementation of inclusion; specifically, teachers at ordinary schools and parents of pupils with special education needs. Teachers are critical of inclusion, which they regard as special care for individual pupils with special education needs. It is only in schools which have lengthy experience with integration that a transformation of the school culture and the teaching profession in the direction of greater teamwork has taken place. The imperative of inclusion coming from above is regarded more as interference with what is a spontaneous development. The view of parents to pupils with special education needs was that systemic support to inclusion was lacking. Parents are forced to be intermediaries between other actors, but often do not have enough information and are not respected by teachers as experts on their children.

Stieger, A., & Unterweweger, D. (2023). **University-business cooperation** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/81477a66-ed5d-11ed-a05c-01aa75ed71a1>

Over the past decades, increasing cooperation between higher education institutions and the wider economy has been a central goal of European as well as national policy makers alike. The potential benefits of such cooperation are manifold and can materialise in a variety of interconnected areas. Universities are at the heart of the 'knowledge triangle' of research, innovation and education, and business and universities can mutually benefit from cooperation in each of these areas. Through the advancement of research frontiers and the production of knowledge, universities can spark new innovative ideas in businesses, and businesses in turn can point research to potential applications of research findings in practice. At the same time, universities can provide key skills for businesses that are necessary for generating innovation and entrepreneurship, while businesses can in turn inform universities of the skills required by firms in the wide labour market. In the areas of research and innovation, as well as education, a multitude of strategic objectives have been set by the European Union. For example, the New European Innovation Agenda (NEIA) emphasises the importance of university-industry collaboration in the production, valorisation and diffusion of new knowledge. It defines fostering, attracting, and retaining deep tech talents as one of the

key flagship actions to grow the talent pool in Europe, and to support innovation for competitiveness and inclusive growth. 1. Introduction 2. EU level initiatives as facilitators of University-Business Cooperation 2.1. Pact for Skills 2.2. European University Initiative 2.3. Blueprints for Sectoral Cooperation on Skills 2.4. European Institute of Innovation & Technology 3. Implementing University- Business Cooperation in the Member States 3.1. Institute of Electronics, Graz University of Technology (Austria) 3.2. I Living Lab, Polytechnic Institute of Setúbal (Portugal) 3.3. University of Twente (Netherlands) 3.4. Transilvania Living Lab (Romania) 4. Other national-level approaches in the EU and beyond 4.1. Higher Education Apprenticeship at Politecnico di Torino (Italy) 4.2. Centre MINE at the Lebanese University (Lebanon) 5. Conclusion

Stornaiuolo, A., Desimone, L., & Polikoff, M. (2023). **“The Good Struggle” of Flexible Specificity: Districts Balancing Specific Guidance With Autonomy to Support Standards-Based Instruction.** *American Educational Research Journal*, 60(3), 521-561. <https://doi.org/10.3102/00028312231161037>

This study examines implementation of college-and-career-ready (CCR) education standards across five school districts in Ohio, Texas, California, Pennsylvania, and Massachusetts. Drawing on the policy attributes theory, we found that the specificity of districts' approaches to two long-recognized policy levers, curriculum and professional learning, was critical in shaping how stakeholders implemented and experienced CCR policies. We identified an approach we called “flexible specificity”—flexibility informed by ongoing data collection and evaluation that allowed districts to develop specific, useful guidance about curriculum and professional learning based on stakeholder needs. We present four shared practices characterizing this approach in two districts, analyzing why those districts seemed to find the right balance of specificity and flexibility while others struggled.

Sun, J. C., & Turner, H. A. (2023). **The Complementarity Investment in University-Industry Collaboration.** *Innovative Higher Education*, 48(3), 539-556. <https://doi.org/10.1007/s10755-022-09641-6>

University-industry collaborations have been largely met with skepticism and resistance from faculty critics, who are concerned about the Academy adopting market-like behaviors and relying too heavily on industry. Yet, the pressures to engage in collaborations with industry, particularly to provide capital for universities, are likely to continue to increase. Guided by the capital-skill hypothesis, this study seeks to examine these realities through a case of a university-industry collaboration. We use an action research approach to analyze a collaboration between an academic college with a non-corporate centric focus at a public research university and a corporate entity within the healthcare field in which the college was contracted to develop a diversity, equity, and inclusion plan for the healthcare company. Findings illustrate how universities and industry can mutually benefit from collaborations when they adhere to what the authors refer to as the complementarity investment framework. Generated from the findings, this framework consists of four UIC design components: (a) the parties identify and clarify their roles, activities, and contributions to manage expectations; (b) the parties participate in learning exchanges, which are significantly valued as a component to this UIC; (c) the parties are open to experiences including unintended, yet positive, outcomes emerging from the UIC; and (d) the parties capitalize on the expert development by guiding and mentoring students as apprentices.

Tajic, D., & Bunar, N. (2023). **Do both 'get it right'? Inclusion of newly arrived migrant students in Swedish primary schools.** *International Journal of Inclusive Education*, 27(3), 288-302. <https://doi.org/10.1080/13603116.2020.1841838>

The aim of this article is to advance knowledge on how Swedish primary schools organise education and what strategies they deploy to ensure inclusion and attainment of newly arrived migrant students. The article is based on semi-structured interviews with 30 teachers and school administrators, and one-year of fieldwork undertaken in two multicultural urban primary schools in the Stockholm region. One of the schools initially places students in separate classes, while the other one places them directly into mainstream classes. Both are evoking inclusion and attainment as a reason for using their respective models. As such, do both 'get it right'? Using inclusion as the theoretical and conceptual framework this article addresses the broader question: How is the meaning of inclusion constructed in the processes of its practical implementation in these two schools? The results show the ambitious tale of inclusion in both schools was, in the process of the construction of its meaning and implementation, reduced to some of its aspects. Teachers and school administrators are allowed to include or leave out of their model whatever they deem necessary, obsolete, expensive or unrealistic and still fitting under the umbrella of inclusion. Sometimes it works, sometimes it does not, and both schools 'get it right' and 'wrong' in some aspects.

Taubman, L. (2020). **Pas sage. Ethnographie filmée du Lycée autogéré de Paris : rapports de force et enjeux éducatifs** (Phdthesis, École des Hautes Études en Sciences Sociales Paris). Consulté à l'adresse <https://hal.science/tel-04082219>

Cette thèse étudie, à travers un film et un manuscrit, le fonctionnement pédagogique du Lycée autogéré de Paris, un établissement d'enseignement secondaire public et désectorisé. A l'issue d'une immersion de vingt mois, l'auteur interroge la façon dont se déploient les rapports de force entre personnes au sein de cette structure éducative se réclamant d'un fonctionnement horizontal, ainsi que leurs répercussions sur les apprentissages et sur des trajectoires d'élèves dans et après le lycée. Ce travail recouvre également une démarche réflexive à travers laquelle l'auteur questionne les ressorts épistémologiques de l'usage de la caméra en anthropologie.

Theoharis, G., George, L., & Mauldin, C. (2023). **The House Is on Fire: A Reckoning of Leadership and DEI Initiatives in Predominantly White Schools.** *Journal of Cases in Educational Leadership*, 26(2), 118-137. <https://doi.org/10.1177/15554589231158610>

Sam Patrick, a White female superintendent is in her fourth year leading the Douglasville School District, a high-performing, predominantly White suburban district that has a long history of unacknowledged and unchecked racism and racial disparities. Sam is driven to embrace a diversity, equity, and inclusion (DEI) agenda and move the district in a new direction. The central conflict in the case is the district response to a racist ZOOM bombing incident involving a Black Assistant Principal and the n-word. This is a useful case for district leadership/ superintendency courses and professional development. Authors suggest exploring the issues through one or more of these frameworks: equity-focused leadership, culturally responsive leadership, social justice leadership, and anti-racist solidarity.

Tissot, P., & Colombe, R. (2021). **Des lieux pour accueillir le passage adolescent.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(2), 59-75. <https://doi.org/10.3917/lse.542.0059>

Cet article propose une réflexion autour des lieux de l'adolescence. Deux chercheuses, ayant choisi d'observer les remaniements adolescents dans des lieux institutionnels (un collège et une Maison des Adolescents), présentent une analyse croisée de leurs matériaux de recherche autour de la question suivante : quels lieux éducatifs sont susceptibles de border le passage adolescent et d'accueillir la marginalité inhérente à l'expérience adolescente ? En référence à la psychanalyse et aux travaux anthropologiques sur la liminalité, le passage adolescent est ici entendu comme le franchissement d'un seuil. Les auteures interrogent la responsabilité de l'adulte, entre fonction symbolique de maintien des limites et tentation coercitive ; et la possibilité, pour les adolescents, de transgresser les règles et les usages de ces lieux.

Tralongo, S. (2023). **Les instituts universitaires de technologie : des spécificités originelles aux transformations récentes**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3871>

Les instituts universitaires de technologie (IUT) ont été créés en France dans les années 1960 dans une perspective de diversification des premiers cycles universitaires et de mise en dialogue avec le monde des entreprises. Plus de cinquante ans d'existence permettent de dresser une synthèse des spécificités originelles aux transformations les plus récentes, balayant à la fois les dimensions institutionnelles, organisationnelles, pédagogiques, sans oublier les caractéristiques des publics accueillis. Généralement reconnus pour la visée professionnalisante des formations, les IUT sont aujourd'hui en pleine transformation : le diplôme universitaire de technologie (DUT) bascule en bachelor universitaire de technologie (BUT), au moyen de la mobilisation massive d'une approche par compétences. La question reste ouverte des manières par lesquelles cette approche va être mise concrètement en place et permettre de traiter des problématiques d'inégalités des chances et de réussite des étudiants.

Vadurová, H., & Pančocha, K. (2023). **Inclusive education in the Czech Republic: A scoping review of a paradigm shift**. *European Journal of Education*, 58(2), 245-266. <https://doi.org/10.1111/ejed.12558>

This scoping review presents the historical, social, and international influences that shaped the gradual move from segregated to inclusive education for all children in the Czech Republic. The introduction of the 2016 amendment to the Education Act marked a decisive paradigm shift in education policy, which formed the legal basis for services and support measures to be made available for all children with special needs in local mainstream schools. We analysed Czech language and English language peer-reviewed specialist literature to see how these changes have been reflected in current education research. The eighteen studies reviewed provide a complex picture of facilitators and barriers at the level of inclusive culture, policy and practice. Even though progress towards inclusive education in the Czech Republic has been notable, there are still systemic and attitudinal barriers to the education of all children.

van Zanten, A. (2023). **« Il faut éviter de confondre des actions destinées à renouveler le profil des élites et celles visant à réduire les inégalités d'éducation »**. *Diversité. Revue d'actualité et de Réflexion Sur l'action Éducative*, (202). <https://doi.org/10.35562/diversite.3692>

Régis Guyon : Concernant la question de l'ouverture sociale des filières sélectives, quels constats pouvons-nous faire ? Quelles sont les évolutions récentes ? Agnès van Zanten : Nous n'avons toujours pas de travaux sur l'ensemble des filières sélectives. Je pense



notamment aux études universitaires en santé sur lesquelles je travaille actuellement. Grâce à l'accès désormais plus facile aux données Parcoursup, avec une petite équipe de jeunes chercheurs, je vais pouvoir approfondir les résultats...

Veillard, L. (2023). **Apprendre au travail : rôles et questions didactiques posées, une modalité de transmission dans la formation professionnelle.** *Éducation & didactique*, 17(1), 133-148. <https://doi.org/10.4000/educationdidactique.11449>

L'apprentissage par le travail a toujours constitué un élément central de la formation professionnelle au sein des structures compagnonniques. Au-delà de cette institution particulière, cet article questionne la place et le rôle de l'apprentissage en situation de travail dans les cursus de formation professionnelle en France depuis la période précédant le début de la phase d'industrialisation. La perspective retenue est didactique et historique, au sens où sont étudiés les liens établis à différentes époques, dans les débats et les pratiques de formation, entre les caractéristiques du travail, celles des savoirs nécessaires à l'exercice de celui-ci et les modalités de transmission à mettre en place pour acquérir ces savoirs, dont en particulier l'apprentissage en situation de travail. Trois périodes, caractérisées par des conceptions et des pratiques différentes, sont mises en évidence : la période précédant la phase d'industrialisation, caractérisée par l'apprentissage sur le tas comme modalité quasi-unique d'acquisition d'un métier ; la mise en place progressive d'un système principalement scolaire de formation, délégitimant l'apprentissage en situation de travail à partir de la fin du 19<sup>e</sup> et jusque dans les années 1970 ; enfin, la période actuelle qui plébiscite les formations en alternance et donc la combinaison de phases d'enseignements en école et d'apprentissage en situation de travail. Dans la dernière partie de l'article, quelques problématiques didactiques majeures posées par l'alternance sont discutées, incluant des propositions pour les traiter qui sont issues des recherches développées en didactique professionnelle.

Vergnaud, C., & Noûs, C. (2023). **Réformes de l'université : transformations des géographies d'un service public français.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3844>

L'approche géographique des politiques publiques à l'égard des universités françaises a un temps visé la répartition et l'homogénéisation des établissements pour favoriser un équilibre territorial et une égalité d'accès à l'enseignement supérieur dans un contexte de démocratisation et de massification étudiante après la seconde guerre mondiale. Ces objectifs – articulants modèle universitaire et conception républicaine du service public – sont aujourd'hui transformés à l'aune de la compétitivité et de la visibilité internationale. La gestion de l'Enseignement supérieur et de la Recherche s'appuie désormais sur la sélection par mise en compétition, et sur la concentration des financements pour favoriser quelques établissements uniquement, considérés comme plus performants. Cet article questionne cette nouvelle logique présentée comme inégalitaire, mais juste, et montre que sa traduction spatiale remet en cause les principes d'équivalence, d'équité et d'équilibre territorial. Encouragées à développer leurs ressources propres et à se distinguer dans la compétition organisée par l'État, les universités se tournent davantage vers leurs territoires d'ancrage, développant à leur égard des stratégies territoriales. Un détour par le cas des universités privées à but non lucratif états-uniennes, ayant une obligation d'intérêt général et une implication territoriale bien plus marquée qu'en France, met en avant les ambivalences, voire les tensions possibles entre des objectifs de financement et de promotion de l'établissement

par le territoire (financements, image de marque, visibilité), et les missions académiques de l'institution.

Vial, C. (2023). **Modalités de gestion des AESH, pour une école inclusive** (N° 568 (2022-2023); p. 50). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-568/r22-5681.pdf>

WatreLOT, P. (2023, mai 2). **L'Education nationale à la moulinette des rapports et expertises**. Consulté 5 mai 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/leducation-nationale-a-moulinette-rapports-expertises/00106439>

Enfin, on a pu lire le fameux rapport McKinsey sur l'évolution du métier d'enseignant !

Zhou, R. (2023). **Can Education Change Risk Preference? Evidence from Indonesia and Mexico** [Warwick-Monash Economics Student Paper]. Consulté à l'adresse Warwick Monash Economics Student Papers website: <https://econpapers.repec.org/paper/wrkwrkesp/45.htm>

To test whether education can change risk preference, I exploit the Indonesian school construction programme and the Mexican education reform in compulsory schooling as two separate natural experiments. Applying the instrumental variable approach, I do not find a causal effect of education on risk preference. The results are consistent in the two different settings, so my findings are externally valid. The results suggest that a change in risk preference may not be the channel via which the impact of education on risk-taking in real life. This paper contributes to the literature on the determinants of social preferences and the outcomes of education.

## Pratiques enseignantes

Blat, M. (2022). **Etude didactique des dynamiques intentionnelles de professeurs des écoles expérimentés: cas de l'enseignement des sciences fondé sur l'investigation** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04088864>

Notre recherche vise à mieux comprendre l'organisation des pratiques enseignantes expérimentées en situation d'enseignement des sciences fondé sur l'investigation (ESFI). L'étude, menée à l'école élémentaire, repose sur plusieurs cas et prend en compte l'activité enseignante, à la fois en situation de classe et hors de la classe. Nous articulons didactique des sciences et des technologies et didactique professionnelle, afin de proposer un modèle théorique apte à analyser l'activité réelle de l'enseignant en situation d'ESFI. La méthodologie élaborée associe chercheur et enseignant, afin de saisir les écarts entre la préparation et la mise en oeuvre des enseignements, ainsi que la signification que les enseignants leur donnent. À partir de ces écarts, nous identifions des incidents critiques et mettons à l'épreuve le modèle théorique proposé pour reconstruire les dynamiques intentionnelles des enseignants à ces moments précis. Par la caractérisation de différentes instances intentionnelles, et de la dynamique qui les relie, nous montrons comment s'organise l'activité de guidage des apprentissages en situation d'ESFI dans le cadre de notre panel. Nous identifions également le rôle joué par chaque instance intentionnelle dans l'organisation des pratiques enseignantes en situation d'ESFI. La discussion de ces résultats nous amène à envisager l'intérêt du modèle théorique proposé, comme outil de réflexivité pour favoriser le développement professionnel des professeurs des écoles en situation d'ESFI.

Chen, X. (2023). **Instructional clarity and classroom management are linked to attitudes towards mathematics: A combination of student and teacher ratings.** *British Journal of Educational Psychology*, 93(2), 591-607. <https://doi.org/10.1111/bjep.12580>

**Background** Previous research examined the relationship between teaching characteristics and constructs of attitudes towards mathematics (ATM) from the student perspective in isolation. **Aims** This study aims to survey the relationship between instructional clarity and classroom management and ATM constructs (i.e., mathematics self-concept, mathematics value, enjoyment and boredom) from the student and teacher perspectives. **Samples** The data was gathered from 8698 eighth graders (49.9% girls) and 536 math instructors (70% female) who participated in the Trends in International Mathematics and Science Study (TIMSS) 2019 survey in the United States. Students were nested within 537 classrooms in 273 schools. **Methods** The multilevel modelling was used to explore the link between instructional clarity and classroom management and ATM constructs. **Results** Instructional clarity and classroom management represented different constructs at the student and class level when combining student and teacher perspectives. Students' reports of the two teaching characteristics revealed significant connections with ATM constructs, particularly with regard to instructional clarity. Whereas, teachers' reports of instructional clarity had no relationships with aspects of ATM. Furthermore, compared with students' ratings, classroom management rated by teachers showed a greater relation with ATM constructs except for boredom. **Conclusions** Combining multilevel analyses with student and teacher evaluations of classroom teaching is a promising endeavour. Students' perceptions of instructional clarity play an influential role in ATM outcomes, while teacher-rated classroom management is of great relevance to ATM constructs (except boredom) than students' reports.

Claude, M.-S. (2023). **Rapport aux arts des élèves et enseignants du secondaire : entre malentendus et connivence.** Consulté à l'adresse <https://hal.science/hal-02362724>

La comparaison entre commentaire pictural et commentaire littéraire montre que les conduites d'élèves sont très différentes alors que la consigne est la même et le texte attendu du même type. Nous proposons d'expliquer ces différences par des différences intrinsèques aux deux objets mais aussi par un rapport différent des élèves aux deux objets, qui les conduit à comprendre ou accepter plus ou moins bien l'activité cognitive à mener, les savoirs à y mobiliser, le mode d'engagement de soi qu'elle suppose et les conceptions de l'art qui la sous-tendent. Le rapport différent des élèves aux deux arts a un impact très important sur leur réussite, selon qu'il est plus ou moins connivent avec le rapport des enseignants à ces deux arts.

Demetriou, H. (2023, mai 1). **Enseigner l'empathie aux enfants.** Consulté 5 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/enseigner-lempathie-aux-enfants-204155>

L'empathie nous aide à comprendre ce que les autres pensent et ressentent, à établir des relations sociales, et à nous intéresser à ce que nous apprenons. Comment la favoriser à l'école ?

Derguy, C., Aubé, B., Rohmer, O., & Loyal, D. (2023). **Evaluation of teachers' knowledge and attitudes regarding the school inclusion of autistic children: Validation of a brief**

**assessment toolkit.** *British Journal of Educational Psychology*, 93(2), 467-481. <https://doi.org/10.1111/bjep.12569>

Background Teachers' level of knowledge regarding autism and their attitudes towards inclusion are major levers for the successful schooling of autistic students. However, there are currently insufficient validated tools for evaluating these two concepts among teachers that are adapted to the French context and to the constraints of the classroom setting. Aims This study was designed to test both the validity of The Autism Knowledge Screening Scale (AKSS) and of the Autism Attitude Scale for Teachers (AAST) among French teachers. Sample Our final sample consisted of 307 French teachers (50.5% primary school teachers and 49.5% secondary school teachers). Methods First, confirmatory factor analyses were conducted to test the two initial factor structures and an exploratory factor analysis was conducted regarding the AKSS. Second, criterion validity was assessed for each of the two scales. Results Concerning knowledge of autism, a two-factor model (8 items) explaining 53% of the variance was observed. The first factor represented knowledge about aetiology and the second represented knowledge about symptoms. Concerning attitudes towards autism, a one-factor model (14 items) exhibited good model fit ( $\chi^2/df = 1.71$ , RMSEA = .048, AGFI = .979, SRMR = .068, CFI = .987, NNFI = .984). As expected, participants who were specialized teachers, had training, and a high degree of contact with autism had more knowledge (regarding aetiology but not regarding symptoms) and more positive attitudes. Conclusions This study validated two quick-to-use tools for making an initial diagnosis of teachers' knowledge and attitudes regarding the school inclusion of autistic children. The use of these tools could help to fine-tune the content of training programs for teachers and test their efficacy, particularly in France where the inclusion of autistic children is still far from international standards.

Epstein, M., & Buard, K. (2023). **Online Socialization and Teacher Professional Development for inclusion: Study of Four Self-Training Digital Devices in France.** 1(2023). Consulté à l'adresse <https://hal.science/hal-04038569>

In order to foster inclusive education and design a platform to train teachers in Europe, this article analyzes French online platforms for teacher professional development. We interviewed the designers of four French platforms: GPS, Neopass@ction, T-Prof, and Prof-Chercheurs. We asked them about the elements of Engenström's activity theory and the pedagogical foundation which guided their design choices. We analyzed each platform and compared their approaches to socialization, organization and vision of professional development that the designers followed. This research shows that it is essential to consider both the content of the activities during the construction of a community and the diversity of the actors who can join it, and invites us to broaden online socialization with the aim of quality professional development.

Erden, O. (2023). **The effect of local discourses adapted by teachers on Syrian child refugees' schooling experiences in Turkey.** *International Journal of Inclusive Education*, 27(3), 273-287. <https://doi.org/10.1080/13603116.2020.1839797>

This critical ethnography explains how and why refugee children experience schooling in specific ways by examining teachers' use and interpretation of local refugee accommodation policies. It argues that locals' understanding of refugee protection framework to host refugees generates discourses such as brotherhood/sisterhood and guest and these discourses have an impact on the schooling practices and teachers' approaches to educating refugee children. The findings show that teachers pedagogic decisions rely on these discourses, and refugee children are affected by their teachers'

adaptation of these local discourses to their classroom activities. Although teachers claim that they use child-centred and politics-free instructional methods as mandated in refugee education policies, their practices often challenge their claims. As a result, refugee children experience isolation, assimilation and a form of restriction of their critical thinking.

Espinosa, N., & Vallée, C. (2022). **Raconter pour aider à comprendre : former les futurs enseignants à identifier et formuler les implicites des albums de jeunesse.** *Le Français Aujourd'hui*, (218), 83. <https://doi.org/10.3917/lfa.218.0083>

Les enseignants racontent régulièrement des histoires aux élèves de l'école maternelle. À travers ces pratiques narratives, ils proposent leurs reformulations de l'histoire, ce qu'ils en comprennent, mais également ce qu'ils pensent devoir faire entendre aux élèves. Se posent alors des questions sur la façon d'étudier les implicites d'un album et de les formuler pour aider les élèves à comprendre l'histoire. L'étude propose une catégorisation des implicites illustrée par des procédures langagières utilisées par des étudiants-futurs professeurs des écoles confrontés à l'étude d'un album dans le cadre de leur formation.

Eugène, M. (2023). **Appréhender les non-lecteurs scolaires : questions de méthode.** *Éducation & didactique*, 17(1), 43-54. <https://doi.org/10.4000/educationdidactique.11121>

Partant du constat que la non-lecture scolaire (phénomène qui consiste pour un élève à se dérober à l'obligation de lire les œuvres prescrites par son enseignant de français) a été peu étudiée jusque-là aussi bien en didactique du français qu'en sociologie de la lecture, cet article fait l'hypothèse que les obstacles théoriques et méthodologiques d'une telle entreprise expliquent en partie ce retard. Exposant les difficultés auxquelles se heurte une recherche qui vise à comprendre qui sont les non-lecteurs scolaires et comment ils travaillent, l'article présente la méthodologie d'un travail doctoral construite à cet effet. Celle-ci suit une démarche ethnographique, inscrite à la croisée de la didactique de la littérature et des sciences sociales. L'article rend également compte de quelques résultats.

Fanton-Bayrou, M.-F. (2022). **Analyse comparative des procédures de guidage en danse au collège : rôle des caractéristiques des enseignantes, de la nature des situations et des dispositifs mis en œuvre** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-03917559>

Cette recherche a pour finalité l'analyse des procédures de guidage pour l'enseignement de la danse au collège. Dans le cadre de l'enseignement par compétences, 3 enseignantes de niveaux d'expertise différents, mettent en œuvre des situations complexes (tâches de production-création) et ciblées (tâches d'apprentissage de techniques). L'approche par compétence envisage la compétence en termes de mobilisation des ressources dans le but de faire face à une situation complexe (Sco) au sein de laquelle les élèves doivent co-construire les solutions. De façon complémentaire, l'enseignant propose des situations ciblées (Sci). Notre recherche s'ancre dans les théories socio-cognitive (Bandura, 1986) et socio-constructiviste (Vygotsky, 1934/1985) des relations apprentissage-enseignement, ainsi qu'au sein de l'approche socio culturelle développée par Bruner (1983) qui conceptualise la notion d'interaction de tutelle. L'analyse est centrée dans un premier temps sur l'étude des procédures de guidage utilisées par les enseignantes selon

différentes variables : la nature de la situation, leurs différentes compétences et la temporalité de la leçon ou du cycle, dans une perspective comparatiste. Les données recueillies lors de trois cycles d'enseignement, constituent les supports de notre étude. Pour mener ces analyses, des outils spécifiquement dévolus à l'enseignement de la danse ont été utilisés. Le relevé des « unités de sens » se fait selon le déroulé temporel du discours et des informations gestuelles délivrés par l'enseignant. Le guidage étroit se traduit par une communication verbale médiée par des « verbes d'action/instruction » et non verbale caractérisée par les différents types de démonstrations : « silencieuse, partielle et explicitée ». Le guidage ouvert s'exprime en particulier par l'utilisation d'un « discours imagé ou métaphorique ». Dans un deuxième temps, sont étudiés les moyens et les dispositifs mis en oeuvre par une enseignante expérimentée et spécialiste de danse pour prendre en compte les conduites d'apprentissage des élèves, en vue de faciliter l'acquisition des compétences méthodologiques, langagières et motrices dans le cadre de l'évaluation par les pairs (« peer assessment ») pour les situations prée citées. L'analyse de la mise en oeuvre de ce dispositif puis la focalisation sur deux duos d'élèves permet de mesurer les effets des co-évaluations entre pairs sur les conduites des élèves. En première partie, nos résultats montrent que les enseignantes peuvent alterner un guidage « ouvert » ou « fermé » pour s'adapter aux apprentissages visés par les différentes situations (complexe ou ciblée). En SCO, les deux enseignantes spécialistes présentent et expliquent la tâche répondant par le biais d'un guidage « ouvert ». Ces enseignantes ont recours principalement à un « discours imagé ». Concernant le guidage en Sci, nous notons qu'il est majoritairement « étroit », ramenant la spécificité du guidage à l'objet « technique » d'apprentissage au sein de la situation. En deuxième partie, l'étude du « discours imagé » de l'enseignante expérimentée et spécialiste en danse montre une utilisation différenciée des différentes figures rhétoriques relevant du « quoi faire » et du « comment faire » selon le temps du cycle. Nous notons que cette enseignante développe les paramètres d'un enseignement contingent au cours des trois leçons observées. Concernant l'analyse en situation d'évaluation entre pairs, nous constatons une amélioration des prestations pour trois critères observés (« arrêt/erreur/hésitation », « danseur placé de dos », « placement du regard »). Nous pouvons donc noter un effet positif du dispositif de co-observation sur l'évolution des conduites d'apprentissage des élèves.

Fenoglio, P., Crinon, J., & Ferone, G. (2022). **Des croyances enseignantes sur le numérique aux perceptions des élèves : des décalages différenciateurs ? Étude à partir du dispositif Twictée**. *Revue française de pédagogie*, 217(4), 79-96. <https://doi.org/10.4000/rfp.12399>  
Cette étude interroge les convergences et divergences, potentiellement différenciatrices quant aux apprentissages, de perceptions du numérique qu'ont des enseignants et des élèves participant à un dispositif d'enseignement de l'orthographe. Le numérique est au cœur de ce dispositif et apporte une valeur ajoutée potentielle mais, en définitive, accroît la difficulté pour les élèves interrogés. Cette difficulté n'est pas complètement perçue par les enseignants, qui surévaluent les bénéfices du numérique en général et ne perçoivent pas les potentialités didactiques qu'offre le numérique dans le dispositif en particulier, tant du fait de leurs croyances sur le numérique que de celles relatives à l'enseignement de l'orthographe.

Fuchs, J., & Brougère, G. (2021). **Les classes de découverte : un objet de recherche encore à découvrir**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(3), 7-15. <https://doi.org/10.3917/lse.543.0007>

Gobert, J., & Lhoste, Y. (2023). **Conquérir un point de vue populationnel et historique pour apprendre l'évolution. Analyse de la co-activité professeur-élève par l'étude de la structuration des contextes.** *Éducation & didactique*, 17(1), 9-42. <https://doi.org/10.4000/educationdidactique.11054>

Cet article analyse une séquence d'enseignement-apprentissage en biologie de l'évolution qui s'adresse à des élèves de 14-15 ans. Les analyses sont menées en termes de structuration des contextes, par une approche à la fois épistémologique et didactique. Elles documentent la logique de construction du contexte socio-épistémologique du concept de sélection naturelle et les dynamiques d'évolution des contextes problématique, intersubjectif et intra-subjectif au cours de la séquence. Les dimensions heuristiques de la modélisation par structuration de contextes nous permettent de produire une double grille de feuillets d'élaboration de l'approche populationnelle et du concept de sélection naturelle. Elle nous amène à identifier des scénarios et gestes langagiers hautement fonctionnels dans la construction d'un contexte pertinent au regard du concept de sélection naturelle. Elle montre le double mouvement d'introduction des concepts scientifiques dans les situations formelles d'apprentissage par l'enseignant, à partir de la construction des tâches proposées aux élèves, reprises ou accompagnées par des gestes langagiers didactiques ajustés.

Grangeat, M., Harrison, C., & Dolin, J. (2021). **Exploring assessment in STEM inquiry learning classrooms.** *International Journal of Science Education*, 43(3), 345. <https://doi.org/10.1080/09500693.2021.1903617>

This article introduces this special issue by addressing the types of assessment practices that are possible within STEM inquiry classrooms, where the focus is on noticing, developing, and improving inquiry competencies. Three domains are explored: informal formative assessment occurring in classroom interactions; structured formative assessment when teachers or peers collect information at a planned time; ongoing evolution of teachers' knowledge and practices. We analyse how classroom formative assessment practices develop alongside and support inquiry learning. We report on how STEM teachers might be supported in transforming their teaching practices and assessment methods in tandem. We focus on the role of classroom discussion to challenge students' ideas and make explicit their reasoning. We highlight how interactions between teachers and students support students in being more active in the assessment process. Combining inquiry learning with adapted assessment practices requires teachers to make significant changes to their practices. They need to be aware of how students develop their learning. Such professional moves are complex because implementing formative and summative assessments in a complementary manner remains a challenge for teachers and researchers. We emphasise how the collaboration between researchers and teachers support teachers in making changes to their professional knowledge, beliefs, and classroom practices.

Guillaud, É. (2021). **Donner une part de soi. La transférabilité des ressources et dispositions dans l'encadrement des classes de mer.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(3), 39-59. <https://doi.org/10.3917/lse.543.0039>

Les entretiens et observations menés au sein d'établissements assurant l'encadrement de classes de mer soulignent comment le travail « d'éducation au milieu marin » prend des formes variées selon les propriétés sociales des éducateurs eux-mêmes et de l'organisation plus générale du travail. Occuper un poste d'éducateur de classe de mer est une activité professionnelle peu formalisée, où il est possible pour le travailleur de

transférer des savoirs et savoir-faire constitués en dehors de l'espace de travail. L'importation d'un capital social local peut ainsi devenir un élément déterminant dans la constitution d'une offre éducative. La nature comme les modalités de cette transférabilité s'avèrent toutefois variables selon les configurations.

Hines, M., & Fallace, T. (2023). **Pedagogical Progressivism and Black Education: A Historiographical Review, 1880–1957**. *Review of Educational Research*, 93(3), 454-486. <https://doi.org/10.3102/00346543221105549>

This article offers a critical review of the literature on how race played into the historical development of pedagogical progressivism in the late-19th and early-20th-century United States. While many historians have focused on the overt/covert racism inherent in much of progressive pedagogy as espoused by White educators, others have highlighted the ways in which pedagogical progressivism supported movements toward liberation and social justice, especially when taken up by Black educators. Thus, the historical treatment of pedagogical progressivism is becoming more nuanced by incorporating the work of Black scholars, school leaders, curriculum designers, and teachers.

Hugedet, W., Jean, T., & Laffage-Cosnier, S. (2021). **La montagne au cœur d'une pédagogie de l'exaltation. L'exemple de la classe de neige féminine de Saint-Maur-des-Fossés en 1956**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(3), 17-37. <https://doi.org/10.3917/lse.543.0017>

En 1956, trois adultes et trente jeunes filles de Saint-Maur-des-Fossés (ville de la banlieue de Paris) partent en classe de neige à Samoëns. L'institutrice responsable du séjour laisse derrière elle un classeur pédagogique permettant d'analyser l'appropriation locale d'une innovation scolaire et d'accéder au monde des écolières. Cette recherche montre que le déracinement momentané suscite une réelle effervescence chez les élèves et permet à l'institutrice de s'émanciper du cadre scolaire traditionnel. Le milieu alpin favorise l'émergence d'émotions authentiques, de dispositions sensibles ou encore de procédures héritées de l'Éducation nouvelle. Stimulé par une pédagogie de l'exaltation, l'enthousiasme créateur des jeunes filles est privilégié devant les seules fins sanitaires des premières classes transplantées en montagne. L'intensification de l'éveil et de la curiosité des enfants se révèle à travers leurs expériences relationnelle, corporelle et intellectuelle.

Johnson, C. C., Walton, J. B., Strickler, L., & Elliott, J. B. (2023). **Online Teaching in K-12 Education in the United States: A Systematic Review**. *Review of Educational Research*, 93(3), 353-411. <https://doi.org/10.3102/00346543221105550>

The transition to fully or partially online instruction for K–12 students necessitated by the 2020 COVID-19 pandemic highlighted the current lack of understanding of practices that support K–12 student learning in online settings in emergency situations but also, more troublingly, in K–12 online teaching and learning more generally. A systematic review of literature regarding K–12 online teaching and learning in the United States was therefore conducted to begin to fill this gap and to inform the work of policy makers, researchers, teacher educators, teachers, and administrators as they negotiate the changing role of online instruction in our nation's educational systems. The review revealed a set of contextual conditions that are foundational to student learning in K–12 online settings (prepared educators, technology access and autonomy, students' developmental needs and abilities, and students' self-regulated learning skills). The literature also pointed



to seven pillars of instructional practice that support student learning in these settings (evidence-based course organization and design, connected learners, accessibility, supportive learning environment, individualization, active learning, and real-time assessment).

Keane, E., Heinz, M., & Lynch, A. (2023). **Identity matters? 'Working class' student teachers in Ireland, the desire to be a relatable and inclusive teacher, and sharing the classed self.** *International Journal of Inclusive Education*, 27(3), 337-353. <https://doi.org/10.1080/13603116.2020.1853255>

This paper is about social class and initial teacher education, specifically the perspectives and experiences of those from lower socio-economic groups in an initial teacher education programme in Ireland. It draws on a qualitative study employing in-depth semi-structured interviews with 21 'working class' student teachers, exploring their backgrounds and educational experiences, motivations to become a teacher, and experiences in initial teacher education. A key finding concerns participants' highly classed desired future teaching identity: they expressed a strong desire to be a relatable and inclusive teacher, which they conceptualised as being approachable, caring and supportive of all pupils. To varying degrees, they felt that becoming this type of teacher could be achieved in part through 'sharing the (classed) self' with their pupils. Building on research about diversifying the teaching population internationally, and critical arguments for and against 'ethnic matching' approaches, the findings are examined from the perspective of 'class matching' as well as teacher self-disclosure with respect to social class.

Khamzina, K., Desombre, C., & Jury, M. (2023). **French teachers' intentions to use accommodated materials in learning and assessment.** *European Journal of Education*, 58(2), 209-220. <https://doi.org/10.1111/ejed.12553>

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 could impact teacher attitudes by notably disfavours 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 labels, 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 consideration to the incompatibility between selection in schools—which is aligned with the principle of meritocracy—and efforts to promote inclusive education practices.

Khellaf, S., & Peters, J. (2022, octobre 19). **Design and analysis of an unusual curve sketching exercise for first year teacher students.** Présenté à Fourth conference of the International Network for Didactic Research in University Mathematics. Consulté à l'adresse <https://hal.science/hal-04026618>

Design and analysis of an unusual curve sketching exercise for first year teacher students

Machado, E., Beneke, M. R., & Taitingfong, J. (2023). **“Rise Up, Hand in Hand”**: Early Childhood Teachers Writing a Liberatory Literacy Pedagogy. *American Educational Research Journal*, 60(3), 486-520. <https://doi.org/10.3102/00028312231157661>

Although writing is often used for personal reflection in teacher education, it is less commonly leveraged to imagine educational futures (Gilligan, 2020)—particularly those centered on collective liberation. Amid intersecting social crises, however, imagining futures is critically important (Ladson-Billings, 2021), and writing is a crucial step toward bringing them into the present. In this participatory case study (Reilly, 2010), we explored the future-oriented writing practices of five early childhood teachers in an inquiry group. Drawing on critical literacy (Vasquez et al., 2019) and prolepsis (Cole, 1993), we describe how collaborative, creative, and pedagogical writing supported them in envisioning, enacting, and leading liberatory literacy pedagogies within and beyond their schools. Findings contribute to literature in teacher education, early childhood education, and literacy.

Michaut, C., & Pannier, C. (2023). **Les enseignants à l'épreuve des nouvelles politiques d'orientation des lycéens**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3796>

L'introduction de la sélection à l'entrée des universités et la réforme du baccalauréat général ont bouleversé les règles d'orientation et d'affectation des lycéens vers l'enseignement supérieur. Pour mettre en œuvre ces réformes, les enseignants ont été de plus en plus sollicités pour assurer un accompagnement à l'orientation. Quel regard portent-ils sur ces réformes et comment s'engagent-ils dans ces nouvelles missions ? C'est à ces deux principales questions que cette recherche exploratoire tente d'apporter quelques éléments de réponses sur la base d'une vingtaine d'entretiens réalisés avec des enseignants de lycée. Très critiques avec les modalités d'affectation des candidats sur la plateforme Parcoursup, ils sont également réticents à assumer une éducation à l'orientation pour laquelle ils disent manquer de ressources pédagogiques, de formation et de reconnaissance.

Morris, R., Hoelterhoff, M., & Argyros, G. (2023). **The challenges and experiences of academics supporting psychological capital among students at the emergence of COVID-19: A qualitative investigation of award-winning educators at a British university**. *British Journal of Educational Psychology*, 93(2), 405-422. <https://doi.org/10.1111/bjep.12565>

Background Studies show that student mental health has continued to deteriorate over the years. Developing strengths-based approaches could aid educators in the development of Psychological Capital (PsyCap) and positive protective factors in students to support their mental well-being and aid in their success; however, little is known of the subject experience of educators who attempt this. Aims This study aims to understand the experience of award-winning educators; both in their attempts to cultivate positive protective factors in students and in challenges to the pursuit of that goal during the shifting academic landscape at the emergence of COVID-19. Sample Six award-winning educators from a British university. Methods Participants were interviewed over video calls in this research design using semi-structured interviews. Thematic analysis was used to analyse the data. Results & Discussion The results showed two major themes; pressures for academics and strength-based approached to cultivating PsyCap. These themes reflected that educators saw an urgent need for

students to develop resilience as they struggle to handle subjective failure and that students struggle with imposter syndrome. The educators identified the challenges as feeling taken for granted, having unmanageable workloads along high expectations placed on them. Conclusion COVID-19 has added significantly to the workloads of educators and demonstrated students' need for resilience. This research identifies the experiences of educators trying to improve strengths-based practice while identifying the challenges of pursuing that goal in the changing pedagogy post-COVID-19.

Moysan, A., Vinel, É., Delarue-Breton, C., & Bautier, É. (2022). **Ce que disent les interventions des enseignants sur les copies des élèves de la place de la textualité et du genre dans les productions écrites.** *Pratiques: linguistique, littérature, didactique*, (195-196). <https://doi.org/10.4000/pratiques.12092>

L'analyse comparée des traces laissées sur des copies d'élèves du primaire et du secondaire par des enseignants a permis d'illustrer plusieurs pratiques : ce qui est commun et ce qui ne l'est pas dans leurs pratiques, quels que soient les niveaux scolaires et les contextes qui révèle des profils de correcteurs, l'influence du niveau du cursus scolaire, et celle des consignes d'écriture. Elle met également au jour la faible place accordée aux dimensions du genre et de la textualité. Cette faible place permet d'interroger la fonction des situations de production écrite scolaire dans le processus d'apprentissage de l'écrit, au-delà de celui de l'apprentissage de l'orthographe.

Nalipay, Ma. J. N., King, R. B., Yeung, S. S. S., Chai, C. S., & Jong, M. S.-Y. (2023). **Why do I teach? Teachers' instrumental and prosocial motivation predict teaching quality across East and West.** *British Journal of Educational Psychology*, 93(2), 453-466. <https://doi.org/10.1111/bjep.12568>

Background Individuals pursue teaching careers for numerous reasons, such as for instrumental or prosocial purposes. Aims This study examined the personal (instrumental motivation) and social (prosocial motivation) utility of teaching as predictors of teaching quality in terms of clarity of instruction, classroom management, and cognitive activation. Sample We used data from the Teaching and Learning International Survey (TALIS) 2018, which included 50,595 teachers from 1252 schools in 10 countries and regions. Methods We performed a series of regression analyses to test a model of instrumental and prosocial motivation to predict three indicators of teaching quality (clarity of instruction, classroom management, and cognitive activation) while controlling for demographic characteristics (age, sex, educational level, and teaching experience). We examined this model in countries and regions from Eastern (Japan, Korea, Singapore, Shanghai and Taipei) and Western (Australia, Canada, New Zealand, United Kingdom and the United States of America) cultures. Results Results demonstrated that instrumental motivation predicted clarity of instruction in the East and classroom management in both the East and West; prosocial motivation, however, was a more consistent predictor of all indicators of teaching quality, except classroom management in the West, across cultures. Conclusion Teachers' prosocial motivation to benefit others and contribute to society must be considered to understand teaching quality across various cultural contexts. Implications for theory, practice and policy are discussed.

Nasi, M. (2023, mai 2). **Le désarroi des étudiants vétérinaires : « On nous apprend à bosser comme des tarés ».** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2023/05/02/le-desarroi-des-etudiants-veterinaires-on-nous-apprend-a-bosser-comme-des-tares\\_6171727\\_4401467.html](https://www.lemonde.fr/campus/article/2023/05/02/le-desarroi-des-etudiants-veterinaires-on-nous-apprend-a-bosser-comme-des-tares_6171727_4401467.html)

En école vétérinaire, les jeunes dénoncent des rythmes de travail effrénés et remettent en question les pratiques et l'éthique de leur métier.

Olivier, E., St-Onge, Z., & Archambault, I. (2022). **Climat motivationnel de classe et sentiment d'efficacité des enseignants : contribution aux buts d'accomplissement et au rendement des élèves.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098342ar>

Réalisée auprès de 373 élèves et 38 enseignants d'écoles primaires de quartiers défavorisés, cette étude, portant sur la synergie de diverses composantes de classe, révèle que le climat de maîtrise perçu par les élèves ainsi que le sentiment d'efficacité des enseignants contribuent respectivement à soutenir les buts de maîtrise et le rendement scolaire des élèves. Les analyses de modération démontrent que les élèves dont les enseignants se sentent efficaces et ceux qui perçoivent un climat de maîtrise en classe maintiennent des buts de performance stables lorsqu'ils sont exposés à un climat de performance.

Papadopoulou, M. (2023). **Ingénierie de formation.** Consulté à l'adresse <https://univ-tours.hal.science/hal-04074555>

L'ingénierie de formation est entendue comme l'ensemble des activités coordonnées qui vise la conception et l'optimisation de la formation par l'articulation de ses trois niveaux : institutionnel, organisationnel, opérationnel. Le terme ingénierie apparaît pour la première fois au journal officiel de janvier 1973 en remplacement de celui d'engineering. Le terme d'ingénierie est à la confluence de trois origines : • française : enseignants, le génie militaire, apparu au XVIe siècle quand la guerre de siège nécessite un corps d'ingénieurs (Ardouin, 2017).

Paulmann, S., & Weinstein, N. (2023). **Teachers' motivational prosody: A pre-registered experimental test of children's reactions to tone of voice used by teachers.** *British Journal of Educational Psychology*, 93(2), 437-452. <https://doi.org/10.1111/bjep.12567>

Background Teachers' behaviours drive motivational climates that shape children's engagement and well-being in the classroom, but few studies examine how specific teachers' behaviours such as wording, body language, or voice contribute to these outcomes in isolation of one another. Aims This pre-registered experiment sought to examine the often-forgotten role that teachers' tone of voice plays in children's education. Informed by the theoretical framework of self-determination theory (SDT; Ryan & Deci, Self-determination theory: Basic psychological needs in motivation, development, and wellness, 2017), conditions manipulated controlling (pressuring, demanding), autonomy-supportive (inviting of choice), or motivationally neutral, tones of voice to explore their effects on children's self-reported psychological needs satisfaction, well-being, intention to self-disclose to and intention to cooperate with their teacher. Sample and Method Children aged 10–16 years (n = 250) heard pre-recorded teachers' voices holding sentence content and speakers constant across conditions, but varying tones of voice. Results We hypothesized a-priori and found that when children heard controlling sounding voices, they anticipated lower basic psychological need satisfaction, well-being, and intention to disclose to teachers, as compared to neutral-sounding voices. We also anticipated beneficial effects for autonomy-supportive versus neutral voices, but pre-registered analyses did not support these expectations. Intention to cooperate with teachers did not differ across conditions. Supporting relational motivation theory (RMT; Deci & Ryan, Human Motivation and Interpersonal Relationships,

2014), exploratory analyses showed that hearing autonomy-supportive sounding voices increased autonomy and relatedness need satisfactions (but not competence need satisfaction), and through doing so indirectly related to beneficial outcomes (well-being, intention to cooperate and self-disclose). Conclusion In summary, tones of voice seem to play an important role in shaping teachers' impact on their students.

Pelletier, C., Gaudreau, N., & Frenette, É. (2022). **Portrait des pratiques enseignantes qui soutiennent le sentiment d'efficacité personnelle à réussir ses études au collégial selon les perceptions étudiantes.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098345ar>

Le sentiment d'efficacité personnelle des étudiant·e·s à réussir leurs études peut influencer leur santé mentale et leur réussite scolaire (Bandura, 2003). Peu de connaissances sont toutefois disponibles quant aux pratiques enseignantes susceptibles de soutenir le sentiment d'efficacité personnelle des étudiant·e·s à réussir les études et à la présence de ces pratiques au collégial. Cet article brosse un portrait de ces pratiques selon les perceptions des cégépien·ne·s (n = 353). Les analyses descriptives et comparatives indiquent une présence variable de ces pratiques dans l'environnement. Les étudiantes plus âgé·e·s et celles·ceux inscrit·e·s dans les programmes techniques perçoivent leur présence plus fortement. La discussion relie les pratiques aux sources d'information du sentiment d'efficacité personnelle des étudiant·e·s à réussir les études et traite des différences observées selon les caractéristiques sociodémographiques.

Poggi, M.-P., Gréhaigne, J.-F., & Zerai, Z. (2023). **Débat d'idées en Éducation Physique et Sportive : une forme spécifique d'action didactique conjointe pour l'enseignement des sports collectifs.** *Éducation & didactique*, 17(1), 73-86. <https://doi.org/10.4000/educationdidactique.11201>

Cet article propose de présenter le débat d'idées comme une forme particulière d'« action conjointe », à la fois révélatrice de ses descripteurs fondateurs et productrice de modalités particulières d'interactions fondées sur les échanges contradictoires entre élèves. Largement utilisée en EPS dans l'enseignement des sports collectifs en France, cette organisation pédagogique consiste en une situation dans laquelle les élèves s'expriment (verbalisation audible) et échangent des faits et des idées (verbalisation partagée), sur la base d'observations ou d'activités personnelles vécues dans le jeu (verbalisation consécutive). Le débat d'idées, comme situation didactique favorise les apprentissages par l'élaboration d'actions en projet et la construction de connaissances en situation d'opposition. À l'appui de plusieurs études empiriques présentées dans le cadre de cet article, nous soulignons l'efficacité du dispositif en termes d'évolution des réponses des élèves et des progrès dans leurs acquisitions tout en identifiant certaines conditions qui en limitent la pleine expression en termes d'égalité d'accès aux savoirs scolaires.

Prairat, E. (2023, mai 4). **Éduquer sans sanctionner ? Les malentendus de l'éducation positive.** Consulté 5 mai 2023, à l'adresse The Conversation website: <http://theconversation.com/eduquer-sans-sanctionner-les-malentendus-de-leducation-positive-203482>

Bannir la violence de l'éducation ne signifie pas condamner le principe même de l'autorité. L'histoire a d'ailleurs montré qu'une éducation sans sanction pouvait conduire à l'impasse.

Ratnam, T. (2023). **Exploring the notion of inclusivity as facilitating students' ontological engagement for personally relevant learning.** *European Journal of Education*, 58(2), 277-288. <https://doi.org/10.1111/ejed.12552>

In India, inclusivity in education can be seen as an expression of commitment to social justice. It reflects a deep commitment to the goals of universalisation of education promoted by world agencies such as UNESCO. However, pitched between the aspirational goals of achieving equity and social justice on one hand, and the economic imperative of a competitive market on the other, inclusivity in education seems an ever-elusive goal. Students' voices and all the cultural and experiential resources they hold, are marginalised in school, contributing to alienating students from school learning. The study on which this article reports sought to support teachers glean insights from participation in a purposive modelling activity, set in a Vygotskian dialectic frame of reference. The activity focused on how learning from students and their communities can be harnessed to engage students ontologically in class, to enhance students' agentic role in an inclusive learning environment. It is rooted in a funds of knowledge approach. The qualitative data for this ethnographically oriented study have been gathered from multiple sources over 2 years and analysed thematically. The findings show that modelling not only helped teacher learning and development of practice, but also familiarised teachers with issues of equity and inclusivity. Notably, by making teachers aware of the differentiated needs of all the students in the process of invoking their unique contribution to learning from their cultural locations. The insights are used to discuss the challenges posed for teachers in making their new learning part of their teaching practice.

Redondo, C., & Ladage, C. (2021). **Panorama de dispositifs de classes de découverte (CDD) en France : quelle tension entre enjeux didactiques et fondements pédagogiques ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(3), 61-86. <https://doi.org/10.3917/lse.543.0061>

Cet article s'intéresse aux dispositifs de classes de découverte en France que nous analysons du point de vue didactique et pédagogique. Nous nous appuyons sur une méthodologie d'enquête sur Internet réalisée en 2020-2021, au moyen d'un recueil de récits de situations d'enseignement-apprentissage effectué par des étudiants se destinant aux métiers de l'enseignement, de l'éducation et de la formation. Nous étudions le corpus de 261 récits ainsi constitué à la lumière des outils conceptuels de la théorie anthropologique du didactique, pour analyser les enjeux didactiques au cœur des dispositifs de classe de découverte ainsi que les fondements à l'origine des choix pédagogiques des acteurs qui les organisent. Nos résultats font état d'une importante variété de situations pour lesquelles les choix pédagogiques sont plus ou moins justifiés, mettant ainsi en question la réalisation des enjeux didactiques. Notre étude propose un modèle d'analyse didactique et praxéologique, en recherche comme en formation, offrant des repères pour mieux cerner la frontière entre ces deux enjeux.

Reynaud, L., & Zakhartchouk, J.-M. (Éd.). (2023). **Apprendre avec la nature (Dossier).** *Cahiers pédagogiques*, (585). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-585-apprendre-avec-la-nature/>

Risselin, K., Busch, E., & Vibert, A. (2023). **Travailler la maîtrise de la langue : Faire progresser les élèves dans toutes les disciplines.** Consulté à l'adresse <https://www.esf-scienceshumaines.fr/accueil/435-travailler-la-maitrise-de-la-langue.html>

L'enseignement de la maîtrise de langue est encore trop souvent sous-estimé. Pourtant, c'est en travaillant la langue qu'on apprend à penser, en des opérations intellectuelles qui ne se limitent pas à la compréhension et à l'usage de mots ou de phrases, mais impliquent des remaniements et des reconfigurations qui permettent d'entrer dans une authentique réflexion. Les élèves ne comprennent et ne conceptualisent que dans une prise de parole raisonnée ou le stylo à la main. Le livre de Karine Risselin, Émilie Busch et Anne Vibert s'impose aussi bien pour les enseignants du premier que du second degré. Ils y trouveront, en effet, un ensemble de développements étroitement articulés aux problèmes professionnels qu'ils rencontrent tous les jours : « Mes élèves rechignent à écrire. Ils ne savent pas faire une phrase et sont incapables de mettre une ponctuation correcte. La grammaire les ennue et ils ne retiennent jamais mes conseils orthographiques. Ils manquent terriblement de vocabulaire et ne comprennent ni la nécessité du brouillon ni celle de se relire... » Le livre leur apporte des explications, des perspectives concrètes de travail et des exemples à tous les niveaux et pour l'ensemble des disciplines.

Roblez, A. (2023, avril 13). **Éthique et évaluation, le choix sensible**. Présenté à Printemps de la recherche en éducation - L'évaluation à l'école : défis et enjeux pour la formation des enseignants et personnels d'éducation. Consulté à l'adresse <https://hal.science/hal-04068931>

Cette conférence s'inscrit en philosophie de l'éducation, sur un objet bien connu de comme dans l'éducation et la formation : l'évaluation, observée selon l'éthique. La thèse défendue, qui servira de fil conducteur au propos, est que l'éthique rappelle toute la part humaine de l'évaluation, conduisant à dire que bon gré malgré toutes les avancées techniques et technologiques, ce sont les humains et des enjeux humains qui gouvernent aux modélisations, pratiques et discussions sur l'évaluation. Pour ce faire, je procéderai par questions.

Scheitle, C. P., Platt, L. F., & House-Niamke, S. M. (2023). **Graduate Student Preferences for Demographic Matching on an Advisor's Gender, Race, and Religion**. *Innovative Higher Education*, 48(3), 477-499. <https://doi.org/10.1007/s10755-022-09632-7>

Research has examined the influence of a graduate student matching their advisor's demographic characteristics on a variety of outcomes, but comparatively few studies have examined students' preferences concerning such matching. Using data from a national survey of U.S. graduate students in five natural and social science disciplines, the analyses examine the importance students place on matching their advisor on three focal characteristics: gender, race, and religion. Overall, the analyses also find that the importance a student places on matching on one characteristic tends to be positively associated with the importance they place on matching on other characteristics. On gender-matching, the analyses find that female graduate students are more likely than male students to place importance on gender matching, but a majority still indicate that it is not at all important. However, a majority of Black students place importance on matching their advisor's race. Few students place any importance on religion matching, even among those who identify with a religion. While not discounting some groups' greater preference for matching their advisor's characteristics, these findings suggest that graduate programs should not assume that such preferences are universal or even particularly strong.

Sene, S. (2023). **Inclusion of all in the neighbourhood school and student well-being in Senegal from the perspective of a practicing pedagogue.** *European Journal of Education*, 58(2), 267-276. <https://doi.org/10.1111/ejed.12554>

The education system in Senegal has become more democratic and has adopted international policies for inclusive education after decades of normative and selective practices. Advances are being made for recognising individual student needs in school facilities, pedagogy and teaching practices. This article draws on the first-hand knowledge of the context in Senegal by a current inspector and prior teacher in inclusive practices in Senegal, as well as a purposive review of relevant studies and reports. Current needs for development are identified and discussed, including the structuring of physical settings adapted to special needs learning, interaction with families, as well as communication about disabilities in local communities to reduce social stigma. Building on a review of the current context and needs, the article underscores that it is necessary to move away from superficial symptom identification. Instead, what is needed are changes in teaching and learning practices, as well as in socio-cultural and physical learning environments, to accommodate special needs students. Finally, necessary rethinking of the professional development of teaching staff in Senegal is called for. The inspiration for this development is closely tied to pedagogical responsibility, ethically based care, and the desire teachers have for succeeding in didactic action.

Tajic, D., & Bunar, N. (2023). **Do both 'get it right'? Inclusion of newly arrived migrant students in Swedish primary schools.** *International Journal of Inclusive Education*, 27(3), 288-302. <https://doi.org/10.1080/13603116.2020.1841838>

The aim of this article is to advance knowledge on how Swedish primary schools organise education and what strategies they deploy to ensure inclusion and attainment of newly arrived migrant students. The article is based on semi-structured interviews with 30 teachers and school administrators, and one-year of fieldwork undertaken in two multicultural urban primary schools in the Stockholm region. One of the schools initially places students in separate classes, while the other one places them directly into mainstream classes. Both are evoking inclusion and attainment as a reason for using their respective models. As such, do both 'get it right'? Using inclusion as the theoretical and conceptual framework this article addresses the broader question: How is the meaning of inclusion constructed in the processes of its practical implementation in these two schools? The results show the ambitious tale of inclusion in both schools was, in the process of the construction of its meaning and implementation, reduced to some of its aspects. Teachers and school administrators are allowed to include or leave out of their model whatever they deem necessary, obsolete, expensive or unrealistic and still fitting under the umbrella of inclusion. Sometimes it works, sometimes it does not, and both schools 'get it right' and 'wrong' in some aspects.

Uglanova, I., Orel, E., Gracheva, D., & Tarasova, K. (2023). **Computer-based performance approach for critical thinking assessment in children.** *British Journal of Educational Psychology*, 93(2), 531-544. <https://doi.org/10.1111/bjep.12576>

Background Critical thinking (CT) has been identified as one of the key skills in the modern world. Despite a variety of CT assessment systems for secondary school and higher education, there is a shortage of CT assessments for children. Aims To fill the gap, we developed a computer-based performance assessment (CPBA) of CT with automatic scoring. In the study, we analysed: (1) To what extent is the internal structure of the critical thinking assessment tool confirmed? (2) What are the patterns of students' behaviour



within the CPBA? (3) To what extent is the convergent validity of the CPBA supported? Sample and Methods The sample consists of 1689 students, aged 9–11 years. To answer the research questions, the following quantitative data analysis methods were selected. The Bayesian Network was applied to investigate the internal structure. Latent Class Analysis was used to investigate the patterns of students' behaviour. To verify the convergent validity, the students were asked to solve the standardized math and language literacy tests. Results and Conclusions The theoretically expected internal structure of the CPBA was confirmed: the two-factor structure (the Analysis of information and the Making inferences subskills of CT) describes the data appropriately. Moreover, CT was described not as a list but as a sequence of cognitive operations. Four different strategies that lead to different results of CT were revealed. A weak positive correlation between the results of the CPBA and the achievement tests confirmed the test validity.

van Gils, F. E., Verschueren, K., Demol, K., ten Bokkel, I. M., & Colpin, H. (2023). **Teachers' bullying-related cognitions as predictors of their responses to bullying among students.** *British Journal of Educational Psychology*, 93(2), 513-530. <https://doi.org/10.1111/bjep.12574>

Background Teachers may play a key role in reducing bullying by responding to incidents among students. Inspired by the theory of planned behaviour, several studies have investigated teachers' bullying-related cognitions as predictors of their responses to bullying. Aims This study investigated whether six teachers' bullying-related cognitions (i.e., perceived seriousness, empathy, attitudes, self-efficacy and attribution of the bullying) predicted five student-perceived teachers' responses (i.e., Non-Intervention, Disciplinary Methods, Victim Support, Mediation and Group Discussion) over time. By examining this objective, more insight into student perceptions of teachers' responses to bullying could also be provided. Sample In total, 999 upper elementary school students (Mage = 10.61 at Wave 1, SDage = .90; 53.6% girls) and their 59 teachers (Mage = 39.61 at W1, SDage = 11.60; 79.7% female) participated. Methods A bullying questionnaire was administered in three waves to assess students' perceptions of the teachers' responses. Teachers reported bullying-related cognitions in the first wave. Multilevel analyses were used to investigate the relative contribution of the predictors on the teachers' responses over time. Results None of the teachers' bullying-related cognitions significantly predicted the teachers' specific responses. Conclusions The findings suggest that teachers' bullying-related cognitions are not reflected in their responses to bullying as perceived by students. Moreover, the findings indicate that students' perceptions of teachers' responses vary widely within classrooms and over time. Student- and teacher-reported teachers' responses might differ, and these possible differences should be taken into account.

Veillard, L. (2023). **Apprendre au travail : rôles et questions didactiques posées, une modalité de transmission dans la formation professionnelle.** *Éducation & didactique*, 17(1), 133-148. <https://doi.org/10.4000/educationdidactique.11449>

L'apprentissage par le travail a toujours constitué un élément central de la formation professionnelle au sein des structures compagnonniques. Au-delà de cette institution particulière, cet article questionne la place et le rôle de l'apprentissage en situation de travail dans les cursus de formation professionnelle en France depuis la période précédant le début de la phase d'industrialisation. La perspective retenue est didactique et historique, au sens où sont étudiés les liens établis à différentes époques, dans les débats et les pratiques de formation, entre les caractéristiques du travail, celles

des savoirs nécessaires à l'exercice de celui-ci et les modalités de transmission à mettre en place pour acquérir ces savoirs, dont en particulier l'apprentissage en situation de travail. Trois périodes, caractérisées par des conceptions et des pratiques différentes, sont mises en évidence : la période précédant la phase d'industrialisation, caractérisée par l'apprentissage sur le tas comme modalité quasi-unique d'acquisition d'un métier ; la mise en place progressive d'un système principalement scolaire de formation, délégitimant l'apprentissage en situation de travail à partir de la fin du 19<sup>e</sup> et jusque dans les années 1970 ; enfin, la période actuelle qui plébiscite les formations en alternance et donc la combinaison de phases d'enseignements en école et d'apprentissage en situation de travail. Dans la dernière partie de l'article, quelques problématiques didactiques majeures posées par l'alternance sont discutées, incluant des propositions pour les traiter qui sont issues des recherches développées en didactique professionnelle.

Vitores, J. (2022). **À l'école buissonnière : l'éducation « par la nature » et ses implicites.** *Revue française de pédagogie*, 217(4), 43-54. <https://doi.org/10.4000/rfp.12334>

Il y a 50 ans, Jean-Claude Chamboredon publiait avec Jean Prévot « Le "métier d'enfant" », article séminal suivi d'autres publications sur la petite enfance et, au-delà, sur la socialisation selon les âges de la vie. Les articles du dossier mobilisent des concepts, des problématiques et des manières de faire qui s'en inspirent et visent à les actualiser. Ils s'intéressent aux définitions sociales de l'enfance à la crèche ou au début de la scolarité, dans les pratiques socialisatrices des adultes (parents ou enseignants) ainsi qu'aux inégalités sociales dans l'usage des institutions scolaires et l'appropriation des normes pédagogiques et culturelles en vigueur dans ces dernières. Chacun des articles prolonge des aspects esquissés ou négligés dans « Le "métier d'enfant" » et d'autres textes de Chamboredon : les relations entre pairs, les socialisations dans les familles, le rapport à la nature dans l'enfance, la création d'instruments de socialisation, etc. Le dossier comprend en outre un texte inédit de Chamboredon sur la socialisation dans les collèges privés, lorsque l'accès à l'enseignement secondaire a été généralisé. L'auteur y discute les angles morts des théories critiques de l'École inspirées d'Althusser, Bourdieu ou Foucault, en pointant les écueils d'une focalisation sur le contrôle social au détriment des enjeux de transmission.

Voyer, D., Forest, M.-P., & Beaudoin, I. (2022). **L'enseignement des inférences : une intervention en lecture qui favorise l'habileté en résolution de problèmes écrits mathématiques.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098341ar>

Cette étude vise à évaluer l'effet d'une intervention portant sur l'enseignement des inférences sur l'habileté de résolution de problèmes écrits mathématiques et la compréhension en lecture des élèves. À cette fin, nous avons utilisé une approche quantitative à devis quasi expérimental. L'échantillon est composé de 253 élèves de quatrième année du primaire provenant de six écoles du Québec. Les analyses montrent que les élèves du groupe expérimental ont un meilleur rendement en résolution de problèmes écrits mathématiques à la suite de l'intervention que les élèves du groupe témoin. Les résultats indiquent que l'enseignement des inférences est une voie d'intervention à considérer pour développer les habiletés en résolution de problèmes mathématiques et les habiletés en lecture.

Zano, K. (2023). **From the teachers' perspectives: resources used in teaching reading comprehension to English First Additional Language (EFAL) learners in the FET phase.** *International Journal of Inclusive Education*, 27(3), 376-388. <https://doi.org/10.1080/13603116.2020.1858979>

At most, schools in South Africa, the learners' performances in English first additional language (EFAL) reading comprehension are a source of worry for stakeholders. The majority of these learners are EFAL speakers. To counteract this discomfort, effective and appropriate resources in the teaching of reading comprehension become handy. This study aimed to investigate the resources used in teaching reading comprehension to EFAL learners in the FET phase. The study employed a qualitative research design, semi-structured interview, to collect data. The sampling frame was six EFAL teachers in South Africa. The results of the study show that EFAL teachers in the FET phase use many resources to teach reading comprehension, which include the dictionary, textbooks, WhatsApp, the parents and videos. The challenges faced by learners in reading comprehension include overuse of the dictionary, a narrow vocabulary base and inability to skim and scan accordingly. It becomes imperative for EFAL to promote an enabling classroom environment so that learners' reading comprehension skills are developed. Teachers need to understand that a deep comprehension is achieved when a reader progresses beyond literal comprehension to using the text combined with prior knowledge to construct understanding.

## Relation formation-emploi

Bolívar-Ramos, M. T. (2023). **The impact of corporate science on environmental innovations: the role of universities and research institutions.** *R&D Management*, 53(3), 503-523. <https://doi.org/10.1111/radm.12574>

Environmental innovation has become a cornerstone for companies and societies nowadays, given its potential to promote sustainable growth and development. To undertake environmental innovations, firms traditionally rely on their own resources such as corporate science, that is, basic scientific research that induces the development of the knowledge and capabilities required to sustain long-term strategies. Notably, coupled with corporate science, collaborations with universities and research institutions can also be important when seeking to promote environmental innovations, as these institutions continuously engage in R&D projects and increasingly adopt an eco-friendly vision toward innovation. The results of this longitudinal study, based on a sample of Spanish firms, confirm that corporate science investments spur environmental innovations. Yet, only collaborations with universities positively moderate the relationship between corporate science and environmental innovation.

Schneider, S. (2023). **The attractiveness of Indian Polytechnics graduates—An analysis from the (demand-side) perspective of companies and colleges.** *International Journal of Training and Development*, 27(2), 172-190. <https://doi.org/10.1111/ijtd.12294>

The paper examines the attractiveness of graduates from Indian Polytechnics (PTs). The attractiveness is examined from the perspective of actors who have a demand for the graduates, namely companies and engineering colleges. To understand the reasons for their assessment of attractiveness, this study uses the concept of institutional logics (ILs) to unveil the inherent reasons behind the stakeholders' perception of attractiveness. To understand the stakeholders' ILs, interviews were undertaken in nine companies and 10 colleges in Mumbai and Delhi. The findings make clear that the companies' and

colleges' assessments of the attractiveness of PT graduates are very different, reflecting their own ILS. Companies assess the attractiveness as limited due to the lack of employability of PT graduates. In contrast, colleges view graduates far more positively, as the weaknesses described by companies have less of an impact on them.

Stieger, A., & Unterweweger, D. (2023). **University-business cooperation** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/81477a66-ed5d-11ed-a05c-01aa75ed71a1>

Over the past decades, increasing cooperation between higher education institutions and the wider economy has been a central goal of European as well as national policy makers alike. The potential benefits of such cooperation are manifold and can materialise in a variety of interconnected areas. Universities are at the heart of the 'knowledge triangle' of research, innovation and education, and business and universities can mutually benefit from cooperation in each of these areas. Through the advancement of research frontiers and the production of knowledge, universities can spark new innovative ideas in businesses, and businesses in turn can point research to potential applications of research findings in practice. At the same time, universities can provide key skills for businesses that are necessary for generating innovation and entrepreneurship, while businesses can in turn inform universities of the skills required by firms in the wide labour market. In the areas of research and innovation, as well as education, a multitude of strategic objectives have been set by the European Union. For example, the New European Innovation Agenda (NEIA) emphasises the importance of university-industry collaboration in the production, valorisation and diffusion of new knowledge. It defines fostering, attracting, and retaining deep tech talents as one of the key flagship actions to grow the talent pool in Europe, and to support innovation for competitiveness and inclusive growth.

1. Introduction
2. EU level initiatives as facilitators of University-Business Cooperation
  - 2.1. Pact for Skills
  - 2.2. European University Initiative
  - 2.3. Blueprints for Sectoral Cooperation on Skills
  - 2.4. European Institute of Innovation & Technology
3. Implementing University- Business Cooperation in the Member States
  - 3.1. Institute of Electronics, Graz University of Technology (Austria)
  - 3.2. I Living Lab, Polytechnic Institute of Setúbal (Portugal)
  - 3.3. University of Twente (Netherlands)
  - 3.4. Transilvania Living Lab (Romania)
4. Other national-level approaches in the EU and beyond
  - 4.1. Higher Education Apprenticeship at Politecnico di Torino (Italy)
  - 4.2. Centre MINE at the Lebanese University (Lebanon)
5. Conclusion

## Réussite scolaire

Aelenei, C., Jury, M., Darnon, C., Sicard, A., Maggio, S., & Martinot, D. (2023). **Self-enhancement values and academic achievement: An interaction with students' parental level of education and gender?** *British Journal of Educational Psychology*, 93(2), 626-640. <https://doi.org/10.1111/bjep.12571>

**Background** We investigated the link between the endorsement of self-enhancement values (e.g., ambition, influence, authority and social power) and school achievement (i.e., grades). **Aim** Adopting an intersectional framework, we argued that the link may be qualified by both students' gender and their parents' education level. We hypothesized that depending on students' different experiences in the school system as a function of their gender and their parents' level of educational attainment, the endorsement of self-enhancement values might be either beneficial or detrimental to their academic

achievement. Samples We conducted two studies: a pilot study (N = 191) and a preregistered main study (N = 652). Method High-school students reported their endorsement of self-enhancement values, their gender and their parents' education level. The school administration provided students' grade average. Results and Conclusions In the pilot study, we found an interaction effect between the endorsement of self-enhancement values, gender and parental level of education on grades: For male students, the endorsement of self-enhancement values was associated with lower grades when their parents had a lower education level, but there was no such association for male students whose parents had a higher education level. No such effect was found for female students. With an improved methodology, the main study found an interaction effect between the endorsement of self-enhancement values and gender on grades. Independent of parental education level, the endorsement of self-enhancement values had a positive effect on grades among male students. No effect of self-enhancement values on grades was found among female students.

Ait Daoud, L., & Ait Ben Assila, R. (2022). **Analyse des déterminants des performances scolaires : le cas de cinq écoles primaires au Maroc.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098343ar>

L'objectif de cet article est d'enrichir les résultats des travaux quantitatifs réalisés au Maroc sur les déterminants des performances scolaires. Il vise en particulier à étayer ces résultats par des informations de nature qualitative sur les attitudes et les perceptions des acteur·rice·s dans le milieu scolaire. Les échanges avec les acteur·rice·s des cinq établissements enquêtés confirment les résultats des études quantitatives, mais ajoutent une nuance importante : les principaux facteurs explicatifs de la faiblesse des performances scolaires explicités par les approches quantitatives ne reflètent pas la diversité des appréhensions soulevées par les acteur·rice·s locaux·les.

Curs, B. R., Harper, C. E., Frey, C., & Wolak, B. (2023). **The Effect of College Football Bowl Game Participation on Student-Athlete Academic Outcomes and Team Athletic Success.** *Research in Higher Education*, 64(4), 497-519. <https://doi.org/10.1007/s11162-022-09710-x>

This study presents the results of a regression discontinuity empirical approach to investigate the effects of postseason bowl game participation on student-athlete academic outcomes and subsequent football team success. The practice expectations for student-athletes on football teams that participate in a bowl game increase by between two and four weeks relative to student-athletes on teams that do not participate in a bowl game. Prior research has been inconclusive on whether this increased practice intensity is associated with academic or athletic outcomes. The sample includes 130 NCAA football bowl subdivision (FBS) teams between the years 2003 through 2018. We apply a fuzzy regression discontinuity design by exploiting the fact that teams in the NCAA FBS become eligible to participate in a bowl game when their regular season winning percentage is greater than 0.50. The results suggest that bowl game participation increased the team's eligibility rate by 0.8 percentage points, the team's Academic Progress Rate by 4.6 points, but had no effect on the team's retention rate. Bowl game participation was not found to affect the subsequent year's winning percentage or likelihood of bowl game participation. Athletic programs that are undecided about whether the costs, in finances or time, of participating in a bowl game are worthwhile might benefit from these findings. In particular, the results reveal that bowl

game participation does not come as a detriment to the academic outcomes of their student-athletes.

De Clercq, M. (2023). **Les défis de l'enseignement supérieur : entre accessibilité, équité et réussite**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202). <https://doi.org/10.35562/diversite.3808>

Face aux enjeux d'expansion de l'enseignement supérieur, les questions d'égalité d'accès et de réussite restent majeures pour la recherche et le terrain. Une grande énergie est d'ailleurs déployée pour tenter d'améliorer cette problématique, mais sans parvenir à induire de changements majeurs dans les tendances lourdes d'échecs et d'abandons en place depuis plus de vingt ans. Au moyen de la littérature récente en sciences de l'éducation, cet article propose d'analyser les raisons de cette relative inertie et de comprendre en quoi les enjeux de réussite se déclinent autour de différents facteurs d'inégalité. En conclusion, cet article offre plusieurs pistes de réflexion sur une approche plus équitable de l'accompagnement à la réussite qui invite à faire évoluer notre analyse vers un écosystème d'accompagnement de l'étudiant·e combinant méthode pédagogique et soutien à la réussite.

Hanushek, E. A., Luo, J., Morgan, A. J., Nguyen, M., Ost, B., Rivkin, S. G., & Shakeel, A. (2023). **The Effects of Comprehensive Educator Evaluation and Pay Reform on Achievement** (NBER Working Paper N° 31073). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31073.htm>

A fundamental question for education policy is whether outcomes-based accountability including comprehensive educator evaluations and a closer relationship between effectiveness and compensation improves the quality of instruction and raises achievement. We use synthetic control methods to study the comprehensive teacher and principal evaluation and compensation systems introduced in the Dallas Independent School District (Dallas ISD) in 2013 for principals and 2015 for teachers. Under this far-reaching reform, educator evaluations that are used to support teacher growth and determine salary depend on a combination of supervisor evaluations, student achievement, and student or family survey responses. The reform replaced salary scales based on experience and educational attainment with those based on evaluation scores, a radical departure from decades of rigid salary schedules. The synthetic control estimates reveal positive and significant effects of the reforms on math and reading achievement that increase over time. From 2015 through 2019, the average achievement for the synthetic control district fluctuates narrowly between -0.27 s.d. and -0.3 s.d., while the Dallas ISD average increases steadily from -0.28 s.d. in 2015 to -0.08 s.d. in 2019, the final year of the sample. Though the increase for reading is roughly half as large, it is also highly significant.

Huey, M., & Giguere, D. (2023). **The Impact of Smartphone Use on Course Comprehension and Psychological Well-Being in the College Classroom**. *Innovative Higher Education*, 48(3), 527-537. <https://doi.org/10.1007/s10755-022-09638-1>

The present study explores the impact of smartphone use on course comprehension and the psychological well-being of students during class. Students in four classes (N = 106) were assigned to either a control group or quasi-experimental group. Students in the quasi-experimental group were instructed to place their smartphones on the front desk upon entering the class, while the control group had no instructions regarding

smartphone use. Students filled out a brief survey about their course comprehension and psychological state (anxiety and mindfulness) during class. Results indicated that students whose smartphones were physically removed during class had higher levels of course comprehension, lower levels of anxiety, and higher levels of mindfulness than the control group. This study gives a comprehensive picture of the impact of smartphone use on students' psychological well-being in the classroom. The findings can aide educators in curriculum design that reduces technology use in order to improve the student learning experience.

Jones, E. A., Walden, L. C., Piontek, J., Harrell-Williams, L. M., & Shipp, P. L. (2023). **The Association of First-Generation Status and Mentored Research with Research Self-Efficacy and Outcome Expectancy in Undergraduate Early Research Experiences.** *Innovative Higher Education*, 48(3), 389-414. <https://doi.org/10.1007/s10755-022-09623-8>

In this study, we explore how first-generation status and type of research experience are associated with undergraduate students' research self-efficacy and research outcome expectancy during their early research experiences using the framework of social cognitive career theory. Third- and fourth-year undergraduates (n=242, 45% first-generation) at an urban public research university in the southern United States completed the Research Self-Efficacy Scale (RSES) and the Research Outcome Expectancy Questionnaire (ROEQ). Structural equation modeling results indicated that participation in mentored research activities outside of class was positively related to student research self-efficacy and research outcome expectations. First-generation status was not significantly related to research self-efficacy or research outcome expectations. High research self-efficacy was related to higher research outcome expectancy for all RSES subscales. For all students, participating in mentored research experiences beyond in-class research assignments was predictive of higher research self-efficacy and outcome expectancy, with higher research self-efficacy acting as a mediator between mentored research experiences and research outcome expectancy. Implications for research and practice are discussed.

Manil, J.-F. (2023). **Apprentissage et émotions : Un duo pour réussir.** Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1252-apprentissages-et-emotions.html>

En ces temps où la notion de réussite est interrogée par différentes tranches de la société, le titre de l'ouvrage peut étonner. « Réussir », quand on est enfant à l'école, englobe les idées de vivre, grandir, comprendre, être heureux, se débrouiller, avoir des amis, bref être quelqu'un. Et cela implique qu'avant d'être un élève, chacun reste un enfant. À l'école de prendre la responsabilité d'écouter, de comprendre, de déceler que son système de valeurs entre souvent en percussion avec celui des enfants qui le côtoient. À elle d'offrir les conditions du dialogue entre les deux mondes. Ce livre s'appuie sur la « parole vraie » des enfants et dévoile une part du monde intérieur des élèves.

Matheny, K. T., Thompson, M. E., Townley-Flores, C., & reardon, sean f. (2023). **Uneven Progress: Recent Trends in Academic Performance Among U.S. School Districts.** *American Educational Research Journal*, 60(3), 447-485. <https://doi.org/10.3102/00028312221134769>

We use data from the Stanford Education Data Archive to describe district-level trends in average academic achievement between 2009 and 2019. Although on average school districts' test scores improved very modestly (by about 0.001 standard deviations

per year), there is significant variation among districts. Moreover, we find that average test score disparities between nonpoor and poor students and between White and Black students are growing; those between White and Hispanic students are shrinking. We find no evidence of achievement-equity synergies or trade-offs: Improvements in overall achievement are uncorrelated with trends in achievement disparities. Finally, we find that the strongest predictors of achievement disparity trends are the levels and trends in within-district racial and socioeconomic segregation and changes in differential access to certified teachers.

Pelletier, C., Gaudreau, N., & Frenette, É. (2022). **Portrait des pratiques enseignantes qui soutiennent le sentiment d'efficacité personnelle à réussir ses études au collégial selon les perceptions étudiantes.** *Revue des sciences de l'éducation*, 48(2). <https://doi.org/10.7202/1098345ar>

Le sentiment d'efficacité personnelle des étudiant·e·s à réussir leurs études peut influencer leur santé mentale et leur réussite scolaire (Bandura, 2003). Peu de connaissances sont toutefois disponibles quant aux pratiques enseignantes susceptibles de soutenir le sentiment d'efficacité personnelle des étudiant·e·s à réussir les études et à la présence de ces pratiques au collégial. Cet article brosse un portrait de ces pratiques selon les perceptions des cégépien·ne·s (n = 353). Les analyses descriptives et comparatives indiquent une présence variable de ces pratiques dans l'environnement. Les étudiantes plus âgé·e·s et celles·ceux inscrit·e·s dans les programmes techniques perçoivent leur présence plus fortement. La discussion relie les pratiques aux sources d'information du sentiment d'efficacité personnelle des étudiant·e·s à réussir les études et traite des différences observées selon les caractéristiques sociodémographiques.

Price, G., & Viceisza, A. (2023). **What Can Historically Black Colleges and Universities Teach about Improving Higher Education Outcomes for Black Students?** (NBER Working Paper N° 31131). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31131.htm>

Historically Black colleges and universities are institutions that were established prior to 1964 with the principal mission of educating Black Americans. In this essay, we focus on two main issues. We start by examining how Black College students perform across HBCUs and non-HBCUs by looking at a relatively broad range of outcomes, including college and graduate school completion, job satisfaction, social mobility, civic engagement, and health. HBCUs punch significantly above their weight, especially considering their significant lack of resources. We then turn to the potential causes of these differences and provide a glimpse into the "secret sauce" of HBCUs. We conclude with potential implications for HBCU and non-HBCU policy.

Rosenzweig, M. R., & Xu, B. (2023). **Classroom Competition, Student Effort, and Peer Effects** (NBER Working Paper N° 31135). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31135.htm>

This paper studies how rewards based on class rank affect student effort and performance using a game-theoretic classroom competition model and data from the resettlement of Southeast Asian refugees in the US. The paper finds that variation in the presence of strong or weak students changes the incentives and test scores of incumbent students depending on their ability group in accord with the competition model, with increases in the number of strong students lowering effort among strong and weak incumbents but raising the test scores of weak incumbents. The results suggest that



competition induced by rank-based rewards within homogeneous ability groups lowers overall effort levels, while the presence of strong students directly augments the performance, but not the effort levels, of weak students despite the competition. The paper also rules out a number of alternative explanations for these school composition effects, including disruptions, teacher-initiated changes in curriculum in response to changing class composition, selective incumbent-student school exit, and endogenous responses of refugee location choices to school performance.

Scheitle, C. P., Platt, L. F., & House-Niamke, S. M. (2023). **Graduate Student Preferences for Demographic Matching on an Advisor's Gender, Race, and Religion.** *Innovative Higher Education*, 48(3), 477-499. <https://doi.org/10.1007/s10755-022-09632-7>

Research has examined the influence of a graduate student matching their advisor's demographic characteristics on a variety of outcomes, but comparatively few studies have examined students' preferences concerning such matching. Using data from a national survey of U.S. graduate students in five natural and social science disciplines, the analyses examine the importance students place on matching their advisor on three focal characteristics: gender, race, and religion. Overall, the analyses also find that the importance a student places on matching on one characteristic tends to be positively associated with the importance they place on matching on other characteristics. On gender-matching, the analyses find that female graduate students are more likely than male students to place importance on gender matching, but a majority still indicate that it is not at all important. However, a majority of Black students place importance on matching their advisor's race. Few students place any importance on religion matching, even among those who identify with a religion. While not discounting some groups' greater preference for matching their advisor's characteristics, these findings suggest that graduate programs should not assume that such preferences are universal or even particularly strong.

Stevens, D. D., & Caskey, M. M. (2023). **Building a Foundation for a Successful Doctoral Student Journey: A Scholarship of Teaching and Learning Investigation.** *Innovative Higher Education*, 48(3), 433-455. <https://doi.org/10.1007/s10755-022-09624-7>

Doctoral students' program non-completion continues to be a worldwide phenomenon. Given the challenges across the globe following the 2020-22 pandemic, we need scholarly and skilled PhD and education (EdD) doctoral program graduates. A place to look for retention improvement is by studying what students learn and how they are taught in their university doctoral programs. One purpose of this case study was to describe how 12 EdD students in a program seminar responded to instruction in research and writing strategies during their first year of a four-year program. The second purpose was to examine student responses to formative assessments and describe and explain ongoing instructional adjustments using a Scholarship of Teaching and Learning (SoTL) framework within our own faculty community of practice. Analysis of surveys and student work indicated that writing and research strategies were instructive, engaging, and useful in building research and writing foundations. Analysis of multiple formative assessments helped us refine our instructional strategies during the year. Because all students completed the first high stakes program milestone (comprehensive paper) in year two, our findings suggested that the seminar's instructional strategies established a foundation for student success and timely program progress. Using multiple formative assessments over time was critical in strengthening our teaching practice as well. We

recommended instructional practices associated with student research and writing skill development as well as student progress and retention.

## Valeurs

Fix-Lemaire, S. (2023). **L'épreuve de l'enseignement moral et civique à l'école. Romy, un sujet-professeure en tension entre instruire et éduquer.** *Cliopsy*, 29(1), 27-42. <https://doi.org/10.3917/cliop.029.0027>

Cet article interprétatif à visée compréhensive, concrétisé par une construction de cas, s'intéresse à l'enseignement moral et civique (EMC) dans le 1er degré en France dans une perspective clinique d'orientation psychanalytique en sciences de l'éducation et de la formation. Cet enseignement, qui vise une éducation à la citoyenneté, semble soumettre certains enseignants à une épreuve au sens de Terrisse (1994). L'enseignement moral et civique est une épreuve pour Romy, car la nature des savoirs mis en jeu dans cet enseignement, ainsi que leur mise en œuvre, provoquent chez elle une tension entre instruire et éduquer qui ravive un conflit psychique. Au regard de ce cas, les formations professorales en enseignement moral et civique gagneraient à proposer un accompagnement. Celui-ci, en prenant en charge, par la parole adressée, l'embarras que l'enseignement de l'EMC peut constituer pour certains professeurs des écoles, permettrait à ces enseignants, dans la logique exposée par Devereux (1967/2012), « de se comprendre [eux]- même[s] » pour traverser l'épreuve de l'enseignement moral et civique.

Guillaud, É. (2021). **Donner une part de soi. La transférabilité des ressources et dispositions dans l'encadrement des classes de mer.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(3), 39-59. <https://doi.org/10.3917/lse.543.0039>

Les entretiens et observations menés au sein d'établissements assurant l'encadrement de classes de mer soulignent comment le travail « d'éducation au milieu marin » prend des formes variées selon les propriétés sociales des éducateurs eux-mêmes et de l'organisation plus générale du travail. Occuper un poste d'éducateur de classe de mer est une activité professionnelle peu formalisée, où il est possible pour le travailleur de transférer des savoirs et savoir-faire constitués en dehors de l'espace de travail. L'importation d'un capital social local peut ainsi devenir un élément déterminant dans la constitution d'une offre éducative. La nature comme les modalités de cette transférabilité s'avèrent toutefois variables selon les configurations.