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Veille de l'IREDU

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Acquisition de compétences

Avvisati, F. (2023). ***What can we learn from the PISA reading-fluency test?*** https://doi.org/10.1787/c698b19a-en
Proficient readers use and engage with a variety of texts, including books, online articles and social media. They can find information, understand the literal and the implied meaning, and reflect critically on content and form. But before students can become proficient readers, they must become fluent readers. In every language, once students read fluently, they can devote their effort and attention to higher-level comprehension tasks and engage more deeply with texts. This policy brief examines what we can learn from the results of the assessment of students' reading fluency within the 2018 PISA test, and its importance for teachers.

Benjamin, F. (2023). ***Le jeu dans le processus d'apprentissage et de socialisation de l'enfant.*** Consulté à l'adresse https://hal.science/hal-04089441
Cette journée d'étude a pour objectif d'étudier le jeu dans le contexte haïtien, caractérisé par des de crispations sociales constantes, et ou l'enfante est généralement pris en otage des crises à répétition. La perturbation du temps scolaire par des facteurs sanitaires et sécuritaires transforment l'épanouissement des enfants par le jeu en luxe. Il y a aussi la réalité de l'inadéquation de plus en plus constatée des espaces scolaires au jeu. Enfin, la dégradation des conditions de vie des familles en générale ferait inscrire le jeu comme une préoccupation futile, alors qu'il joue une fonction importante dans la vie de l'enfant au niveau socio émotionnel. Cette investigation est pertinente en contexte haïtiens parce qu'il n'y existe que très peu de recherches sur le jeu. Il y a donc à la fois un intérêt académique et empirique à initier une démarche scientifique autour de cette problématique dans le contexte éducatif haïtien.

Cavaillès, J.-A., & Julien, S. (2023). ***La sensibilisation et la formation à la démarche scientifique de l'école élémentaire au doctorat*** (N° 21-22 099A; p. 103). Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/media/155339/download
Comprendre les réponses que la science est en capacité d'apporter ou non, face aux multiples défis sanitaires, climatiques ou énergétiques auxquels la société est confrontée, est l'enjeu essentiel de la formation et de la sensibilisation à la démarche scientifique de l'école élémentaire au doctorat.

Demangeon, A., Claudel-Valentin, S., Aubry, A., & Tazouti, Y. (2023). **A meta-analysis of the effects of Montessori education on five fields of development and learning in preschool and school-age children**. *Contemporary Educational Psychology*, *73*, 102182. https://doi.org/10.1016/j.cedpsych.2023.102182
This meta-analysis examines the effects of Montessori Education (ME) on five dimensions of development and learning in preschool and school-age children. It includes data from 33 experimental or quasi-experimental studies comparing ME with other pedagogical approaches (268 effect sizes; n = 21,67). These studies were conducted in North-America, Asia and Europe, and published between 1991 and 2021. Effect size estimated using Hedges' unbiased g, and a 3-level multilevel meta-analytic approach applied due to the dependency among the effect sizes obtained from the same study. Results showed that ME's effects on development and learning are positive and vary from moderate to high, depending on the dimension considered: cognitive abilities (g = 0.17), social skills (g = 0.22), creativity (g = 0.25), motor skills (g = 0.27), and academic achievement

(g = 1.10). Analyses of different moderators did not reveal differences by school level, type of publication and continent.

Deroeux, I. (2023, mai 19). **Soft skills : « Les enseignants se retrouvent à apprécier des qualités personnelles qui sont socialement marquées, comme l'aisance à l'oral »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/19/soft-skills-les-enseignants-se-retrouvent-a-apprecier-des-qualites-personnelles-qui-sont-socialement-marquees-comme-l-aisance-a-l-oral_6173924_4401467.html
Depuis les années 1950, le débat sur la répartition entre savoirs, savoir-faire et savoir-être à l'université est toujours vif, rappelle la chercheuse Laurène Le Cozanet.

Graveleau, S. (2023, mai 17). **Les « soft skills » débarquent à l'université**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/17/les-soft-skills-debarquent-a-l-universite_6173656_4401467.html
Longtemps axées sur la transmission du savoir académique, les universités développent l'enseignement des « soft skills », ces compétences transversales de plus en plus recherchées dans le monde professionnel. Non sans susciter des débats…

Gray, J. S., Powell-Smith, K. A., & Good, R. H. (2023). **The Impact of COVID-19 on Student Reading Development**. *The Elementary School Journal*, *123*(4), 583-598. https://doi.org/10.1086/723301
The COVID-19 pandemic has led to dramatic changes in way of life for people across the globe. One of the most common disruptions to everyday life has been the prolonged closure of schools, in-person school in particular. This article presents research examining the consequences of the pandemic on the reading skills of first- through sixth-grade students across the United States. Using a large, nationally representative sample (total N > 950,000), we compared reading scores from the fall assessment period of the 2020–2021 school year to the 2019–2020 school year. We found substantial declines in reading skills in fall 2020 compared with previous years, even accounting for preexisting differences in performance. Limitations to the study include potential confounding variables and the necessity of using a quasi-experimental design. Implications of this decline in reading skills are discussed, as well as some ways educators can attempt to address these declines.

Jarraud, F. (2023, mai 17). **PIRLS : Quels progrès en lecture ?** Consulté 17 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/17/pirls-quels-progres-en-lecture/
« Cela ne nous remet pas dans la moyenne de l'Union européenne. Mais ça traduit une inversion de tendance qui laisse augurer de bonnes choses ». Les résultats de PIRLS 2021, l'étude internationale sur les compétences en lecture, montrent de meilleurs résultats pour la France. Mais, malgré l'accent mis par le ministère sur l'enseignement du français, ils…

Knoche, L. L., Boise, C. E., Sheridan, S. M., & Cheng, K. C. (2023). **Promoting Expressive Language Skills for Preschool Children with Developmental Concerns: Effects of a Parent-Educator Partnership Intervention**. *The Elementary School Journal*, *123*(4), 513-537. https://doi.org/10.1086/723786
The current study reports the results of a randomized controlled trial examining the impact of the Getting Ready parent-engagement intervention on expressive language skills of

children (N = 267) with developmental concerns upon entry into preschool. Latent growth for expressive language and moderating roles of parental stress and parental involvement in learning at home were analyzed using a structural equation modeling framework. Probing of interaction effects indicates that when families report below-average levels of stress or involvement in learning at home, children in the intervention group demonstrate accelerated growth in expressive language skills compared with peers in the comparison condition. Getting Ready is most salient when families report low to moderate levels of stress and can serve as a buffer for families who report low to moderate levels of involvement in learning at preschool entry. Results have implications for connections between families and educators across the preschool period.

Mekonnen, G. T., Beyera, G. K., Tulu, A., & Roba, T. T. (2023). **Perceived influence of COVID-19 pandemic on university students' learning and mental health in Ethiopia**. *Quality & Quantity*, *57*(3), 2545-2562. https://doi.org/10.1007/s11135-022-01485-8
This study reports perceived influence of COVID-19 on students' learning and mental well-being. The data of 367 students were analysed using R. The linear regression model was fitted. A regression coefficient with 95% confidence interval (CI) was computed to identify factors associated with the perceived influence of COVID-19 on students' education and mental health. The mean ± standard deviation scores of perceived influence of COVID-19 on students' learning and communication for learning were 31.7 ± 6.7 and 21.6 ± 3.6, respectively. A similar number of students, 109 (29.7%) reported having depression and anxiety. Being a female student had a negative association with the effects of COVID-19 on learning, while being a rural resident had a strong positive association with both the effects of COVID-19 on learning and communication for learning. Similarly, being a social science student and in 2nd year of study were positively associated with higher history of depression and anxiety. Residing in zonal towns, district towns, and rural settings were found to have a lower prevalence of depression and anxiety. The COVID-19 placed a serious effect on students' education and mental well-being. Thus, the Ethiopian health and higher education sectors need to provide students with basic educational resources and counselling services.

Mullis, I. V. S., Von Davier, M., Foy, P., Fishbein, B., Reynolds, K., & Wry, E. (2023). **PIRLS 2021 International results in reading**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3812* [Report]. Consulté à l'adresse International Association for the Evaluation of Educational Achievement (Transnational) website: https://pirls2021.org/results
PIRLS 2021 is the fifth cycle of the Progress in International Reading Literacy Study. Since 2021, PIRLS has provided high-quality data for monitoring progress in students' reading achievement at the fourth grade, covering 20 years of trends. The PIRLS reading assessment is based on a comprehensive framework that focuses on two overarching purposes for reading — for literary experience and to acquire and use information. PIRLS 2021 results provide descriptions of students' reading skills and strategies at four international benchmarks on the PIRLS reading achievement scale for meaningful interpretation of reading achievement scores.

Näslund-Hadley, E., Mateo-Berganza Díaz, M., Santos, H., Cabra, M., & Vélez Medina, L. F. (2023). ***Socioemotional learning in early childhood education: experimental evidence from the think equal program's implementation in Colombia***. Consulté à l'adresse https://publications.iadb.org/publications/english/viewer/Socioemotional-Learning-in-

Early-Childhood-Education-Experimental-Evidence-from-the-Think-Equal-Programs-Implementation-in-Colombia.pdf

Nunès, É. (2023, mai 13). **« Les jeunes qui partent en Erasmus savent que leurs acquis linguistiques et culturels seront un atout dans leur carrière »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/13/les-jeunes-qui-partent-en-erasmus-savent-que-leurs-acquis-linguistiques-et-culturels-seront-un-atout-dans-leur-carriere_6173199_4401467.html

Le programme Erasmus a permis de faire naître des générations de jeunes citoyens européens, estime Nelly Fesseau, directrice de l'agence Erasmus+ France éducation et formation, dans un entretien au « Monde ».

OECD. (2023). ***OECD Skills Strategy Ireland: Assessment and Recommendations***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/oecd-skills-strategy-ireland_d7b8b40b-en

Skills are the key to shaping a better future and central to the capacity of countries and people to thrive in an increasingly interconnected and rapidly changing world. This report, OECD Skills Strategy Ireland: Assessment and Recommendations,...

Samuelsson, R. (2023). **Leveraging Play for Learning and Development: Incorporating Cultural-Evolutionary Insights into Early Educational Practices**. *Mind, Brain, and Education*, *17*(2), 75-85. https://doi.org/10.1111/mbe.12347

There is a renewed scientific interest in the role of childhood in human evolution, pointing to the explorative phase of a human's life history that shapes how children learn and develop. This study presents a synthesis from evolutionary sciences that considers biases in childhood learning through activities in play, exploration, and social interactions. The study argues that childhood education based on this framework diverges from formal education. This framework explains why common misconceptions about childhood learning arise and how to resolve them. Finally, we propose how childhood education can be changed to take advantage of biological biases in learning.

Starling-Alves, I., Hirata, G., & Oliveira, J. B. A. (2023). **Covid-19 school closures negatively impacted elementary-school students' reading comprehension and reading fluency skills**. *International Journal of Educational Development*, *99*, 102753. https://doi.org/10.1016/j.ijedudev.2023.102753

In Brazil, schools remained closed to prevent the spread of COVID-19 for approximately two years. In this study, we investigated how COVID-19 school closures were associated with gaps and losses in Brazilian students' reading skills. We contrasted the reading comprehension and fluency of 2nd- to 4th-graders in 2022 with a 2019 cohort. Furthermore, we investigated how 2022 5th graders' reading comprehension and fluency skills have improved since 2019. Overall, results showed that COVID-19 school closures were associated with gaps but not losses in reading comprehension and fluency. Therefore, these skills should be targets of educational interventions.

Vilches, O. (2023). **Les compétences sociales à l'aune des bénéficiaires de la Garantie jeunes et des recruteurs potentiels**. *Formation emploi*, *162*(2), 27-51. https://doi.org/10.4000/formationemploi.11606

Cet article s'intéresse aux effets directs et indirects, en termes d'insertion professionnelle et sociale, de la Garantie jeunes, en considérant également le développement des compétences sociales de ses bénéficiaires. Il s'appuie sur une méthode longitudinale

qualitative auprès des bénéficiaires du dispositif, avec 55 entretiens semi-directifs. Ainsi, 174 recruteurs ont été interrogés par le biais d'une méthode quantitative, la méthode des vignettes. Les effets de la Garantie jeunes varient selon les catégories de jeunes identifiées, à la fois sur l'insertion professionnelle et sociale, mais également sur les soft skills des bénéficiaires. Pour les jeunes, la Garantie jeunes représente ainsi une transition, un tremplin, ou un arrêt momentané. Parallèlement, ces compétences apparaissent comme un signal positif lorsqu'elles sont mentionnées sur le CV.

White, Z. U., Toste, J. R., & Filderman, M. J. (2023). **A Synthesis of Early Literacy Intervention Research Conducted in Africa for Students in Kindergarten through Third Grade**. *The Elementary School Journal*, *123*(4), 563-582. https://doi.org/10.1086/723407
Literacy is essential to the development of any nation. Despite foreign aid to support education initiatives in Africa, high rates of illiteracy persist. This synthesis examined the extent to which early literacy intervention research has been conducted in Africa and the effects of these interventions on reading outcomes for students in kindergarten through third grade. Through an extensive search of published and unpublished research conducted in Africa between 1975 and 2019, 10 studies met inclusion criteria. Only four African countries were represented, with most studies being conducted in South Africa (k = 6). There was a wide range of effects (g = −0.88 to 6.98), with substantial variability in study methodology and intervention delivery. Findings from this review suggest that early literacy interventions are understudied in African countries and, as such, there is limited knowledge about the degree to which interventions with evidence of effectiveness are generalizable to these contexts.

Zetterqvist, A., & Bach, F. (2023). **Epistemic knowledge – a vital part of scientific literacy?** *International Journal of Science Education*, *45*(6), 484-501. https://doi.org/10.1080/09500693.2023.2166372
The past century has seen a debate on what characterises a scientifically literate citizen. Originally, scientific literacy implied that a citizen should know the products of science but has grown to incorporate processes of science and aspects of the nature of science. Studies on students' epistemic knowledge are rarer than ones on students' content knowledge. However, PISA has made an innovative attempt to measure epistemic knowledge. The purpose of this study is to investigate qualitative features in student responses to epistemic items in PISA. Six constructed response items on epistemic knowledge from PISA 2018 Science were chosen. The student responses coded as 'full credit' were put aside and thematic analysis was used to analyse the remaining 'no credit' responses. The results show that it is common to focus on the scientific phenomenon (content knowledge) or the method itself (procedural knowledge) instead of epistemic knowledge. One feasible explanation is that epistemic knowledge is intellectually demanding; another is that epistemic knowledge is still overshadowed firstly by content knowledge and secondly by procedural knowledge. The fact that students tackle epistemic aspects of science as content or procedural knowledge suggests that teaching should more explicitly distinguish between these different aspects of scientific knowledge.

Aspects économiques de l'éducation

Atay, S., Asik, G., & Tumen, S. (2023). ***Impact of Graduating with Honors on Entry Wages of Economics Majors*** (IZA Discussion Paper N° 16080). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16080.htm
Employers use various proxies to predict the future labor productivity levels of the job applicants. Success in school, especially in high-level coursework, is among the most widely used proxies to screen the entry-level candidates. We estimate the causal effect of graduating with honors – i.e., with a GPA of 3.00 and above out of 4.00 – on the starting wages of economics majors in Türkiye. Using comprehensive micro data on all economics majors between 2014-2018, matched with administrative records about their first jobs, we implement a regression discontinuity analysis to investigate whether there is any statistically significant jump in the starting wages at the honors-degree cutoff. We find that graduating with honors increases the wages of males, while there is no impact on females. We further document that the impact on males is almost entirely driven by the graduates of non-elite universities. In particular, graduating with an honors degree increases the entry wages of males from non-elite universities by about 4 percent, on average. We provide an explanation for these patterns using the theory of statistical discrimination. We discuss the potential reasons behind the heterogeneous signal value of graduating with honors between males versus females and elite versus non-elite university graduates.

Ben Hamouda, L. (2023, mai 25). **Les dépenses d'éducation : des disparités entre les niveaux d'études et les pays**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/25/250735/
Dans une récente note, la DEPP compare les dépenses d'éducations des pays de l'OCDE. « En 2019, dernière année disponible pour les comparaisons internationales, en France, les dépenses d'éducation au sens des comparaisons internationales de l'OCDE représentent 5,2 % du PIB. Cette part dépasse la moyenne des pays de l'OCDE (4,9 %) mais aussi celles…

Bennett, P., Liu, K., & Salvanes, K. G. (2023). ***The Decline of Routine Tasks, Education Investments, and Intergenerational Mobility*** (CESifo Working Paper Series N° 10333). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10333.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.

Borra, C., Cuevas-Ruiz, P., & Sevilla, A. (2023). ***The causal impact of maternal educational curricula on infant health at birth*** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1915.htm
We provide the first causal evidence of the returns to maternal educational curricula on offspring's health at birth. Educational programs that aim to deliver more general knowledge may potentially improve women's earning potential and maternal prenatal

investment by increasing the portability of skills across occupations and improving women's ability to make informed decisions about fertility options and health behavior. We study the impacts of a comprehensive educational reform that postponed students' curriculum choices and integrated more general education into the high school system on infant health outcomes. Using a dose-response difference-in-differences (DiD) model research design applied to linked population registries, we find that the reform led to a significant reduction in the incidence of very low birth weight (less than 1,500 grams) and very preterm birth (less than 33 gestation weeks). Overall, the reform's positive effects on infant health at birth seem to be driven by increased mothers' labor market opportunities and better family planning, rather than increased ability to avoid risky behaviours or increased women's earnings via different occupational choices or assortative mating.

Buratti, G., & D'Ignazio, A. (2023). ***Improving the effectiveness of financial education programs. A targeting approach*** (Questioni Di Economia e Finanza (Occasional Papers) N° 765). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://econpapers.repec.org/paper/bdiopques/qef_5f765_5f23.htm
We investigate whether targeting algorithms can improve the effectiveness of financial education programs by identifying the most appropriate recipients in advance. To this end, we use micro-data from approximately 3,800 individuals who recently participated in a financial education campaign conducted in Italy. Firstly, we employ machine learning (ML) tools to devise a targeting rule that identifies the individuals who should be targeted primarily by a financial education campaign based on easily observable characteristics. Secondly, we simulate a policy scenario and show that pairing a financial education campaign with an ML-based targeting rule enhances its effectiveness. Finally, we discuss a number of conditions that must be met for ML-based targeting to be effectively implemented by policymakers.

Cassagneau-Francis, O. (2021). ***The Role of Earnings, Financial, and other Factors in University Attendance*** [SciencePo Working papers Main]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/halspmain/hal-04067182.htm
Why do some people choose to attend university, and enjoy state-subsidised benefits, while others do not? We shed new light on this key issue by comparing and quantifying the roles of earnings, financial, and non-pecuniary factors in the educational decisions of young people in the UK. We investigate changes in these factors over time, and their implications for social mobility. We specify a model of educational choice, explicitly including expectations about earnings, financial, and non-pecuniary factors. Our estimation strategy exploits panel survey data on young people's expectations about key outcomes both at, and after, university, linked to their realised outcomes. Income maximisation, despite its prevalent role in the literature, is only a small part of the story: other factors are four times as important as earnings in determining whether someone goes to university. Non-pecuniary factors also drive both the SES-gap in educational attainment, and the huge growth in degree attainment between the 1980s and 2010s.

Cassagneau-Francis, O. (2022). ***Revisiting the Returns to Higher Education: Heterogeneity by Cognitive and Non-Cognitive Abilities*** [SciencePo Working papers Main]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/halspmain/hal-04067399.htm

Recent work has highlighted the significant variation in returns to higher education across individuals. We develop a novel methodology-exploiting recent advances in the identification of mixture models-which groups individuals according to their prior ability and estimates the wage returns to a university degree by group. We prove the non-parametric identification of our model. Applying our method to data from a UK cohort study, our findings reflect recent evidence that skills and ability are multidimensional. Our flexible model allows the returns to university to vary across the (multi-dimensional) ability distribution, a flexibility missing from commonly used additive models, but which we show is empirically important. The returns to higher education are 3-4 times larger than the returns to prior cognitive and non-cognitive abilities. Returns are generally increasing in ability for both men and women, but vary non-monotonically across the ability distribution.

Cassidy, H., & Gaulke, A. (2023). ***The Increasing Penalty to Occupation-Education Mismatch*** (IZA Discussion Paper N° 16079). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16079.htm
College-educated workers in jobs unrelated to their degree generally receive lower wages compared to well-matched workers. Our analysis of data from the National Survey of College Graduates shows that although the rate of this mismatch declined only slightly (19% to 17%), the wage penalty increased by 51% between 1993 and 2019. Changes in the composition of field of study over time, as well as declining returns to « excess » education above what is required for the occupation both help to explain the increasing penalty, especially for women. Mismatch has become more closely associated with lowerreturn occupations for men but not women.

Darolia, R., Guo, C., & Kim, Y. (2023). ***The Labor Market Returns to Very Short Postsecondary Certificates*** (IZA Discussion Paper N° 16081). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16081.htm
Major policy initiatives and high award rates have led to questions about the value of short-term postsecondary credentials. We examine the labor market returns to very short certificates, including those that require only a few credits to complete, using data from a state that has among the highest awarding rates of such credentials. We do not find strong evidence that rapid certificates (those that require 6 credits or fewer) have lower immediate labor market returns than longer but still short-term certificates (7-36 credits). For health students, rapid certificates yield the greatest immediate earnings and employment gains, though these benefits appear to fade out. We also find that, compared to pre-enrollment, health and skilled trades students who earned a rapid certificate are most likely to switch into an establishment whose industry aligns with the field of study.

de Ree, J., Oosterveen, M., & Webbink, D. (2023). ***The quality of school track assignment decisions by teachers*** [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2304.10636.htm
We study the quality of secondary school track assignment decisions in the Netherlands, using a regression discontinuity design. In 6th grade, primary school teachers assign each student to a secondary school track. If a student scores above a track-specific cutoff on the standardized end-of-primary education test, the teacher can upwardly revise this assignment. By comparing students just left and right of these cutoffs, we find that

between 50-90% of the students are « trapped in track »: these students are on the high track after four years, only if they started on the high track in first year. The remaining (minority of) students are « always low »: they are always on the low track after four years, independently of where they started. These proportions hold for students near the cutoffs that shift from the low to the high track in first year by scoring above the cutoff. Hence, for a majority of these students the initial (unrevised) track assignment decision is too low. The results replicate across most of the secondary school tracks, from the vocational to the academic tracks, and stand out against an education system with a lot of upward and downward track mobility.

Elsayed, A., & Shirshikova, A. (2023). ***The Women Empowering Effect of Higher Education*** (IZA Discussion Paper N° 16069). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16069.htm
We examine the effects of the large-scale construction of public universities in Egypt during the 1960s and 1970s. We found that opening a local university increased the likelihood of obtaining higher education degrees and had long-lasting positive effects on labor market and marriage outcomes, particularly for women. We give insights on internal migration as a channel and show that migration prior to university enrollment age decreased while migration after that age increased as an outcome of university construction. Local universities reduced men's migration for study and women's migration for early marriage. The paper highlights the importance of increasing access to higher education for positive social and labor outcomes, particularly for women.

Facchetti, E., Neri, L., & Ovidi, M. (2023). ***Should You Meet the Parents? The Impact of Information on Non-test Score Attributes on School Choice*** (IZA Discussion Paper N° 16064). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16064.htm
Understanding parental response to non-test score attributes is crucial to design effective school choice systems. We study an intervention providing parents with hard-to-find information on the school environment while holding information on school performance constant. The provision of this information decreases the outflow to private institutions by 17% and increases enrollment at local state schools, particularly among high-income and high-performing students. This intervention encourages parents to expand their state-school search without affecting their taste for academic performance, generating increased competition for schools with desirable attributes. These findings imply that simple, low-cost interventions may improve state schools' finances and composition.

GEEAP. (2023). ***2023 Cost-effective Approaches to imprive Global Learning. What does recent evidence tell us are "Smart Buys" for improving learning in low- and middle-income countries ? Recommendations of the Global Education Evidence Advisory Panel (GEEAP)*** (p. 35). Consulté à l'adresse GEEAP website: https://thedocs.worldbank.org/en/doc/231d98251cf326922518be0cbe306fdc-0200022023/related/GEEAP-Report-Smart-Buys-2023-final.pdf

Kauppinen, I., & Poutvaara, P. (2023). ***Decomposing Migrant Self-Selection: Education, Occupation, and Unobserved Abilities*** (CESifo Working Paper Series N° 10334). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10334.htm
We analyze self-selection and sorting of emigrants from Finland, using full-population administrative data from Statistics Finland. We analyze emigration events lasting at least

five years and decompose migrant self-selection into education, occupation, and unobserved abilities. Our analysis focuses on Finnish citizens satisfying three criteria: they were between 25-54 years of age; they had no immigrant background; and they were employed. We find that emigrants from Finland are strongly positively self-selected in terms of education and earnings. We also find strong evidence of sorting: men who emigrate outside Nordic countries are considerably better educated and have higher earnings and residual earning than men who emigrate to Nordic countries. Most of the self-selection in terms of higher earnings can be explained by emigrants being more educated. Adding occupational controls increases the fraction of explained self-selection only marginally. While men are positively self-selected also with respect to residual earnings, women are not.

Loviglio, A. (2023). ***School Quality Beyond Test Scores: the Role of Schools in Shaping Educational Outcomes*** [Working Paper]. Consulté à l'adresse Dipartimento Scienze Economiche, Universita' di Bologna website: https://econpapers.repec.org/paper/bolbodewp/wp1184.htm
I study how schools impact student performance and educational attainment throughout secondary education, and show that school quality cannot be easily captured by any type of rankings because students with differing characteristics and abilities benefit from different school inputs. To do so, I estimate a dynamic structural model of cognitive skills accumulation and schooling decision using rich administrative data from middle schools in Barcelona. I then simulate the outcomes that each student would have achieved in every school in the sample. Notably, the school environment has a crucial impact on the educational attainment of students from less advantaged family background and low-ability students who are at greater risk of leaving school. Moreover, the schools that would yield the highest final test scores for these students – provided they do not drop out – are not the ones that would maximize their likelihood of graduating and enrolling in further education. The results suggest that evaluating and comparing schools using only standardized assessments is insufficient for serving the needs of disadvantaged students, who require schools that enhance educational attainment rather than just test scores.

Riudavets-Barcons, M., & Uusitalo, R. (2023). ***School Closures and Student Achievement: Evidence from a High Stakes Exam*** (IZA Discussion Paper N° 16074). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16074.htm
We study the effect of school closures and the transition from on-site to on-line teaching during the Covid-19 pandemic in the Finnish upper secondary schools. To identify the effects we exploit variation in the length of school closure periods across schools between autumn 2020 and spring 2021. Using a difference-in-difference design, we show that the students who studied on-line for longer periods performed equally well in the Matriculation exam at the end of upper-secondary education than the students who experienced shorter school closures. Moreover, we show that inequalities across Finnish students from different socioeconomic backgrounds did not exacerbate during this period.

Sanfo, J.-B. M. B., & Malgoubri, I. (2023). **Teaching quality and student learning achievements in Ethiopian primary education: How effective is instructional quality in**

closing socioeconomic learning achievement inequalities? *International Journal of Educational Development*, 99, 102759. https://doi.org/10.1016/j.ijedudev.2023.102759
Teaching quality affects student learning achievements, and high socioeconomic status (SES) students usually outperform low SES ones. However, teaching quality may affect students differently depending on their SES backgrounds. This study employs three-level hierarchical linear modeling with Ethiopian Young Lives data to examine the potential differential effects of the three basic dimensions of teaching quality (teacher support, classroom management, and cognitive activation) across student SES groups. Our findings reveal that, in general, the three dimensions of teaching quality are positively associated with learning achievements. However, compared to low and middle SES background students, high SES background students benefit from classroom management and cognitive activation. This suggests that teaching quality (classroom management and cognitive activation) may contribute to widening inequalities in learning achievements. Implications of the findings for policy and practice are discussed.

Sauer, P., Van Kerm, P., & Checchi, D. (2023). ***Higher Education Expansion & Labour Income Inequality in High-income Countries: A Gender-specific Perspective*** (LIS Working Paper N° 837). Consulté à l'adresse LIS Cross-National Data Center in Luxembourg website: https://econpapers.repec.org/paper/lisliswps/837.htm
The expansion of higher education since the second half of the 20th century was particularly pronounced among women. In most high-income countries to date more women complete a tertiary level than men. But research on the implications of higher education expansion for labour income inequality has largely treated expansion as gender neutral. With this paper we build on prior studies that have ignored potentially differential effects by factoring in what it means for earnings inequality to increase tertiary education among women as compared to men. To this end we draw on harmonised data from the Luxembourg Income Study (LIS) for 27 countries and two time points, 1995 and 2015, and use the method of Recentered Influence Function (RIF) regression. We obtain three main insights from our study. First, no average distributive effect of higher education expansion exists. Second, the distributive effect is gender-specific. The impact on the Gini coefficient of increasing tertiary attainment of men is positive and significant but the impact of increasing tertiary attainment of women is negative and significant. Third, the increasing share of tertiary educational attainment is the main factor explaining that distributive estimates shrink towards zero over time for both women and men. Only for men does larger inequality between and within educational groups significantly contribute to magnify the impact of educational expansion on earnings distributions across countries. Our analysis highlights that taking the gender dimension into account is crucial to obtain exhaustive understanding of the role of education for overall income inequality.

Smith, K. N., & Albana, H. F. (2023). **When Debt Deters: Student Loans as a Predictor of Education-Job Match Among Arts Bachelor's Graduates**. *Journal of Career Development*, *50*(3), 563-579. https://doi.org/10.1177/08948453221118030
Education-job match is often associated with enhanced well-being and career satisfaction, although existing research suggests that arts college graduates are less likely to experience education-job match than graduates of other disciplines. As research also increasingly suggests that student loan debt may influence college graduates' access to lower-paying industries and careers, this study uses a cross-sectional dataset from the Strategic National Arts Alumni Project to investigate how student loan debt predicts

education-job match (entry into an arts position) among arts bachelor's graduates. Even when controlling for individual and institutional factors, results show that arts bachelor's graduates with over US$10,000 in undergraduate student loan debt are less likely to enter arts careers than those with no loans. Findings suggest that arts careers may be less accessible for college graduates who are most dependent on student loans, with important implications for diversity and equity within the arts.

Sutter, M., Weyland, M., Untertrifaller, A., Froitzheim, M., & Schneider, S. (2023). ***Financial Literacy, Experimental Preference Measures and Field Behavior – A Randomized Educational Intervention*** (ECONtribute Discussion Papers Series N° 229). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://econpapers.repec.org/paper/ajkajkdps/229.htm
We present the results of a randomized intervention to study how teaching financial literacy to 16-year old high-school students affects their behavior in risk and time preference tasks. Compared to two different control treatments, we find that teaching financial literacy makes subjects behave more patiently, more time-consistent, and more risk-averse. These effects persist for up to almost 5 years after our intervention. Behavior in the risk and time preference tasks is related to financial behavior outside the lab, in particular spending patterns. This shows that teaching financial literacy affects economic decision-making which in turn is important for field behavior.

Zeidan, R., de Almeida, S. L., B\'o, I., & Lewis, N. (2023). ***Racial and income-based affirmative action in higher education admissions: lessons from the Brazilian experience*** [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2304.13936.htm
This survey article provides insights regarding the future of affirmative action by analyzing the implementation methods and the empirical evidence on the use of placement quotas in the Brazilian higher education system. All federal universities have required income and racial-based quotas in Brazil since 2012. Affirmative action in federal universities is uniformly applied across the country, which makes evaluating its effects particularly valuable. Affirmative action improves the outcomes of targeted students. Specifically, race-based quotas raise the share of black students in federal universities, an effect not observed with income-based quotas alone. Affirmative action has downstream positive consequences for labor market outcomes. The results suggest that income and race-based quotas beneficiaries experience substantial long-term welfare benefits. There is no evidence of mismatching or negative consequences for targeted students' peers.

Aspects psychologiques de l'éducation

Allard-Latour, É. (2023). ***L'intérêt des filles pour l'Education Physique et Sportive : conception et évaluation d'une séquence l'intervention basée sur les jeux vidéo-actifs et la théorie de l'intérêt : effets sur l'intérêt et l'engagement physique d'adolescentes de lycées professionnels*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04028324
Face au constat de désintérêt des adolescentes pour l'Éducation Physique et Sportive (EPS), notamment au lycée professionnel, les enseignants paraissent manquer de solutions, même si une dense littérature scientifique sur la motivation pour l'activité

physique fournit des recommandations. Cette thèse a pour ambition de mener une réflexion partagée, entre enseignants et chercheurs, sur les pratiques et les contenus susceptibles de faire évoluer l'intérêt du public féminin en EPS. À partir d'un travail d'analyse de la littérature scientifique, et d'une étude observationnelle sur la spécificité des sources de l'intérêt en situation chez les filles en EPS, ce projet s'est concrétisé par la co-conception d'une séquence d'EPS, fondée sur des jeux vidéo-actifs et sur la théorie de l'intérêt. Les effets de cette séquence ont ensuite été évalués sur l'évolution de quatre variables : l'intérêt en situation, l'intérêt personnel pour l'EPS, la compétence perçue en EPS, et la durée d'activité physique au cours des séances. L'étude principale de cette thèse montre que les stratégies d'intervention mobilisées sollicitent bien les différentes sources de l'intérêt en situation, avec une influence significative et positive sur le défi, l'intention d'exploration et l'intérêt personnel pour l'EPS des adolescentes. La durée de l'activité physique augmente aussi au cours de la séquence.

Baker, E., Choy, T., Veytsman, E., Martin, A. M., Blacher, J., & Stavropoulos, K. K. M. (2023). **Lessons Learned from a Predominantly Latinx Autistic Population: Preliminary Effects of the PEERS Intervention on Neural and Perceived Educational Performance**. *Mind, Brain, and Education*, *17*(2), 117-122. https://doi.org/10.1111/mbe.12350
Thirteen autistic teens, who were predominantly Latinx, completed the Program for the Education and Enrichment of Relational Skills (PEERS), a 16-week social skills intervention. Time-frequency decomposition was calculated using advanced electroencephalographic techniques to measure oscillatory brain activity during reward anticipation and processing before and after PEERS. Fourteen neurotypical teens participated but did not receive intervention. The perception of educational performance was also measured. The perception of educational performance did not differ between groups and did not change after participation in PEERS. Approach motivation increased after intervention in the autistic group. This suggests an enhancement of social motivation after learning social skills in a group composed of a majority of Latinx autistic teens.

Bernard, F. (2023, février 1). **La pédagogie de la résonance selon Hartmut Rosa : comment l'école connecte les élèves au monde**. Consulté 24 mai 2023, à l'adresse The Conversation website: http://theconversation.com/la-pedagogie-de-la-resonance-selon-hartmut-rosa-comment-lecole-connecte-les-eleves-au-monde-197732
Alors que l'accélération des modes de vie nous déconnecte de notre environnement immédiat, le philosophe Hartmut Rosa appelle à une pédagogie de la résonance qui transforme la relation au monde.

Demangeon, A., Claudel-Valentin, S., Aubry, A., & Tazouti, Y. (2023). **A meta-analysis of the effects of Montessori education on five fields of development and learning in preschool and school-age children**. *Contemporary Educational Psychology*, *73*, 102182. https://doi.org/10.1016/j.cedpsych.2023.102182
This meta-analysis examines the effects of Montessori Education (ME) on five dimensions of development and learning in preschool and school-age children. It includes data from 33 experimental or quasi-experimental studies comparing ME with other pedagogical approaches (268 effect sizes; n = 21,67). These studies were conducted in North-America, Asia and Europe, and published between 1991 and 2021. Effect size estimated using Hedges' unbiased g, and a 3-level multilevel meta-analytic approach applied due to the dependency among the effect sizes obtained from the same study. Results showed

that ME's effects on development and learning are positive and vary from moderate to high, depending on the dimension considered: cognitive abilities (g = 0.17), social skills (g = 0.22), creativity (g = 0.25), motor skills (g = 0.27), and academic achievement (g = 1.10). Analyses of different moderators did not reveal differences by school level, type of publication and continent.

European Education and Culture Executive Agency. (2022). ***The impact of the COVID-19 pandemic on the mental health of young people: policy responses in European countries***. Consulté à l'adresse https://data.europa.eu/doi/10.2797/547518

Fitzpatrick, M. E., Burrows, S. G., & Yonker, J. A. (2023). **An Exploratory Study of Engineering Graduate Student Persistence: Self-Efficacy and Contextual Influences**. *Journal of Career Development*, *50*(3), 633-655. https://doi.org/10.1177/08948453221123789

Women and U.S. racial/ethnic minority students are underrepresented in engineering graduate education and engineering practice. Demographic homogeneity in engineering research teams can negatively affect individuals, innovation, and research outcomes. Thus, it is important to explore factors that influence student intentions to complete engineering degrees, particularly for groups historically underrepresented in engineering. Social Cognitive Career Theory guided the development of new items to evaluate self-efficacy, feeling welcome and included, relationship with principal investigator, and research group environment. Results with 295 engineering graduate students found that female sex, engineering self-efficacy, and feeling welcome and included were independently positively associated with commitment to complete an engineering degree. Feeling welcome and included operated 30% through self-efficacy and 70% directly. The effects of female sex were unmediated by self-efficacy. Results suggest that proximal and distal contextual factors may operate independently from self-efficacy to influence retention in graduate engineering programs.

Gilligan-Lee, K. A., Bradbury, A., Bradley, C., Farran, E. K., Van Herwegen, J., Wyse, D., & Outhwaite, L. A. (2023). **Spatial Thinking in Practice: A Snapshot of teacher's Spatial Activity Use in the Early Years' Classroom**. *Mind, Brain, and Education*, *17*(2), 107-116. https://doi.org/10.1111/mbe.12352

Spatial thinking predicts Science, Technology, Engineering, and Mathematics achievement, yet is often absent from educational policy. We provide benchmarks of teachers' usage and perceptions of spatial activities in practice in the reception classroom (first year of primary school). In this questionnaire study of educational professionals working in the reception classroom in England (N = 104), we found that spatial and numeracy activities were perceived as significantly less important, and were reportedly completed significantly less often, than literacy or life skills. Despite the lower perceived importance of spatial skills in curriculum guidance in England, rates of reported spatial activity use were encouragingly high and were broadly comparable to those of numeracy. Teachers had moderate anxiety levels for both spatial and mathematics domains. The findings highlight a need to elevate teachers' understanding of the importance of developing children's early spatial and numeracy skills, which may begin with efforts to reduce spatial and mathematics anxiety.

Heineke, A. J., Vera, E. M., Guo, W., Kaye, J., & Elliott, J. (2023). **Considering the Social-Emotional Well-Being of Multilingual Learners: A Comparative Case Study across Program Models**. *The Elementary School Journal*, *123*(4), 599-624. https://doi.org/10.1086/723028

This multiple-case study probes the social-emotional well-being of elementary and middle-grade students labeled as English learners who were enrolled in different bilingual program models in the midwestern United States. Using ecological systems theory, this qualitative study probes students' social-emotional well-being across schools and within different bilingual program models, seeking to determine the structures and practices that nurture positive facets or perpetuate negative facets of student well-being. Findings indicate that interactions with peers and adults in schools influence students' social-emotional well-being, with program-model variations, community demographics, and societal discourse shaping these in-school experiences, relationships, and sentiments. Implications center on critical consideration of bilingual program-model implementation to prepare teachers, promote schoolwide integration, prioritize home languages, and nurture inclusive communities.

Hellebaut, S., Haerens, L., Vanderlinde, R., & & Katrien De Cocker. (2023). **Burnout, motivation, and (de-)motivating teaching style in different phases of a teaching career**. *Teaching and Teacher Education*, *129*, 104168. https://doi.org/10.1016/j.tate.2023.104168
In a teacher's career, each phase brings its own challenges. In a convenience sample of 913 teachers from 76 different schools, this cross-sectional study examined self-reported differences in burnout, motivation to teach, and (de-)motivating teaching styles, across the full teacher career. Three multivariate analyses of variances (controlled for gender) showed that in the first three years, teachers appeared lower on a structuring style. From 8 and more years of experience, teachers were higher on emotional exhaustion. By the end of their career (>24 years of experience) teachers appeared at greater risk of becoming more controlled motivated and too demanding.

Lussier, F., & Stipaninic, A. (Éd.). (2023). **Particularités cognitives entre normalité et trouble - Complexité des diagnostics multiples et surdiagnostics (TND, Autisme, TDA/H, HPI, TSLO, DYS...)**. *A.N.A.E. Approche Neuropsychologique des Apprentissages chez l'Enfant*, (183). Consulté à l'adresse https://www.anae-revue.com/

Mekonnen, G. T., Beyera, G. K., Tulu, A., & Roba, T. T. (2023). **Perceived influence of COVID-19 pandemic on university students' learning and mental health in Ethiopia**. *Quality & Quantity*, *57*(3), 2545-2562. https://doi.org/10.1007/s11135-022-01485-8
This study reports perceived influence of COVID-19 on students' learning and mental well-being. The data of 367 students were analysed using R. The linear regression model was fitted. A regression coefficient with 95% confidence interval (CI) was computed to identify factors associated with the perceived influence of COVID-19 on students' education and mental health. The mean ± standard deviation scores of perceived influence of COVID-19 on students' learning and communication for learning were 31.7 ± 6.7 and 21.6 ± 3.6, respectively. A similar number of students, 109 (29.7%) reported having depression and anxiety. Being a female student had a negative association with the effects of COVID-19 on learning, while being a rural resident had a strong positive association with both the effects of COVID-19 on learning and communication for learning. Similarly, being a social science student and in 2nd year of study were positively associated with higher history of depression and anxiety. Residing in zonal towns, district towns, and rural settings were found to have a lower prevalence of depression and anxiety. The COVID-19 placed a serious effect on students' education and mental well-being. Thus, the Ethiopian health and higher education sectors need to provide students with basic educational resources and counselling services.

Nieuwenhuis, S., Janssen, T. W. P., van der Mee, D. J., Rahman, F. A., Meeter, M., & van Atteveldt, N. M. (2023). **A Novel Approach to Investigate the Impact of Mindset and Physiology on the Choice to Invest Effort During an Arithmetic Task**. *Mind, Brain, and Education*, *17*(2), 123-131. https://doi.org/10.1111/mbe.12356
Growth mindset, the belief that personal attributes such as intelligence are malleable, has previously been related to more effort investment. Here, we investigated how undergraduates' mindset (N = 114) relates to the choice to invest effort during an arithmetic task, indexed by whether they make low vs. high effort-related choices. Social cognitive theory suggests that past performance experiences (mastery vs. failure) and physiological state are important sources for competence self-evaluations. Therefore, in addition to mindset, we also investigated how effort-related choices are influenced more dynamically, by failures and physiological responses during the task. Growth mindset and physiological effort mobilization did not predict effort-related choices but making mistakes did predict lower effort choices in the subsequent round. This study further supports the importance of mastery experiences for effort investment and provides a novel approach for integrating different levels of influence on effort-related choices during an educationally-relevant task.

Nugiel, T., Mitchell, M. E., Demeter, D. V., Garza, A., Cirino, P. T., Hernandez, A. E., … Church, J. A. (2023). **Brain Engagement During a Cognitive Flexibility Task Relates to Academic Performance in English Learners**. *Mind, Brain, and Education*, *17*(2), 149-160. https://doi.org/10.1111/mbe.12362
English Learners (ELs), students from non-English-speaking backgrounds, are a fast-growing, understudied, group of students in the U.S. with unique learning challenges. Cognitive flexibility—the ability to switch between task demands with ease—may be an important factor in learning for ELs as they have to manage learning in their non-dominant language and access knowledge in multiple languages. We used functional MRI to measure cognitive flexibility brain activity in a group of Hispanic middle school ELs (N = 63) and related it to their academic skills. We found that brain engagement during the cognitive flexibility task was related to both out-of-scanner reading and math measures. These relationships were observed across the brain, including in cognitive control, attention, and default mode networks. This work suggests the real-world importance of cognitive flexibility for adolescent ELs, where individual differences in brain engagement were associated with educational outcomes.

Pelland-Goulet, P., Brisebois, H., & Gosselin, N. (2023). ***TDAH, santé mentale, cognition et scolarité en temps de pandémie de la COVID-19*** (p. 78). Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/histoire-et-rapport/tdah-sante-mentale-cognition-et-scolarite-en-temps-de-pandemie-de-la-covid-19/
La période développementale correspondant aux adultes émergents s'étend de 18 à 25 ans et comporte nombreux défis, tels que la transition aux études

Samuelsson, R. (2023). **Leveraging Play for Learning and Development: Incorporating Cultural-Evolutionary Insights into Early Educational Practices**. *Mind, Brain, and Education*, *17*(2), 75-85. https://doi.org/10.1111/mbe.12347
There is a renewed scientific interest in the role of childhood in human evolution, pointing to the explorative phase of a human's life history that shapes how children learn and develop. This study presents a synthesis from evolutionary sciences that considers biases in childhood learning through activities in play, exploration, and social interactions. The

study argues that childhood education based on this framework diverges from formal education. This framework explains why common misconceptions about childhood learning arise and how to resolve them. Finally, we propose how childhood education can be changed to take advantage of biological biases in learning.

Scheer, D., Egener, L., Laubenstein, D., & Melzer, C. (2023). **Development and psychometric evaluation of an instrument measuring subjective definitions of inclusion (FEDI)**. *International Journal of Inclusive Education*, *27*(4), 472-492. https://doi.org/10.1080/13603116.2020.1853256
Within educational and social discourses, the term 'inclusion' has various meanings. In both research and practice, there is no official definition of inclusion. Nevertheless, subjective definitions affect pedagogical acts. We developed the Definitions of Inclusion Questionnaire [Fragebogen zur Erfassung subjektiver Definitionen von Inklusion] (FEDI) as an economic instrument that takes subjective definitions of inclusion into account. This paper describes the construction and first psychometric evaluation of the questionnaire instrument that 513 participants with various professional backgrounds completed. We used exploratory and confirmatory factor analyses of two different subsamples to identify the measuring model. We found a three-factor structure with acceptable-to-good fit measures and an acceptable reliability (CR from .81 to .87). Small to medium correlations of the FEDI scales with attitudes towards inclusion and teachers' sense of efficacy suggest that discriminant validity is given. Perspectives for further research and implications for practice are discussed.

Simoës-Perlant, A., Barreau, M., & Vezilier, C. (2023). **Stress, Anxiety, and School Burnout Post COVID-19: A Study of French Adolescents**. *Mind, Brain, and Education*, *17*(2), 98-106. https://doi.org/10.1111/mbe.12346
This study examined the symptoms of exhaustion, school stress and anxious school refusal from a comparative developmental perspective in French adolescents enrolled in public and private general, technological and vocational schools. It is particularly important to consider academic stress levels, anxiety and school burnout in middle and high school students as they are linked to many mental health problems, such as depression or suicidal thoughts. In this study, four hundred and ninety-three adolescents completed an online questionnaire consisting of the School Burnout Inventory, the Echelle Toulousaine de Stress Scolaire perçu and the School refusal evaluation was developed. The results show a very high percentage of suffering among teenagers. The young people most affected are high school students and more particularly students in 10th and 12th grade, with nearly three-quarters of them suffering from school burnout and/or high school stress, without any distinction between the sexes or the type of schooling.

Aspects sociaux de l'éducation

Ayed, C. B. (2023). ***L'École discrimine-t-elle ? : Le cas des descendants de l'immigration nord-Africaine***. Consulté à l'adresse https://editions-croquant.org/hors-collection/905-l-ecole-discrimine-t-elle-.html
Le cas des descendants de l'immigration nord-Africaine La discrimination s'est constituée comme un fait majeur au cours des dernières décennies dans différents pans de la société comme l'accès à l'emploi ou au logement. Cet ouvrage est consacré à la discrimination dans le domaine scolaire encore peu explorée. Il s'attache centralement à une population particulière celle des descendants de l'immigration nord-Africaine.

L'ouvrage revient globalement leur rapport à la société française sur plusieurs générations en soulignant les entraves à la reconnaissance d'une citoyenneté française pleine et entière. L'école est précisément le lieu où se joue ces processus de reconnaissance ou au contraire d'exclusion et de discriminations. L'ouvrage montre que si l'école ne discrimine pas de façon systématique les élèves descendants de l'immigration nord-Africaine, se produisent bien en revanche en son sein des mécanismes discriminatoires qu'il s'agisse des expressions de racisme entre élèves, parfois entre enseignants et élèves, des mécanismes d'orientation biaisés par l'origine migratoire, ou encore des processus de ségrégation scolaire inter et intra-établissements qui par leur ampleur s'assimilent à des pratiques discriminatoires. Constituent ainsi des discriminations scolaires tous faits actes ou décisions de nature à porter atteinte à la dignité et à l'intégrité des élèves comme de leurs parents et d'exercer une influence potentiellement préjudiciable sur les trajectoires scolaires. L'ouvrage interroge ainsi la capacité de l'école à faire monde commun, dans un contexte où la transmission des valeurs républicaines à l'école est en crise. Il dresse ainsi un état des lieux pour une école plus égalitaire, moins marquée par les rapports d'altérité qui la traversent et la fragmentent, et globalement plus respectueuse du droit de l'éducation.

Ben Hamouda, L. (2023a, mai 22). **Pierre Merle : « Enseignement catholique et mixité sociale sont-ils incompatibles ? »** Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/22/pierre-merle-enseignement-catholique-et-mixite-sociale-sont-ils-incompatibles/
Pierre Merle, professeur émérite de sociologie à l'université de Brest et spécialiste des questions de mixité sociale à l'école, propose aux lecteurs et lectrices du Café pédagogique une analyse du protocole d'accord entre le ministère et l'enseignement catholique. Pour le chercheur, ce protocole est un « blanc-seing » qui « repose sur la confiance »…

Ben Hamouda, L. (2023b, mai 24). **Les vacances d'été creusent les écarts de performances scolaires**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/24/les-vacances-dete-creusent-les-ecarts-de-performances-scolaires/
Selon une récente étude récente de la DEPP – Direction de l'évaluation, de la prospective et de la performance, les vacances d'été ont des conséquences négatives sur les performances scolaires. Les résultats indiquent que les écarts de performances entre les élèves augmentent à la suite des congés. Les domaines les plus touchés sont les mathématiques…

Boutte, G. S., Jackson, T. O., Johnson, G., & Etienne, L. K. (2023). **Centering blackness as freedom scholarship: case studies from freedom scholars**. *International Journal of Qualitative Studies in Education*, *36*(5), 812-831. https://doi.org/10.1080/09518398.2021.1930247
We center and unpack the American Educational Research Association's (AERA) Commission on Research in Black Education's (CORIBE) research validity principle, which emphasizes that the highest priority must be placed on studies of: (A) African tradition (history, culture and language); (B) Hegemony (e.g. uses of schooling/socialization and incarceration); (C) Equity (funding, teacher quality, content and access to technology); and (D) Beneficial practice (at all levels of education, from childhood to elderhood). We

present four interrelated and overlapping critical case studies/stories which demonstrate the application, elasticity, and validity of Black emancipatory scholarship frameworks.

Caira, D. (2022). ***« Ouvrir l'Ecole aux Parents pour la Réussite des Enfants » : une étude sociodidactique de mères bilingues turcophones*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-03999115
L'objectif de cette recherche est de réfléchir à des pistes didactiques en faveur de la mise en œuvre du dispositif « Ouvrir l'Ecole aux Parents pour la Réussite des Enfants ».Il s'agit d'une étude qualitative qui, par le biais d'une approche compréhensive de locutrices, mères bilingues turcophones, se donne pour vocation de conjuguer besoins déclarés de femmes, mères d'élèves et attendus institutionnels. La démarche sociodidactique soutient ce projet ethnosociolinguistique.La triangulation des données de type ethnographique, didactique et discursive recueillies sur le terrain de l'école a permis de souligner l'importance de construire ce dispositif sur la base de continuums partant des représentations des apprenantes accueillies pour tendre vers les attentes des préconisations officielles. La modélisation suggérée, pensée par le biais d'une didactique altéritaire, souligne la visée transgénérationnelle du dispositif. Elle questionne par conséquent la posture de l'enseignant engagé dans cette initiative en mettant en évidence l'importance d'une prise de conscience mutuelle des facteurs et des écarts existant entre les manières de percevoir l'apprentissage et les pratiques littéraciques des deux acteurs de la vie de l'enfant-élève.

Davis, C., & McTier, S. A. (2023). **A call & response critical poetic inquiry of resistance ideologies among teachers and Black youth**. *International Journal of Qualitative Studies in Education*, *36*(5), 759-773. https://doi.org/10.1080/09518398.2022.2025469
Grounded in the Black intellectual tradition, this article explores how Black youth and teachers of Black youth operationalize resistance ideologies to combat hegemonic narratives about Black youth in U.S. urban school spaces. Using data from four Black youth and teacher participants, we applied a priori coding based on Bernard and Agozino's description of Black free spaces and the Black Studies Theory of Alterity to identify the participants' resistance ideologies and how they were evidenced. Next, we employed a call-and-response method of critical poetic inquiry to analyze participants' responses, generate themes, and produce research poetry as findings. The three primary themes include (1) savior narratives for Black youth, (2) discipline and perceptions of Black youth, (3) the systems of belief within participants' resistance ideologies. The findings are disseminated in a call-and-response format that joins the teacher's perspectives with Black youth perspectives.

Dingel, M. J., & Sage, S. K. (2023). **Habitus congruence and college student experiences in social, academic, and racial domains**. *International Journal of Qualitative Studies in Education*, *36*(5), 918-934. https://doi.org/10.1080/09518398.2021.1885072
To better understand inequality in higher education, we qualitatively explore students' fit in college using three domains based in theories by Bourdieu, Du Bois, and Bonilla-Silva: academic, social, and racial. We demonstrate the interconnected nature of these three domains, how students' habitus shift over time, and students' agency as they navigate college. We interviewed 18 students at two points in time: during their first or second year in college, and again during their third or fourth year. Our analysis reveals weaknesses in Bourdieu's theory with respect to ways that race affects students' pathways through college. We also demonstrate how Du Bois and Bourdieu can be used together to create

a more complete theoretical basis of student experiences by explicitly incorporating double consciousness with habitus. To help students succeed, we call for more explicit articulation of the sociocultural expectations in higher education, as well as identification and removal of barriers to success that result from both hidden expectations and structural aspects of racial inequality.

Duru-Bellat, M. (2023, mai 23). **Mixité sociale à l'école : où est le problème ?** Consulté 24 mai 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/mixite-sociale-a-lecole-probleme/00106954
Quand on parle de la mixité sociale – ou, pour dire la même chose mais d'un autre point de vue, de ségrégation sociale – à l'école, la rhétorique de la « guerre scolaire » n'est

Ebanks & Francois. (2023). **The Persistence of African American Female Students in Community Colleges**. *Community College Journal of Research and Practice*, *47*(6), 443-451. https://doi.org/10.1080/10668926.2022.2046208
Community colleges have been an educational source for individuals to increase capital and social mobility. But the reality of these opportunities is not the same for all. First generation, low income, non-traditional minority students make up a large percentage of students enrolling in community colleges yet retention rates, primarily for African Americans remains relatively low. The purpose of this study was to determine what factors impact the persistence of African American female students attending community colleges. The study researchers tested study hypotheses using a 3-step hierarchical regression analysis. Demographic variables (race and age) were entered into the model first to control the confounding effect of these variables. Second, the researchers entered academic support, financial health, financial strain, and experiencing racism to examine change in variance explained by the model with main effects and the relative direct effect of each variable on college persistence. In the third step, study researchers entered two-way interactions between academic support and financial health, academic support and financial strain, and academic support and experiencing racism to examine indirect effects. African American female students who make the commitment to invest in furthering their education should have every opportunity available to them to persist and ultimately graduate. Reviewing and reforming current policies and practices may increase engagement, positively impact retention, and result in greater positive societal impacts.

Elsayed, A., & Shirshikova, A. (2023). ***The Women Empowering Effect of Higher Education*** (IZA Discussion Paper N° 16069). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16069.htm
We examine the effects of the large-scale construction of public universities in Egypt during the 1960s and 1970s. We found that opening a local university increased the likelihood of obtaining higher education degrees and had long-lasting positive effects on labor market and marriage outcomes, particularly for women. We give insights on internal migration as a channel and show that migration prior to university enrollment age decreased while migration after that age increased as an outcome of university construction. Local universities reduced men's migration for study and women's migration for early marriage. The paper highlights the importance of increasing access to higher education for positive social and labor outcomes, particularly for women.

Evans, D. K., Mendez Acosta, A., & Yuan, F. (2023). **Girls' Education at Scale**. *The World Bank Research Observer*, lkad002. https://doi.org/10.1093/wbro/lkad002
Many educational interventions boost outcomes for girls in settings where girls face educational disadvantages, but which of those interventions are proven to function effectively at large scale? In contrast to earlier reviews, this review focuses on large-scale programs and policies—those that reach at least 10,000 students—and on final school outcomes such as completion and student learning rather than intermediate school outcomes such as enrollment and attendance. Programs and policies that have boosted school completion or learning at scale across multiple countries include school fee elimination, school meals, making schools more physically accessible, and improving the quality of pedagogy. Other interventions, such as providing better sanitation facilities or safe spaces for girls, show promising results but either have limited evidence across settings or focus on intermediate educational outcomes (such as enrollment) or post-educational outcomes (such as income earning) in their evaluations. These and other areas with limited or no evidence demonstrate many opportunities for education leaders, partners, and researchers to continue innovating and testing programs at scale. We discuss three considerations for incorporating evidence-based solutions into local education policies—constraints to girls' education, potential solutions, and program costs—as well as lessons for scaling programs effectively.

Goss, A. C., & Patel, L. (2023). **Cross-Talkin': Black parents and youths' resistance, education, and action**. *International Journal of Qualitative Studies in Education*, *36*(5), 832-852. https://doi.org/10.1080/09518398.2021.1942290
In this three-part article, we present two studies of Black political education and resistance to archive and document examples of the ongoing struggle for educational equity. In the first portion of the article, Goss's study uses an analysis of race, power, and policy to map the evolution of school discipline reform legislation, and advocacy efforts enacted by members of a particular parent community organization. Using archival and life history interview data, Patel presents a cross-generational examination of the internal political education and external public pedagogies that Black youth engaged in during the 1960s and how that echoes into various contemporary social movements for Black and brown young peoples' rights. The article closes with a duoethnographic discussion in which both authors contribute what is contextually salient across both studies in the interest of what readers might consider about education, resistance, and freedom struggles in their own spaces.

Grant, J. (2023). **Keys to the city: race, place and class in America's Black mecca**. *International Journal of Qualitative Studies in Education*, *36*(5), 738-758. https://doi.org/10.1080/09518398.2022.2025487
Considering the ways in which class and space inform the varied experiences of Black people is essential to a more complete understanding of the African reality. Situating these constructs within the context of the Black Intellectual Tradition sheds light on the history of scholars who, for decades, have encouraged this analysis. Starting with Du Bois, this study pays homage to and continues the work of analyzing race and class in Black spaces. Relying on thirty-four in-depth interviews, this research highlights the racialized and classed experiences of Black Atlantans. Drawing on the theoretical frames of Black placemaking, a premise that is encouraged in the Black Intellectual Tradition, I explain how, even in a Black mecca like Atlanta, certain class groups are left out of the educational opportunities and social privileges afforded to whites and economically

advantaged Blacks. I use the term Black meccanisms to elucidate the way city institutions act as agents to help Atlanta maintain its Black mecca status, while simultaneously reinforcing class inequality. Community-engaged research empowers people to suggest and create solutions to the social problems they encounter. Therefore, my research gives voice to solutions participants agree would help undermine the effects of structural inequality – improved and diverse educational institutions.

Hoffman, D. M. (2023). **Multimodality in children's socially situated learning in Haiti: a video-based ethnographic analysis**. *International Journal of Qualitative Studies in Education*, *36*(5), 955-973. https://doi.org/10.1080/09518398.2021.1885077
Using perspectives drawn from recent work in the anthropology of learning as socially situated practice, alongside attention to multimodality as a lens for exploring learning, this article analyzes patterns of meaning-making among children engaged in small group learning during an after-school Creole literacy program in Haiti. Ethnographic analysis of an extensive corpus of video data reveals a powerful role for embodiment, wide attention, and distributed participation in children's learning, processes that in turn channel wider systems of meaning in Haitian society and culture. The article suggests that attention to the multiple affordances and cultural resources children use during engagement in socially situated learning offers a resource for thinking more deeply about education as social practice, especially in contexts where schools and society are shaped by social inequalities.

Idris, M., Alkhawaja, L., & Ibrahim, H. (2023). **Gender disparities among students at Jordanian universities during COVID-19**. *International Journal of Educational Development*, *99*, 102776. https://doi.org/10.1016/j.ijedudev.2023.102776
This study aims to show how the COVID-19 pandemic has affected the online learning process at Jordanian universities from a gender-based perspective. In Jordan, the government has taken various measures to contain the spread of the pandemic in the country by locking down schools and higher education institutions and replacing face-to-face lectures with online learning. To this end, a questionnaire was developed and distributed to students from Jordanian universities to evaluate whether family support, technology use, and stress and depression during online learning are influenced by gender differences. The findings reveal that gender disparities were present and significant. Utilizing the gender structure theory and the intersectional theory as incorporated with branches of feminist theories, the study underscores reasons that are conducive to the persistence of gender disparities mostly in favor of men at Jordanian universities. In the process, we recommend culturally specific remedial approaches that have the potential to reduce this gender gap.

Imberdis, A., Souchal, C., Sacré, M., & Toczek, M.-C. (2023, mai 15). **Les maths pour les garçons, le français pour les filles ? Comment les stéréotypes de genre se perpétuent à l'école**. Consulté 17 mai 2023, à l'adresse The Conversation website: http://theconversation.com/les-maths-pour-les-garcons-le-francais-pour-les-filles-comment-les-stereotypes-de-genre-se-perpetuent-a-lecole-202392
Si la recherche et les mouvements de société ont permis une prise de conscience des stéréotypes de genre, ceux-ci perdurent à l'école et désavantagent les filles dans leurs choix d'orientation.

Janmaat, J. G., & Mons, N. (2023). **Tracking and political engagement: an investigation of the mechanisms driving the effect of educational tracking on voting intentions among upper secondary students in France**. *Research Papers in Education*, *38*(3), 448-471. https://doi.org/10.1080/02671522.2022.2028890
Many scholars argue that the practice of educational tracking exerts a distinct effect on young people's political engagement. They point out that students in academic tracks are becoming more politically engaged than those than those in vocational ones, and suggest that this may be due to differences across tracks in the curriculum, pedagogy, peer environment or student self-confidence. The current paper aims to investigate whether tracking is related to political engagement through any of these four mechanisms. It uses survey data collected among students in the final year of upper secondary education in France and employs a stepwise multilevel analysis to explore this question. It finds little differences between tracks in the curriculum and in pedagogy relevant for political engagement. Students in academic tracks nonetheless express a stronger commitment to vote than those in vocational ones. This difference between tracks disappears when the social composition of the school population is taken into account, suggesting that the peer environment is the primary mechanism driving the effect of tracking in France. However, in contexts with greater variation between the tracks in curriculum and pedagogy, the latter may well be equally or more important mechanisms.

Kauppinen, I., & Poutvaara, P. (2023). ***Decomposing Migrant Self-Selection: Education, Occupation, and Unobserved Abilities*** (CESifo Working Paper Series N° 10334). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10334.htm
We analyze self-selection and sorting of emigrants from Finland, using full-population administrative data from Statistics Finland. We analyze emigration events lasting at least five years and decompose migrant self-selection into education, occupation, and unobserved abilities. Our analysis focuses on Finnish citizens satisfying three criteria: they were between 25-54 years of age; they had no immigrant background; and they were employed. We find that emigrants from Finland are strongly positively self-selected in terms of education and earnings. We also find strong evidence of sorting: men who emigrate outside Nordic countries are considerably better educated and have higher earnings and residual earning than men who emigrate to Nordic countries. Most of the self-selection in terms of higher earnings can be explained by emigrants being more educated. Adding occupational controls increases the fraction of explained self-selection only marginally. While men are positively self-selected also with respect to residual earnings, women are not.

Lecharbonnier, S. (2023, mai 16). **Les raisons qui expliquent la fragilité des élèves français en lecture**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2023/05/16/maitrise-de-la-lecture-les-raisons-d-une-fragilite-francaise_6173550_3224.html
Les résultats sont en deçà de la moyenne européenne, d'après l'étude internationale Pirls. En cause notamment : la focalisation sur les apprentissages du CP, alors que la maternelle et les autres niveaux du primaire sont aussi importants.

McGee, E. (2023). **Fear, fuel, and fire!: Black STEM doctoral students' career decisions during the Trump presidency**. *International Journal of Qualitative Studies in Education*, 36(5), 716-737. https://doi.org/10.1080/09518398.2021.1930246
President Trump's education policies continue to marginalize Black STEM students at the highest levels of education. Responding to a survey on their racialized educational experiences and future career trajectories, an ethnically diverse group of Black STEM doctoral students expressed anxiety about trying to pursue a STEM career during the Trump presidency. Their responses reflected their heightened sense of urgency to be change agents for racial justice in both the STEM arena and the wider society. These survey findings demonstrate that the Trump administration has created anxiety among minoritized people about pursuing STEM careers and triggered an activist spirit in this group of future STEM PhDs. In this paper, I discuss the ways the racist ideologies, practices, and policies of the Trump administration are impairing scientific innovation and increasing activism among Black STEMers. The findings reveal a vital need to continue discussing the consequences of the Trump administration's assault on Blacks in the STEM disciplines.

Observatoire des inégalités. (s. d.-a). **Enseignement privé : un séparatisme social jamais vraiment nommé**. Consulté 30 mai 2023, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Enseignement-prive-un-separatisme-social-jamais-vraiment-nomme
Le secteur privé aggrave la séparation des milieux sociaux à l'école et dégrade les conditions de scolarité des enfants de milieux populaires dans le secteur public. Subventionné à 73 % par l'État, l'enseignement privé ne supporte pas les contraintes du service public. Pire, il le concurrence. Le point de vue de la sociologue Fabienne Federini.

Observatoire des inégalités. (s. d.-b). **« Le mérite est comme un personnage à deux faces ». Entretien avec la sociologue Annabelle Allouch**. Consulté 30 mai 2023, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Le-merite-est-comme-un-personnage-a-deux-faces-Entretien-avec-la-sociologue
On a besoin de l'idée de mérite pour fixer des critères de justice dans la répartition des richesses ou des diplômes, par exemple. Mais cette notion sert aussi souvent aux plus favorisés à justifier l'ordre établi. Entretien avec la sociologue Annabelle Allouch, autrice d'un ouvrage intitulé Mérite.

OCDE : Organisation de coopération et de développement économiques. (2023). ***Joining forces for gender equality: what is holding us back?*** Consulté à l'adresse https://read.oecd-ilibrary.org/social-issues-migration-health/joining-forces-for-gender-equality_67d48024-en#page1
Dans les pays de l'OCDE, les inégalités persistent entre les sexes dans la vie sociale et économique. La publication analyse les évolutions et les politiques en faveur de l'égalité des sexes, en éducation, dans le monde du travail et l'entreprenariat : objectifs mondiaux ; cadres juridiques et planification stratégique pour l'intégration du genre ; outils de gouvernance pour une prise de décision inclusive ; intégrer le genre dans les politiques environnementales ; mettre fin à la violence sexiste ; participation et performance des filles et des garçons dans l'éducation ; l'écart dans l'engagement et la rétention scolaires, dans l'enseignement et la formation professionnels (EFP) et l'apprentissage des adultes ; etc.

OECD. (2023). ***Agir ensemble pour l'égalité des genres (version abrégée) : Quelles priorités ?*** Consulté à l'adresse https://www.oecd-ilibrary.org/social-issues-migration-health/agir-ensemble-pour-l-egalite-des-genres-version-abregee_6a24b253-fr
Des inégalités sociales et économiques persistent entre les genres dans les pays de l'OCDE. Les femmes jeunes atteignent souvent un niveau d'études supérieur à celui de leurs homologues masculins, mais restent sous-représentées dans les secteurs...

Quenan, C., & Remond, E. (Éd.). (2023). ***Éducation, numérique, cohésion sociale et politiques publiques – Regards croisés Europe-Amérique latine-Caraïbes***. Consulté à l'adresse https://www.institutdesameriques.fr/sites/ida/files/2023-04/Publication%202022%20%C3%89ducation%2C%20num%C3%A9rique%2C%20coh%C3%A9sion%20sociale%20et%20politiques%20publiques%20%20Regards%20crois%C3%A9s%20Europe-Am%C3%A9rique%20latine-Cara%C3%AFbes.pdf
De façon globale, les années 2020 et 2021 auront été marquées par la fermeture des établissements, à des degrés divers, pour limiter la propagation de la Covid-19. Dans le monde scolaire, universitaire, professionnel et économique, le tout numérique s'est majoritairement imposé sans transition, avec ses succès et ses échecs. Dans ce contexte, cet ouvrage propose d'alimenter les débats des liens complexes et étroits entre éducation, numérique, cohésion sociale et politiques publiques : des politiques éducatives aux défis de l'inclusion et des métiers de demain, sans oublier les facteurs économiques nécessaires au développement d'innovations et les actions de coopération internationale, tout particulièrement entre l'Europe, l'Amérique latine et les Caraïbes.

Rapin, J.-F. (2023). ***Bourses d'études et parent en situation de handicap***. Consulté à l'adresse Sénat website: https://www.senat.fr/dossier-legislatif/ppl21-880.html
Proposition de loi visant à verser automatiquement une bourse d'études (échelon 7) aux étudiants dont au moins l'un des deux parents est porteur d'un handicap (dont le taux d'incapacité est supérieur à 80 %)

Robertson, R. (2023). **A critical race theory analysis of transnational student activism, social media counter-stories, and the hegemonic logics of diversity work in higher education**. *International Journal of Qualitative Studies in Education*, *36*(5), 900-917. https://doi.org/10.1080/09518398.2021.1885073
This article employs critical race theory (CRT) to explore what student activist counter-narratives reveal about the logics of institutional diversity work and the ways this work reinforces racist configurations of power and exclusion in higher education. In 2014, student activism erupted in a series of critical incidents on university campuses around the world. As a form of counter-narrative, social media content generated by movements employing hashtags like #RhodesMustFall and #itooamharvard, drew attention to the discrepancy between institutional conceptions of inclusion evidenced in diversity policies and practices, and student experiences of persistent exclusion. A corpus of 2500 social media posts, representing Must Fall and I, Too, Am campaigns at three universities, was analyzed and emergent themes utilized to interrogate the hegemonic logics of higher education diversity work. Findings include: (1) compression in diversity discourse, (2) the paradox of diversity as capital, and (3) bureaucratic institutional responses to student activism.

Sales-Hitier, D. (2022). ***Le genre comme outil : comment le "designer " pour son usage en classe en didactique de l'oral ?*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://theses.hal.science/tel-04107524
Notre travail doctoral porte sur le langage oral au cycle 3 et sa lente constitution en sous-domaine de la discipline français à partir de la formalisation de contenus d'enseignement explicites. Pour aborder cette question, nous partons du concept de genre et de sa spécification en genre scolaire disciplinaire en tant qu'outil d'enseignement et d'apprentissage.Pour réaliser notre étude, nous avons mis en œuvre une recherche collaborative orientée par la conception (RoC) afin de designer l'outil genre et de le mettre en scène dans un dispositif que nous avons implémentés dans quinze classes ordinaires avec une perspective longitudinale.Le recueil des données comporte d'une part, des entretiens semi-directifs avec les enseignants, des questionnaires et une plateforme collaborative, dans l'objectif d'identifier leur degré d'appropriation de l'outil designé et du dispositif. D'autre part, un questionnaire et un corpus construit à partir d'écrits de travail des élèves permet de rendre compte de leur degré de conscientisation des apprentissages. Enfin, une étude de cas, documente la dimension intégrative de l'évaluation conçue en amont des apprentissages.Plus particulièrement est analysée la façon dont les enseignants ont fait évoluer leur expertise en clarifiant le statut des situations d'oral dans le continuum langagier de la classe et en étant en mesure d'élémentariser des contenus d'enseignement. Sur le versant des élèves, est suivi la construction de leur conscience disciplinaire du sous-domaine de l'oral dans le courant de l'année scolaire et la capitalisation des connaissances et compétences nécessaires aux situations de communications des trois genres scolaires disciplinaires enseignés (exposé, interview, lecture à d'autres).Dans la discussion, nous revenons sur la viabilité de l'outil designé et de son dispositif dans le contexte de classes ordinaires, tant dans son usage par l'enseignant que dans son appropriation par les élèves.

Sanfo, J.-B. M. B., & Malgoubri, I. (2023). **Teaching quality and student learning achievements in Ethiopian primary education: How effective is instructional quality in closing socioeconomic learning achievement inequalities?** *International Journal of Educational Development*, 99, 102759. https://doi.org/10.1016/j.ijedudev.2023.102759
Teaching quality affects student learning achievements, and high socioeconomic status (SES) students usually outperform low SES ones. However, teaching quality may affect students differently depending on their SES backgrounds. This study employs three-level hierarchical linear modeling with Ethiopian Young Lives data to examine the potential differential effects of the three basic dimensions of teaching quality (teacher support, classroom management, and cognitive activation) across student SES groups. Our findings reveal that, in general, the three dimensions of teaching quality are positively associated with learning achievements. However, compared to low and middle SES background students, high SES background students benefit from classroom management and cognitive activation. This suggests that teaching quality (classroom management and cognitive activation) may contribute to widening inequalities in learning achievements. Implications of the findings for policy and practice are discussed.

Sauer, P., Van Kerm, P., & Checchi, D. (2023). ***Higher Education Expansion & Labour Income Inequality in High-income Countries: A Gender-specific Perspective*** (LIS Working Paper N° 837). Consulté à l'adresse LIS Cross-National Data Center in Luxembourg website: https://econpapers.repec.org/paper/lisliswps/837.htm

The expansion of higher education since the second half of the 20th century was particularly pronounced among women. In most high-income countries to date more women complete a tertiary level than men. But research on the implications of higher education expansion for labour income inequality has largely treated expansion as gender neutral. With this paper we build on prior studies that have ignored potentially differential effects by factoring in what it means for earnings inequality to increase tertiary education among women as compared to men. To this end we draw on harmonised data from the Luxembourg Income Study (LIS) for 27 countries and two time points, 1995 and 2015, and use the method of Recentered Influence Function (RIF) regression. We obtain three main insights from our study. First, no average distributive effect of higher education expansion exists. Second, the distributive effect is gender-specific. The impact on the Gini coefficient of increasing tertiary attainment of men is positive and significant but the impact of increasing tertiary attainment of women is negative and significant. Third, the increasing share of tertiary educational attainment is the main factor explaining that distributive estimates shrink towards zero over time for both women and men. Only for men does larger inequality between and within educational groups significantly contribute to magnify the impact of educational expansion on earnings distributions across countries. Our analysis highlights that taking the gender dimension into account is crucial to obtain exhaustive understanding of the role of education for overall income inequality.

Schupak, E. B. (2023). **An ultra-orthodox woman performing difference in Israeli academia**. *International Journal of Qualitative Studies in Education*, *36*(5), 935-954. https://doi.org/10.1080/09518398.2021.1885078
The purpose of this research is to examine the impact of the performance of religious and gender difference in Israeli academia. As an ultra-Orthodox Jewish woman in Israel, my identity uneasily hovers at the juncture of multiple and intersecting sites of discrimination: of all religious groups, the ultra-Orthodox attract the most opprobrium from Israeli society, being viewed as anachronistic, insular, and anti-Zionist—and females in academia have well-documented challenges to face. Through the medium of autoethnography, I explore what it means to be female and ultra-Orthodox in Israeli academe: the daily journeys between diverse discourse communities, the necessary shifts in rhetorical footing, and how performing gender and religious difference in this society promotes encounters with stereotyping and bias.

Stahl, G., Scholes, L., McDonald, S., Mills, R., & Comber, B. (2023). **Boys, science and literacy: place-based masculinities, reading practices and the 'science literate boy'**. *Research Papers in Education*, *38*(3), 328-356. https://doi.org/10.1080/02671522.2021.1964097
The fields of science and literacy education continue to be shaped by pervasive gender inequality. Previous research has documented how the formation of a 'science identity' is contingent on access to science capital while research in literacy education continues to highlight how boys struggle in their literacy acquisition. Despite a robust scholarship on gendered literacy practices and gender in STEM subjects, to date, there has been little investigation of the relationships between boys' science identity/ies and their literacy practices. We draw on a case study of 24 middle school boys living and learning in two different regions (e.g. metropolitan, rural) where we focus on how boys conceive of themselves as learners in two curriculum areas: science and literacy. Bridging multiple areas of scholarship (e.g., science literacy, science identity, boys in schooling), we

concentrate on the participants' self-belief in science and self-belief as readers and consider the way they inform each other in reference to place. The implications of our study concern how the science literate boy comes to be in reference to the construction of discursive performances of science masculinities and how they are maintained alongside literate identities.

Tellier, S. (2022). ***Approche socio ethnographique du processus de concertation : étude de l'émergence d'une politique locale de jeunesses intégrée*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://theses.hal.science/tel-04099996
Cette étude se base sur une approche compréhensive, mettant en œuvre une démarche socioethnographique. Comment émerge une politique locale de jeunesses intégrée dans un territoire départemental ? Comment des acteurs issus de différents secteurs de politiques publiques se concertent-ils autour d'un projet politique commun ? Dans une arène publique caractérisée par une forte hétérogénéité des professionnels en présence, comment ces derniers s'organisent-ils collectivement ? In fine, que peut-on dire des politiques de jeunesses intégrées en France aujourd'hui, notamment au regard de la participation des jeunes ? L'analyse du journal d'observation et des 11 entretiens semi-directifs issus de l'enquête de terrain permet de mettre en exergue la complexité d'un processus de concertation dans le cadre de la formulation d'une politique en direction des jeunes. En effet, si les travaux consacrés au processus de concertation se sont principalement focalisés sur la prise en charge des problèmes liés aux enjeux de développement durable, cette recherche met en évidence qu'en matière de jeunesses, la participation des publics reste encore largement utopique.

UNICEF : Fonds des Nations unies pour l'enfance. (2023). ***Bridging the gender digital divide: challenges and an urgent call for action for equitable digital skills development***. Consulté à l'adresse https://data.unicef.org/wp-content/uploads/2023/04/Bridging-the-Gender-Digital-Divide.pdf
Le rapport examine l'écart numérique entre les genres chez les 15 à 24 ans (utilisation d'Internet, possession d'un téléphone portable et compétences numériques) dans les pays à faible revenu où 90 % des adolescentes et des jeunes femmes n'ont pas accès à Internet. Il souligne le rôle essentiel des environnements éducatifs et familiaux et propose trois axes d'amélioration : 1. enseigner les compétences numériques de la même manière aux filles et aux garçons à (hors de) l'école ; 2. protéger leur sécurité en ligne (espaces virtuels sûrs, politiques, éducation) ; 3. promouvoir leur accès à l'apprentissage par les pairs, au mentorat, aux stages et à l'accompagnement numérique/STEM.

Wilczewski, M., & Alon, I. (2023). **Language and communication in international students' adaptation: a bibliometric and content analysis review**. *Higher Education*, *85*(6), 1235-1256. https://doi.org/10.1007/s10734-022-00888-8
This article systematically reviews the literature (313 articles) on language and communication in international students' cross-cultural adaptation in institutions of higher education for 1994–2021. We used bibliometric analysis to identify the most impactful journals and articles, and the intellectual structure of the field. We used content analysis to synthesize the results within each research stream and suggest future research directions. We established two major research streams: second-language proficiency and interactions in the host country. We found inconclusive results about the role of communication with co-nationals in students' adaptation, which contradicts the major

adaptation theories. New contextualized research and the use of other theories could help explain the contradictory results and develop the existing theories. Our review suggests the need to theoretically refine the interrelationships between the interactional variables and different adaptation domains. Moreover, to create a better fit between the empirical data and the adaptation models, research should test the mediating effects of second-language proficiency and the willingness to communicate with locals. Finally, research should focus on students in non-Anglophone countries and explore the effects of remote communication in online learning on students' adaptation. We document the intellectual structure of the research on the role of language and communication in international students' adaptation and suggest a future research agenda.

Witenstein, M. A., Davila, N., Karikari, L., & Wright, C. (2023). **Conceptualizing a Proposed Model for Re-Orienting Career Centers for Immigrant College Students**. *Journal of Career Development*, *50*(3), 519-533. https://doi.org/10.1177/08948453221112441
Immigrant college students often encounter daunting tasks and obstacles when exploring career paths, seeking employment and experiential learning opportunities aligned with their interests within the dominant US higher education structure. Considering that there is a career services and development literature gap on immigrant students (who comprise a large swath of the college-going population), it is critical to develop meaningful frameworks that support research and practice in this emerging, needed space. This conceptual paper bridges a critical theory of love with funds of knowledge to re-orient the ways in which immigrant students are served at college career centers. Four guiding principles (rooted in the frameworks) are outlined that can support a more collaborative and inclusive experience for immigrant students toward gaining meaningful support at college career centers.

Zeidan, R., de Almeida, S. L., B\'o, I., & Lewis, N. (2023). ***Racial and income-based affirmative action in higher education admissions: lessons from the Brazilian experience*** [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2304.13936.htm
This survey article provides insights regarding the future of affirmative action by analyzing the implementation methods and the empirical evidence on the use of placement quotas in the Brazilian higher education system. All federal universities have required income and racial-based quotas in Brazil since 2012. Affirmative action in federal universities is uniformly applied across the country, which makes evaluating its effects particularly valuable. Affirmative action improves the outcomes of targeted students. Specifically, race-based quotas raise the share of black students in federal universities, an effect not observed with income-based quotas alone. Affirmative action has downstream positive consequences for labor market outcomes. The results suggest that income and race-based quotas beneficiaries experience substantial long-term welfare benefits. There is no evidence of mismatching or negative consequences for targeted students' peers.

Zhu, J., Hou, Z., Zhang, H., Wang, D., Jia, Y., Flores, L. Y., & Chen, S. (2023). **To Be Successful and/or Comfortable? Parental Career Expectations and Chinese Undergraduates' Career Indecisiveness across Gender**. *Journal of Career Development*, *50*(3), 674-689. https://doi.org/10.1177/08948453221131015

This study explored the association between two parental career expectations (reward/prestige and comfort/stability) and career indecisiveness with the moderation of gender in 523 Chinese undergraduates. We found that women undergraduates perceived lower parental reward/prestige and higher comfort/stability expectations than men. Perceived parental comfort/stability expectations on career indecisiveness were significant for men but non-significant for women. Results indicated a three-way interaction among parental expectations of reward/prestige, parental expectations of comfort/stability, and students' gender in the prediction of career indecisiveness. For women, perceived parental comfort/stability and reward/prestige expectations had a significant interactive effect on career indecisiveness. Perceived parental reward/prestige expectations were positively associated with career indecisiveness only when they perceived higher levels of parental comfort/stability expectations. For men, perceived parental comfort/stability and reward/prestige expectations had no interactive effect on career indecisiveness. We addressed the importance of joint influences of differential parental expectations on young adults' career decision-making across gender.

Évaluation des dispositifs d'éducation-formation

Knoche, L. L., Boise, C. E., Sheridan, S. M., & Cheng, K. C. (2023). **Promoting Expressive Language Skills for Preschool Children with Developmental Concerns: Effects of a Parent-Educator Partnership Intervention**. *The Elementary School Journal*, *123*(4), 513-537. https://doi.org/10.1086/723786

The current study reports the results of a randomized controlled trial examining the impact of the Getting Ready parent-engagement intervention on expressive language skills of children (N = 267) with developmental concerns upon entry into preschool. Latent growth for expressive language and moderating roles of parental stress and parental involvement in learning at home were analyzed using a structural equation modeling framework. Probing of interaction effects indicates that when families report below-average levels of stress or involvement in learning at home, children in the intervention group demonstrate accelerated growth in expressive language skills compared with peers in the comparison condition. Getting Ready is most salient when families report low to moderate levels of stress and can serve as a buffer for families who report low to moderate levels of involvement in learning at preschool entry. Results have implications for connections between families and educators across the preschool period.

Le Bouil, A. (2022). ***Effets d'un dispositif de formation d'enseignants : outils numériques pour développer l'autonomie des élèves en physique-chimie*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04097772

Ces travaux visent à répondre au questionnement suivant : à quelles conditions une formation d'enseignants en physique-chimie peut-elle contribuer à développer des usages du numérique favorisant l'autonomie des élèves ? Deux axes de recherche sont développés : 1. une recherche collaborative avec des enseignants de physique-chimie menant à la conception et la mise en oeuvre d'un scénario en classe ; 2. la conception, la mise en oeuvre et l'analyse d'un dispositif de formation aux usages d'outils numériques favorisant l'autonomie des élèves (en Master 2 MEEF physique-chimie). Nous utilisons l'organisation praxéologique (Chevallard) dans les sept dimensions de l'autonomie (Albero) : technique, informationnelle, méthodologique, sociale, cognitive, méta-

cognitive et psycho-affective. Ce cadre nous permet de mettre en avant la construction de compétences professionnelles des professeurs stagiaires de physique-chimie dans une organisation praxéologique des domaines de l'autonomie. Nous montrons comment le travail collectif des professeurs stagiaires ainsi que la conception et la mise en oeuvre de scénarios de classe sont déterminants dans le développement d'une praxéologie des différentes dimensions de l'autonomie des élèves à l'aide des outils numériques.

Näslund-Hadley, E., Mateo-Berganza Díaz, M., Santos, H., Cabra, M., & Vélez Medina, L. F. (2023). ***Socioemotional learning in early childhood education: experimental evidence from the think equal program's implementation in Colombia***. Consulté à l'adresse https://publications.iadb.org/publications/english/viewer/Socioemotional-Learning-in-Early-Childhood-Education-Experimental-Evidence-from-the-Think-Equal-Programs-Implementation-in-Colombia.pdf

Poisson, F. (2022). **Des organisations translocales de jeunes face aux mobilités empêchées par la crise sanitaire. Retours d'expériences d'un partenariat European Youth Together en 2020 et 2021**. *Journal of international Mobility*, *10*(1), 101-118. https://doi.org/10.3917/jim.010.0101

COME:ON! est un partenariat entre onze organisations gérées par des jeunes, issues de sept villes européennes. Cette initiative a reçu le soutien de l'Agence Exécutive Erasmus+ dans le cadre du programme European Youth Together 2019. Entre janvier 2020 et décembre 2021, un ensemble de mobilités avec les jeunes membres des organisations était prévu, dans la perspective de soutenir leurs engagements dans des projets associatifs locaux, notamment d'occupation de bâtiments vacants. Pour les organisations, le projet était l'occasion de renforcer leurs actions en organisant des rencontres européennes dans leurs lieux d'activités. Comment les dynamiques associatives jeunesses à l'origine d'un programme de mobilités se reconfigurent-elles dans le contexte de crise sanitaire ? Il s'agit ainsi d'expliquer la perspective translocale dans laquelle le partenariat s'inscrit, dans un contexte de soutien intensif à la mobilité de la part des institutions. La question de la reconnaissance de la valeur européenne des activités associatives locales est également étudiée. Ce phénomène semble faciliter la mise en place d'actions européennes localisées entre les organisations, qui peuvent faire émerger certains engagements avec des degrés de synchronisation entre les jeunes des différents pays. La translocalisation de l'occupation des lieux vacants par des organisations de jeunes est finalement analysée pour ouvrir d'autres perspectives de recherches et d'actions.

Puren, C., & Davanture, A. (2022). **FRANMOBE, un programme original d'apprentissage du français dans le cadre de la construction de projets de mobilité étudiante**. *Journal of international Mobility*, *10*(1), 163-186. https://doi.org/10.3917/jim.010.0163

FRANMOBE est un programme de français développé par le Service de coopération éducative et linguistique de l'Ambassade de France au Brésil avec le soutien de l'Agence universitaire de la francophonie (AUF) en Amérique latine, et en partenariat avec Campus France Brésil et des institutions d'éducation supérieure locales et régionales. Dans la première partie de cet article, nous situons le programme FRANMOBE dans son contexte d'élaboration, en fonction des enjeux qui ont motivé sa création et par rapport à son processus de conception, de type « recherche-action », qui a intégré l'enseignement, la formation d'enseignants et la recherche. Dans une seconde partie, nous présentons l'originalité didactique du cours FRANMOBE en nous concentrant sur ce

qui le différencie le plus des types de cours généralement utilisés pour la préparation des étudiants en FLE à la vie professionnelle (cours de FOS, Français sur Objectif Spécifique) ou aux études universitaires en français (cours de FOU, Français sur Objectifs Universitaires).

Sutter, M., Weyland, M., Untertrifaller, A., Froitzheim, M., & Schneider, S. (2023). ***Financial Literacy, Experimental Preference Measures and Field Behavior – A Randomized Educational Intervention*** (ECONtribute Discussion Papers Series N° 229). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://econpapers.repec.org/paper/ajkajkdps/229.htm
We present the results of a randomized intervention to study how teaching financial literacy to 16-year old high-school students affects their behavior in risk and time preference tasks. Compared to two different control treatments, we find that teaching financial literacy makes subjects behave more patiently, more time-consistent, and more risk-averse. These effects persist for up to almost 5 years after our intervention. Behavior in the risk and time preference tasks is related to financial behavior outside the lab, in particular spending patterns. This shows that teaching financial literacy affects economic decision-making which in turn is important for field behavior.

Formation continue

Barbier, J.-M. (2023). **La formation des adultes : entrées par l'action et par l'activité**. *Savoirs*, (61-62), 81-88. https://doi.org/10.3917/savo.061.0081
En dépit de leur apparente proximité, action et activité ne désignent pas forcément les mêmes processus humains. Partant, elles n'induisent pas forcément les mêmes démarches de recherche, tant en termes d'objectifs, d'objets que de statut épistémologique.

Boutinet, J.-P. (2023). **Le parcours de vie, un paradigme qui interroge la formation des adultes**. *Savoirs*, (61-62), 51-66. https://doi.org/10.3917/savo.061.0051
Dans le contexte de modernité avancée caractéristique de ces dernières décennies, les sciences de la formation doivent apprivoiser un nouveau paradigme, celui du parcours. Ce dernier s'est en effet imposé à elles, notamment à travers ces deux figures qui ne sauraient laisser aucun adulte indifférent, le parcours de vie et le parcours de formation. Le recours à ce paradigme peut aider à comprendre comment concilier et faire cohabiter dans une existence l'individuel et l'institutionnel.

Carré, P. (2023). **Sept « familles » de recherche : introduction au dossier**. *Savoirs*, (61-62), 11-25. https://doi.org/10.3917/savo.061.0011
La première partie de ce texte nous donnera l'occasion de présenter et commenter tour à tour le contenu des sept « catégories », « familles », « courants » de recherche mis en évidence par l'analyse bibliométrique à partir de leurs spécificités respectives dans les discours des auteurs et autrices publiés en vingt années d'activité de la revue Savoirs. Nous nous attacherons ensuite à examiner certains des enseignements de cette production, avant de conclure en suggérant quelques points de réflexion sur l'évolution des sciences de la formation au cours de ces deux décennies.

Chatagnon, A., Fournier, C., Kogut-Kubiak, F., & Sgarzi, M. (2023). **« Apprendre dans le travail », une autre voie vers la qualification. Regards croisés Argentine / France / Maroc / Sénégal**. *Céreq Bref*, *437*(5), 1-4. https://doi.org/10.57706/cereqbref-0437
Bon nombre de jeunes quittent le système éducatif sans qualification. Pour la plupart d'entre eux, souvent issus de milieux défavorisés ou des zones périphériques urbaines ou rurales, l'accès à l'appareil formel de formation ne va pas de soi. « Apprendre dans le travail » représente alors une alternative. À partir d'une étude réalisée en Argentine, en France, au Maroc et au Sénégal dans le secteur du BTP, ce Céreq Bref s'intéresse aux conditions qui favorisent le développement et la reconnaissance des compétences par le biais des « apprentissages dans le travail ».

Checcaglini, A., Estrade, M.-A., Marion-Vernoux, I., & Rosa, S. (2023). **Comment les entreprises ont-elles formé en 2020 ?** *Céreq Bref*, *438-439*(6-7), 1-8. https://doi.org/10.57706/cereqbref-0438
En 2020, malgré la crise sanitaire, les trois quarts des entreprises de dix salariés et plus ont formé au moins un des membres de leur personnel. Cette proportion est stable depuis 2005. En revanche, les modalités de formation ont changé : davantage d'entreprises ont eu recours à l'autoformation, aux formations en situation de travail et aux formations à distance, moins aux cours ou stages. Si certaines de ces évolutions sont étroitement liées à l'adaptation à la situation sanitaire, d'autres pourraient être plus structurelles. En dépit de ces transformations, la part des effectifs formés dans le cadre de cours ou stages (47 %) reste proche de ses niveaux antérieurs. Par ailleurs, les déterminants du recours à la formation professionnelle restent inchangés : il est croissant avec la taille de l'entreprise et variable suivant le secteur d'activité, celui des finances et de l'assurance formant le plus.

Delay, B., & Ulmann, A.-L. (2023). **Exploiter les vertus potentiellement formatives du travail : de la VAE à l'Afest**. *Savoirs*, (61-62), 135-147. https://doi.org/10.3917/savo.061.0135
Cet article anniversaire revient sur deux dispositifs, qui ont en commun de concevoir les apprentissages en mobilisant l'activité de travail. La période de vingt ans, qui sépare la reconnaissance institutionnelle de la VAE de l'Afest montre l'importance du temps long pour installer de tels renversements de perspectives. Nous soutiendrons l'hypothèse que ces dispositifs contribuent à l'instauration d'une nouvelle épistémologie de la formation, en revenant sur leurs contextes d'émergence, leurs enjeux et en mettant en évidence ce qui les différencie ou rapproche et les ruptures qu'ils engendrent au regard d'approches plus classiques de la formation.

Evans, K., & Carré, P. (2023). **L'apprentissage adulte : une agentivité limitée**. *Savoirs*, (61-62), 67-80. https://doi.org/10.3917/savo.061.0067
L'examen des formes variées d'apprentissage et d'autoformation des jeunes et des adultes est au cœur de la problématique éducative de demain. Notre compréhension de l'adulte apprenant évolue avec la recherche sur la réflexivité, l'attitude d'apprenance, la motivation et l'agentivité. Ces thématiques sont elles-mêmes enrichies par des conceptions élargies des espaces d'apprentissage, en particulier dans les lieux de travail, les communautés et par l'expansion des technologies numériques. L'article examine ces différents aspects du débat multidisciplinaire sur l'apprentissage « tout au long de la vie » à travers une conception de l'agentivité humaine limitée, mais réelle.

Frétigné, C. (2023). **Vingt ans d'articles « Varia » : échelles d'observation et niveaux d'analyse**. *Savoirs*, (61-62), 149-159. https://doi.org/10.3917/savo.061.0149
En vingt ans, la revue Savoirs a publié plus d'une centaine de Varia. Le propos de l'article est de rendre compte des échelles d'observation et des niveaux d'analyse mobilisés par les auteur.es. Le constat principal fait état d'une préférence pour les échelles et les niveaux intermédiaires et leur articulation, sans que cela ne répondre obligatoirement à une nécessité d'ordre épistémologique ou méthodologique. Il s'agit ainsi de présenter les configurations effectivement observées mais également d'interroger celles qui correspondent à des possibles non actualisés et qui pourraient néanmoins contribuer à renouveler pour partie la recherche en formation d'adultes.

Jeunesse, C., & Las Vergnas, O. (2023). **Utilisation des technologies dans les apprentissages et la formation des adultes : 20 ans de communications de recherches francophones**. *Savoirs*, (61-62), 89-106. https://doi.org/10.3917/savo.061.0089
Cet article met en avant les évolutions de la recherche francophone portant sur l'utilisation des technologies dans les apprentissages et la formation des adultes, de 2003 à 2022. Un corpus constitué des titres, résumés et mots clés de 748 documents issus de quatre revues et des colloques e-formation a été ainsi convoqué sur la période considérée, avec un regard particulier sur la revue Savoirs. Une analyse factorielle des correspondances a permis de distinguer trois grandes périodes. Celles-ci s'ancrent respectivement dans différents facteurs contextuels qui ont fait évoluer les usages des technologies pour apprendre et, par là même, l'intérêt de la recherche académique pour la question. Cette analyse est complétée par la mise en regard du corpus avec différentes perspectives éditoriales développées dans un précédent article.

Kayombo, C. C. (2023). ***L'éducation des adultes en Afrique***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140326660&utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_15_au_20_mai_35972&utm_medium=email&utm_content=lienTitre
Cet ouvrage montre que l'éducation des adultes est un facteur crucial pour tous les aspects du développement et de la réduction de la pauvreté : elle est l'un des outils efficaces d'élimination de la pauvreté. Les systèmes éducatifs et les différentes interventions initiées en matière de formation ici et là en Afrique n'ont pas donné les résultats escomptés. Dans la perspective africaine, il faut, par une contextualisation appropriée, corriger les inadéquations de l'école postcoloniale et les déficits cumulés par le système éducatif formel, afin de répondre aux besoins multiformes d'éducation des jeunes et des adultes, et de promouvoir le capital humain face aux exigences de la mondialisation. Dans l'Afrique actuelle, les enjeux de l'éducation des adultes sont multiples. Ils ont trait à la démocratisation de l'accès à la formation et à la résolution des problèmes de développement spécifique. L'atteinte de ces objectifs requiert des ressources humaines suffisamment formées de manière adéquate.

Las Vergnas, O., Bury, P., & Jeunesse, C. (2023). **Analyse de vingt ans d'articles de recherche dans la revue Savoirs : présentation de la méthode de catégorisation des courants de recherche**. *Savoirs*, (61-62), 27-50. https://doi.org/10.3917/savo.061.0027
Cet article présente la méthode d'analyse lexicale et bibliométrique employée pour proposer une classification des courants de recherche qui ont alimenté les articles scientifiques publiés durant les vingt premières années de la revue Savoirs. La méthode

retenue s'appuie sur l'utilisation de l'algorithme Reinert disponible via le logiciel libre Iramuteq. Elle est employée ici sur un corpus établi spécifiquement pour caractériser les 119 articles concernés, en s'appuyant sur leurs titres, mots clefs et auteurs cités en bibliographie. Cette méthode originale intégrant une approche purement lexicale avec une identification des co-citations des auteurs de références est mise en œuvre ici pour aboutir à une classification en huit classes.

Petit, L., Muñoz, G., Holgado, O., Inowlocki, P., & Mayen, P. (2023). **La didactique professionnelle au fil des ans. Continuités et ruptures**. *Savoirs*, (61-62), 107-120. https://doi.org/10.3917/savo.061.0107
Cet article propose un retour sur... 30 ans de didactique professionnelle (DP). Sa date de naissance peut, en effet, être fixée au début 1992 avec la thèse de Pierre Pastré. Une première partie rappelle le contexte, les intentions et les influences de la DP à l'origine, puis les extensions des problématiques qui ont été abordées, ainsi que des domaines professionnels investigués au fil du temps ; enfin les évolutions théoriques et méthodologiques.

Roussel, J.-F. (2023). **Bilan et prospectives – Pratiques et recherches en éducation des adultes 2000-2020 au Québec**. *Savoirs*, (61-62), 161-175. https://doi.org/10.3917/savo.061.0161
Depuis la Révolution tranquille, l'apport de l'éducation des adultes au Québec a évolué en passant d'une voie dite de seconde chance, vers celle de moteur d'une société en transformation. De nos jours, elle est surtout orientée vers le monde du travail. Au Québec, l'éducation des adultes a permis de développer trois domaines de recherche principaux, soit ceux de la littératie, de la formation au travail et du rôle des formateurs. Ce bilan établit également qu'entre 2000 et 2020 le nombre de recherches doctorales publiées liées à l'éducation des adultes s'est accru, la plupart ayant été menées en milieu organisationnel. Aujourd'hui, l'éducation des adultes au Québec vit une transition majeure en raison de l'apprentissage au moyen des technologies. Dans ce contexte, le développement des compétences en littératie numérique est devenu un enjeu majeur.

Simpson, J., & Hunter, A.-M. (2023). **Policy formation for adult migrant language education in England: national neglect and its implications**. *Language Policy*, *22*(2), 155-178. https://doi.org/10.1007/s10993-023-09655-6
This article is about current policy in the coordination of opportunities for adult migrants in England to learn English. People who move to a different country experience a need to learn the dominant language of their new environment, to support their settlement. A willingness to learn the language is a marker of social inclusion from a political perspective too: an insistence that migrants have an obligation to learn and use the language is a recurrent trope in political and media discourse. In the UK, language education for adult migrants focuses on the area of education known as ESOL, English for Speakers of Other Languages. Beyond the rhetoric, policy support for migrants' learning of English across the UK is inconsistent: there is neither a UK-wide nor an England-specific strategy in policy to support access to ESOL. Where policy exists, it is formed at a local level in the absence of national direction. The aim of this paper is to consider how an important area of adult education appears to have little presence in national policy, and what the implications of this are, for practice. To achieve this, we first follow the trajectory of ESOL policy in England, considering why—despite attempts to address its coordination—there remains a lacuna. Second, we ask what the implications are of this

policy gap for ESOL coordination in practice. Analysis of current policy and of interviews with key ESOL stakeholders suggests an enduring condition of fragmentation and lack of coordination to the detriment of students.

Tiberghien-Leclercq, V. (2023). **La diffusion de recherches sur la formation de base et la revue Savoirs depuis 20 ans**. *Savoirs*, (61-62), 121-134. https://doi.org/10.3917/savo.061.0121
Cette contribution analyse le rôle qu'a pu jouer la revue Savoirs dans la diffusion de travaux sur la formation de base d'adultes peu qualifiés et peu scolarisés, engagés dans un parcours d'insertion sociale et/ou professionnelle. Un recensement des productions de la revue des vingt dernières années a permis d'évaluer la place qu'occupent les articles et notes de synthèse consacrés à ce secteur d'intervention. Un examen plus fouillé analyse les caractéristiques des travaux (objets d'investigation, données exploitées, disciplines de référence, cadres théoriques) et les relie aux évolutions de l'espace scientifique de la formation de base.

Marché du travail

Donzeau, N., & Godefroy, P. (2023). **En 2021, l'emploi augmente de nouveau dans la fonction publique**. *INSEE Première*, (1947), 1-4. Consulté à l'adresse https://www.insee.fr/fr/statistiques/fichier/version-html/7621088/ip1947.pdf
Guiliani, F., Torrès, O., & Thurik, R. (2023, mai 2). **Entreprendre, est-ce bon pour la santé ?** Consulté 30 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.

Mauchaussée, M. (2023). **Quelles stratégies de gestion de l'emploi non-titulaire dans la fonction publique ?** *Connaissance de l'emploi*, (188), 1-4. 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=1507626697168
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.

Sanhokwe, H., & Takawira, S. (2023). **Evaluating the Decent Work Scale Measurement Model in Zimbabwe**. *Journal of Career Development*, *50*(3), 727-742. https://doi.org/10.1177/08948453221120961
The Decent Work Agenda recognises the role of work and work-related contexts in giving meaning, fulfilment, opportunities for development and growth to the employed and those who aspire to work. The Decent Work Scale (DWS) is a commonly referenced measure to appreciate the experience of decent work in organizations. Limited research has examined the quality of the DWS measurement model in the developing countries, especially in sub-Saharan Africa. This study examined the factor structure of the DWS using bifactor modelling. The study also conducted invariance tests using multi-group confirmatory factor analysis. Last, the study evaluated the predictive validity of the decent work construct using covariance-based structural equation modelling. A probability sample from a large manufacturing firm in Zimbabwe informed the analysis. Bifactor analysis suggested the presence of a strong underlying general factor for DWS. The measure was invariant across gender groups. Decent work had significant, positive relationships with organisational learning and work engagement.

Métiers de l'éducation

Ben Hamouda, L. (2023, mai 23). **Pacte : « une relation contractuelle dans une logique de valorisation de la performance »**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/23/le-pacte-enseignant-une-relation-contractuelle-dans-une-logique-de-valorisation-de-la-performance/
Christian Maroy, sociologue qui suit depuis des années l'évolution du métier enseignant, analyse l'impact du pacte. Pour le chercheur, « le pacte enseignant se présente comme une façon de répondre aux besoins – de revalorisation – de la profession enseignante, mais il est tout autant un moyen managérial de gérer les problèmes auxquels se heurtent…

Blaik-Hourani, R., Litz, D., Ali, N., Azaza, M., & Parkman, S. (2023). **Abu Dhabi school leaders' emotional intelligence: dimensions, deficits, and capacity building for school improvement**. *Educational Research for Policy and Practice*, *22*(2), 259-282. https://doi.org/10.1007/s10671-023-09336-5
Emotional intelligence (EI) has been widely researched, but it has not been studied within the context of school leadership in Abu Dhabi. The present study aimed to explore EI in the praxis of school leaders and managers by applying Goleman's five EI dimensions—self-awareness, empathy, managing emotions, motivating oneself and others, and social skills—which underpin professional attributes. Both quantitative and qualitative data captured the EI attributes demonstrated by Abu Dhabi public school leaders and managers, challenges pertaining to their EI skills, and areas and aspects of EI that require development to enhance school improvement. Fifty-item open-access quantitative Intelligence Questionnaire-Leadership (IQL) survey was utilized. The qualitative component (interviews) of the research followed the initial quantitative survey. Each interview lasted approximately 40–50 min. All 123 research participants who completed the survey were invited to take part in a semi-structured, face-to-face interviews. Moreover, the study's focus on paths for school leadership development from an EI perspective lays the groundwork for further research into the needs and scope for EI in

schools. The study findings recognize the need for PD to further develop school leaders in the Emirate of Abu Dhabi on EI competences.

Heffernan, A., & Thomson, P. (2023). **Punk ideals, school leaders and fashioning an "authentic" self**. *Research in Education*, *115*(1), 80-99. https://doi.org/10.1177/00345237221131107
The field of education is in dire need of different ways of thinking about attracting, supporting, and retaining school leaders. We see the idea of punk as a space that may offer some leeway for thinking differently about professionalism for school leaders. In this paper, we draw on thinking about punk subcultures to recognise the ways in which leaders hold self-expression and identity as important, while also thinking about how leaders as a collective might push back against some of the narrow ideas of who or what a school leader can be and do. We present findings from a mixed-methods study of women school leaders from around the world. Drawing on an anonymous survey and interviews, and literatures from sociology, fashion studies, and cultural studies, we explore women's experiences and identities as school leaders. The paper contributes to our understanding of professionalism and identity and also how we can better attract, support, and retain school leaders.

Hellebaut, S., Haerens, L., Vanderlinde, R., & & Katrien De Cocker. (2023). **Burnout, motivation, and (de-)motivating teaching style in different phases of a teaching career**. *Teaching and Teacher Education*, *129*, 104168. https://doi.org/10.1016/j.tate.2023.104168
In a teacher's career, each phase brings its own challenges. In a convenience sample of 913 teachers from 76 different schools, this cross-sectional study examined self-reported differences in burnout, motivation to teach, and (de-)motivating teaching styles, across the full teacher career. Three multivariate analyses of variances (controlled for gender) showed that in the first three years, teachers appeared lower on a structuring style. From 8 and more years of experience, teachers were higher on emotional exhaustion. By the end of their career (>24 years of experience) teachers appeared at greater risk of becoming more controlled motivated and too demanding.

Javier, C. (2022). ***Apprendre en situation de travail : le cas des conseillers principaux d'éducation débutants*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://theses.hal.science/tel-04107564
Cette thèse, ancrée dans une approche sociocognitive, s'intéresse aux apprentissages professionnels des conseillers principaux d'éducation novices (CPES) en matière de régulation de l'équipe de vie scolaire, dans le cadre d'une formation en alternance établissement scolaire/INSPE (Institut Supérieur du Professorat et de l'éducation. Elle est adossée à une démarche de recherche-intervention (RI), contractualisée avec un rectorat, et qui s'est déroulée dans le cadre de la formation des CPE tuteurs (CPET). L'objectif de la thèse est de décrire et comprendre le processus de construction des apprentissages professionnels dans le cadre d'un dispositif de formation en situation de travail co-élaboré avec les CPET dans le cadre de la RI et d'identifier les savoirs professionnels construits par les CPES.Au plan théorique, nous étudions les processus d'apprentissage mobilisés et les savoirs professionnels construits par les CPE lors de leur participation à ce dispositif de formation en situation de travail en retenant deux indicateurs : d'une part les savoirs professionnels perçus (Marcel, 2009 ; Lefeuvre et al, 2009 ; Tali, 2016), au travers de l'évolution du sentiment d'efficacité professionnelle (SEPro) des CPES ; d'autre part, les savoirs professionnels constatés (Tali, 2016), au travers

de l'évolution des pratiques professionnelles (Marcel, 2005). L'analyse de l'évolution des pratiques professionnelles repose sur le modèle quaternaire des pratiques théorisé par Marcel (2009) et opérationnalisé, au plan méthodologique, par la démarche des récits de pratiques (Marcel, 2014b).A partir d'une méthodologie qualitative et dans une démarche diachronique, la thèse présente les résultats d'une recherche conduite auprès de six CPES et de leurs tuteurs. L'analyse des savoirs repérés dans l'évolution des pratiques montre que les CPES partagent en fin de dispositif la conception d'un management basé sur une éthique du care associé à une visée participative. Par ailleurs, l'analyse de l'évolution du SEPro met au jour les épreuves de la dimension managériale du métier. Enfin, la mise en relation des configurations de tutelles (liées aux interactions tutorales), avec les savoirs professionnels construits par les CPES permet de proposer d'une part une modélisation du processus de construction des apprentissages professionnels dans un dispositif de formation en situation de travail ; d'autre part une modélisation du potentiel d'apprentissage d'un dispositif de formation en situation de travail.

Kato, M. (2023). **Careers of faculty with foreign degrees: The attributes and impact on academic ranks in Japan**. *International Journal of Educational Development*, *99*, 102754. https://doi.org/10.1016/j.ijedudev.2023.102754
This study analyzes Japanese university faculty with foreign degrees using data from the School Teacher Survey, covering the academic years 2007–2016. The results demonstrate that the proportion of Japanese faculty with foreign degrees was 2.81% (2016), with a modest increase during the survey period, which is different from previous studies' predictions. Moreover, the faculty were more likely to be professors, women, specializing in the humanities and social sciences, and working at private universities, especially in metropolitan areas. Multilevel regression analysis also demonstrated that Japanese faculty with foreign degrees have higher ranks than do their counterparts with domestic degrees.

Lucas-Palacios, L., Trabajo-Rite, M., & Delgado-Algarra, E. J. (2023). **Heritage education in initial teacher training from a feminist and animal ethics perspective. A study on critical-empathic thinking for social change**. *Teaching and Teacher Education*, *129*, 104153. https://doi.org/10.1016/j.tate.2023.104153
This article analyses the conceptions of teachers in initial training from different Spanish universities in relation to heritage education, feminist thought and animal ethics. For this purpose, a mixed research design has been used, with a questionnaire of open and closed questions and a complex system of categories, validated by experts in the field. The results lead us to propose keys to integrate the three categories: interspecific justice, postcolonial and counter-hegemonic gender approach, construction of new human and non-human imaginaries, and teacher training for the development of an ecofeminist pedagogy.

Mulhearn, S. C., Kulinna, P. H., McLeod, C., & Yu, H. (2023). **Equipping high school classroom teachers to support physical activity**. *Teaching and Teacher Education*, *129*, 104165. https://doi.org/10.1016/j.tate.2023.104165
Most resources for movement integration in classrooms are for primary school teachers. Grounded in both Social Cognitive Theory (Bandura, 1986) and the Change Leadership model (Fullan, 2011), this intervention study investigated secondary students' and teachers' thoughts about movement integration. During monthly workshops, research

team members modeled and discussed strategies for integrating movement into secondary. Data included interviews with teachers (n = 8) and students (n = 8) and field notes. Supporting Fullan Change Model, teachers saw change and continued integrating movement in their practices after the project. Teachers welcomed new ways to engage their student through movement.

Naze, A., & Dupuis, J. D. (Éd.). (2023). ***Ils ont tué le métier: Chroniques de la mise à mort de l'enseignement au lycée***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140351761?utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_15_au_20_mai_35972&utm_medium=email&utm_content=lienTitre
Le métier d'enseignant est en train de mourir dans l'indifférence générale. Dans la volonté de transformer l'école, de la rendre plus flexible, comme une entreprise, pour l'adapter aux changements d'une société de plus en plus happée par les exigences du marché, par le monde de la télé-réalité, du spectacle, l'État n'a cessé d'être inventif pour disqualifier, mépriser l'enseignant, une anomalie, un anachronisme pour lui. Les auteurs des articles rassemblés dans cet ouvrage, des enseignants du secondaire, se sont exprimés librement, en tant que citoyens, et indépendamment de leur lieu d'exercice, sur ce qui constitue le propre de leur métier, avant que celui-ci ne disparaisse, témoignant ainsi de la pente fatale sur laquelle est entraînée notre « drôle d'époque ».

Ngoc, T. T. D., & Delatouche, N. (2023, juin 5). ***Les ELFES : des étudiants-tuteurs pour accompagner la transition***. Présenté à Question de Pédagogie pour l'Enseignement Supérieur (QPES). Consulté à l'adresse https://hal.science/hal-04109805
À CY Cergy Paris Université, nous avons depuis 3 ans, initié des actions engageant les étudiants dans une démarche de transition. Nous développons des actions permettant aux étudiants : • à être conscient des enjeux environnementaux et sociétaux • à être conscient de ses compétences, les développer et les mobiliser • à travailler de façon collective et interdisciplinaire au service d'un projet Dans ce cadre, nous avons mis en place une Unité d'Enseignement (UE) CATI ouverte aux 1600 étudiants des 3 années des licences de Sciences et Techniques. Ces étudiants - en équipe interdisciplinaire - doivent proposer des aménagements du territoire local en mobilisant les compétences développées dans leur formation et en les axant sur des Objectifs de Développement Durable (ODD). Or, travailler à résoudre les problèmes complexes interdisciplinaires que pose la transition requiert de savoir partager l'information, d'enrichir ses idées, collaborer et co-construire. Il ne suffit pas de mettre des étudiants en groupe pour qu'ils travaillent en équipe. Il est nécessaire de donner des outils et des méthodes d'intelligence collective et d'accompagner les équipes à s'en saisir. Dû au nombre important de groupes d'étudiants, d'autres étudiants - appelés ELFES- sont formés parallèlement au tutorat d'équipe et à l'intelligence collective via une UE optionnelle appelée UE ELFE. Nous décrivons dans ce poster comment nous motivons, engageons et permettons aux ELFES de développer les compétences de tutorat de groupe, d'orientation et d'animation en nous basant sur l'expérimentation faite sur 3 ans dans l'UE Libre ELFE et l'UE CATI.

Olivos, F., & Yuan, X. (2023). **Teachers' beliefs about educational quality: Examining the power of school settings through survey experiments**. *Teaching and Teacher Education*, *129*, 104140. https://doi.org/10.1016/j.tate.2023.104140

This study aims to characterize teachers' beliefs on determinants of educational quality and the influence of school settings. A factorial survey experiment with a probabilistic sample of 1285 Chilean primary school teachers is used to identify the causal attributions of the quality of teacher–student relations and learning methodologies in schools. Results indicate that teachers believe that decisional power and income satisfaction are the most important determinants of relational quality, while planning preparation and a multidisciplinary team of professionals are the most crucial for the quality of learning methodologies. Moreover, schools' characteristics affect teachers' causal beliefs about educational quality.

Peix, R. (2023). **L'accompagnement professionnel des futurs enseignants bilingues**. *La Revue d'éducation de l'Université d'Ottawa*. Consulté à l'adresse https://hal.univ-reunion.fr/hal-04101917

Salifu, I. (2023). **Leading, but are there followers? Exploring the influence of heads of departments on staff and students in Ghanaian higher education institutions**. *Educational Research for Policy and Practice*, *22*(2), 349-366. https://doi.org/10.1007/s10671-023-09345-4

This research investigated followers' expectations of their heads of departments (HoDs) and how they felt about the fulfilment of the expectations within the context of Ghanaian higher education. It further explored the nature of the challenges the HoDs faced as they tried to meet followers' expectations. The research used a phenomenological design and engaged 36 participants selected from three large Ghanaian universities to participate in individual interviews. Data were analysed using the interpretative phenomenological analytical technique. The research revealed that while the subordinate staff expected a more supportive work environment, the students wanted a more conducive learning environment. The HoDs were, however, constrained to do much because of the ethos of the Ghanaian HE sector. The study concluded with recommendations informing policy and practice, both locally and internationally.

Trepper, K., Levine, S., Lomelí, K., & Garcia, A. (2023). **One text, two worlds, third space: Design principles for bridging the two-worlds divide in teacher education**. *Teaching and Teacher Education*, *129*, 104144. https://doi.org/10.1016/j.tate.2023.104144

Teacher educators have designed innovative interventions to bridge the damaging divide between university and P-12 experiences by creating hybrid spaces where participants and ideas interact on common ground. Based on our analysis of these interventions, we propose three design principles for teacher education: shared settings, shared roles, and shared texts. We used these principles to design and study a university English Language Arts methods course. Analysis of interviews, classroom discussion, student teacher evaluations, and other data indicate that together, the three principles support a third space for participants to share expertise and break down hierarchies, integrate theory and practice, and build community.

UNESCO & International Task Force on Teachers for Education 2030. (2023). ***Supporting teachers through policy development: lessons from sub-Saharan Africa*** (p. 75). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000385293

Watermeyer, R., Knight, C., Crick, T., & Borras, M. (2023). **'Living at work': COVID-19, remote-working and the spatio-relational reorganisation of professional services in UK universities**. *Higher Education*, *85*(6), 1317-1336. https://doi.org/10.1007/s10734-022-00892-y

The COVID-19 pandemic has been the source of large-scale disruption to the work practices of university staff, across the UK and globally. This article reports the experiences of n = 4731 professional services staff (PSS) working in UK universities and their experiences of pandemic-related work disruption. It specifically focuses on a transition to remote-working as a consequence of social restrictions and campus closures, presenting both quantitative and qualitative findings that speak to the various spatio-relational impacts of PSS working at distance from university campuses. These survey findings contribute to a new narrative of work organisation in higher education which addresses the potential of remote-working as a means for boundary crossing, social connectedness and trust relationships in universities in the immediate context and strongly anticipated post-pandemic future.

Yang, Y., & Rao, N. (2023). **The status, pathways and discourses of professionalism for early childhood education teachers in Chinese policies**. *International Journal of Educational Development*, 99, 102760. https://doi.org/10.1016/j.ijedudev.2023.102760
This study adopts qualitative analysis strategies to examine how national policies (2010–2020) recognize the professionalism of early childhood education (ECE) teachers in China. The results suggest that ECE teachers have lower status than school teachers, as reflected in the differentiated professional qualification requirements and scant attention in national policies. A managerial view of teachers' professionalism is currently dominant. The ideas of teacher autonomy and collaboration are still emerging and scattered throughout national policies. This study contributes to a more comprehensive understanding of ECE teachers' professionalism, which has wider implications for countries committed to enhancing their ECE workforce.

Numérique et éducation

Abdullah, F., & Kauser, S. (2023). **Students' perspective on online learning during pandemic in higher education**. *Quality & Quantity*, *57*(3), 2493-2505. https://doi.org/10.1007/s11135-022-01470-1
This research provides an insight into the students' perspective on online learning during the pandemic. We conducted this research in one of the universities of Azad Jammu and Kashmir (AJK). A quantitative research design was employed, and cross-sectional research method was used. An online survey form was administered by using Google survey forms on Likert scale (N = 405). The online survey and use of social media tools were adopted owing to the pandemic. The Google survey form was disseminated among the students by means of teachers through social media tools using convenient sampling technique. Chi-square results showed highly significant association among the variables. Regression analysis found that lack of technology, learning skills, and disconnectedness of internet, marking and grading issues, and mental growth are the predictors of the bad educational performance of the students. It is, thus, concluded that the students' educational performance is badly affected due to the online learning amidst the COVID-19 pandemic in AJK. It is suggested to the higher educational institutions to take the radical measures of preparedness during any such crisis to ensure the smooth online educational and learning environment to the students.

Achen & Rutledge. (2023). **The Transition from Emergency Remote Teaching to Quality Online Course Design: Instructor Perspectives of Surprise, Awakening, Closing Loops, and**

Changing Engagement. *Community College Journal of Research and Practice*, *47*(6), 428-442. https://doi.org/10.1080/10668926.2022.2046207
Colleges and Universities across the country closed campuses in March 2020 as the coronavirus spread worldwide and transformed into a pandemic. It became evident when the Center for Disease Control and Prevention (CDC) made recommendations for social distancing that would not allow the return of normalcy on campus for the rest of the semester. Professors and instructors across the world made the transition from their face-to-face classes to emergency remote teaching in one of the most disrupted academic semesters in decades. Students transitioned with their professors into one of the most unprecedented shifts in academia that has ever been accomplished by going completely online in a matter of weeks. The term Emergency Remote Teaching (ERT) was coined by the academic community early on to signify the contrast between the quick transition of face-to-face courses to an online platform and a high-quality online education. Expectations for educator traits in this unprecedented time included flexibility, adaptability, and a willingness to meet students where they can. With lack of shared governance, institutional administration required faculty to attend professional development trainings and design to develop new online courses to transition their ERT to quality online courses during the 2020 summer months. In this phenomenological dissertation study, seven community college faculty members express their experiences in the efforts they made in transitioning their ERT courses to quality online courses. This study revealed what components of the professional development were impactful and prompted lasting change, and what lessons were learned that should be avoided.

Adinda, D., Denami, M., & Jeunesse, C. (2022, octobre 27). ***Investigating Learning Experience When Lecturer and Learners' Roles are Reversed***. *21*(1), 1. https://doi.org/10.34190/ecel.21.1.730
The « reversed classroom » involves the reversals of the learning instruction and the lecturer and student roles in class. The study investigates the learners' views of a reversed classroom on their first online learning experience, the development of the competencies targeted by the course, and how the reversed classroom promotes self-direction. On three occasions (at the beginning, middle, and end of the course), learners were required to complete a self-positioning survey and declare their perceptions of their competencies. They were also invited to point out their learning experience using a questionnaire. Data collected were analysed using the descriptive analysis method. Learners also shared their views on how the adopted reversed classroom ensured their self-directed learning in the interview. This data was analysed using thematic analysis. The findings revealed that although this was the learners' first experience of a reversed classroom, they appreciated it and developed various competencies. They further confirmed that the learning setting, the mentoring roles, and the pedagogical styles adopted successfully ensured their self-direction in learning.

Allouche, E. (2023). ***Sens et finalités du numérique en éducation – Hors-série : Tests et simulations d' « entretien » avec ChatGPT (Open AI)***. Consulté à l'adresse https://edunumrech.hypotheses.org/7635
Qu'est-ce que ChatGPT ? Un enjeu pour l'éducation et la recherche ? L'auteur répond à ces questions et propose des tests et la simulation d'entretiens avec l'agent conversationnel ChatGPT (technologie et données sur lesquelles se fonde ChatGPT, aperçu de sa capacité conversationnelle générale, de sa capacité à développer une

réponse pertinente et une argumentation et de sa capacité à documenter une thématique) versus ce qu'en dit la littérature scientifique.

Baron, G.-L. (2022). **Quelques réflexions sur l'évolution de la recherche en TICE au Sud**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 17-124. Consulté à l'adresse http://frantice.net/docannexe/file/1854/10_baron.pdf
Le texte est issu d'une table ronde organisée lors du colloque ETIC 4 (Caen, novembre 2021) en hommage à Jacques Wallet qui a marqué le champ de la francophonie dans la production de ressources à usage éducatif, la recherche et la direction de recherche et la contribution à la définition de politiques d'appui à la recherche. Cette table ronde s'est intéressée à la recherche sur les technologies en éducation dans les pays du Sud. L'article s'attache ici à mettre en évidence quelques évolutions dans ce domaine entre 2000 et 2022.

Ben Hamouda, L. (2023, mai 23). **La place des écrans à l'école vue depuis la Suède**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/23/la-place-des-ecrans-a-lecole-vue-depuis-la-suede/
Le débat sur l'utilisation des écrans à l'école est ravivé par un récent article du journal Le Monde intitulé « La Suède juge les écrans responsables de la baisse du niveau des élèves et veut un retour aux manuels scolaires ». Cependant, cet article semble aborder le sujet de manière tronquée, en mettant en avant une vision…

CNIL : Commission nationale de l'informatique et des libertés. (2022). ***Cahier air 2022 : Élaborer l'éthique du numérique éducatif***. Consulté à l'adresse https://www.cnil.fr/sites/default/files/atoms/files/cahier_air2022_-_elaborer_lethique_du_numerique_educatif_un_defi_collectif.pdf
Costa, A. P. (2023). **Qualitative Research Methods: do digital tools open promising trends?** *Revista Lusófona de Educação*, *59*(59). Consulté à l'adresse https://revistas.ulusofona.pt/index.php/rleducacao/article/view/8823
Qualitative Research has gained greater scientific recognition in recent years, given the improvement of denser methodologies, more backed by knowledge from different areas of expertise. One of the factors that contributed to improving the quality of qualitative studies was incorporating a set of tools, most of them digital. Although these tools can support and reduce subjectivity, they must be aligned with the theoretical-conceptual-methodological frameworks of the research, which are the axes that give it coherence and cohesion. The researcher's skills are fundamental to guarantee the integrity and ethics of the research construction process, from project formulation to disseminating results. In this context, in the case of qualitative data analysis, tools based on Artificial Intelligence (AI) can help researchers identify patterns and trends through a large volume of data, generate visualisations and syntheses and even offer suggestions for other questions or research areas. On the other hand, this dimension implies that the researcher develops digital and multimodal literacies. This essay is expected to discuss the challenges to overcome in developing and using accurate tools.

Damani, K., & Rinaudo, J.-L. (2022). **Utiliser Facebook pour enseigner ?** *Adolescence*, *T.40 2*(2), 321-335. https://doi.org/10.3917/ado.110.0321

Cet article analyse, à partir d'observations longues, les pratiques de professeurs du secondaire qui utilisent un réseau social avec leurs élèves. La présentation des résultats permet de modérer l'affirmation souvent entendue d'une participation accrue des adolescents sur les réseaux sociaux. Ces outils peuvent au contraire favoriser le fantasme de toute-puissance et d'omniprésence des enseignants. Ils contribuent aussi, chez certain, à la confusion entre espace privée et sphère professionnelle.

Devauchelle, B. (2023, mai 26). **« Connexion ou déconnexion, que faire à l'école ? »**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/26/bruno-devauchelle-connexion-ou-deconnexion-que-faire-a-lecole/
Alors que le numérique marque de son sceau la société et que le ministère dévoile sa stratégie en la matière, plusieurs voix s'élèvent pour appeler à la déconnexion. Bruno Devauchelle revient sur les usages numériques à l'école et de l'école. Alors que la stratégie du ministère présentée en janvier tente de prendre corps et…

Djelil, F., & Sanchez, E. (2022). **Game design and didactic transposition of knowledge. The case of progo, a game dedicated to learning object-oriented programming**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-022-11158-6
Game based-learning have been widely promoted to overcome the difficulties encountered by beginners to learn programming. However, there are many issues to address for the implementation of game-based learning. Indeed, game-based learning is not limited to adding game elements such as rewards to a learning situation, but it rather consists of transforming the learning situation so that it becomes playful. This work contributes to computer science education research, especially to game design for learning programming. We design a novel environment dedicated to learning object-oriented programming for beginners called Progo. It is based on a metaphor of a three-dimensional (3D) construction and animation game. We present an a priori analysis of the Progo environment on the basis of a didactic transposition framework. The framework highlights the ludicisation and metaphorisation process by which educational content is integrated into the game. This allows for the analysis of the transformation of the computing knowledge by the game design, and to verify whether analogies are maintained between the knowledge and what the learner should experience through play. This work contributes to a framework for the integration of educational content during learning game design.

Duret, C., & Romero, M. (2022). **L'activité de conception comme démarche créative pour la formation des enseignants à l'intégration du numérique dans l'activité d'enseignement-apprentissage**. *Revue Internationale Du CRIRES : Innover Dans La Tradition de Vygotsky*, *6*(3), 46. https://doi.org/10.51657/ric.v6i2.51582
C

Haddouche, A., Djelil, F., Hoffmann, C., Mandran, N., & D'ham, C. (2023, avril 21). ***Proposal of Indicators for Measuring Collaborative Writing in a Digital Learning Environment***. *2*, 495. https://doi.org/10.5220/0011757700003470
Collaborative Writing (CW) is a common activity in education, which is being enhanced by the use of digital learning environments, leading to a growing research field in Computer-Supported Collaborative Learning (CSCL). In order to help teachers to monitor students CW, we propose two indicators that provide measures of student contributions

to a text writing, namely balance of contribution and co-writing. We also identified CW strategies that are well defined in the literature. Moreover, we conducted a questionnaire evaluation to verify the interpretation of the indicators and the strategies by teachers in higher education context, using student reports edited in a collaborative digital environment called LabNbook, during physics and chemistry courses in undergraduate level. Results showed that teachers have a good interpretation of the indicators and strategies. This work contributes to research insights in CW, and motivates future work to design meaningful learning indicators.

Holo, A. K. (2022). **Les perceptions de 12 enseignants du déploiement de la formation à distance à l'École Normale Supérieure d'Abidjan**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 7-16. Consulté à l'adresse http://frantice.net/docannexe/file/1850/3_holo.pdf
L'auteur s'intéresse dans cette recherche exploratoire aux perceptions des enseignants de l'École Normale Supérieure d'Abidjan relatives à la mise en œuvre de la formation en ligne dans leur établissement. Les résultats d'entretiens menés auprès de 12 enseignants montrent que ces derniers ne sont pas satisfaits de la façon dont la formation en ligne est mise en œuvre. Ils ne sont ni opposés à l'usage du numérique dans leur enseignement ni à la formation à distance mais dénoncent le manque de préparation, de concertation, les problèmes matériels, pédagogiques et organisationnels que génère ce nouveau mode d'enseignement.

Jacques, S., Ouahabi, A., & Kanetaki, Z. (2023). **Post-COVID-19 Education for a Sustainable Future: Challenges, Emerging Technologies and Trends**. *Sustainability*, *15*(08), 6487. https://doi.org/10.3390/su15086487
Jeunesse, C., & Las Vergnas, O. (2023). **Utilisation des technologies dans les apprentissages et la formation des adultes : 20 ans de communications de recherches francophones**. *Savoirs*, (61-62), 89-106. https://doi.org/10.3917/savo.061.0089
Cet article met en avant les évolutions de la recherche francophone portant sur l'utilisation des technologies dans les apprentissages et la formation des adultes, de 2003 à 2022. Un corpus constitué des titres, résumés et mots clés de 748 documents issus de quatre revues et des colloques e-formation a été ainsi convoqué sur la période considérée, avec un regard particulier sur la revue Savoirs. Une analyse factorielle des correspondances a permis de distinguer trois grandes périodes. Celles-ci s'ancrent respectivement dans différents facteurs contextuels qui ont fait évoluer les usages des technologies pour apprendre et, par là même, l'intérêt de la recherche académique pour la question. Cette analyse est complétée par la mise en regard du corpus avec différentes perspectives éditoriales développées dans un précédent article.

Labarthe, F. (2023). **L'apprentissage du développement web à l'épreuve des « pédagogies innovantes ». Enquête sur une formation au sein de la Grande École du Numérique**. *RESET : Recherches en sciences sociales sur Internet*, (12), 1-21. https://doi.org/10.4000/reset.4206
Lancé en 2015 en rance, le programme « Grande École du Numérique » (GEN) se présente comme un label de formation aux métiers du numérique qui cible en particulier de jeunes adultes catégorisés comme « NEET » (Not in Education, Employment or Training). Pour y parvenir, ce programme promeut des principes de « pédagogie innovante » au sein des formations labellisées. L'article décrit la manière dont les

apprenants d'une formation au développement web vont se saisir de ce cadre pédagogique et interroge sa portée en termes d'apprentissage au code informatique.

Le Bouil, A. (2022). ***Effets d'un dispositif de formation d'enseignants : outils numériques pour développer l'autonomie des élèves en physique-chimie*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04097772
Ces travaux visent à répondre au questionnement suivant : à quelles conditions une formation d'enseignants en physique-chimie peut-elle contribuer à développer des usages du numérique favorisant l'autonomie des élèves ? Deux axes de recherche sont développés : 1. une recherche collaborative avec des enseignants de physique-chimie menant à la conception et la mise en oeuvre d'un scénario en classe ; 2. la conception, la mise en oeuvre et l'analyse d'un dispositif de formation aux usages d'outils numériques favorisant l'autonomie des élèves (en Master 2 MEEF physique-chimie). Nous utilisons l'organisation praxéologique (Chevallard) dans les sept dimensions de l'autonomie (Albero) : technique, informationnelle, méthodologique, sociale, cognitive, méta-cognitive et psycho-affective. Ce cadre nous permet de mettre en avant la construction de compétences professionnelles des professeurs stagiaires de physique-chimie dans une organisation praxéologique des domaines de l'autonomie. Nous montrons comment le travail collectif des professeurs stagiaires ainsi que la conception et la mise en oeuvre de scénarios de classe sont déterminants dans le développement d'une praxéologie des différentes dimensions de l'autonomie des élèves à l'aide des outils numériques.

Messaoui, A. (2023, mai 8). ***Usages du numérique en temps de pandémie en IUT : quelle durabilité des pratiques ?*** Présenté à 90ème congrès de l'ACFAS (Association francophone pour le savoir):Durabilité des savoirs post-pandémie et enjeux pour le travail interventionnel. Consulté à l'adresse https://hal.science/hal-04096991
Sur une période allant de mars 2020 à juin 2021, la fermeture des universités puis les modalités d'accueil en jauge réduite ont contraint l'ensemble des enseignants à prendre en main les outils de médiation numérique nécessaires pour assurer un enseignement à distance à distance d'urgence (Hodges et al., 2020). Plusieurs enquêtes ont témoigné des adaptations, voire des innovations, mise en œuvre pour faire face à cette situation exceptionnelle (Boudokhane-Lima et al., 2021; Charalampopoulou et al., 2022; Godue-Couture et Harvey, 2021; Lessard et Boudreault, 2021; Messaoui et Redondo, 2022; Verpoorten et al., 2022). Si les études s'accordent toutes sur le caractère exceptionnel de la situation pandémique, et les efforts d'adaptation des enseignants, la question des conséquences à moyen ou long terme sur les pratiques reste à explorer. La didactique professionnelle (Pastré 2011) et les approches centrées sur l'activité présupposent que l'expérience est trans-formatrice (Samurçay et Rabardel, 2004), quelle trace la pandémie a-t-elle laissée dans les pratiques des enseignants en particulier dans les usages du numérique ?

Michel, C., & Pierrot, L. (2022). **Pratiques des enseignants durant le confinement lié à la COVID-19 : niveaux et facteurs d'intégration du numérique dans les écoles et perspectives pour le développement des usages**. *STICEF (Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation)*, *29*(2). Consulté à l'adresse https://hal.science/hal-04093131

L'objectif de cet article est d'analyser, à partir d'une enquête (441 réponses), les pratiques numériques mises en œuvre par les enseignants d'école primaire et de collège, lors du confinement du printemps 2020. Cette étude montre que les enseignants ont de manière marginale adapté leurs pratiques et innové, mais qu'une évolution significative nécessite un meilleur accompagnement. Différentes perspectives basées sur une reconception des environnements numériques de travail (ENT) sont proposées pour le faire.

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche D. : D. du numérique pour l'éducation. (2023). ***Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques***. Consulté à l'adresse https://edunumrech.hypotheses.org/files/2023/05/MEN_DNE_brochure_IA_WEB.pdf
Ce document propose un état des lieux sur les apports de la recherche et les lignes directrices des institutions internationales sur l'intelligence artificielle (IA) et l'éducation : diversité des définitions et des approches, enjeux pour les politiques publiques, enjeux éthiques, domaines d'application, pistes de travail pour former et enseigner, perspectives avec le tournant actuel de l'IA générative et des grands modèles de langage.

Morrisroe, A., & Gaebel, M. (2023). **The future of Digitally Enhanced Learning and Teaching in European higher education institutions**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3814* [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/downloads/publications/digi-he%20final%20report.pdf
This report summarises the main results, insights and open questions of the DIGI-HE project and sets them in the wider context of Europe's institutions and systems. As such, this final report publication reflects on digitally enhanced learning and teaching (DELT) that took place in very unusual times, i.e. the Covid-19 pandemic. It may also help some institutions to reflect on their own journey through this period and consider their next steps. The project was designed to help universities develop strategic approaches to DELT and enhance their DELT capacity. It provided comparative data on the state of play of digitally enhanced learning and teaching at higher education institutions across Europe, a review of self-assessment instruments for improving the institutional digital ecosystem, the organisation of two cycles of thematic peer groups, a workshop series on self-assessment instruments and a self-paced training resource on the institutional self-assessment of digitally enhanced learning and teaching.

OECD. (2023). ***Empowering Young Children in the Digital Age***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/empowering-young-children-in-the-digital-age_50967622-en?utm_campaign=OECD%20Civil%20Society%20Newsletter%20-%20May%202023&utm_content=Empowering%20Young%20Children%20in%20the%20Digital%20Age&utm_term=pac&utm_medium=email&utm_source=Adestra
Digitalisation is transforming education as well as social and economic life, with implications for childhood. Early Childhood Education and Care (ECEC), with its immense potential to shape children's early development, learning and well-being, can...

Prodgers, L., Travis, E., & Pownall, M. (2023). **"It's hard to feel a part of something when you've never met people": defining "learning community" in an online era**. *Higher Education*, *85*(6), 1219-1234. https://doi.org/10.1007/s10734-022-00886-w

Feeling part of a community of learners has been shown to foster students' engagement and sense of belonging, leading to higher retention and achievement of learning outcomes. The pivot to online teaching caused by the COVID-19 pandemic has prompted a reappraisal of all aspects of the student experience, including students' capacity and opportunity to engage in meaningful learning communities online. There has been some emergent literature which considers how to facilitate online learning communities in the emergency remote teaching context prompted by COVID-19. However, there is a notable lack of literature which considers how learning communities are defined, understood, and negotiated by students in this unique teaching context. Given how students' perceptions of learning communities contributes to Higher Education policy (e.g. through the National Student Survey), this is important to understand. In the present study (N = 309), we qualitatively investigated students' understanding and definition of the term "learning community" during a time of emergency pivot to online teaching and learning. A reflexive thematic analysis of students' first-hand responses generated three dominant themes: "Feeling connected: Bridging the gap whilst physically distanced", "Feeling included: Visible and valued", and "Feeling together: Mutuality and the shared experience". We discuss the implications for these conceptualisations of an online learning community and suggest ways forward for Higher Education pedagogy.

Quenan, C., & Remond, E. (Éd.). (2023). ***Éducation, numérique, cohésion sociale et politiques publiques – Regards croisés Europe-Amérique latine-Caraïbes***. Consulté à l'adresse https://www.institutdesameriques.fr/sites/ida/files/2023-04/Publication%202022%20%C3%89ducation%2C%20num%C3%A9rique%2C%20coh%C3%A9sion%20sociale%20et%20politiques%20publiques%20%20Regards%20crois%C3%A9s%20Europe-Am%C3%A9rique%20latine-Cara%C3%AFbes.pdf
De façon globale, les années 2020 et 2021 auront été marquées par la fermeture des établissements, à des degrés divers, pour limiter la propagation de la Covid-19. Dans le monde scolaire, universitaire, professionnel et économique, le tout numérique s'est majoritairement imposé sans transition, avec ses succès et ses échecs. Dans ce contexte, cet ouvrage propose d'alimenter les débats des liens complexes et étroits entre éducation, numérique, cohésion sociale et politiques publiques : des politiques éducatives aux défis de l'inclusion et des métiers de demain, sans oublier les facteurs économiques nécessaires au développement d'innovations et les actions de coopération internationale, tout particulièrement entre l'Europe, l'Amérique latine et les Caraïbes.

Rinaudo, J.-L. (2023). **Enseigner devant un écran vide. Quand les apprenants ne branchent pas leur caméra**. *Le Carnet PSY*, *259*(2), 37-39. https://doi.org/10.3917/lcp.259.0037

Sakdavong, J.-C., Larrieu, H., Levert, A., Dedieu, L., & Tidey, G. (2023). **Effect of Online Training Price and Price Perception on Quality and Benefit Perception in France**. *SN Computer Science*, *4*(4), 409. https://doi.org/10.1007/s42979-023-01856-4
With the health problem, digital training has assumed a major role in our society. Some of the numerous online training opportunities are free, allowing the user to learn without having to pay, but occasionally we may question about the worth of these training opportunities—do they provide the same quality as the paid ones? Our two studies, which gathered information from 245 and 114 individuals, demonstrates that a free course can have the same value and interest as a paid course and that the cost of an

e-learning course does not always affect the value that the user attributes to it. We found that free training is an important deciding factor because it provides the training with an advantage over the identical paid service that goes beyond simple cost savings. As a result, free training may appear to the user to offer more overall benefits than expensive training. We also found that a price perceived as "a fair price" appear to the user as giving more benefits that an "expensive one".

Szabó, A., Fekete, M., Böcskei, B., & Nagy, Á. (2023). **Real-time experiences of Hungarian youth in digital education as an example of the impact of pandemia. "I've never had better grades on average: I got straight all the time"**. *International Journal of Educational Development*, 99, 102782. https://doi.org/10.1016/j.ijedudev.2023.102782
In this paper, we attempted to find an answer to the perceptions and experiences related to online education, with the help of the stories told, which can adequately indicate the epidemic's effects on the 15–29-year-old age group. The global pandemic events of 2020, 2021 and partly 2022, associated with digital education, may have profound and long-lasting effects on young people as a social group. However, we have only a few scientific findings contributing to assessing the COVID-19 pandemic's long-term effects on young people. The social listening analysis used during the research, precisely the so-called social listening method, the experiences and opinions of 15–29-year-olds related to online education were explored, and the perceived differences in competence in terms of infrastructural, educational organisation, and tool use. Young people's assessment of digital education is two-fold: positive attitudes are primarily related to the measurement/evaluation of student performance, negative ones to the effectiveness of the learning process, which has increased the value of face-to-face education, as well as the eroding effect of online school on social relations, and the difficulties related to the epidemiological regulations (mask-wearing, vaccination) or non-compliance (keeping a distance) were also reflected on.

UNICEF : Fonds des Nations unies pour l'enfance. (2023). ***Bridging the gender digital divide: challenges and an urgent call for action for equitable digital skills development***. Consulté à l'adresse https://data.unicef.org/wp-content/uploads/2023/04/Bridging-the-Gender-Digital-Divide.pdf
Le rapport examine l'écart numérique entre les genres chez les 15 à 24 ans (utilisation d'Internet, possession d'un téléphone portable et compétences numériques) dans les pays à faible revenu où 90 % des adolescentes et des jeunes femmes n'ont pas accès à Internet. Il souligne le rôle essentiel des environnements éducatifs et familiaux et propose trois axes d'amélioration : 1. enseigner les compétences numériques de la même manière aux filles et aux garçons à (hors de) l'école ; 2. protéger leur sécurité en ligne (espaces virtuels sûrs, politiques, éducation) ; 3. promouvoir leur accès à l'apprentissage par les pairs, au mentorat, aux stages et à l'accompagnement numérique/STEM.

Orientation scolaire et professionnelle

Albert, É. (2023, mai 23). **Au Royaume-Uni, un système de sélection à l'université sans anicroche**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/23/au-royaume-uni-un-systeme-de-selection-a-l-universite-sans-anicroche_6174459_4401467.html

Equivalent britannique de Parcoursup, le système Universities and Colleges Admissions Service, en place depuis trente ans, sélectionne 760 000 lycéens par an. Face au foisonnement de diplômes proposés, il leur permet notamment de comparer les formations.

Alcover, C.-M., Fernández-Salinero, S., Topa, G., & Desmette, D. (2023). **Family Care-Work Interference and Mid/Late-Career Motivation and Intentions: Mediating Role of Occupational Future Time Perspective**. *Journal of Career Development*, *50*(3), 690-708. https://doi.org/10.1177/08948453221124895
The combination of work and family obligations can lead to two-way interference, resulting in Family Care Interference with Work (FCIW) and Work Interference with Family Care (WIFC). Both can impact late career motivation and intentions to continue working or retire and reduce their occupational time perspective (OFTP). Through two studies, this paper shows how OFTP mediates the relationship between FCIW/WIFC and mid and late career indicators such as early retirement intentions and motivation to continue working beyond the retirement age. Our findings contribute to increasing knowledge of how increasing family caregiving obligations may impact the career intentions of working carers in their mid and late career stages.

Boulet, P. (2023). **Parcoursup 2023 : Les vœux des lycéens à l'entrée dans l'enseignement supérieur**. *Note Flash du SIES*, (5), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-05/nf-sies-2023-05-27779.pdf
En 2023, 611 000 lycéens scolarisés en France ont confirmé au moins un vœu sur Parcoursup, soit 96,1 % des 636 000 terminales inscrits sur Parcoursup. À la fin de la période de confirmation des vœux de la phase principale au 6 avril 2023, 611 000 lycéens scolarisés en France ont confirmé au moins un vœu sur Parcoursup, soit 96,1 % des 636 000 terminales inscrits sur Parcoursup. Le nombre d'élèves qui ont confirmé un vœu augmente cette année (+5 000), effet de la hausse du nombre d'élèves en terminale. Ces terminales ont, en moyenne, confirmé 13,5 vœux, soit 0,6 vœu de plus qu'en 2022. Cette augmentation affecte peu la structure moyenne des listes de vœux, mais conduit à plus de diversité dans les formations choisies. Avec la réforme du baccalauréat général en 2021, les terminales de cette série ont choisi deux enseignements de spécialité (EDS). Pour la troisième fois cette année, on peut observer leurs vœux en fonction des combinaisons d'EDS choisis.

Chen, Q., Zhong, M., & Lu, L. (2023). **Influence of Career-Related Parental Support on Adolescents' Career Maturity: A Two-Wave Moderated Mediation Model**. *Journal of Career Development*, *50*(3), 580-594. https://doi.org/10.1177/08948453221118927
Based on the career resources model (Hirschi, 2012), the current study examined the mechanism underlying the relationship between career-related parental support and adolescents' career maturity by investigating the mediating role of future time perspective. In addition, the moderating role of core self-evaluation in the relationship between career-related parental support and future time perspective was explored. A two-wave survey was conducted with 225 Chinese middle school students. The results showed that career-related parental support positively affected future time perspective and career maturity. Moreover, future time perspective was found to play a completely mediating role in the relationship between career-related parental support and career maturity. Furthermore, the mediating effect of future time perspective was moderated

by core self-evaluation; for higher levels of core self-evaluation, the mediating effect was more substantial. The results indicated that social and psychological resources could promote adolescents' career development.

de Ree, J., Oosterveen, M., & Webbink, D. (2023). ***The quality of school track assignment decisions by teachers*** [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2304.10636.htm
We study the quality of secondary school track assignment decisions in the Netherlands, using a regression discontinuity design. In 6th grade, primary school teachers assign each student to a secondary school track. If a student scores above a track-specific cutoff on the standardized end-of-primary education test, the teacher can upwardly revise this assignment. By comparing students just left and right of these cutoffs, we find that between 50-90% of the students are « trapped in track »: these students are on the high track after four years, only if they started on the high track in first year. The remaining (minority of) students are « always low »: they are always on the low track after four years, independently of where they started. These proportions hold for students near the cutoffs that shift from the low to the high track in first year by scoring above the cutoff. Hence, for a majority of these students the initial (unrevised) track assignment decision is too low. The results replicate across most of the secondary school tracks, from the vocational to the academic tracks, and stand out against an education system with a lot of upward and downward track mobility.

Fitzpatrick, M. E., Burrows, S. G., & Yonker, J. A. (2023). **An Exploratory Study of Engineering Graduate Student Persistence: Self-Efficacy and Contextual Influences**. *Journal of Career Development*, *50*(3), 633-655. https://doi.org/10.1177/08948453221123789
Women and U.S. racial/ethnic minority students are underrepresented in engineering graduate education and engineering practice. Demographic homogeneity in engineering research teams can negatively affect individuals, innovation, and research outcomes. Thus, it is important to explore factors that influence student intentions to complete engineering degrees, particularly for groups historically underrepresented in engineering. Social Cognitive Career Theory guided the development of new items to evaluate self-efficacy, feeling welcome and included, relationship with principal investigator, and research group environment. Results with 295 engineering graduate students found that female sex, engineering self-efficacy, and feeling welcome and included were independently positively associated with commitment to complete an engineering degree. Feeling welcome and included operated 30% through self-efficacy and 70% directly. The effects of female sex were unmediated by self-efficacy. Results suggest that proximal and distal contextual factors may operate independently from self-efficacy to influence retention in graduate engineering programs.

Gerçek, M., Elmas-Atay, S., & Yılmaz, D. (2023). **Engineering Learning Experiences: A Scale Adaptation and Validation into Turkish**. *Journal of Career Development*, *50*(3), 612-632. https://doi.org/10.1177/08948453221120685
Undergraduate students' learning experiences are thought to have a significant impact on their future career choices. The Engineering Learning Experience Scale (ELES) was created within the framework of Social Cognitive Career Theory to accurately evaluate learning experiences arising from direct or indirect learning activities in or out of school. The purpose of this research is to adapt and validate the ELES in Turkish. The scale was given to two groups of engineering students from a large public university in Turkey. In

order to provide evidence of the reliability and validity of the scale, exploratory and confirmatory factor analyses were employed to analyze the psychometric properties of the instrument. According to the confirmatory factor analyses, the correlated four-factor model suited the data well. This study strengthens the standing of the ELES as a useful measurement tool in the field of engineering.

Graveleau, S., Le Nevé, S., & Nunès, É. (2023, mai 23). **Parcoursup : enquête dans les coulisses des commissions d'examen des vœux**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/23/parcoursup-enquete-dans-les-coulisses-des-commissions-d-examen-des-v-ux_6174423_4401467.html
La plate-forme qui gère l'affectation des futurs étudiants reste en partie insaisissable pour lycéens, parents et professeurs. Avant la publication des résultats, le 1er juin, « Le Monde » a suivi les travaux d'examinateurs pour tenter de faire la lumière sur les modes de sélection.

Han, M.-C., & Hwang, P.-C. (2023). **Does Future Work Self Benefit Everyone Equally? The Moderating Role of Organizational Support for Development**. *Journal of Career Development*, *50*(3), 503-518. https://doi.org/10.1177/08948453221113810
To elucidate how and why hotel employees proactively engage in career development, this study explains the indirect effect of future work self (FWS) on their proactive career behavior through career engagement. Drawing on conservation of resources theory, this study discusses the moderating role of organizational support for development (OSD) to highlight why OSD is important for those who have low-level FWS. Results of the 205 hotel supervisor–staff-matched data show that career engagement mediates the relationship between FWS and proactive career behavior. Furthermore, OSD can be considered a compensatory moderator that determines the indirect effect of FWS on proactive career behavior. This study provides further theoretical and practical implications.

Kauppinen, I., & Poutvaara, P. (2023). ***Decomposing Migrant Self-Selection: Education, Occupation, and Unobserved Abilities*** (CESifo Working Paper Series N° 10334). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10334.htm
We analyze self-selection and sorting of emigrants from Finland, using full-population administrative data from Statistics Finland. We analyze emigration events lasting at least five years and decompose migrant self-selection into education, occupation, and unobserved abilities. Our analysis focuses on Finnish citizens satisfying three criteria: they were between 25-54 years of age; they had no immigrant background; and they were employed. We find that emigrants from Finland are strongly positively self-selected in terms of education and earnings. We also find strong evidence of sorting: men who emigrate outside Nordic countries are considerably better educated and have higher earnings and residual earning than men who emigrate to Nordic countries. Most of the self-selection in terms of higher earnings can be explained by emigrants being more educated. Adding occupational controls increases the fraction of explained self-selection only marginally. While men are positively self-selected also with respect to residual earnings, women are not.

Lammert, C., Sharma, R., & Hand, B. (2023). **Beyond pedagogy: the role of epistemic orientation and knowledge generation environments in early childhood science**

teaching. *International Journal of Science Education*, *45*(6), 431-450. https://doi.org/10.1080/09500693.2022.2164474
Policy documents in many nations, as well as international policies indicate that the goal of improved student science learning requires teachers to learn to use knowledge generation environments for teaching science. This is a particular challenge for early childhood teachers (kindergarten through grade two), who have historically valued practices like active inquiry, but have received little Professional Development (PD) focused on theories of learning and orientations towards knowledge. This explanatory sequential quantitative study explored the relationship between 30 early childhood teachers' Epistemic Orientations (EOs) and their use of knowledge generation practices for teaching science. In particular, we noted patterns of teacher change in relation to a multi-year PD programme focused on teaching through knowledge generation environments. Findings revealed that overall, PD was successful at shifting approximately two-thirds of the teachers' EO towards knowledge generation. In addition, teachers' change in EO score over three timepoints was significantly positively related to their implementation of knowledge generation practices. This research suggests that most early childhood teachers' EO is open to change through PD and teaching experience, but the degree of this openness differs between individuals. The implications of these differences for PD and research are discussed.

Le Nevé, S. (2023, mai 23). **A Sciences Po Bordeaux, l'algorithme maison favorise les boursiers et les élèves des lycées « cordées de la réussite »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/23/a-sciences-po-bordeaux-l-algorithme-maison-favorise-les-boursiers-et-les-eleves-des-lycees-cordees-de-la-reussite_6174428_4401467.html
Avant la publication des résultats de Parcoursup, le 1er juin, « Le Monde » dévoile le système mis en place à l'institut d'études politiques bordelais, dont l'objectif est d'avantager, à l'entrée, les lycéens d'origine modeste. Les « perdants » sont en majorité des candidats issus des lycées privés.

Lew & Naig. (2023). **Influence of Community College Personnel on Degree Aspirations and Upward Transfer Intentions of Hospitality Management Students in California Community Colleges**. *Community College Journal of Research and Practice*, *47*(6), 452-458. https://doi.org/10.1080/10668926.2022.2048743
Two hundred and four students completed a web-based questionnaire distributed to a stratified sample of California community college students (n = 2,300) enrolled in hospitality management or related programs to assess the influence of community college personnel on students' degree aspirations and upward transfer of community college students to four-year degree programs. Faculty interaction, transfer services, and general support services were statistically significant in explaining degree aspirations and the likelihood of upward transfer; demographic variables were not. The results suggest community colleges can positively influence students' degree aspirations and upward transfer intentions. Implications include creating opportunities to educate students about upward transfer and influence their degree aspirations, improving future job opportunities.

McGee, E. (2023). **Fear, fuel, and fire!: Black STEM doctoral students' career decisions during the Trump presidency**. *International Journal of Qualitative Studies in Education*, *36*(5), 716-737. https://doi.org/10.1080/09518398.2021.1930246

President Trump's education policies continue to marginalize Black STEM students at the highest levels of education. Responding to a survey on their racialized educational experiences and future career trajectories, an ethnically diverse group of Black STEM doctoral students expressed anxiety about trying to pursue a STEM career during the Trump presidency. Their responses reflected their heightened sense of urgency to be change agents for racial justice in both the STEM arena and the wider society. These survey findings demonstrate that the Trump administration has created anxiety among minoritized people about pursuing STEM careers and triggered an activist spirit in this group of future STEM PhDs. In this paper, I discuss the ways the racist ideologies, practices, and policies of the Trump administration are impairing scientific innovation and increasing activism among Black STEMers. The findings reveal a vital need to continue discussing the consequences of the Trump administration's assault on Blacks in the STEM disciplines.

Mehlhouse, K., Johnsen, K. B., & Erford, B. T. (2023). **A Meta-Study of the Journal of Career Development: An Analysis of Publication Characteristics from 2000 to 2019**. *Journal of Career Development*, *50*(3), 534-546. https://doi.org/10.1177/08948453221112110
Articles published in the Journal of Career Development from 2000 to 2019 were synthesized by article content (e.g., topic, methodology, participant characteristics, sample characteristics, design, statistical sophistication, and reporting standards) and author characteristics (e.g., gender, work setting, country of domicile, leading contributors, and leading institutions) and analyzed for trends over time. International authorship is on the rise with more than half of the lead authors publishing from 2015 to 2019 from outside the USA. Author collaborations and the proportion of research articles increased; Journal of Career Development published nearly 87% of their articles as research studies in the past decade, among the highest proportion of any counseling journal.

Owler, K. (2023). **Crafting Work Happiness: Balancing Client Agency & Empowerment With Critical Social Awareness**. *Journal of Career Development*, *50*(3), 656-673. https://doi.org/10.1177/08948453221120688
Job crafting is a method taught by career developers and coaches to workers to help them achieve greater happiness in their jobs. Given its agentic, bottom-up approach, job crafting has become closely aligned with positive psychology. While offering empowerment benefits, job crafting has limitations. Given its almost exclusive focus on individual freedom and control, there is little attention paid to the social context, including structural operations of power within an advanced capitalist economy. Three social science critiques of positive psychology and job crafting are examined, with reference to contemporary career development theory. Practical suggestions are made for how career developers might address these social science critiques to best meet diverse client needs. This involves upholding a commitment to client agency and empowerment, whilst developing and maintaining a critical social awareness. Implications for research on job crafting are also discussed.

Parmentier, A. (2023, mai 22). **Quand les enfants s'opposent aux parents pour choisir leur orientation : « Ils ont essayé de me décourager en me disant que je n'en étais pas capable »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/22/ils-ont-essaye-de-me-decourager-

en-me-disant-que-je-n-en-etais-pas-capable-quand-les-enfants-s-opposent-aux-parents-pour-choisir-leur-orientation_6174279_4401467.html
A quelques jours des résultats de Parcoursup, le 1er juin, des étudiants et d'anciens étudiants font le récit de leurs choix d'orientation en opposition à leur famille.

Sahin, A., Wright, K. B., & Waxman, H. C. (2023). **Tracking patterns in secondary students' intention to major in STEM**. *International Journal of Science Education*, *45*(6), 470-483. https://doi.org/10.1080/09500693.2023.2165423
The purpose of this study is to investigate howHarmony Public Schools' (HPS) ' Class of 2024 high school students' current selves (high school experience, math and science efficacy, parent, and teacher expectations) affect to possible future selves (i.e. choosing a science, technology, engineering, and mathematics [STEM]-major in college). 1464 tenth grade students participated in the study. We utilised logistic regressions for the study. It was found that males are 1.9 times more likely to consider STEM majors in college. African American students are least likely to choose STEM majors compared to all other ethnicities. Students who had STEM professional relatives are more likely to choose a STEM major in college. Students with higher self and parent encouragements are 1.2 and 1.3 times more likely to select a STEM major after graduation, respectively. Students with more STEM club participation, more STEM competitions (e.g. science fairs, mathematics Olympiads etc.), and higher GPA scores are more likely to plan majoring in STEM areas in college compared to less of each. Finally, students with higher math self-efficacy and science self-efficacy scores are 1.3 and 1.5 times more likely to choose a STEM-related area in college compared to students with lower math and science self-efficacy scores.

Silva Fernández, M. A., Berríos, W., Sanzana, P., & Sigerson, A. L. (2023). **Life stories of graduate students in Chile and the United States: influences on becoming a scientist from childhood to adulthood**. *International Journal of Science Education*, *45*(5), 333-357. https://doi.org/10.1080/09500693.2022.2161858
The ways in which children and adolescents become interested in science have been well studied. However, little is known from a lifespan perspective about how this process continues from childhood through adulthood. This cross-national study builds an understanding of doctoral students in the sciences in the Chile and the United States and how they choose to pursue careers in the life sciences from childhood to adulthood. Fifteen Chilean and 15 U.S. doctoral students were interviewed using the life story approach. The qualitative analysis indicates that the main difference between the two groups when pursuing science across their lifespans was their valuation of and experience with different learning approaches, with 'collectivist' approaches being more typical for the Chilean students and 'individualist' approaches for the U.S. students. On the other hand, the principal similarities between the two groups were related to participants' experiences and perceptions of science at each life stage: 'playing science' as children, 'studying science' as adolescents, 'doing science' as young adults and undergrads, and 'labouring in science' and 'practising science' as professionals and doctoral students. Implications for pedagogical practice and planning for science teaching and teacher training are addressed.

Smith, K. N., & Albana, H. F. (2023). **When Debt Deters: Student Loans as a Predictor of Education-Job Match Among Arts Bachelor's Graduates**. *Journal of Career Development*, *50*(3), 563-579. https://doi.org/10.1177/08948453221118030

Education-job match is often associated with enhanced well-being and career satisfaction, although existing research suggests that arts college graduates are less likely to experience education-job match than graduates of other disciplines. As research also increasingly suggests that student loan debt may influence college graduates' access to lower-paying industries and careers, this study uses a cross-sectional dataset from the Strategic National Arts Alumni Project to investigate how student loan debt predicts education-job match (entry into an arts position) among arts bachelor's graduates. Even when controlling for individual and institutional factors, results show that arts bachelor's graduates with over US$10,000 in undergraduate student loan debt are less likely to enter arts careers than those with no loans. Findings suggest that arts careers may be less accessible for college graduates who are most dependent on student loans, with important implications for diversity and equity within the arts.

Szwat, J., Marengo, N., & Hung, M. L. (2023, mai 15). ***Vers une démarche d'orientation endogène et co-construite***. Présenté à Séminaire de contact « Piloter l'orientation à l'échelle du territoire ». Consulté à l'adresse https://hal.science/hal-04102494
L'orientation post-bac des jeunes s'opère dans un contexte en mouvement constant (Jellab, 2018). À cela s'ajoute la diversification du public « présentant des caractéristiques variées, des besoins spécifiques et des demandes inédites, auxquels on ne saurait plus répondre par des méthodes d'intervention préétablies et standardisées » (Massoudi et Masdonati, 2019, p. 9). L'académie de Toulouse s'est emparée de longue date des problématiques d'orientation et un ensemble d'acteurs œuvre, de manière collégiale, pour la mise en place de dispositifs visant à garantir la réussite de la transition lycée-enseignement supérieur (Marengo et Labbé, 2022). Par ailleurs, le défi des politiques publiques est d'améliorer la transition secondaire/supérieur pour favoriser la réussite des jeunes. Ainsi, pour encourager les initiatives concertées, l'État a lancé des appels à projet comme le PIA 3 TIP DTOES en 2019. C'est dans ce contexte que l'université de Toulouse s'est vue lauréate de cet appel à projets et déploie, depuis trois ans, le projet ACORDA visant à coordonner les actions existantes et à en faire bénéficier tous les publics de manière égale sur le territoire. Notre intervention témoigne de l'expérience d'un collectif (dont nous faisons partie) dans la réalisation de ce qui constitue la méta-action du projet ACORDA : une ambition partagée d'élaborer une démarche d'orientation progressive et co-construite pour favoriser la réussite du jeune, en coordonnant les acteurs et les actions d'orientation. Ce collectif, aux caractéristiques éparses, représente une diversité d'expertises, d'identités et de visions. L'originalité du travail de ce groupe est pluridimensionnelle. C'est une approche incrémentielle et empirique qui s'est vue se structurer au fil de l'eau. Elle est endogène car elle a donné un espace de délibération aux acteurs permettant une réflexion sur eux-mêmes et par eux-mêmes. En s'appuyant sur un état de l'art des politiques d'orientation et des approches théoriques, la démarche a mis en exergue plusieurs axes critiques. Nous pouvons citer la question des différences de temporalité : les temporalités institutionnelles par rapport aux problématiques de terrain, au développement du jeune et à la maturité de son projet. Apparait également le constat d'une diversité d'acteurs issus d'environnements différents et de la nécessité d'une interconnaissance de l'ensemble de ces acteurs pour développer une culture commune. D'ailleurs, la loi « pour la liberté de choisir son avenir professionnel » (Loi n° 2018-771 du 5 septembre 2018) a renforcé l'élargissement de cet écosystème le rendant ainsi plus opaque notamment pour les élèves et leurs familles (Marengo, 2022). L'un des enjeux réside désormais dans l'appropriation de la démarche par l'ensemble des acteurs de l'orientation favorisant

ainsi un regard réflexif sur leurs pratiques. Ce collectif tend aussi à répondre à un enjeu stratégique dépassant une approche « en millefeuille » pour atteindre une visée « d'orchestre » où chacun joue sa partition en harmonie avec le collectif au service du jeune. Les questionnements du travail engagé rejoignent d'autres axes du séminaire comme la question du pilotage territorial de l'orientation ou celle des ancrages théoriques, méthodologiques et pratiques pour mieux accompagner le jeune dans son processus d'orientation tout au long de la vie (Cohen-Scali, 2021).

Uzunbacak, H. H., Yastıoğlu, S., Dik, B. J., Erhan, T., & Akçakanat, T. (2023). **Changes in Nurses' Sense of Calling During the COVID-19 Pandemic: A Qualitative Study**. *Journal of Career Development*, *50*(3), 709-726. https://doi.org/10.1177/08948453221120684
This study investigated changes in nurses' sense of calling during the COVID-19 pandemic, as well as possible reasons for these changes. A total of 440 nurses in Turkey responded to a single open-ended question about their work attitudes and experiences. Emergent Qualitative Document Analysis (QDA) was used to analyze the responses. Results demonstrated that nurses experienced both positive and negative changes to their sense of calling, sometimes simultaneously. The most frequently cited reasons for positive changes were nurses' perceived job significance, their desire to serve humanity, and a sense of meaningful work. In contrast, terms describing their reasons for experiencing negative changes include exhaustion, underpaid, unappreciated, overwork, disengagement, risky, stress, and anxiety. This study provides the first evidence on how a sense of calling experienced by Turkish nurses has been affected by the COVID-19 pandemic. Implications for theory, research, and practice are explored.

Witenstein, M. A., Davila, N., Karikari, L., & Wright, C. (2023). **Conceptualizing a Proposed Model for Re-Orienting Career Centers for Immigrant College Students**. *Journal of Career Development*, *50*(3), 519-533. https://doi.org/10.1177/08948453221112441
Immigrant college students often encounter daunting tasks and obstacles when exploring career paths, seeking employment and experiential learning opportunities aligned with their interests within the dominant US higher education structure. Considering that there is a career services and development literature gap on immigrant students (who comprise a large swath of the college-going population), it is critical to develop meaningful frameworks that support research and practice in this emerging, needed space. This conceptual paper bridges a critical theory of love with funds of knowledge to re-orient the ways in which immigrant students are served at college career centers. Four guiding principles (rooted in the frameworks) are outlined that can support a more collaborative and inclusive experience for immigrant students toward gaining meaningful support at college career centers.

Xu, R., Deng, L., Fang, X., Jia, J., Tong, W., Zhou, H., … Zhou, H. (2023). **Association Among Parent–Teacher Relationship, Autonomy Support, and Career Development of High School Students Across School Types**. *Journal of Career Development*, *50*(3), 595-611. https://doi.org/10.1177/08948453221123629
The parent–teacher system is influential in promoting students' career development. Guided by the systems theory framework of career development and spillover theory, this study examined the direct association between parent–teacher relationships and high school students' career development. Furthermore, it analyzed the indirect effect of parent–teacher relationship on career development through parents' and teachers' support for students' autonomy and the moderating role of the type of school. Data

analyses were conducted on 1,452 students (46.5% males) in Grade 10 (aged approximately 15–16 years) from an academically oriented high school (53.0%) and a vocational high school (47.0%) in Beijing. The students completed questionnaires on the parent–teacher relationship, parent autonomy support, teacher autonomy support, and career development. The results indicated that the parent–teacher relationship predicted career development directly as well as indirectly through parent autonomy support. Moreover, there was no difference in the results of the structural equation model analysis among students in academically oriented and vocational high schools. Last, further implications and limitations are discussed.

Zeidan, R., de Almeida, S. L., B\'o, I., & Lewis, N. (2023). ***Racial and income-based affirmative action in higher education admissions: lessons from the Brazilian experience*** [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2304.13936.htm
This survey article provides insights regarding the future of affirmative action by analyzing the implementation methods and the empirical evidence on the use of placement quotas in the Brazilian higher education system. All federal universities have required income and racial-based quotas in Brazil since 2012. Affirmative action in federal universities is uniformly applied across the country, which makes evaluating its effects particularly valuable. Affirmative action improves the outcomes of targeted students. Specifically, race-based quotas raise the share of black students in federal universities, an effect not observed with income-based quotas alone. Affirmative action has downstream positive consequences for labor market outcomes. The results suggest that income and race-based quotas beneficiaries experience substantial long-term welfare benefits. There is no evidence of mismatching or negative consequences for targeted students' peers.

Zhang, Y., Wang, Q., Zhang, Y., Xu, C., & Xu, Z. (2023). **Protean Career Orientation and Proactive Career Behaviors During School-to-Work Transition: Mechanism Exploration and Coaching Intervention**. *Journal of Career Development*, *50*(3), 547-562. https://doi.org/10.1177/08948453221113545
The school-to-work transition (STWT) period is crucial for students, and a protean career orientation (PCO) is important for a successful transition. The present study aimed to examine the effects of PCO on proactive career behaviors, the underlying mechanisms, and the development of PCO using a coaching approach. Study 1 was conducted based on 250 Chinese undergraduate and postgraduate students during STWT using self-reported questionnaires. Statistical results showed that PCO positively predicted proactive career behaviors and mediated by vocational identity and career adaptability. In Study 2, a randomized controlled trial was used to implement a coaching program that aimed at improving PCO and associated positive career outcomes. Statistical analyses found that the intervention group showed significant improvements in PCO, and the increase in PCO positively predicted increases in career adaptability, vocational identity, and proactive career behaviors.

Zhu, J., Hou, Z., Zhang, H., Wang, D., Jia, Y., Flores, L. Y., & Chen, S. (2023). **To Be Successful and/or Comfortable? Parental Career Expectations and Chinese Undergraduates' Career Indecisiveness across Gender**. *Journal of Career Development*, *50*(3), 674-689. https://doi.org/10.1177/08948453221131015

This study explored the association between two parental career expectations (reward/prestige and comfort/stability) and career indecisiveness with the moderation of gender in 523 Chinese undergraduates. We found that women undergraduates perceived lower parental reward/prestige and higher comfort/stability expectations than men. Perceived parental comfort/stability expectations on career indecisiveness were significant for men but non-significant for women. Results indicated a three-way interaction among parental expectations of reward/prestige, parental expectations of comfort/stability, and students' gender in the prediction of career indecisiveness. For women, perceived parental comfort/stability and reward/prestige expectations had a significant interactive effect on career indecisiveness. Perceived parental reward/prestige expectations were positively associated with career indecisiveness only when they perceived higher levels of parental comfort/stability expectations. For men, perceived parental comfort/stability and reward/prestige expectations had no interactive effect on career indecisiveness. We addressed the importance of joint influences of differential parental expectations on young adults' career decision-making across gender.

Politique de l'éducation et système éducatif

Abourjeili, S. A.-R., Assaf, M., & Habib, M. (2022). **L'auto-confrontation en tant que levier pour développer le pouvoir d'agir des enseignantes- Etude de cas dans une école publique libanaise**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 97-116. Consulté à l'adresse http://frantice.net/docannexe/file/1853/9_abourjeili.pdf

Aguilar, P., & Heusser, P. (2023). **The Geneva Global Hub for Education in Emergencies: A new ally for education in emergencies**. *PROSPECTS*, *53*(1), 3-13. https://doi.org/10.1007/s11125-022-09609-6

This article provides an overview of the current landscape and needs for education in emergencies, as well as challenges and opportunities in today's critical juncture, in particular with the creation of a new ally for education in emergencies: the Geneva Global Hub for Education in Emergencies. It covers the disruption of education by the Covid-19 pandemic and the associated exacerbation of child-protection risks, as well as the pandemic's impact on the realization of the right to education of displaced children and youth and those living in humanitarian crises. While there is ample recognition at the international policy level of the importance of education in emergencies, major obstacles still prevail, such as continued underfunding and the underprioritization of education in humanitarian situations. As the world faces unparalleled needs, in particular during crises, and grapples to accelerate progress toward Sustainable Development Goal 4 and meet the commitments set out in the Global Compact for Refugees, new opportunities promise to tap opportune alliances, to inspire commitment, and to boost country-level impact.

Akkari, A., & Radhouane, M. (2023). **Learning in emergencies contexts: From the building of the concept to multifaced actions in the field**. *PROSPECTS*, *53*(1), 15-28. https://doi.org/10.1007/s11125-023-09639-8

The article is structured into five parts. The first part explains the concept of education in emergencies (EiE) and highlights the challenge of applying it in countries with a fragile education system, particularly in Africa. The second part emphasizes the humanitarian foundation of EiE and recognizes the efforts of international organizations and United

Nations agencies in promoting and developing the sector. The third part discusses the quality aspects of EiE, while the fourth part explores curricular choices and potential innovations. Collaboration between national authorities and international organizations is essential for progress in the field, and the choice of language of instruction can be a contentious issue. Finally, the fifth part briefly summarizes the various contributions to the special issue and draws some concluding remarks.

Al-Hendawi, M., Keller, C., & Khair, M. S. (2023). **Special Education in the Arab Gulf Countries: An Analysis of Ideals and Realities**. *International Journal of Educational Research Open*, *4*, 100217. https://doi.org/10.1016/j.ijedro.2022.100217
This research examines the status of special education in the Arab Gulf nations of Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates in the early 2020s using three methods. First, through an integrative examination of laws, policies, and international commitments to disability rights in the area of education, we describe what these countries are trying to achieve in terms of the education of their children and youth with disabilities—their ideals. We then describe the extent to which those ideals are being achieved—the realities— by (a) classifying the countries' educational provision for their exceptional learners according to an empirical typology that describes national differences in serving such students educationally and (b) investigating recent literature on special education teacher preparation and special education research in the Arab Gulf states to understand why there may be discrepancies between the ideals and the realities. The countries' commitment to the right to education for individuals with disabilities is solidly and firmly in place. The reality of fully achieving that ideal is still developing, though progress is being made.

Annala, J. (2023). **What knowledge counts—boundaries of knowledge in cross-institutional curricula in higher education**. *Higher Education*, *85*(6), 1299-1315. https://doi.org/10.1007/s10734-022-00891-z
The aim of this study was to explore knowledge in the context of creating a shared curriculum between research-intensive and vocationally oriented universities of applied sciences. Curriculum knowledge was explored from the accounts of 26 teachers from four institutions in Finland. Shared curriculum initiatives created an environment in which teachers were obliged to negotiate and make explicit their approaches to curriculum knowledge and knowledge practices. The phenomenon of blurring boundaries is approached with Bernstein's sociology of education. The present findings show that institutions have a distinct foundation for curriculum knowledge, but cross-curricular initiatives brought pressure to change towards the knowledge practices of the other institution. Discrepancies were found between knowledge and learning outcomes, and between knowledge as a negotiated artefact and knowledge as enacted in curriculum implementation. Curriculum knowledge emerged with symbolic boundaries and an invisible pedagogic order. This resulted in practices where the official discourse appears to have similar learning outcomes, which are not similar from the perspective of knowledge. Focus on a harmonised degree, as stated in the European qualification framework, obscures the question of knowledge and requires more attention. This is especially the case if the boundaries between degrees and institutions are purposely weakened. If the rationale to weaken the boundaries is on the streamlined educational processes and their efficacy, there is a risk of gaps in knowledge provided for students in the higher education.

Arefi, M., & Ghaffari, N. (2023). **Five Episodes of Urban Discovery as a Student Recruitment Strategy in Planning**. *Journal of Planning Education and Research*, *43*(2), 230-239. https://doi.org/10.1177/0739456X20903362
The literature on graduate-level studio and capstone courses, and the steady decline in student enrollment in recent years demand creative pedagogies to lure undergraduate students into planning. This paper explores the role of self-discovery at the undergraduate level as a conduit toward increasing student recruitment. Forty-seven University of Texas at Arlington (UTA) non-planning major students examined five episodes of urban discovery in the Dallas–Fort Worth (DFW) Metro area in two consecutive semesters. Post-course evaluations show how both student cohorts reflected upon their learning outcomes, and at least 27 percent of the twenty-six respondents expressed eagerness to pursue planning graduate degrees.

Arévalo Gross, C. J., Rodríguez-Bilella, P., & Olavarría, C. (2023). **How to Train Better in Evaluation: Teaching Landscape and Lessons Learned From Latin America**. *American Journal of Evaluation*, *44*(2), 282-292. https://doi.org/10.1177/10982140211059373
Evaluation has been expanding as an important discipline in Latin America, yet there are significant challenges regarding capacity development through educational and training initiatives in the region. This paper first analyzes the evolution and state of the field in terms of the teaching of, and training in evaluation in Latin America, with a special focus on young and emerging evaluators. The paper then draws on published literature, interviews with evaluation experts, and the results of a survey with VOPE leaders and a survey focused on young and emerging evaluators to illustrate Latin American evaluators' challenges and needs in terms of capacity building and training in evaluation. Lastly, this paper provides some examples of innovative activities and strategies that are being put in place by different actors to address training and teaching needs of Latin American evaluators.

Arvisais, O., Charland, P., Audet, F., & Skelling-Desmeules, Y. (2023). **Protection and the sense of safety of students enrolled in an accelerated education program in the Dadaab refugee camp**. *PROSPECTS*, *53*(1), 115-129. https://doi.org/10.1007/s11125-022-09604-x
This article aims to fill a gap in the literature regarding violence against students in humanitarian crisis contexts by comparing the risk perceptions of young refugees during the time they were out of school to the time they were enrolled in an educational program. Through this comparison, the article aims to generate deeper reflection on the pervasive assumption that education protects. It argues that this is not necessarily the case, or at least that the reality is much more complex. This research used a mixed method with a sequential exploratory design, which allows to give priority to data, lived experience, and the field. Consequently, this article presents a case study of the accelerated education program in Dadaab refugee camp. The results showed that being enrolled in school can reduce the perception of some risks, but increase others, such as physical assault and gender-based violence.

Asadullah, M. N., Bouhlila, D. S., Chan, S.-J., Draxler, A., Ha, W., Heyneman, S. P., … Yemini, M. (2023). **A year of missed opportunity: Post-Covid learning loss – A renewed call to action**. *International Journal of Educational Development*, *99*, 102770. https://doi.org/10.1016/j.ijedudev.2023.102770
Avvisati, F. (2023). ***What can we learn from the PISA reading-fluency test?*** https://doi.org/10.1787/c698b19a-en

Proficient readers use and engage with a variety of texts, including books, online articles and social media. They can find information, understand the literal and the implied meaning, and reflect critically on content and form. But before students can become proficient readers, they must become fluent readers. In every language, once students read fluently, they can devote their effort and attention to higher-level comprehension tasks and engage more deeply with texts. This policy brief examines what we can learn from the results of the assessment of students' reading fluency within the 2018 PISA test, and its importance for teachers.

Baak, M., McDonald, S., Johnson, B., & Sullivan, A. (2023). **Why school context matters in refugee education**. *Educational Research for Policy and Practice*, *22*(2), 283-299. https://doi.org/10.1007/s10671-023-09338-3
Education plays an important role in the successful settlement and life outcomes of young people from refugee backgrounds. Because of this, research into young people from refugee backgrounds in education systems tends to focus on examples of "good practice" in terms of how these young people experience education. Yet, examples of good practice commonly fail to take into account that schools are engaging in particular practices from very different contexts. This article contributes to the study of refugee education by drawing attention to the role that school contexts play in how different schools enact "good practice". It presents data from a large multi-stage study which explored how the schooling experiences of students from refugee backgrounds are shaped by educational policies and school practices. By outlining case studies of seven schools, it highlights the impact of differing school contexts on how schools respond to the needs of students from refugee backgrounds. In this way, this article highlights that the notion of "good practice" within refugee-background education is always nuanced and contextual.

Ballatore, M., & Bertrand, J.-B. (2022). **International PhD students in France under COVID-19 Crisis**. *Journal of International Mobility*, *10*(1), 77-100. https://doi.org/10.3917/jim.010.0077
Depuis le début du xxie siècle, la cartographie de la mobilité des doctorants a changé, elle s'est élargie et diversifiée ; elle s'accompagne de plus en plus de mouvements multicentriques, même si ces mouvements concernent encore majoritairement les Européens et les Américains. Depuis 2020, cependant, la crise sanitaire a rendu cette mobilité plus compliquée. Elle a pu être empêchée ou fortement limitée. Nous avons émis l'hypothèse que les jeunes chercheurs internationaux, peu étudiés malgré la forte internationalisation de la formation doctorale, ont été particulièrement touchés. Cet article propose donc d'étudier les conséquences de la récente crise sanitaire sur l'expérience des doctorants internationaux en France. Il s'appuie sur une enquête récente par questionnaire. L'analyse des données statistiques et le contenu des questions ouvertes montrent que les restrictions de voyage, les procédures d'isolement et la fermeture des frontières ont en quelque sorte modifié la nature de l'expérience doctorale internationale, augmenté les vulnérabilités, et changé les conditions de travail des jeunes chercheurs internationaux en France.

Bedasso, B. (2023). ***Ministerial Turnover and Performance of World Bank Education Projects*** (Working Paper N° 641; p. 28). Consulté à l'adresse Center for Global Development website: https://www.cgdev.org/publication/ministerial-turnover-and-performance-world-bank-education-projects

This paper examines the link between ministerial continuity in borrower governments and the performance of World Bank education projects implemented between 2000 and 2017 in 114 countries. I use a combination of quantitative and qualitative methods to trace the link between number of ministers during project implementation and project outcome ratings. There is a statistically significant and qualitatively meaningful negative correlation between ministerial turnover and project performance. Delays caused by transition and reshuffling of senior managers by new education ministers are shown to constitute possible causal mechanisms. There is evidence that strong supervision by World Bank staff could mitigate the negative implications of ministerial turnover on project outcome.

Ben Hamouda, L. (2023a, mai 22). **Pierre Merle : « Enseignement catholique et mixité sociale sont-ils incompatibles ? »** Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/22/pierre-merle-enseignement-catholique-et-mixite-sociale-sont-ils-incompatibles/
Pierre Merle, professeur émérite de sociologie à l'université de Brest et spécialiste des questions de mixité sociale à l'école, propose aux lecteurs et lectrices du Café pédagogique une analyse du protocole d'accord entre le ministère et l'enseignement catholique. Pour le chercheur, ce protocole est un « blanc-seing » qui « repose sur la confiance »…

Ben Hamouda, L. (2023b, mai 25). **Les dépenses d'éducation : des disparités entre les niveaux d'études et les pays**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/25/250735/
Dans une récente note, la DEPP compare les dépenses d'éducations des pays de l'OCDE. « En 2019, dernière année disponible pour les comparaisons internationales, en France, les dépenses d'éducation au sens des comparaisons internationales de l'OCDE représentent 5,2 % du PIB. Cette part dépasse la moyenne des pays de l'OCDE (4,9 %) mais aussi celles…

Ben Hamouda, L. (2023c, mai 26). **L'expérience du handicap à l'école**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/26/lexperience-du-handicap-a-lecole/
« Le bénéfice c'est amener les enseignants à croire que tout élève est éducable ». Abdeljalil Akkari (Université de Genève) et Jean-Claude Kalubi (Université de Sherbrooke) livrent un numéro de la Revue internationale d'éducation de Sèvres (n°92) qui s'attache aux pratiques des enseignants pour l'inclusion scolaire et « montre que le chemin à parcourir pour rendre positive l'expérience…

Bongongo, J. M. I. Iwapa. (2023). ***L'enseignement en république Démocratique du Congo: Questions-réponse***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-l_enseignement_en_republique_democratique_du_congo_questions_reponse_jean_maurice_isenge_lwapa_bongongo-9782140298202-77026.html
Cet ouvrage traite de l'historique, de la finalité et de la structure de l'enseignement en République démocratique du Congo, ainsi que des espoirs et des déceptions dont il est à l'origine. Il relève les problèmes et les difficultés de ce système d'enseignement tels que son financement, sa qualité, le rôle et le statut de l'enseignant et propose des pistes de solutions.

Borazon, E. Q., & Chuang, H.-H. (2023). **Resilience in educational system: A systematic review and directions for future research**. *International Journal of Educational Development*, 99, 102761. https://doi.org/10.1016/j.ijedudev.2023.102761
This study proposes to map out the scientific production on resilience studies in the education context. This is in response to the clarion call for enhancing resilience in the education system as driven by recent disruptions and various environmental uncertainties. A total of 7230 search articles were extracted from Web of Science and Scopus, using the set criteria, covering the period 1980–2021. After screening for eligibility and duplications, 707 articles were analyzed. Among the literature reviewed through an inductive approach, research foci were categorized into five themes: culture and environment (15%), successful models and programs (18%), experiences and resiliency of learners (32%), characteristics of resilient students (19%), and teaching styles and resiliency of teachers (16%). These studies have highlighted the role of the environment, individual experiences and background, and educational institution's programs as enablers of resilience-building. This review contributes to the extant literature by proposing recommendations for research potentials toward building a more resilient educational system.

Borra, C., Cuevas-Ruiz, P., & Sevilla, A. (2023). ***The causal impact of maternal educational curricula on infant health at birth*** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1915.htm
We provide the first causal evidence of the returns to maternal educational curricula on offspring's health at birth. Educational programs that aim to deliver more general knowledge may potentially improve women's earning potential and maternal prenatal investment by increasing the portability of skills across occupations and improving women's ability to make informed decisions about fertility options and health behavior. We study the impacts of a comprehensive educational reform that postponed students' curriculum choices and integrated more general education into the high school system on infant health outcomes. Using a dose-response difference-in-differences (DiD) model research design applied to linked population registries, we find that the reform led to a significant reduction in the incidence of very low birth weight (less than 1,500 grams) and very preterm birth (less than 33 gestation weeks). Overall, the reform's positive effects on infant health at birth seem to be driven by increased mothers' labor market opportunities and better family planning, rather than increased ability to avoid risky behaviours or increased women's earnings via different occupational choices or assortative mating.

Brière, F. (2022). **A collaborative study at the confluence of didactic and ergonomic approaches: issues, theoretical orientations and methodological approach**. *Learning, Strategies and Educational Policies. What Interdisciplinarity, Methodologies and International Perspectives?*, 139. https://doi.org/10.2478/9788366675841-020
This article presents the objectives and the theoretical and methodological foundations of a collaborative research approach at the confluence of didactic and ergonomic approaches. The research procedure was based on simple and crossed self-confrontation interviews followed by group sessions. This approach allows practitioners and researchers to co-analyse teaching situations and facilitates discussion between peers about the similarities and dissimilarities of their ways of working. The use of different tools and methods of analysis during the successive stages of the study was aimed at

simultaneously promoting the development of teachers' power to act and the understanding of didactic processes.

Buckner, Brown, & Morales. (2023). **Local Mandate, Global Market: How Canadian Colleges Discuss International Students**. *Community College Journal of Research and Practice*, *47*(6), 413-427. https://doi.org/10.1080/10668926.2022.2045647
Although the number of international students in Canadian colleges has been increasing rapidly, colleges' internationalization activities have received less attention than those of universities. This article examined how Canadian colleges discuss international students in their official internationalization strategy documents. Conducting critical content analysis of the internationalization strategies of 11 colleges from five provinces in Canada, we found that internationalization strategies focus on four major themes: recruitment, student services, intercultural awareness and post-graduation transitions. We drew on concepts from both resource dependency theory and neo-institutional theory to explain the combination of both revenue generation and commitments to diversity as key themes in the documents. Ultimately, we argue that colleges justify their focus on international student recruitment by framing international students as promoting the development of intercultural awareness and global competences of domestic students, which are framed as increasingly necessary for their labor market success. Meanwhile, the aspirations and goals of international students themselves seem to be an after-thought. We conclude with a call to center the goals of international students as a starting point for creating more responsive institutions.

Buerger, C., Lincove, J. A., & Mata, C. (2023). **How context shapes the relationship between school autonomy and test-scores. An explanatory analysis using PISA 2015**. *International Journal of Educational Development*, *99*, 102777. https://doi.org/10.1016/j.ijedudev.2023.102777
School autonomy has been and continues to be one of the most important education reform strategies around the world despite ambiguity about its theoretical and empirical effects on students learning. We use international data from PISA to test three country-level factors that might account for inconsistent results in prior literature: (1) the selective implementation of school autonomy based on school performance; (2) differential influence on high-risk subgroups; and (3) the presence of accountability policies to prevent opportunism by autonomous schools. We find that the relationship between autonomy and student test performance varies both across countries and within countries across subgroups in both magnitude and direction. Similar results are observed if decentralization is coupled with accountability policies. All of three tested factors influence country-level associations between school decentralization and student learning, which suggests that autonomy is effective only when contextual factors and other policies are aligned.

Buratti, G., & D'Ignazio, A. (2023). ***Improving the effectiveness of financial education programs. A targeting approach*** (Questioni Di Economia e Finanza (Occasional Papers) N° 765). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://econpapers.repec.org/paper/bdiopques/qef_5f765_5f23.htm
We investigate whether targeting algorithms can improve the effectiveness of financial education programs by identifying the most appropriate recipients in advance. To this end, we use micro-data from approximately 3,800 individuals who recently participated

in a financial education campaign conducted in Italy. Firstly, we employ machine learning (ML) tools to devise a targeting rule that identifies the individuals who should be targeted primarily by a financial education campaign based on easily observable characteristics. Secondly, we simulate a policy scenario and show that pairing a financial education campaign with an ML-based targeting rule enhances its effectiveness. Finally, we discuss a number of conditions that must be met for ML-based targeting to be effectively implemented by policymakers.

Buriel, A. (2023). **Education under totalitarian regimes: The case of the Islamic State in Iraq and Syria**. *PROSPECTS*, *53*(1), 57-72. https://doi.org/10.1007/s11125-022-09615-8
This article discusses the education system under the totalitarian regime of the Islamic State in Iraq and Syria (ISIS) from 2014 to 2017. It describes and analyses the characteristics of the totalitarian education system, as conceived and implemented by the Salafist and jihadist group. The aim of this article to understand some of the totalitarian educational tools used by ISIS and to contribute to the understanding of education induced by totalitarian regimes, including its common features and implications. The analysis reveals fundamental characteristics: (a) the destruction of the existing education system in order to redefine its contours entirely, (b) an attempt to control educational content completely in order to apply a comprehensive doctrine, (c) the infusion of terror by means of extreme violence and fear throughout all educational components, and (d) the enforced loneliness of individuals in order to annihilate their creative potential. The challenge today is to prevent the "totalitarian temptation" by proposing educational approaches adapted to counteract these new jihadist attempts.

Chanteloup, G. (2023). **En 2021, l'effort de recherche des entreprises revient à son niveau d'avant la crise sanitaire**. *Note Flash du SIES*, (4), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/en-2021-l-effort-de-recherche-des-entreprises-revient-son-niveau-d-avant-la-crise-sanitaire-90605
En 2021, les dépenses intérieures de R&D des entreprises (DIRDE) implantées en France augmentent de 1,6 % en volume. Ces entreprises emploient 303 000 personnes en équivalent temps plein (ETP) dans leurs activités de R&D, soit une hausse de 3,1 % par rapport à 2020. Les trois premières régions en matière de dépenses intérieures de R&D réalisent 67 % de la DIRDE totale et emploient 64 % des effectifs de R&D

Chartier, A.-M. (2023). **Regards sur quarante ans d'éducation prioritaire. Entretien entre Catherine Moisan et Anne-Marie Chartier**. *Histoire de l'éducation*, *159*(1), 159-185. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2023-1-page-159.htm
La politique d'éducation prioritaire a quarante ans. Depuis 1981, elle a connu des temps forts de pilotage mais aussi des temps de désintérêt ministériel. La lutte contre l'échec scolaire, objectif premier et majeur, concernait tous les territoires, qu'ils soient urbains ou ruraux. Les objectifs fixés ont évolué au gré d'orientations politiques variables. Cependant, elle a introduit dans le système éducatif français un certain nombre de transformations, qui ont été généralisées par la suite dans les écoles et collèges notamment. Elle a permis de nouvelles approches éducatives et professionnelles, à l'intérieur comme avec l'extérieur de l'école. La réussite scolaire de tous impliquait la mobilisation des acteurs à tous les niveaux hiérarchiques, du rectorat à l'établissement, une collaboration interdegrés mais aussi partenariale avec les acteurs locaux des champs éducatif, social et culturel. Pour illustrer la complexité et la diversité des zones

d'éducation prioritaire (ZEP) devenues réseaux d'éducation prioritaire (REP), dans le temps et dans l'espace, les contributions de ce dossier s'appuyent sur des sources locales, récemment versées dans des Archives départementales. L'entretien final avec une actrice nationale de premier plan – elle a croisé cette politique tout au long de sa carrière et s'est fortement impliquée à certaines périodes – apporte des éléments complémentaires pour mieux comprendre cette politique éducative à vocation sociale.

Chery, J. (2023). ***Vers l'institutionnalisation des pratiques de médiation en Haïti : enjeux pour l'éducation et la formation*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-04106179

La médiation occupe une place stratégique et touche différents secteurs de la vie nationale haïtienne. La police, la justice, la migration, la santé, l'éducation, la religion… sont parmi les institutions confrontées à des situations de conflits et qui font appel à la médiation. Depuis plusieurs décennies (1980 à nos jours), des situations de crises fragilisent les institutions publiques haitiennes, affectent les rapports sociaux (climat de tensions et de violence, précarité des conditions de vie, Etat prédateur…) et engendrent de plus en plus de frustrations au niveau de la population notamment les couches les plus défavorisées.En Haïti comme dans la plupart des sociétés, ils ont existé et existe des pratiques implicites de médiation au niveau de différents secteurs (politique, judicaire, religieux...). Cependant, les professionnels concernés ne disposent pas d'outils appropriés pour conduire des interventions ciblées auprès des publics bénéficiaires. C'est dans ce cadre que s'inscrit notre travail de thèse de doctorat qui tente d'apporter des éléments de réponses aux différents questionnements soulevés lors de différents débats qui ont lieu lors des séances de formation à l'université et/ou ateliers réalisés autour de la question de médiation (Colloque, séminaires). La recherche se propose de réfléchir sur l'institutionnalisation des pratiques de médiation en Haïti dans le contexte de l'éducation et de la formation. Deux grandes orientations sont visées par ce travail. D'abord, la médiation est pensée en rapport aux enjeux et aux contextes sociaux (faiblesse institutionnelle, déficit d'accompagnement à l'endroit des publics en situation de vulnérabilité, pratiques éducatives traditionnelles). Il s'agit de penser la médiation en tant que facteur de cohésion sociale afin de contrer les situations de violence qui caractérisent la société haïtienne depuis plusieurs décennies. Ensuite, nous cherchons à nous approprier de la médiation comme objet d'éducation et de la formation pour améliorer l'efficacité des pratiques d'intervention auprès de la population en misant sur une dimension éthique de l'action médiative. Nous faisons l'hypothèse que l'éducation et la formation peuvent influencer les politiques publiques, agir sur les mentalités (des individus) et ainsi contribuer à la l'élaboration de projets territoriaux communs en vue de la transformation sociale et sociétale.A partir des travaux de recherche scientifique et des entretiens semi-directifs menés d'une part, auprès des professionnels intéressés par la question la médiation (juristes, travailleurs sociaux, professeurs d'universités, religieux, directeurs d'école) et, d'autre part, des observations durant la phase de terrain nous analysons les pratiques de médiation dans des contextes bien spécifiques ainsi que leurs impacts sur la population bénéficiaire, les besoins en termes en formation, les compétences à développer pour être médiateur en Haïti ainsi que les contenus à privilégier dans une formation en médiation. Nous nous inscrivons dans un paradigme épistémologique constructiviste-interprétative et privilégions une démarche de recherche qualitative. L'analyse sociocritique est retenue comme choix méthodologique nous permettant de passer du texte au contexte (articulation des phénomènes textuels aux phénomènes sociaux). Ainsi, elle opère un ensemble de

médiations qui, selon les termes de Cros, « déconstruisent, déplacent, ré-organisent ou re-sémantisent les différentes représentations du vécu individuel et collectif». Laquelle démarche nous a permis de fonder les principes et cerner les enjeux d'une médiation sociale, éducative, familiale, communautaire et institutionnelle en Haïti.

Chin, M. (2023). **The Zero Reject policy: a way forward for inclusive education in Malaysia?** *International Journal of Inclusive Education*, *27*(4), 526-540. https://doi.org/10.1080/13603116.2020.1846800
The recent introduction of the Zero Reject policy in Malaysia signals a historical shift towards a more inclusive educational environment and a point of departure from the previous inclusive education policy. Based on this context, this article examines the influence of wider policies, both international and national, on the development of Malaysia's Zero Reject policy. It does so by firstly historically locating the Zero Reject policy within the international and national policy landscape and then by examining how the notion of inclusive education has been interpreted in the Zero Reject policy. The findings revealed that there appears to be a combination of the medical and rights-based discourses in the Zero Reject policy. In moving forward, this article suggests researchers examine the enactment of the Zero Reject policy at various implementation levels which may shed light on the effectiveness of the inclusive education policy in Malaysia. In addition, a recommendation to recognise children from other groups of disabilities in future education policies in Malaysia is made so as to achieve inclusion and participation for all children with disabilities.

Coeli, G., Planas-Lladó, A., & Soler-Masó, P. (2023). **The relevance of educational contexts in the emergence of Social Withdrawal (hikikomori). A review and directions for future research**. *International Journal of Educational Development*, *99*, 102756. https://doi.org/10.1016/j.ijedudev.2023.102756
Over the last decade, the phenomenon of young people suffering from social withdrawal (hikikomori) has become a social emergency in many countries. The aim of this review is to analyse whether and how researchers have considered the relationship between the emergence and spread of hikikomori and the characteristics that educational contexts assume in neoliberal societies. The searches, which were conducted in the Web of Science, Scopus, Proquest and JStore databases, identified 73 articles published since 2000. The results confirm that in many cases authors have adopted a single-axis perspective as the key to interpreting the phenomenon, focusing on single factors ("psychiatrization" of the problem, diagnostic approach, proposals for recovery, etc.) or using traditional medical research tools. The review also identifies some studies that provide evidence in favour of how certain interventions in the school environment can contribute to re-socializing young hikikomori.

Comba, R., Sharma, S., & Le Nestour, A. (2022). ***DATA MUST SPEAK - Unpacking factors influencing school performance in Nepal***. Consulté à l'adresse https://www.unicef-irc.org/publications/pdf/Data-Must-Speak_Unpacking-Factors-Influencing-School-Performance-in-Nepal.pdf
Les efforts conjoints du gouvernement népalais, des partenaires de développement et des principaux acteurs éducatifs pour atteindre l'ODD 4 d'ici 2030 ont amélioré l'accès à l'éducation au Népal. Cependant, les résultats d'apprentissage stagnent. Quelles ressources et quels facteurs contextuels sont associés à de bons résultats scolaires dans ce pays ? Ce rapport identifie les écoles modèles positives, celles qui obtiennent de

meilleurs résultats que d'autres alors qu'elles partagent des contextes et des ressources similaires. L'initiative mondiale Data Must Speak (DMS) entend atténuer la crise de l'apprentissage en utilisant les données existantes.

Conceiçao, P., Desclaux, J., & Lacroix, A. (2023). **Pirls 2021 : la France stabilise ses résultats contrairement aux autres pays européens majoritairement en baisse**. *Note d'Information*, (23.21). Consulté à l'adresse https://www.education.gouv.fr/pirls-2021-la-france-stabilise-ses-resultats-contrairement-aux-autres-pays-europeens-majoritairement-378107
Avec un score global moyen de 514 points, la France se situe au-delà de la moyenne internationale (500 points), mais en deçà de la moyenne européenne (527 points). Néanmoins, après quinze années de baisse continue de la performance globale française, et dans le contexte particulier lié à la pandémie mondiale de Covid-19, le score de la France enregistre une stabilité en 2021, là où la grande majorité des pays de l'Union européenne affichent une baisse statistiquement significative, en moyenne de 11 points par rapport à 2016. Les performances des élèves français basées sur la compréhension de textes narratifs et informatifs restent stables depuis 2016. Celles sur les processus de compréhension les plus complexes (« Interpréter » et « Apprécier ») augmentent de 9 points et celles sur les plus simples (« Prélever » et « Inférer ») restent stables.

Conseil Supérieur de l'éducation. (2023). ***Pour une recherche universitaire diversifiée, reflet et moteur de la société*** (p. 220). Consulté à l'adresse Conseil supérieur de l'éducation website: https://www.cse.gouv.qc.ca/publications/recherche-universitaire-diversifiee-50-0559/
Crawfurd, L., Hares, S., & Todd, R. (2023). **The Impact of Private Schools, School Chains and PPPs in Developing Countries**. *The World Bank Research Observer*, lkad005. https://doi.org/10.1093/wbro/lkad005
The private school sector has expanded with almost no public intervention to educate half of primary school children in many urban centers in Africa and Asia. Simple comparisons of test scores would suggest that these private schools may provide better quality than public schools, but how much of this difference is due to selection effects is unclear. Much donor and policymaker attention has proceeded on the basis that private schools do perform better, and focused on models of public subsidy to expand access, and investment in networks or chains to encourage expansion. We review the evidence of the effects of private schools on learning, and how that effect translates to public-private partnerships (PPPs). We also study the effects of private school chains. We conduct a systematic review for eligible studies, with transparent search criteria. The search resulted in over 100 studies on low-cost private schools and PPPs, with a large majority being on low-cost private schools. Our meta-analysis shows moderately strong effects from private schooling, although the limited number of experimental studies find much smaller effects than quasi-experimental studies. This advantage, though, is not nearly enough to help most children reach important learning goals. Turning to policy goals, we find that the private school advantage has not translated to public private partnerships, which have shown limited value in improving quality. They can however represent a lower-cost means of increasing access to school. We also find that private school chains perform little better than individual private schools and have little scope for achieving meaningful scale.

Devillard, J. (2023). ***Changer d'éducation - Inventer une nouvelle société ensemble***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140352669&utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_15_au_20_mai_35972&utm_medium=email&utm_content=lienLireSuite
Quels liens entretiennent l'éducation et la société ? Quel est le but de l'éducation ? Pourrait-elle nous aider dans la résolution des crises sociétales que nous traversons et comment ? Afin de répondre à ces questions, c'est à un véritable changement de paradigme dans notre perception de l'éducation que nous invite cet ouvrage. Convoquant pédagogie, science et philosophie, il propose les bases d'une éducation nouvelle, mettant l'individu en son centre. Afin de dépasser les crises que nous traversons, cet essai nous invite à la discussion et nous incite à inventer ainsi une nouvelle société, ensemble, en changeant d'éducation.

Devlin, A. M., & Magliacane, A. (2022). **Study Abroad in the time of COVID: (Re)Shaping Language Learning Affordances**. *Journal of International Mobility*, *10*(1), 55-75. https://doi.org/10.3917/jim.010.0055

Diebolt, C., & Altinok, N. (2023, mai 16). **Enquêtes internationales sur le niveau des élèves : comment les interpréter**. Consulté 17 mai 2023, à l'adresse The Conversation website: http://theconversation.com/enquetes-internationales-sur-le-niveau-des-eleves-comment-les-interpreter-203795
Très médiatisées, les enquêtes PISA ou PIRLS sur le niveau des élèves sont souvent réduites à de simples classements alors qu'elles offrent un tableau beaucoup plus riche des évolutions éducatives.

Dietsch, G. (2023, mai 23). **Les cours d'éducation physique et sportive consistent-ils seulement à faire du sport ?** Consulté 24 mai 2023, à l'adresse The Conversation website: http://theconversation.com/les-cours-deducation-physique-et-sportive-consistent-ils-seulement-a-faire-du-sport-203804
Pour lutter contre la sédentarité, l'Éducation nationale veut encourager l'activité physique des élèves. Mais les objectifs des cours d'EPS vont bien au-delà des enjeux de santé publique.

Dorison, C. (2023). **Pratiques pédagogiques en zone prioritaire : quel pilotage local ? L'exemple de deux villes du Val-d'Oise (1982-2005)**. *Histoire de l'éducation*, *159*(1), 129-158. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2023-1-page-129.htm
La politique d'éducation prioritaire a quarante ans. Depuis 1981, elle a connu des temps forts de pilotage mais aussi des temps de désintérêt ministériel. La lutte contre l'échec scolaire, objectif premier et majeur, concernait tous les territoires, qu'ils soient urbains ou ruraux. Les objectifs fixés ont évolué au gré d'orientations politiques variables. Cependant, elle a introduit dans le système éducatif français un certain nombre de transformations, qui ont été généralisées par la suite dans les écoles et collèges notamment. Elle a permis de nouvelles approches éducatives et professionnelles, à l'intérieur comme avec l'extérieur de l'école. La réussite scolaire de tous impliquait la mobilisation des acteurs à tous les niveaux hiérarchiques, du rectorat à l'établissement, une collaboration interdegrés mais aussi partenariale avec les acteurs locaux des champs éducatif, social et culturel. Pour illustrer la complexité et la diversité des zones d'éducation prioritaire (ZEP) devenues réseaux d'éducation prioritaire (REP), dans le

temps et dans l'espace, les contributions de ce dossier s'appuyent sur des sources locales, récemment versées dans des Archives départementales. L'entretien final avec une actrice nationale de premier plan – elle a croisé cette politique tout au long de sa carrière et s'est fortement impliquée à certaines périodes – apporte des éléments complémentaires pour mieux comprendre cette politique éducative à vocation sociale.

Dravet, F., Pasquier, F., Collado, J., & Castro, G. (2023). ***Transdisciplinarité et éducation du futur***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140289743&utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_22_au_27_mai_35987&utm_medium=email&utm_content=lienTitre
« Nous sommes au seuil d'une véritable Nouvelle Renaissance, qui demande une conscience nouvelle et cosmoderne ». Basarab Nicolescu « Si chacun ose agir selon ses intimes convictions, avec bienveillance et esprit de fraternité, alors peut-être n'aurons-nous plus besoin de nous abriter derrière des structures éducatives et sociétales pouvant être vécues comme oppressantes envers l'individu ». Florent Pasquier « Dans le cadre des institutions éducationnelles, il est crucial de laisser de côté une formation majoritairement technique pour nourrir des rêves d'avenir ». Maria da Conceição de Almeida

Dupuis, M., Wiitkar, F., Gasnier, A., Maestracci, V., & Wagner Shaw, L. (2023). ***Comment les systèmes d'enseignement et de recherche peuvent-ils être, face au changement climatique, à la fois transformés et transformants ?*** (p. 74). Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: https://www.ih2ef.gouv.fr/comment-les-systemes-denseignement-et-de-recherche-peuvent-ils-etre-face-au-changement-climatique
Les systèmes éducatifs, de la maternelle à l'université, forts de leurs millions d'élèves, d'étudiants et de personnels, sont un puissant facteur de transformation des comportements individuels au service d'une société résiliente capable non seulement de s'adapter au changement climatique, mais aussi et surtout d'en atténuer l'impact.

Ebanks & Francois. (2023). **The Persistence of African American Female Students in Community Colleges**. *Community College Journal of Research and Practice*, *47*(6), 443-451. https://doi.org/10.1080/10668926.2022.2046208
Community colleges have been an educational source for individuals to increase capital and social mobility. But the reality of these opportunities is not the same for all. First generation, low income, non-traditional minority students make up a large percentage of students enrolling in community colleges yet retention rates, primarily for African Americans remains relatively low. The purpose of this study was to determine what factors impact the persistence of African American female students attending community colleges. The study researchers tested study hypotheses using a 3-step hierarchical regression analysis. Demographic variables (race and age) were entered into the model first to control the confounding effect of these variables. Second, the researchers entered academic support, financial health, financial strain, and experiencing racism to examine change in variance explained by the model with main effects and the relative direct effect of each variable on college persistence. In the third step, study researchers entered two-way interactions between academic support and financial health, academic support and financial strain, and academic support and experiencing racism to examine indirect effects. African American female students who make the commitment to invest in furthering their education should have every opportunity

available to them to persist and ultimately graduate. Reviewing and reforming current policies and practices may increase engagement, positively impact retention, and result in greater positive societal impacts.

European Education and Culture Executive Agency. (2022). ***The impact of the COVID-19 pandemic on the mental health of young people: policy responses in European countries***. Consulté à l'adresse https://data.europa.eu/doi/10.2797/547518

Evans, D. K., Mendez Acosta, A., & Yuan, F. (2023). **Girls' Education at Scale**. *The World Bank Research Observer*, lkad002. https://doi.org/10.1093/wbro/lkad002

Many educational interventions boost outcomes for girls in settings where girls face educational disadvantages, but which of those interventions are proven to function effectively at large scale? In contrast to earlier reviews, this review focuses on large-scale programs and policies—those that reach at least 10,000 students—and on final school outcomes such as completion and student learning rather than intermediate school outcomes such as enrollment and attendance. Programs and policies that have boosted school completion or learning at scale across multiple countries include school fee elimination, school meals, making schools more physically accessible, and improving the quality of pedagogy. Other interventions, such as providing better sanitation facilities or safe spaces for girls, show promising results but either have limited evidence across settings or focus on intermediate educational outcomes (such as enrollment) or post-educational outcomes (such as income earning) in their evaluations. These and other areas with limited or no evidence demonstrate many opportunities for education leaders, partners, and researchers to continue innovating and testing programs at scale. We discuss three considerations for incorporating evidence-based solutions into local education policies—constraints to girls' education, potential solutions, and program costs—as well as lessons for scaling programs effectively.

Facchetti, E., Neri, L., & Ovidi, M. (2023). ***Should You Meet the Parents? The Impact of Information on Non-test Score Attributes on School Choice*** (IZA Discussion Paper N° 16064). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16064.htm

Understanding parental response to non-test score attributes is crucial to design effective school choice systems. We study an intervention providing parents with hard-to-find information on the school environment while holding information on school performance constant. The provision of this information decreases the outflow to private institutions by 17% and increases enrollment at local state schools, particularly among high-income and high-performing students. This intervention encourages parents to expand their state-school search without affecting their taste for academic performance, generating increased competition for schools with desirable attributes. These findings imply that simple, low-cost interventions may improve state schools' finances and composition.

Fløisdorf, U., & Kirstine Adriansen, H. (2022). **Continuity and Change of Internationalisation during the Pandemic**. *Journal of International Mobility*, *10*(1), 15-34. https://doi.org/10.3917/jim.010.0015

Fluckiger, C., Bernardo, L. M., Bart, D., & Lopo, T. T. (2023). **Recherche en éducation et discours institutionnels sur l'École : débats et approaches critiques**. *Revista Lusófona de Educação*, *59*(59). Consulté à l'adresse https://revistas.ulusofona.pt/index.php/rleducacao/article/view/8832

Entrevista com Cédric Fluckiger, professor da l'universidade de Lille

Fullwood, L., & Levinson, M. (2023). **Fifty years on – and still no resolution: Deaf education, ideology, policy and the cost of resistance**. *Teaching and Teacher Education*, *129*, 104145. https://doi.org/10.1016/j.tate.2023.104145
This article proposes and develops a model of teacher resistance based on interviews with eleven teachers employed in a school for the deaf that operated an oral teaching policy up to 1979. It focuses on the relationship between the reified structures in deaf education and individual agency. Teachers had to negotiate tensions between how they were instructed to teach and what they felt was best for the students in terms of language, cultural identity and community membership. Costs of collusion and resistance, and the pertinence of these issues in the context of current discourse around speaking and listening are discussed.

Gatti, T., Maciejowska, D., & Verzichelli, L. (2022). **Towards a 'care-sharing' model? Multilateral adjustment strategies for post-pandemic students' mobility in Europe**. *Journal of International Mobility*, *10*(1), 139-159. https://doi.org/10.3917/jim.010.0139
L'article s'appuie sur les résultats de deux enquêtes sur les pratiques des universités du réseau du Groupe Coimbra en réponse à la crise du COVID-19. Nous développons d'abord un cadre théorique et soulevons quelques questions reliant la réaction à court terme face à l'épidémie à la dimension de la coopération à long terme pour protéger et améliorer la mobilité académique entre les universités.Après avoir analysé la variance entre les universités en termes de déclin de la mobilité des étudiants pendant la première vague de la pandémie, l'article évalue la capacité du réseau à prévenir la démotivation et la méfiance, en combinant les avantages des instruments ex ante de protection de la mobilité avec la mise en œuvre d'outils ad hoc de résolution des crises.La dernière section de l'article développe une interprétation basée sur la notion multidimensionnelle et multifonctionnelle de « partage des responsabilités ». Nous soutenons que les actions multilatérales peuvent renforcer une stratégie d'ajustement globale et préventive. Une telle stratégie, large et responsable, concourra à un retour rapide à des taux de mobilité élevés, activant en même temps des pratiques inclusives et innovantes et diffusant les valeurs de durabilité sociale et environnementale au sein de notre communauté d'apprenants.

GEEAP. (2023). ***2023 Cost-effective Approaches to imprive Global Learning. What does recent evidence tell us are "Smart Buys" for improving learning in low- and middle-income countries ? Recommendations of the Global Education Evidence Advisory Panel (GEEAP)*** (p. 35). Consulté à l'adresse GEEAP website: https://thedocs.worldbank.org/en/doc/231d98251cf326922518be0cbe306fdc-0200022023/related/GEEAP-Report-Smart-Buys-2023-final.pdf
Ghamrawi, N. (2023). **Toward agenda 2030 in education: policies and practices for effective school leadership**. *Educational Research for Policy and Practice*, *22*(2), 325-347. https://doi.org/10.1007/s10671-023-09341-8
School leadership has been described as a key target for leveraging the quality of education in relation to sustainable development goal (SDG4) that seeks to 'ensure inclusive and quality education for all and promote lifelong learning' as per UNESCO 2030 agenda. This study provides a policy review of school leadership in the State of Qatar, as a case study, but carries out discussions within the global thrive for meeting the demands of Agenda 2030 to achieve quality for public education. It utilized a research instrument developed by UNESCO's Division for Policies and Lifelong Learning Systems in Paris. The

study used personal interview surveying, also called face-to-face surveying, and was completed with high-level policymakers at the Ministry of Education and Higher Education (MOEHE). It consisted of four sections that addressed: (1) the regulatory frameworks governing school leadership; (2) the professional development opportunities offered to school leaders; (3) the degree the school leadership profession was attractive; and (4) the procedures followed to appraise school leaders. Findings underscore the critical role played by school autonomy, instructional leadership, and governance in responding to Agenda 2030. The discussion contributes to the global discourse in meeting the requirements of Agenda 2030.

Giaconi, V., Bressoux, P., & Felmer, P. (2022). **The effect of voucher and public school education on Chilean students' mathematics and reading test score trajectories**. *School Effectiveness and School Improvement*, *33*(2), 303-331. https://doi.org/10.1080/09243453.2021.2014896
This article aims to measure and compare the effectiveness of voucher schools and public schools on mathematics and reading test score trajectories from Grade 4 to Grade 10 in Chile. We analysed a national database that includes measures taken in 2007, 2011, and 2013 from a same sample of over 140,000 students. Multilevel-growth models were used to analyse the trajectories, and linear adjustment with propensity score matching was used to control for confounding variables. We found positive effects of voucher education on intercepts which, after controlling for schools' socioeconomic composition and selection policies, became irrelevant in terms of effect sizes. Regarding slopes, voucher schools have a significant positive effect, which is irrelevant in terms of effect sizes if 1 year is considered, but relevant for a 12-year school trajectory. The results illustrate a stratification between the public and voucher systems during a period when intense neoliberal policies were enforced.

Giuseffi, F. G. (1apr. J.-C.). **Enhancing Teaching and Learning With Socratic Educational Strategies: Emerging Research and Opportunities**. In *https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-7172-9*. Consulté à l'adresse https://www.igi-global.com/book/enhancing-teaching-learning-socratic-educational/www.igi-global.com/book/enhancing-teaching-learning-socratic-educational/261123
Traditionally understood as an ancient teaching method conceived by the philosopher Socrates, scholars in education have boldly explored the definitions, philosophical underpinnings, assumptions, and uses of Socratic dialogue in various learning situations and educational settings. Despite its ancie...

Global Education Monitoring Report Team. (2023). ***Les pays ont-ils les moyens de financer leurs points de référence nationaux pour l'ODD 4 ?*** (p. 12). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000385004_fre
Gray, J. S., Powell-Smith, K. A., & Good, R. H. (2023). **The Impact of COVID-19 on Student Reading Development**. *The Elementary School Journal*, *123*(4), 583-598. https://doi.org/10.1086/723301
The COVID-19 pandemic has led to dramatic changes in way of life for people across the globe. One of the most common disruptions to everyday life has been the prolonged closure of schools, in-person school in particular. This article presents research examining the consequences of the pandemic on the reading skills of first- through sixth-grade students across the United States. Using a large, nationally representative sample (total N

> 950,000), we compared reading scores from the fall assessment period of the 2020–2021 school year to the 2019–2020 school year. We found substantial declines in reading skills in fall 2020 compared with previous years, even accounting for preexisting differences in performance. Limitations to the study include potential confounding variables and the necessity of using a quasi-experimental design. Implications of this decline in reading skills are discussed, as well as some ways educators can attempt to address these declines.

Hamouda, L. B. (2023, mai 31). **Georges Fotinos : « Un contexte favorable à la création d'EPLE pour le primaire »**. Consulté 31 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/31/georges-fotinos-un-contexte-favorable-a-la-creation-deple-pour-le-primaire/
La droite et certains syndicats réformistes, qui promeuvent un statut particulier pour le directeur d'école, appellent à un statut des écoles aussi. Aujourd'hui, les écoles du premier degré, maternelles et élémentaires, n'ont pas d'existence juridique. Max Brisson, dans sa proposition de loi adoptée au Sénat, crée l'établissement public autonome d'éducation pour les écoles publiques. Le…

Heineke, A. J., Vera, E. M., Guo, W., Kaye, J., & Elliott, J. (2023). **Considering the Social-Emotional Well-Being of Multilingual Learners: A Comparative Case Study across Program Models**. *The Elementary School Journal*, *123*(4), 599-624. https://doi.org/10.1086/723028
This multiple-case study probes the social-emotional well-being of elementary and middle-grade students labeled as English learners who were enrolled in different bilingual program models in the midwestern United States. Using ecological systems theory, this qualitative study probes students' social-emotional well-being across schools and within different bilingual program models, seeking to determine the structures and practices that nurture positive facets or perpetuate negative facets of student well-being. Findings indicate that interactions with peers and adults in schools influence students' social-emotional well-being, with program-model variations, community demographics, and societal discourse shaping these in-school experiences, relationships, and sentiments. Implications center on critical consideration of bilingual program-model implementation to prepare teachers, promote schoolwide integration, prioritize home languages, and nurture inclusive communities.

Henderson, E. F., & Reynolds, P. J. (2023). **Mobile, hierarchical, normative, decadent and conflict prone: understanding academia through fictional conferences**. *Higher Education*, *85*(6), 1201-1218. https://doi.org/10.1007/s10734-022-00885-x
Representations of higher education in fiction-based sources contribute to forming public perceptions of academia, and so are a form of public pedagogy. Within popular culture representations, understandings of academics are constructed using particular tropes which build shared meanings of the profession. Conferences are one of these tropes and can thus be used as a focus to explore the construction of the academic profession in popular culture representations of higher education. This paper draws on a research project which explored representations of conferences in narrative fiction texts (novels, graphic novels, short stories). In this paper, we analyse references to conferences for what they teach us about the academic profession. The paper is based on analysis of 98 symbolic references to conferences from a sample of 23 fictional texts. Symbolic references are short references which serve as a shorthand to signal aspects of the academic profession, and in this paper, they have been analysed in terms of what they

portray and where they position the reader. The paper argues that popular culture representations of academia are pedagogical, in that they show the profession to be desirable to others but encourage a disidentification with academics, reinforcing the exclusionary nature of the profession.

Heurdier, L. (2023a). **Les zones d'éducation prioritaire (ZEP) rurales en France (1981-1998)**. *Histoire de l'éducation*, *159*(1), 91-127. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2023-1-page-91.htm
La politique d'éducation prioritaire a quarante ans. Depuis 1981, elle a connu des temps forts de pilotage mais aussi des temps de désintérêt ministériel. La lutte contre l'échec scolaire, objectif premier et majeur, concernait tous les territoires, qu'ils soient urbains ou ruraux. Les objectifs fixés ont évolué au gré d'orientations politiques variables. Cependant, elle a introduit dans le système éducatif français un certain nombre de transformations, qui ont été généralisées par la suite dans les écoles et collèges notamment. Elle a permis de nouvelles approches éducatives et professionnelles, à l'intérieur comme avec l'extérieur de l'école. La réussite scolaire de tous impliquait la mobilisation des acteurs à tous les niveaux hiérarchiques, du rectorat à l'établissement, une collaboration interdegrés mais aussi partenariale avec les acteurs locaux des champs éducatif, social et culturel. Pour illustrer la complexité et la diversité des zones d'éducation prioritaire (ZEP) devenues réseaux d'éducation prioritaire (REP), dans le temps et dans l'espace, les contributions de ce dossier s'appuyent sur des sources locales, récemment versées dans des Archives départementales. L'entretien final avec une actrice nationale de premier plan – elle a croisé cette politique tout au long de sa carrière et s'est fortement impliquée à certaines périodes – apporte des éléments complémentaires pour mieux comprendre cette politique éducative à vocation sociale.

Heurdier, L. (2023b). **Regards historiques sur 40 ans de politique d'éducation prioritaire en France (1981-2021)**. *Histoire de l'éducation*, *159*(1), 9-43. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2023-1-page-9.htm
La politique d'éducation prioritaire a quarante ans. Depuis 1981, elle a connu des temps forts de pilotage mais aussi des temps de désintérêt ministériel. La lutte contre l'échec scolaire, objectif premier et majeur, concernait tous les territoires, qu'ils soient urbains ou ruraux. Les objectifs fixés ont évolué au gré d'orientations politiques variables. Cependant, elle a introduit dans le système éducatif français un certain nombre de transformations, qui ont été généralisées par la suite dans les écoles et collèges notamment. Elle a permis de nouvelles approches éducatives et professionnelles, à l'intérieur comme avec l'extérieur de l'école. La réussite scolaire de tous impliquait la mobilisation des acteurs à tous les niveaux hiérarchiques, du rectorat à l'établissement, une collaboration interdegrés mais aussi partenariale avec les acteurs locaux des champs éducatif, social et culturel. Pour illustrer la complexité et la diversité des zones d'éducation prioritaire (ZEP) devenues réseaux d'éducation prioritaire (REP), dans le temps et dans l'espace, les contributions de ce dossier s'appuyent sur des sources locales, récemment versées dans des Archives départementales. L'entretien final avec une actrice nationale de premier plan – elle a croisé cette politique tout au long de sa carrière et s'est fortement impliquée à certaines périodes – apporte des éléments complémentaires pour mieux comprendre cette politique éducative à vocation sociale.

Horrigmo, K. J., & Midtsundstad, J. H. (2023). **Schools' prerequisites for inclusion – the interplay between location, commuting, and social ties**. *International Journal of Inclusive Education*, *27*(4), 493-506. https://doi.org/10.1080/13603116.2020.1853257
Recent research has focused on local context as crucial for inclusion. This paper focuses on schools' prerequisites for inclusion and how such prerequisites can be theorised. We explore theoretically and empirically how location, commuting, and social ties interrelate and influence schools' prerequisites for inclusion. Using case studies, we compare two schools' local contexts. We find that the local place and community contribute to students' relations, including how they interact with and include each other in school. We also find that the local composition of social ties is crucial for schools' abilities to develop as inclusive communities and that commuting influences teachers' involvement in local community and school, and with students. The theoretical model presented is used to analyze the schools' prerequisites for inclusion.

Huang, L. (2022). **'The distance between dreams and reality is COVID-19'. Impact of the COVID-19 crisis on the study experience and mobility of Chinese students in Turin**. *Journal of International Mobility*, *10*(1), 35-54. https://doi.org/10.3917/jim.010.0035
Idrac, M. (2023). **The form-school as a vehicle for the detotalization of refugee camps in Greece**. *PROSPECTS*, *53*(1), 29-42. https://doi.org/10.1007/s11125-022-09612-x
Refugee camps have been multiplying at the gates of the European Union since the escalation of the Libyan and Syrian conflicts in 2016, particularly in Greece and Italy. These countries, which act as the main gateways, are implementing a "hotspots" approach included in the European agenda on migration established for the period 2015–2020. At the same time, restrictive migration policies combined with structural difficulties within the formal education system are encouraging the emergence of educational complexes directly within the camps. The objective of this article, which focuses on the situation in Greece, is to demonstrate to what extent the development of these complexes is modifying the environment of the camps to the point of changing the very essence of their definition.

Idris, M., Alkhawaja, L., & Ibrahim, H. (2023). **Gender disparities among students at Jordanian universities during COVID-19**. *International Journal of Educational Development*, 99, 102776. https://doi.org/10.1016/j.ijedudev.2023.102776
This study aims to show how the COVID-19 pandemic has affected the online learning process at Jordanian universities from a gender-based perspective. In Jordan, the government has taken various measures to contain the spread of the pandemic in the country by locking down schools and higher education institutions and replacing face-to-face lectures with online learning. To this end, a questionnaire was developed and distributed to students from Jordanian universities to evaluate whether family support, technology use, and stress and depression during online learning are influenced by gender differences. The findings reveal that gender disparities were present and significant. Utilizing the gender structure theory and the intersectional theory as incorporated with branches of feminist theories, the study underscores reasons that are conducive to the persistence of gender disparities mostly in favor of men at Jordanian universities. In the process, we recommend culturally specific remedial approaches that have the potential to reduce this gender gap.

Institute of Education Sciences. (2023). **Conditions of education 2023**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3815* (p. 54) [Report].

Consulté à l'adresse Institute of Education Sciences website: https://nces.ed.gov/pubs2023/2023144.pdf
The Condition of Education 2023 est un rapport annuel mandaté par le Congrès qui résume les données les plus récentes du NCES et d'autres sources sur l'éducation aux États-Unis. Il est conçu pour aider les décideurs politiques et le public à suivre les progrès de l'éducation. Ce rapport rend compte de l'état de l'éducation aux États-Unis, de la maternelle à l'enseignement postsecondaire, ainsi que des résultats sur le marché du travail et des comparaisons internationales. Afin d'améliorer la lisibilité et l'accès à des données équitables, le rapport sur l'état de l'éducation de cette année (1) utilise une nouvelle structure à puces pour mettre en évidence les principaux résultats, (2) présente des visualisations de données interactives dans notre système d'indicateurs en ligne, et (3) présente des données sur Porto Rico et les territoires périphériques des États-Unis lorsqu'elles sont disponibles. Les principales conclusions du rapport sont les suivantes : Quelque 70 % des écoles publiques ont indiqué que le pourcentage d'élèves ayant fait appel à des services de santé mentale en dehors de l'école avait augmenté depuis le début de la pandémie de coronavirus. En revanche, seuls 12 % des répondants sont tout à fait d'accord et 44 % modérément d'accord pour dire que leur école est en mesure de fournir efficacement des services de santé mentale à tous les élèves qui en ont besoin. En général, parmi les écoles publiques et privées ayant des postes d'enseignants vacants dans des matières particulières, des pourcentages plus élevés ont déclaré avoir des difficultés à combler ces postes en 2020-21 qu'en 2011-12. En 2020-21, la proportion d'enseignants des écoles publiques de la maternelle à la 12e année qui étaient blancs (80 %) était plus élevée que la proportion d'élèves des écoles publiques de la maternelle à la 12e année qui étaient blancs (46 %), alors que la proportion d'enseignants d'autres groupes raciaux/ethniques était plus faible que la proportion d'élèves dans ces groupes. Le pourcentage d'enfants de 3 à 4 ans inscrits à l'école en 2021 (50 %) était supérieur de 10 points de pourcentage à celui de 2020 (40 %), mais restait inférieur à celui de 2019 (54 %). Entre l'automne 2019 et l'automne 2020, alors que les inscriptions dans les écoles publiques traditionnelles ont diminué de 4 %, les inscriptions dans les écoles publiques à charte ont augmenté de 7 %. Entre l'automne 2010 et l'automne 2021, le nombre total d'inscriptions en premier cycle a diminué de 15 % (de 18,1 millions à 15,4 millions d'étudiants), dont 42 % (1,1 million d'étudiants) pendant la pandémie. Pendant ce temps, les inscriptions totales dans les programmes post-baccalauréat ont augmenté de 5 pour cent entre l'automne 2010 et l'automne 2019 (de 2,9 millions à 3,1 millions d'étudiants) et ont continué à augmenter de 5 pour cent pendant la pandémie (pour atteindre 3,2 millions d'étudiants à l'automne 2021). Parmi les diplômes conférés par les établissements postsecondaires en 2020-21, les domaines des sciences, de la technologie, de l'ingénierie et des mathématiques (STEM) représentaient 8 % des diplômes d'associé, 21 % des diplômes de licence, 17 % des diplômes de maîtrise et 15 % des diplômes de doctorat Entre 2010 et 2022, les taux de réussite scolaire des 25-29 ans ont augmenté à différents niveaux. En général, les taux de réussite scolaire ont augmenté pour les hommes et les femmes de 25 à 29 ans, ainsi que pour la plupart des groupes raciaux/ethniques. Toutefois, les écarts de niveau entre certains groupes persistent en 2022. Le rapport de synthèse est disponible ici. En outre, une première série d'analyses détaillées sous forme d'indicateurs est disponible là.

Jacques, S., Ouahabi, A., & Kanetaki, Z. (2023). **Post-COVID-19 Education for a Sustainable Future: Challenges, Emerging Technologies and Trends**. *Sustainability*, *15*(08), 6487. https://doi.org/10.3390/su15086487

Jarraud, F. (2023, mai 17). **PIRLS : Quels progrès en lecture ?** Consulté 17 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/17/pirls-quels-progres-en-lecture/
« Cela ne nous remet pas dans la moyenne de l'Union européenne. Mais ça traduit une inversion de tendance qui laisse augurer de bonnes choses ». Les résultats de PIRLS 2021, l'étude internationale sur les compétences en lecture, montrent de meilleurs résultats pour la France. Mais, malgré l'accent mis par le ministère sur l'enseignement du français, ils…

Johnson, M., Fitzsimons, S., & Coleman, V. (2023). **Development challenges in challenging contexts: A 3-stage curriculum framework design approach for Education in Emergencies**. *PROSPECTS*, *53*(1), 43-56. https://doi.org/10.1007/s11125-022-09601-0
There is a pressing need to develop processes to facilitate the organization of education responses in time-pressured emergency situations. As part of a joint Learning Passport (LP) partnership project with UNICEF, researchers along with curriculum and subject specialists at the University of Cambridge, UK, developed a curriculum framework that could be used as a resource for coordinating the actions of education specialists and practitioners in Education in Emergencies (EiE) situations. This article outlines the curriculum framework design approach they developed for the Maths and Science components of the LP framework. The article outlines a three-stage curriculum framework development model, which involves consideration of context, leading to descriptor generation, and attending to cohesion building elements.

Kaur, K., & Lim-Ratnam, C. (2023). **Implementation of formative assessment in the English language classroom: insights from three primary schools in Singapore**. *Educational Research for Policy and Practice*, *22*(2), 215-237. https://doi.org/10.1007/s10671-022-09327-y
This study attempts to explore the links between research, policy and practice. Specifically, it investigated how teachers enact a national policy on the implementation of formative assessment practices and explored what affects their capacity and will to carry out educational reform. Using a case study approach, formative assessment-related practices of six teachers within three primary schools in Singapore were examined. Findings from interviews, document analysis and classroom observations brought out how teachers reframed policy and implemented instructional practices in terms of what they knew or thought they understood of it. Policy enactment was also found to be influenced by the contextual setting as the schools also played a part in the way these teachers implemented their practices. Drawing on these findings, the study discusses issues pertinent to policy implementation and makes recommendations for policy enactment.

Kayombo, C. C. (2023). ***Alphabétisation et développement en Afrique***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140326639&utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_15_au_20_mai_35972&utm_medium=email&utm_content=lienTitre
Les réponses à l'analphabétisme ne sont pas uniquement du côté de l'institution de type scolaire. Elles sont aussi présentes dans les communautés, les échanges locaux et les réseaux parallèles. Les pratiques s'appuient alors sur d'autres conceptions de la formation, plus proches de celles de l'éducation populaire. Il est indispensable

d'examiner d'abord les objectifs généraux et universels de l'éducation, certains de leurs aspects spécifiques dans les conditions politiques, économiques, sociales et culturelles qui sont celles des pays africains. Alors seulement pourront être dégagées les meilleures voies pour les atteindre.

Koubeissy, R., Audet, G., Papazian-Zohrabian, G., & Arvisais, O. (2023). **"Making a difference" with Syrian refugee students in Lebanon: Reconstruction and theorization of teachers' stories of practice in emergencies**. *PROSPECTS*, *53*(1), 73-89. https://doi.org/10.1007/s11125-022-09606-9
This article is built on a research project on pedagogical interventions with refugee students in emergencies that the authors conducted with teachers in Lebanon. More specifically, based on stories of practice, the article aims to explore how teachers were in a position to exercise their role with Syrian refugee students in the Lebanese crisis context. To do so, it gives a voice to four teachers, who agreed to describe situations they experienced in their work context in order to highlight their knowledge of practice in this context. The analysis of the stories allows for reflection on several elements, including the shared responsibility of different school actors, schools, and other organizations, with respect to the support they must give to teachers to ensure their wellbeing, resilience, and safety.

Kromer, S. (2022). **Going Above and Beyond: Insights into the Lived Experiences of International Online Business Management Education in Times of Transnational Health Crises**. *Journal of International Mobility*, *10*(1), 119-138. https://doi.org/10.3917/jim.010.0119
Cet article propose de nouvelles perspectives sur les expériences vécues par les enseignants du supérieur, à distance et en présentiel, en période de crise sanitaire transnationale. En conséquence, cette étude ethnographique longitudinale étudie et présente une perspective émique en appui sur 17 mois d'observation des participants d'une population particulière — des étudiants en business management du premier cycle, apprenant en ligne et en présentiel dans une université de sciences appliquées située à Berlin — afin de conceptualiser les processus de réflexion des enseignants en appliquant des analyses thématiques. Cette combinaison permet la création d'une ethnographie riche ou, comme Geertz (1973) l'appelle, d'une « thick description », qui ne se limite pas uniquement à l'apprentissage en ligne. Ainsi, l'importance de cette étude réside dans sa contribution à une meilleure compréhension de la manière dont les crises transnationales ont modifié et remodelé le rôle des enseignants dans l'enseignement supérieur, qui visent néanmoins à internationaliser les études de leurs apprenants en repensant leurs approches pédagogiques en période de mobilité physique limitée. Cet article se concentre donc davantage sur les moyens, comme l'influence personnelle de l'enseignant, l'ouverture internationale ou encore l'incarnation de l'internationalisation, par lesquels les enseignants du supérieur construisent et comprennent leurs réalités vécues, et moins sur le nombre d'occurrences mesurables (Cunliffe, 2008). Enfin, donner un sens aux « thick descriptions » construites par les enseignants ne reproduit pas la sphère d'étude d'avant la crise, mais façonne plutôt un environnement en évolution rapide, contemporain, instantané et multidimensionnel résultant d'une accessibilité permanente (Bob, Bradshaw, Twining & Walsh, 2010 ; Gatson & Zweernik, 2004). Selon cette compréhension ontologique, cette recherche ethnographique interprétative analyse les enseignants dans leur contexte naturel, spécifique à la crise, en fonction de la façon dont ils construisent leurs réalités vécues, et,

donc, dont ils donnent différentes significations à leurs interactions dans des contextes distincts (Denzin & Lincoln, 2003 ; Kromer, 2018).

Krzeski, J. (2023). **'The university is dead, long live the university!': Ronald Barnett and the task of philosophy of higher education**. *Higher Education*, *85*(6), 1427-1431. https://doi.org/10.1007/s10734-022-00923-8
Laillier, J. (2022). ***Gouverner la science : anatomie d'une réforme (2004-2020)***. Consulté à l'adresse https://agone.org/livres/gouverner-la-science
Lefebvre, M.-E. (2023a, mai 10). ***Au-delà des mesures d'appui pour les personnes autistes : l'expérience des études postsecondaires***. Présenté à L'autisme et les parcours scolaires et d'apprentissage: perspectives à la croisée de la recherche, de la pratique et du vécu. Consulté à l'adresse https://hal.science/hal-04100145
Les transitions de vie sont particulièrement difficiles pour les personnes autistes. En sciences de l'éducation, de nombreuses enquêtes ont porté sur les enfants qui font des transitions vers la maternelle (Gascon et al., 2014; Girard et al., 2019) et l'école secondaire (Beaupré et al., 2017). À l'âge adulte, les sujets dont traite la recherche sont variées, ce qui est à l'image de la transition vers l'âge adulte : s'intégrer dans une carrière professionnelle (Dumais et al., 2012; Fontaine, 2010), habiter en appartement (Lachapelle et al., 2013), entrer en relation (Michalet et al., 2019), etc. Qu'en est-il de la transition vers les études postsecondaires, une fois que ces élèves accèdent à un statut étudiant ? Au Canada, moins de dix publications ont traité de l'expérience des études postsecondaires chez les étudiants autistes. À ce jour, nos connaissances portent essentiellement sur les services destinés à cette communauté étudiante au collégial et à l'université (Accardo et al., 2019; Gelbar et al., 2014). Issus d'une analyse thématique, j'aborderai trois points communs des narratifs des étudiant·e·s autistes : l'importance d'aligner leurs intérêts à leurs études, la nécessité de se créer des stratégies, ainsi que la découverte de soi en parallèle à ses études. Ces résultats issus de l'analyse narrative sont novateurs et nous permettent de proposer des pistes d'amélioration pour l'accès au soutien adapté aux études postsecondaires pour les personnes autistes.

Lefebvre, M.-E. (2023b, mai 4). ***L'environnement scolaire postsecondaire: quels enjeux pour la communauté étudiante autiste?*** Présenté à COLLOQUE DU CRIFPE : Utilisation du Modèle de développement humain et processus de production du handicap pour réfléchir l'environnement scolaire. Consulté à l'adresse https://hal.science/hal-04100136
La population autiste est émergente dans les milieux scolaires au collégial et à l'université (Jolicoeur, 2020). Selon l'AQICESH (2020), elle s'élèverait à approximativement 2% des étudiant·e·s dans les établisements postsecondaires du Québec. Dans notre thèse doctorale et cette présentation, nous établissons les ponts entre le MDH-PPDH 2 (Fougeyrollas, 2010) et les écrits scientifiques sur la population étudiante autiste. D'abord, les facteurs personnels varient et il reste difficile d'illustrer cette diversité dans les écrits, bien que les sensibilités, la compréhension de la matière et les aptitudes de gestion du temps soient mises de l'avant. Ensuite, nombreux sont les facteurs environnementaux autour des services de soutien offert (p. ex., temps supplémentaire, modalité en ligne, charge de cours réduite; Accardo et al., 2019, Elias et White, 2018). Finalement, l'adéquation entre les deux semble souvent ardue, alors qu'une grande responsabilité est mise sur les épaules des étudiant·e·s autistes (Arsenault et al., 2016; Elias et White, 2018). En ce sens, le MDH-PPH 2 permet de préciser l'interaction entre l'individu et son environnement scolaire et ouvre la porte à plusieurs avenues d'intervention: clarification

des attentes scolaires, l'encadrement des étudiant·e·s et que l'adaptation sur le plan sensoriel.

Léon, V. (2022). **Scolariser la formation professionnelle des jeunes photographes ? Un conflit de générations (années 1950-1970)**. *Le Mouvement social*, *281*(4), 103. https://doi.org/10.3917/lms1.281.0103
Cet article aborde la scolarisation de la formation professionnelle sous un jour nouveau, en portant attention aux conflits générationnels qu'elle sous-tend. Des années 1950 aux années 1970, des acteurs du secteur de la photographie tentent en effet de professionnaliser leur métier, plutôt de tradition autodidacte, mais demandant la maîtrise de technologies en permanent renouvellement. Les tensions entre les jeunes et leurs aînés en sont avivées. Comment l'âge et le diplôme entrent-ils en jeu dans cette reconfiguration de la valeur professionnelle ? Comment les jeunes réagissent-ils face aux transformations techniques, pédagogiques et idéologiques qui affectent leurs conditions de formation et de travail ? Ils les perçoivent différemment selon leur génération, leur genre et leur position sociale. Dans cette nouvelle ère de la certification, même si des pratiques de formation sur le tas et d'autodidaxie se maintiennent, les diplômes gagnent du terrain et deviennent de plus en plus un marqueur de différenciation entre les générations.

Loviglio, A. (2023). ***School Quality Beyond Test Scores: the Role of Schools in Shaping Educational Outcomes*** [Working Paper]. Consulté à l'adresse Dipartimento Scienze Economiche, Universita' di Bologna website: https://econpapers.repec.org/paper/bolbodewp/wp1184.htm
I study how schools impact student performance and educational attainment throughout secondary education, and show that school quality cannot be easily captured by any type of rankings because students with differing characteristics and abilities benefit from different school inputs. To do so, I estimate a dynamic structural model of cognitive skills accumulation and schooling decision using rich administrative data from middle schools in Barcelona. I then simulate the outcomes that each student would have achieved in every school in the sample. Notably, the school environment has a crucial impact on the educational attainment of students from less advantaged family background and low-ability students who are at greater risk of leaving school. Moreover, the schools that would yield the highest final test scores for these students – provided they do not drop out – are not the ones that would maximize their likelihood of graduating and enrolling in further education. The results suggest that evaluating and comparing schools using only standardized assessments is insufficient for serving the needs of disadvantaged students, who require schools that enhance educational attainment rather than just test scores.

Martin-Jean, E. (2023). **Vers une approche institutionnelle: favoriser la réussite éducative par la conception universelle de l'apprentissage et l'accessibilité universelle**. *Éducation et francophonie*, *51*(1), 1-18. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/08-Martin-Jean-Final_PDF.pdf
Mekonnen, G. T., Beyera, G. K., Tulu, A., & Roba, T. T. (2023). **Perceived influence of COVID-19 pandemic on university students' learning and mental health in Ethiopia**. *Quality & Quantity*, *57*(3), 2545-2562. https://doi.org/10.1007/s11135-022-01485-8
This study reports perceived influence of COVID-19 on students' learning and mental well-being. The data of 367 students were analysed using R. The linear regression model was

fitted. A regression coefficient with 95% confidence interval (CI) was computed to identify factors associated with the perceived influence of COVID-19 on students' education and mental health. The mean ± standard deviation scores of perceived influence of COVID-19 on students' learning and communication for learning were 31.7 ± 6.7 and 21.6 ± 3.6, respectively. A similar number of students, 109 (29.7%) reported having depression and anxiety. Being a female student had a negative association with the effects of COVID-19 on learning, while being a rural resident had a strong positive association with both the effects of COVID-19 on learning and communication for learning. Similarly, being a social science student and in 2nd year of study were positively associated with higher history of depression and anxiety. Residing in zonal towns, district towns, and rural settings were found to have a lower prevalence of depression and anxiety. The COVID-19 placed a serious effect on students' education and mental well-being. Thus, the Ethiopian health and higher education sectors need to provide students with basic educational resources and counselling services.

Miller, E. V. (2023). **Assessing the Preparation of Undergraduate Planners for the Demands of Entry-Level Planning Positions**. *Journal of Planning Education and Research*, *43*(2), 305-316. https://doi.org/10.1177/0739456X19873129
More than thirty-five undergraduate urban planning programs exist in relative obscurity. This article uses survey data to explore skills their faculty, and planning managers hiring entry-level planners, deem the most important. Planning practitioners and educators agree that generic skills are important for entry-level positions; however, planning educators place greater importance on specialized skills for entry-level positions than practitioners do. Planning practitioners also report that entry-level job applicants with no more than a bachelor's degree in planning do not meet their proficiency expectations for the generic skills. These findings suggest that planning educators need to review their pedagogical approach to planning education.

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche D. : D. du numérique pour l'éducation. (2023). ***Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques***. Consulté à l'adresse https://edunumrech.hypotheses.org/files/2023/05/MEN_DNE_brochure_IA_WEB.pdf
Ce document propose un état des lieux sur les apports de la recherche et les lignes directrices des institutions internationales sur l'intelligence artificielle (IA) et l'éducation : diversité des définitions et des approches, enjeux pour les politiques publiques, enjeux éthiques, domaines d'application, pistes de travail pour former et enseigner, perspectives avec le tournant actuel de l'IA générative et des grands modèles de langage.

Mizrahi-Shtelman, R., & Drori, G. S. (2023). **Ivory Tower or Tower of Babel? The challenge of multilingualism for the globally embedded university**. *Higher Education*, *85*(6), 1357-1379. https://doi.org/10.1007/s10734-022-00894-w
Higher education organizations in countries where English is not the native tongue must function in a multilingual mode, using English as their primary language for scientific exchange and academic publication and relying on the native language for instruction and administration. When operating in a multilingual mode of communication and identity expression, a higher education organization runs the risk of becoming a "tower of Babel"; however, by operating solely in single-language mode, it may become an "ivory tower." Investigating Israeli higher education organizations and focusing

specifically on their mission statements, we analyzed the built-in tension of this multilingual self-identification through how they introduce themselves in the lingua franca of global academe, namely English, and in the local language, Hebrew. In our analysis, we found: (a) differences between the English- and Hebrew-language mission statements in length, style, and context; (b) differences in thematic emphases and thus in the narration of organizational identity; and (c) that such thematic differences patterned according to the three categories of state-mandated higher education organizations and, to some degree, time. We conclude that multilingualism serves both as an arena for the negotiation of organizational identity and as a state of being for higher education organizations in non-English-speaking countries.

Mordhorst, L., & Jenert, T. (2023). **Curricular integration of academic and vocational education: a theory-based empirical typology of dual study programmes in Germany**. *Higher Education*, *85*(6), 1257-1279. https://doi.org/10.1007/s10734-022-00889-7
In Germany, dual learning programmes are increasingly offered by higher education institutions. These programmes' main characteristic and greatest challenge is their integration of academic and vocational learning. So far, this challenge has frequently been stated without specifying its exact nature and consequences for learners. The present study addresses this pedagogical research gap and examines the extent of variation in the degree of integration among dual study programmes. With reference to curriculum theory, the study develops an empirical typology of curricular integration in dual programmes. The data sample consists of 152 programmes at (dual) universities and universities of applied sciences. Data is analysed using hierarchical cluster analysis. Results indicate that the currently prevailing forms of curricular integration should best be differentiated according to five types. The five overlapping types of integration are located on a continuum ranging from parallelism through organisational linking to full curricular integration targeted immediately at students' personal integration. The analysis confirms that there are problems with complying with integration standards set on the policy level. Above all, the study offers new insights on what marks the diverse integration landscape of dual study programmes. It proves that approaches to integration are more differentiated than previous research has shown.

Moussa, M. S. (2023). **Analysis of educational provision for internally displaced and refugee children in Niger**. *PROSPECTS*, *53*(1), 91-100. https://doi.org/10.1007/s11125-022-09611-y
The Diffa and Tillabéri regions of Niger, Africa, are greatly affected by violent security crises that impact the functioning of schools, disrupting learning spaces and teaching programs and internally displacing the population. This article analyzes educational provision in its dual social and urgent dimensions and questions both the state of education in emergencies and the challenges posed in Niger before proposing new directions to maintain educational provision.

Mullis, I. V. S., Von Davier, M., Foy, P., Fishbein, B., Reynolds, K., & Wry, E. (2023). **PIRLS 2021 International results in reading**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3812* [Report]. Consulté à l'adresse International Association for the Evaluation of Educational Achievement (Transnational) website: https://pirls2021.org/results
PIRLS 2021 is the fifth cycle of the Progress in International Reading Literacy Study. Since 2021, PIRLS has provided high-quality data for monitoring progress in students' reading

achievement at the fourth grade, covering 20 years of trends. The PIRLS reading assessment is based on a comprehensive framework that focuses on two overarching purposes for reading — for literary experience and to acquire and use information. PIRLS 2021 results provide descriptions of students' reading skills and strategies at four international benchmarks on the PIRLS reading achievement scale for meaningful interpretation of reading achievement scores.

Neuhouser, Latz, & Mulvihill. (2023). **Remembering New Vocationalism: Reinforcing the Future of Workforce and Professional Development in the Community College**. *Community College Journal of Research and Practice*, *47*(6), 401-412. https://doi.org/10.1080/10668926.2022.2045646
The concept of new vocationalism reached its height in the 1990s and 2000s as views evolved regarding how community colleges should provide relevant vocational education for students. The concept of new vocationalism is here brought into the present moment by mapping theoretical lineages and emphasizing the current and future practical implications at the nexus of the community college sector and a post-COVID-19 economy. Reforms centered around the principles of new vocationalism have led to more inclusive opportunities for learners from varied diverse and marginalized backgrounds, though the influence within career development and community colleges often goes unrecognized. Implications for educational leaders are discussed, including refocusing outcomes on the needs of diverse learners and bridging the gap between students' academic and vocational educations. Specific considerations are also provided to further solidify new vocationalism principles in workforce and professional development programs within community college and career development contexts. Consideration first needs to be given to building programming that develops students'professional identity with a willingness (from both student and educator) to push back against exclusionary ideas of professional, professionalism, and industry practices that are not focused on employee inclusion. Further, equity and access should remain foundational to all programs if these structures are to remain relevant. Specific recommendations are given for incorporating the equity-mindedness approach when developing workforce and professional development programs and curriculum, with increased consideration being given regarding the reality of how well workforce and professional development programs are currently preparing students for life-long career success, growth, and adaptability.

Normand, R. (2023). **La transposition du paradigme PISA en France. Des formes d'autorité épistémique à l'ombre de l'État républicain**. *Revista Lusófona de Educação*, *59*(59). Consulté à l'adresse https://revistas.ulusofona.pt/index.php/rleducacao/article/view/8826
L'enquête PISA peut être considérée comme un paradigme promu par l'OCDE qui donne lieu à de multiples traductions et transferts politiques dans les contextes nationaux. L'article explore les assemblages politiques et la gouvernance épistémique qui ont permis la réception de PISA dans le système éducatif français. Il montre que les formes d'autorité épistémique transposant le paradigme PISA relaient les savoirs experts circulant dans l'espace international mais qu'elles entretiennent aussi un imaginaire politique et un grand récit républicain. Sont d'abord présentés les espaces d'intérêt et associations politiques entre différents acteurs nationaux investis dans le transfert et l'hybridation de ces savoirs confectionnés autour de PISA. L'article cherche ensuite à

caractériser quelques porte-parole influents dans la production et la traduction de ces savoirs dans un agenda politique réformateur à la française.

Nunès, É. (2023, mai 16). **Pourquoi la moitié des nouveaux chirurgiens-dentistes exerçant en France sont formés à l'étranger**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/16/etudes-dentaires-l-art-de-l-esquive-europeen-des-jeunes-francais_6173521_4401467.html
Faute de places dans les facultés françaises, plus de la moitié des nouveaux chirurgiens-dentistes exerçant sur le territoire sont formés à l'étranger, notamment en Espagne, au Portugal et en Roumanie.

Nusair, L., & Palmer, R. (2023). **Weak foundations in Arabic literacy: Drivers of learning poverty in Jordan**. *International Journal of Educational Development*, *99*, 102774. https://doi.org/10.1016/j.ijedudev.2023.102774
In 2019, the World Bank introduced the concept of "learning poverty" to draw attention to the proportion of children aged 10 that could not read with comprehension. This paper addresses the drivers of learning poverty in Jordan, estimated to be over 60%, examining the literacy pathway a child takes through both the home and school learning environments. We conducted a qualitative comparative policy analysis drawing primarily on in-depth interviews with twelve Jordanian primary school teachers and quantitative data from Jordan's 2018 National Teacher Survey (re-analysed for this study). We find that these drivers include: parental engagement with their children's literacy learning (often affected by parents' own low literacy levels and a weak culture of reading); the profile of early grade teachers; the automatic grade progression policy that allows struggling readers to progress to higher grade levels; and, schooling infrastructure (principally overcrowded classrooms and inadequately resourced libraries).

OCDE : Organisation de coopération et de développement économiques. (2023). ***Joining forces for gender equality: what is holding us back?*** Consulté à l'adresse https://read.oecd-ilibrary.org/social-issues-migration-health/joining-forces-for-gender-equality_67d48024-en#page1
Dans les pays de l'OCDE, les inégalités persistent entre les sexes dans la vie sociale et économique. La publication analyse les évolutions et les politiques en faveur de l'égalité des sexes, en éducation, dans le monde du travail et l'entreprenariat : objectifs mondiaux ; cadres juridiques et planification stratégique pour l'intégration du genre ; outils de gouvernance pour une prise de décision inclusive ; intégrer le genre dans les politiques environnementales ; mettre fin à la violence sexiste ; participation et performance des filles et des garçons dans l'éducation ; l'écart dans l'engagement et la rétention scolaires, dans l'enseignement et la formation professionnels (EFP) et l'apprentissage des adultes ; etc.

OECD. (2023a). ***Agir ensemble pour l'égalité des genres (version abrégée) : Quelles priorités ?*** Consulté à l'adresse https://www.oecd-ilibrary.org/social-issues-migration-health/agir-ensemble-pour-l-egalite-des-genres-version-abregee_6a24b253-fr
Des inégalités sociales et économiques persistent entre les genres dans les pays de l'OCDE. Les femmes jeunes atteignent souvent un niveau d'études supérieur à celui de leurs homologues masculins, mais restent sous-représentées dans les secteurs...

OECD. (2023b). ***OECD Skills Strategy Ireland: Assessment and Recommendations***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/oecd-skills-strategy-ireland_d7b8b40b-en
Skills are the key to shaping a better future and central to the capacity of countries and people to thrive in an increasingly interconnected and rapidly changing world. This report, OECD Skills Strategy Ireland: Assessment and Recommendations,...

O'Keeffe, P., & Lovey, T. (2023). **Meaningful higher education in Kakuma refugee camp: A case study of why context and contextualization matter**. *PROSPECTS*, *53*(1), 101-114. https://doi.org/10.1007/s11125-022-09610-z
In recent years, higher education in refugee contexts has begun to receive increasing attention within the humanitarian-development sector. Resource constraints, coupled with the technology and innovation zeitgeist in international development drives, have helped to create a higher education space where courses in refugee camps are typically delivered via online learning platforms directly from Western education providers. As the space develops, a shift in attention is beginning to occur, such that the legitimacy of online learning for refugees is now being questioned. At the heart of this question are the issue of contextualization and a call for greater emphasis to be placed on blended learning approaches that better reflect the realities of refugee learners. In this case study, the authors compare and evaluate a contextualized medical studies course that was delivered via blended learning in the Kakuma refugee camp in 2019 with a non-contextualized version of the same course that was delivered in the Dadaab refugee camp in 2018. The study explores the contextualization process and finds that the contextualized course achieved better learning outcomes than did the non-contextualized version of the course.

Partenariat mondial pour l'éducation. (2023). ***Coordonner l'action pour transformer l'éducation. Pourquoi s'engager ? Organisations de la société civile***. Consulté à l'adresse https://www.globalpartnership.org/fr/content/coordonner-laction-pour-transformer-leducation-pourquoi-sengager-organisations-de-la
Les organisations de la société civile travaillent en étroite collaboration avec les ministères de l'Éducation aux niveaux national et décentralisé, en coordination avec les fondations, les organisations à but non lucratif et le secteur privé, et par le biais de coalitions et de réseaux organisés pour transformer l'éducation.

Pelland-Goulet, P., Brisebois, H., & Gosselin, N. (2023). ***TDAH, santé mentale, cognition et scolarité en temps de pandémie de la COVID-19*** (p. 78). Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/histoire-et-rapport/tdah-sante-mentale-cognition-et-scolarite-en-temps-de-pandemie-de-la-covid-19/
La période développementale correspondant aux adultes émergents s'étend de 18 à 25 ans et comporte nombreux défis, tels que la transition aux études

Poisson, F. (2022). **Des organisations translocales de jeunes face aux mobilités empêchées par la crise sanitaire. Retours d'expériences d'un partenariat European Youth Together en 2020 et 2021**. *Journal of international Mobility*, *10*(1), 101-118. https://doi.org/10.3917/jim.010.0101
COME:ON! est un partenariat entre onze organisations gérées par des jeunes, issues de sept villes européennes. Cette initiative a reçu le soutien de l'Agence Exécutive Erasmus+ dans le cadre du programme European Youth Together 2019. Entre janvier 2020 et

décembre 2021, un ensemble de mobilités avec les jeunes membres des organisations était prévu, dans la perspective de soutenir leurs engagements dans des projets associatifs locaux, notamment d'occupation de bâtiments vacants. Pour les organisations, le projet était l'occasion de renforcer leurs actions en organisant des rencontres européennes dans leurs lieux d'activités. Comment les dynamiques associatives jeunesses à l'origine d'un programme de mobilités se reconfigurent-elles dans le contexte de crise sanitaire ? Il s'agit ainsi d'expliquer la perspective translocale dans laquelle le partenariat s'inscrit, dans un contexte de soutien intensif à la mobilité de la part des institutions. La question de la reconnaissance de la valeur européenne des activités associatives locales est également étudiée. Ce phénomène semble faciliter la mise en place d'actions européennes localisées entre les organisations, qui peuvent faire émerger certains engagements avec des degrés de synchronisation entre les jeunes des différents pays. La translocalisation de l'occupation des lieux vacants par des organisations de jeunes est finalement analysée pour ouvrir d'autres perspectives de recherches et d'actions.

Poisson, M. (2022). ***Élaborer des politiques de données ouvertes sur l'école : principes de base*** (p. 14). Consulté à l'adresse UNESCO website: https://www.iiep.unesco.org/fr/publication/elaborer-des-politiques-de-donnees-ouvertes-sur-lecole-principes-de-base
Un nombre croissant de pays publient des données sur leurs écoles, c'est-à-dire toutes les informations communiquées au public sur les moyens et les processus mis en oeuvre, ainsi que sur les résultats. Ces données dotent les citoyens d'un outil puissant pour exercer un contrôle social sur l'utilisation des subsides publiques et, ce faisant, les aident à défendre leurs droits.

Poisson, M. (2023). ***Données ouvertes sur l'école: ce que les planificateurs doivent savoir***. Consulté à l'adresse https://www.iiep.unesco.org/fr/publication/donnees-ouvertes-sur-lecole-ce-que-les-planificateurs-doivent-savoir
Le nombre de pays permettant au grand public d'accéder aux données sur l'éducation a augmenté rapidement au cours de la dernière décennie, encouragé par l'essor des nouvelles technologies de l'information et la pression croissante des citoyens pour plus de transparence. Alors qu'un volume d'informations de plus en plus important est partagé sous forme imprimée ou électronique,

Pojani, D., Kimpton, A., & Rocco, R. (2023). **Planning Students' Conceptions of Research**. *Journal of Planning Education and Research*, *43*(2), 402-415. https://doi.org/10.1177/0739456X19884107
This study examines the conceptualizations of planning research by more than two hundred Master's students enrolled in planning schools located throughout four continents. The study is set in the context of theories on the two main traditions of planning thought: "planning as a social science" and "planning as design." The findings reveal that planning students typically have one of four conceptions of planning research: (1) research as trading of ideas, (2) research as gathering of evidence, (3) research as precursor to design, and (4) research as rhetoric. While the planning schools included in this study have diverse orientations (along the design–social science continuum), our findings suggest that planning students most often conceptualize this discipline as a social science. The orientation of a planning student's current school or department appears to be more important in determining a student's conception research than his

or her undergraduate study major. While planning curricula are becoming more homogenized around the world, some national traditions persist which then affect how students regard planning research.

Postiglione, G. A., Johnstone, C. J., & Teter, W. R. (2023). ***Handbook of Education Policy***. Consulté à l'adresse https://www.e-elgar.com/shop/gbp/handbook-of-education-policy-9781800375055.html
This insightful Handbook is an essential guide to educational policy around the world. As shifting geopolitics, intensified climate change, and widening economic inequalities persist, the need for informed educational policy is critical.Bringing together a unique collection of international case studies by scholars and practitioners from over twenty countries, the Handbook highlights how the contextual nature of educational policy and its implementation acknowledges both global trends and local nuance. Chapters explore key contemporary topics including the effects of the COVID-19 pandemic on international educational policy; opportunities for academic modernization in Ukrainian society; gender equality in Korean and Japanese universities; and inclusive education policies throughout the world, including India, South Africa, and Uruguay. It further discusses the ways in which governmental, non-governmental, and global education specialists are shaping new agendas focused on equity and responding to global crises. Offering new perspectives on educational policy in a post-pandemic world, this comprehensive Handbook will be crucial reading for students and scholars of education policy, politics and public policy, sociology, and university management. It will also be beneficial for educational research associations and international development agencies, including UNESCO, the Asian Development Bank, and the World Bank.

Prakhov, I. (2023). **Indicators of higher education quality and salaries of university graduates in Russia**. *International Journal of Educational Development*, 99, 102771. https://doi.org/10.1016/j.ijedudev.2023.102771
This paper analyzes the relationship between the indicators of higher education quality and the salaries of university graduates in Russia. Based on the data from the longitudinal study 'Trajectories in Education and Careers', it is shown that graduates of highly selective universities, higher education institutions which participate in the excellence initiatives, or those awarded a special status (for example, participants of the '5–100' project and National Research Universities) receive a higher wage premium for education compared to other graduates. This conclusion is consistent with the human capital theory and signaling theory. Differences in wages depending on the field of study were also found. Graduate salaries have a gender gap and are also positively associated with family income and school background. Thus, inequality in the labor market has roots both in the variation of the quality of higher education, and before university entry – in family and high school. The findings can substantiate the policy aimed at smoothing educational inequality and differences in wages.

Quenan, C., & Remond, E. (Éd.). (2023). ***Éducation, numérique, cohésion sociale et politiques publiques – Regards croisés Europe-Amérique latine-Caraïbes***. Consulté à l'adresse https://www.institutdesameriques.fr/sites/ida/files/2023-04/Publication%202022%20%C3%89ducation%2C%20num%C3%A9rique%2C%20coh%C3%A9sion%20sociale%20et%20politiques%20publiques%20%20Regards%20crois%C3%A9s%20Europe-Am%C3%A9rique%20latine-Cara%C3%AFbes.pdf

De façon globale, les années 2020 et 2021 auront été marquées par la fermeture des établissements, à des degrés divers, pour limiter la propagation de la Covid-19. Dans le monde scolaire, universitaire, professionnel et économique, le tout numérique s'est majoritairement imposé sans transition, avec ses succès et ses échecs. Dans ce contexte, cet ouvrage propose d'alimenter les débats des liens complexes et étroits entre éducation, numérique, cohésion sociale et politiques publiques : des politiques éducatives aux défis de l'inclusion et des métiers de demain, sans oublier les facteurs économiques nécessaires au développement d'innovations et les actions de coopération internationale, tout particulièrement entre l'Europe, l'Amérique latine et les Caraïbes.

Quesnay, P. (2023). ***Accompagner les changements curriculaires vers l'approche par compétences dans les formations en santé : Étude d'une stratégie de changement pragmatique portée par un individu-tercéisateur dans un institut de formation en ostéopathie français*** (Phdthesis, Université Sorbonne Paris Nord ; Université de Liège). Consulté à l'adresse https://hal.science/tel-04105465
Contexte : Les instituts de formation en santé qui doivent mettre en place les réformes par Approche Par Compétences (APC), sont peu accompagnés pour faire face au changement curriculaire de manière stratégique. Pourtant, il s'agit d'un enjeu majeur pour transformer en profondeur les formations, considérant les ressources restreintes allouées à la pédagogie, comme c'est le cas en ostéopathie en France. Le recours à une stratégie de changement portée par un individu-tercéisateur, interne à l'institut, est ici questionné pour soutenir la mise en œuvre de l'APC. Objectifs : Étudier une stratégie de changement curriculaire portée par un individu-tercéisateur visant à soutenir la mise en œuvre de l'APC dans une formation en ostéopathie. Il s'agit ainsi d'étudier la co-construction de la stratégie mise en place, de caractériser ses effets (changements et apprentissages aux niveaux individuel, collectif et institutionnel) et de caractériser les éléments clés de la stratégie. Méthode : Inscrite dans une épistémologie constructiviste pragmatique, cette recherche-action-collaborative est une étude de cas réalisée en immersion dans un institut de formation en ostéopathie pendant trois ans et demi. La stratégie de changement étudiée s'appuie sur des « activités réflexives » de production, co-construites avec les coordinateurs pédagogiques (élaborer un référentiel de compétences, construire des situations d'enseignement-apprentissages, créer des outils d'évaluation clinique et des portfolios). Le recueil des données fait appel à la technique des cartes conceptuelles pour étudier l'évolution des conceptions des coordinateurs sur l'APC. D'autres techniques sont utilisées pour trianguler les données et comprendre les changements-apprentissages : observations, analyse des documents pédagogiques, entretiens et enquêtes s'étendant à l'ensemble des acteurs de l'institut. L'analyse générale de l'étude de cas repose sur une stratégie analytique en sept étapes successives. Résultats-discussion : La stratégie de changement portée par l'individu-tercéisateur s'est construite en 3 séquences. Les activités réflexives ont permis des actions au niveau individuel, auprès des coordinateurs pédagogiques, et des actions au niveau institutionnel, quand celles-ci étaient relayées par la direction pour leur diffusion dans l'institut. Le niveau collectif, impliquant ensemble les coordinateurs et enseignants, a été moins été mobilisé du fait de leur faible disponibilité. La stratégie de changement curriculaire a instauré une dynamique qui pourrait être qualifiée de « frontière » en ce sens qu'elle articule et met en tension les différentes séquences d'action aux différents niveaux. Elle se distingue des stratégies descendantes classiquement décrites qui agissent au niveau institutionnel. Ainsi, elle a permis d'initier un changement curriculaire

global vers l'APC dans l'institut dans la mesure où elle touche différentes composantes du curriculum. Cela se traduit par l'évolution des conceptions pédagogiques des coordonnateurs et partiellement dans le discours institutionnel. Le changement a principalement concerné la formation clinique des étudiants et les outils d'évaluation. Des enseignements par compétences ont également été implémentés (formation clinique et à la recherche). Il existe des limites : le référentiel de compétences et les portfolios n'ont pas été institutionnalisées et les enseignements du premier cycle n'ont pas fait l'objet de changement. La planification générale des enseignements et de l'évaluation n'a pas évolué dans le sens de l'APC. Elle reste centrée sur la transmission de connaissances. Les activités réflexives n'ont pas fait évoluer l'organisation de l'institut ou sa gouvernance qui est restée descendante et centralisée par un petit nombre d'individus. Ces limites permettent de calibrer l'apport d'une stratégie initiée par un individu tercéisateur au regard des autres stratégies de changement. Les éléments clés identifiés pour favoriser le changement sont : le recours à la réflexivité en tant que moteur des apprentissages, la fonction d'individu-tercéisateur promotrice de changement, la présence de l'individu-tercéisateur sur le temps long et la dynamique-frontière. Pour la gestion du changement, il s'agit : de la négociation d'activités réflexives, de l'identification des conceptions sur l'APC et de l'utilisation d'outils permettant la visualisation des changements pédagogiques. Conclusion : Nombre de formateurs en santé suivent des formations continues pour renforcer leurs compétences pédagogiques. Peu les prépare à la posture d'individu-tercéisateur alors qu'elle pourrait être une stratégie pour initier le changement vers l'APC. Ce d'autant plus quand l'institut n'a pas encore rassemblé toutes les conditions et ressources considérées comme porteuses dans la littérature. Cette recherche interroge ainsi la possibilité de faire de la formation pédagogique suivie par un enseignant une opportunité de changement. Par ailleurs, la pérennisation du changement questionne son articulation au sein d'une stratégie mixte avec d'autres stratégies (institutionnelle descendante ou avec des accompagnateurs externes). L'idée est partagée d'un état de « réforme permanente » où les réformes déclarées par les instances viendraient renforcer les expériences réalisées localement dans des instituts de formation précurseurs.

Radhouane, M. (2023). **Pedagogical challenges in integrating refugee students in the Global North: A literature review**. *PROSPECTS*, *53*(1), 151-168. https://doi.org/10.1007/s11125-022-09632-7

For several years now, military conflict, climate change, lack of food, and other forces have compelled many people around the globe to leave their countries and live in exile. As shown by exponentially increasing statistics, children are leaving their homes, sometimes their families, and their schools. Once they arrive in a country of resettlement, they face the challenge of new schooling. To understand how best to support these exile communities and those who work with them—students, their parents, teachers, schools—I searched the international literature for the main challenges of schooling refugee students in resettlement countries in the Global North. This literature review identifies the variety of their profiles, the challenges related to pre- and post-migration experiences, as well as all the intertwined issues taking place within the school: language learning, relationships with the teacher and with other students, teacher training, etc. These challenges are numerous and their intertwining only makes them more complex. Understanding them therefore seems to be the basis of any action in support of refugee education.

Rapin, J.-F. (2023). ***Bourses d'études et parent en situation de handicap***. Consulté à l'adresse Sénat website: https://www.senat.fr/dossier-legislatif/ppl21-880.html
Proposition de loi visant à verser automatiquement une bourse d'études (échelon 7) aux étudiants dont au moins l'un des deux parents est porteur d'un handicap (dont le taux d'incapacité est supérieur à 80 %)

Rich, B. L. (2023). **How are culturally inclusive teaching practices integrated into business school's curriculum? An analysis of syllabi from the United States**. *International Journal of Inclusive Education*, *27*(4), 435-458. https://doi.org/10.1080/13603116.2020.1846798
This study investigates the treatment of culturally inclusive teaching practices in schools of business. A content and quantitative analysis were performed on 392-course syllabi selected from management departments in the United States, representing 131 AACSB-accredited schools of business. Syllabi were coded for content, pedagogy, accommodation statements, and perspective-taking. Results revealed that diversity was treated as a topic in roughly twenty percent of course syllabi, although; this was highly variable by course type. Inclusive language that denoted a safe and open environment, rules for productive discussions, and point of view statement were largely absent. Implications of these results and future research are discussed.

Riondet, X. (2023). **Dans les coulisses d'une « ZEP », par-delà les discours : le cas du Haut-du-Lièvre (Nancy) de 1982 à 2002**. *Histoire de l'éducation*, *159*(1), 45-90. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2023-1-page-45.htm
La politique d'éducation prioritaire a quarante ans. Depuis 1981, elle a connu des temps forts de pilotage mais aussi des temps de désintérêt ministériel. La lutte contre l'échec scolaire, objectif premier et majeur, concernait tous les territoires, qu'ils soient urbains ou ruraux. Les objectifs fixés ont évolué au gré d'orientations politiques variables. Cependant, elle a introduit dans le système éducatif français un certain nombre de transformations, qui ont été généralisées par la suite dans les écoles et collèges notamment. Elle a permis de nouvelles approches éducatives et professionnelles, à l'intérieur comme avec l'extérieur de l'école. La réussite scolaire de tous impliquait la mobilisation des acteurs à tous les niveaux hiérarchiques, du rectorat à l'établissement, une collaboration interdegrés mais aussi partenariale avec les acteurs locaux des champs éducatif, social et culturel. Pour illustrer la complexité et la diversité des zones d'éducation prioritaire (ZEP) devenues réseaux d'éducation prioritaire (REP), dans le temps et dans l'espace, les contributions de ce dossier s'appuyent sur des sources locales, récemment versées dans des Archives départementales. L'entretien final avec une actrice nationale de premier plan – elle a croisé cette politique tout au long de sa carrière et s'est fortement impliquée à certaines périodes – apporte des éléments complémentaires pour mieux comprendre cette politique éducative à vocation sociale.

Riudavets-Barcons, M., & Uusitalo, R. (2023). ***School Closures and Student Achievement: Evidence from a High Stakes Exam*** (IZA Discussion Paper N° 16074). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16074.htm
We study the effect of school closures and the transition from on-site to on-line teaching during the Covid-19 pandemic in the Finnish upper secondary schools. To identify the effects we exploit variation in the length of school closure periods across schools between autumn 2020 and spring 2021. Using a difference-in-difference design, we show that the students who studied on-line for longer periods performed equally well in the

Matriculation exam at the end of upper-secondary education than the students who experienced shorter school closures. Moreover, we show that inequalities across Finnish students from different socioeconomic backgrounds did not exacerbate during this period.

Rolland, F. (2023). **La Cinémathèque centrale de l'enseignement public : un fonds à redécouvrir**. *Histoire de l'éducation*, *159*(1), 189-201. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2023-1-page-189.htm
La politique d'éducation prioritaire a quarante ans. Depuis 1981, elle a connu des temps forts de pilotage mais aussi des temps de désintérêt ministériel. La lutte contre l'échec scolaire, objectif premier et majeur, concernait tous les territoires, qu'ils soient urbains ou ruraux. Les objectifs fixés ont évolué au gré d'orientations politiques variables. Cependant, elle a introduit dans le système éducatif français un certain nombre de transformations, qui ont été généralisées par la suite dans les écoles et collèges notamment. Elle a permis de nouvelles approches éducatives et professionnelles, à l'intérieur comme avec l'extérieur de l'école. La réussite scolaire de tous impliquait la mobilisation des acteurs à tous les niveaux hiérarchiques, du rectorat à l'établissement, une collaboration interdegrés mais aussi partenariale avec les acteurs locaux des champs éducatif, social et culturel. Pour illustrer la complexité et la diversité des zones d'éducation prioritaire (ZEP) devenues réseaux d'éducation prioritaire (REP), dans le temps et dans l'espace, les contributions de ce dossier s'appuyent sur des sources locales, récemment versées dans des Archives départementales. L'entretien final avec une actrice nationale de premier plan – elle a croisé cette politique tout au long de sa carrière et s'est fortement impliquée à certaines périodes – apporte des éléments complémentaires pour mieux comprendre cette politique éducative à vocation sociale.

Roszak, P., & Kudła, W. (2023). **Faith-based education in Polish public schools – From battleground to common ground**. *International Journal of Educational Development*, *99*, 102773. https://doi.org/10.1016/j.ijedudev.2023.102773
In Poland, which is a predominantly Catholic Christian country and still perceived as one of the most religious countries in Europe, not only is religious education reserved for private denominational institutions, but it can be also organized in public schools at all levels of compulsory education. However, in a changing cultural and educational climate the relevance of faith-based education in public schools is more often undermined in the name of neutrality and inclusivity. The main goal of the paper is to present current challenges for religious education for children offered in Polish public schools, and try to find answers to the fundamental question of how the right to religious education can be protected and promoted in the public education system. Thus, in the first part of the paper the authors present a brief legal framework of a confessional model of religious education adopted in Polish public schools, understood as the expression of religious freedom which plays an important role in managing the religious needs of students. The authors analyze the legal provisions that regulate faith-based education seen from three different perspectives — the child's, parental and teachers' rights. This legal background serves to delineate, in the second part, current conflicts over the presence of religious practices, symbols and references in public schools that are now perceived as a common battleground of ideological wars. With religion being increasingly privatized and public spaces largely emptied of religious references in many Western European countries, the authors emphasize a unique and enriching role of faith-based education present in Polish public schools that should not be considered a threat,

but an opportunity to maintain religious and cultural diversity in modern societies. At the same time they discern an urgent need to find a reliable compass to direct both state and church actors along the way of peaceful cooperation and integrity in the public education system that cannot be stripped of religion.

Sanfo, J.-B. M. B., & Malgoubri, I. (2023). **Teaching quality and student learning achievements in Ethiopian primary education: How effective is instructional quality in closing socioeconomic learning achievement inequalities?** *International Journal of Educational Development*, *99*, 102759. https://doi.org/10.1016/j.ijedudev.2023.102759
Teaching quality affects student learning achievements, and high socioeconomic status (SES) students usually outperform low SES ones. However, teaching quality may affect students differently depending on their SES backgrounds. This study employs three-level hierarchical linear modeling with Ethiopian Young Lives data to examine the potential differential effects of the three basic dimensions of teaching quality (teacher support, classroom management, and cognitive activation) across student SES groups. Our findings reveal that, in general, the three dimensions of teaching quality are positively associated with learning achievements. However, compared to low and middle SES background students, high SES background students benefit from classroom management and cognitive activation. This suggests that teaching quality (classroom management and cognitive activation) may contribute to widening inequalities in learning achievements. Implications of the findings for policy and practice are discussed.

Scheer, D., Egener, L., Laubenstein, D., & Melzer, C. (2023). **Development and psychometric evaluation of an instrument measuring subjective definitions of inclusion (FEDI)**. *International Journal of Inclusive Education*, *27*(4), 472-492. https://doi.org/10.1080/13603116.2020.1853256
Within educational and social discourses, the term 'inclusion' has various meanings. In both research and practice, there is no official definition of inclusion. Nevertheless, subjective definitions affect pedagogical acts. We developed the Definitions of Inclusion Questionnaire [Fragebogen zur Erfassung subjektiver Definitionen von Inklusion] (FEDI) as an economic instrument that takes subjective definitions of inclusion into account. This paper describes the construction and first psychometric evaluation of the questionnaire instrument that 513 participants with various professional backgrounds completed. We used exploratory and confirmatory factor analyses of two different subsamples to identify the measuring model. We found a three-factor structure with acceptable-to-good fit measures and an acceptable reliability (CR from .81 to .87). Small to medium correlations of the FEDI scales with attitudes towards inclusion and teachers' sense of efficacy suggest that discriminant validity is given. Perspectives for further research and implications for practice are discussed.

Shohel, M. M. C. (2023). **Lives of the Rohingya children in limbo: Childhood, education, and children's rights in refugee camps in Bangladesh**. *PROSPECTS*, *53*(1), 131-149. https://doi.org/10.1007/s11125-022-09631-8
The Rohingyas, an ethnic minority of Myanmar, have been denied human rights, including nationality. For decades, they have suffered from brutal oppression, discrimination, violence, torture, unjust prosecution, murder, and extreme poverty. Hostile situations in Rakhine State have forced the Rohingyas to flee from their homes and seek refuge in neighboring Bangladesh and other countries, including India, Thailand, Sri Lanka, Nepal, Pakistan, Malaysia, Indonesia, and even distant Saudi Arabia. Many of the

Rohingya refugees are children who escaped from their homeland with traumatic experiences and memories. In Bangladesh, the Rohingya children live in desperate conditions in overcrowded, makeshift refugee camps. They are exhausted, frustrated, and poorly nourished, and they have been battling diseases, including Covid-19, as their conditions have become more challenging and volatile. This article explores the historical context of this crisis and analyzes, from the human rights perspective, issues associated with the Rohingyas' displacement and the impact it has had on the Rohingya children.

Sido, X. (2023, mai 30). **Lycée : surmonter les clichés sur la voie professionnelle**. Consulté 31 mai 2023, à l'adresse The Conversation website: http://theconversation.com/lycee-surmonter-les-cliches-sur-la-voie-professionnelle-205698
Souvent présentés comme enclins au décrochage, les lycéens professionnels ont-ils un rapport à l'école si différent de celui de leurs camarades de voie générale ?

Simpson, J., & Hunter, A.-M. (2023). **Policy formation for adult migrant language education in England: national neglect and its implications**. *Language Policy*, *22*(2), 155-178. https://doi.org/10.1007/s10993-023-09655-6
This article is about current policy in the coordination of opportunities for adult migrants in England to learn English. People who move to a different country experience a need to learn the dominant language of their new environment, to support their settlement. A willingness to learn the language is a marker of social inclusion from a political perspective too: an insistence that migrants have an obligation to learn and use the language is a recurrent trope in political and media discourse. In the UK, language education for adult migrants focuses on the area of education known as ESOL, English for Speakers of Other Languages. Beyond the rhetoric, policy support for migrants' learning of English across the UK is inconsistent: there is neither a UK-wide nor an England-specific strategy in policy to support access to ESOL. Where policy exists, it is formed at a local level in the absence of national direction. The aim of this paper is to consider how an important area of adult education appears to have little presence in national policy, and what the implications of this are, for practice. To achieve this, we first follow the trajectory of ESOL policy in England, considering why—despite attempts to address its coordination—there remains a lacuna. Second, we ask what the implications are of this policy gap for ESOL coordination in practice. Analysis of current policy and of interviews with key ESOL stakeholders suggests an enduring condition of fragmentation and lack of coordination to the detriment of students.

Skerritt, C. (s. d.). **Towards a mechanism for expert policy advice in education**. *British Educational Research Journal*, *n/a*(n/a). https://doi.org/10.1002/berj.3867
There is a growing consensus that existing arrangements for policy making in education are far from optimal. This paper is about policy making and the roles of—and relationships between—elected officials, civil servants and academics in the making of policy. It aims to open up a conversation about new ways of making education policy that make better use of academic expertise by shedding light on policy making from the perspective of a former policy broker. With specific reference to England, experiences of the world of policy are drawn on to provide an account of the following: the disconnect between academic research and policy; what good policy advice looks like; and, most significantly, what an expert policy advice mechanism in education could look like. The mechanism put forward is one possibility for further discussion within the academic community in the first instance: an independent group of diverse academic experts to

provide trustworthy and transparent policy advice to the education ministry. It is envisaged that by bringing a set of insights together here, understandings of the world of policy making will be enhanced and further thinking and conversations about mechanisms for expert policy advice in education will be induced, starting with this flagship journal's readership. The subsequent accumulation of these discussions may then, in time, lead us towards better policy making.

Starling-Alves, I., Hirata, G., & Oliveira, J. B. A. (2023). **Covid-19 school closures negatively impacted elementary-school students' reading comprehension and reading fluency skills**. *International Journal of Educational Development*, *99*, 102753. https://doi.org/10.1016/j.ijedudev.2023.102753
In Brazil, schools remained closed to prevent the spread of COVID-19 for approximately two years. In this study, we investigated how COVID-19 school closures were associated with gaps and losses in Brazilian students' reading skills. We contrasted the reading comprehension and fluency of 2nd- to 4th-graders in 2022 with a 2019 cohort. Furthermore, we investigated how 2022 5th graders' reading comprehension and fluency skills have improved since 2019. Overall, results showed that COVID-19 school closures were associated with gaps but not losses in reading comprehension and fluency. Therefore, these skills should be targets of educational interventions.

Szabó, A., Fekete, M., Böcskei, B., & Nagy, Á. (2023). **Real-time experiences of Hungarian youth in digital education as an example of the impact of pandemia. "I've never had better grades on average: I got straight all the time"**. *International Journal of Educational Development*, *99*, 102782. https://doi.org/10.1016/j.ijedudev.2023.102782
In this paper, we attempted to find an answer to the perceptions and experiences related to online education, with the help of the stories told, which can adequately indicate the epidemic's effects on the 15–29-year-old age group. The global pandemic events of 2020, 2021 and partly 2022, associated with digital education, may have profound and long-lasting effects on young people as a social group. However, we have only a few scientific findings contributing to assessing the COVID-19 pandemic's long-term effects on young people. The social listening analysis used during the research, precisely the so-called social listening method, the experiences and opinions of 15–29-year-olds related to online education were explored, and the perceived differences in competence in terms of infrastructural, educational organisation, and tool use. Young people's assessment of digital education is two-fold: positive attitudes are primarily related to the measurement/evaluation of student performance, negative ones to the effectiveness of the learning process, which has increased the value of face-to-face education, as well as the eroding effect of online school on social relations, and the difficulties related to the epidemiological regulations (mask-wearing, vaccination) or non-compliance (keeping a distance) were also reflected on.

Tellier, S. (2022). ***Approche socio ethnographique du processus de concertation : étude de l'émergence d'une politique locale de jeunesses intégrée*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://theses.hal.science/tel-04099996
Cette étude se base sur une approche compréhensive, mettant en œuvre une démarche socioethnographique. Comment émerge une politique locale de jeunesses intégrée dans un territoire départemental ? Comment des acteurs issus de différents secteurs de politiques publiques se concertent-ils autour d'un projet politique commun ?

Dans une arène publique caractérisée par une forte hétérogénéité des professionnels en présence, comment ces derniers s'organisent-ils collectivement ? In fine, que peut-on dire des politiques de jeunesses intégrées en France aujourd'hui, notamment au regard de la participation des jeunes ? L'analyse du journal d'observation et des 11 entretiens semi-directifs issus de l'enquête de terrain permet de mettre en exergue la complexité d'un processus de concertation dans le cadre de la formulation d'une politique en direction des jeunes. En effet, si les travaux consacrés au processus de concertation se sont principalement focalisés sur la prise en charge des problèmes liés aux enjeux de développement durable, cette recherche met en évidence qu'en matière de jeunesses, la participation des publics reste encore largement utopique.

Tozan, O. (2023). **The impact of the Syrian conflict on the higher education sector in Syria: A systematic review of literature**. *International Journal of Educational Research Open*, *4*, 1-14. https://doi.org/10.1016/j.ijedro.2022.100221
'objectif de l'article est de décrire la situation actuelle de l'enseignement supérieur en Syrie, en cherchant à connaître l'impact du conflit. Une analyse systématique de la littérature a été réalisée. Les éléments recueillis se déclinent en neuf thématiques : violence et politisation de l'enseignement supérieur ; santé mentale des étudiants ; fuite des cerveaux ; manque de moyens ; corruption et inégalité ; qualité de l'éducation ; capital social ; motivation à poursuivre les études (localement ou à l'étranger) ; enfin, établissements non contrôlés par le régime. L'auteur analyse en conclusion ces résultats et formule des recommandations à l'intention des décideurs politiques et des chercheurs pour orienter de futurs travaux.

UNESCO. (2023). ***Central America and the Caribbean regional synthesis: climate change, displacement and the right to education***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000385183
L'Amérique centrale et les Caraïbes font partie des régions les plus vulnérables aux effets du changement climatique et aux déplacements. Cela a conduit l'UNESCO à mener des études de cas aux Bahamas, à Cuba, en République dominicaine, au Guatemala et en Jamaïque afin d'examiner leurs vulnérabilités au changement climatique et à la mobilité humaine qui en découle ainsi que les impacts sur le droit à l'éducation dans cette région. Les études de cas ont montré que le changement climatique menace directement l'éducation. Ce rapport de synthèse régional vise à identifier les modèles communs et divergents de déplacement climatique ainsi que les obstacles à l'éducation pour les personnes déplacées dans les pays étudiés.

UNESCO & International Task Force on Teachers for Education 2030. (2023). ***Supporting teachers through policy development: lessons from sub-Saharan Africa*** (p. 75). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000385293
UNICEF : Fonds des Nations unies pour l'enfance. (2023). ***Bridging the gender digital divide: challenges and an urgent call for action for equitable digital skills development***. Consulté à l'adresse https://data.unicef.org/wp-content/uploads/2023/04/Bridging-the-Gender-Digital-Divide.pdf
Le rapport examine l'écart numérique entre les genres chez les 15 à 24 ans (utilisation d'Internet, possession d'un téléphone portable et compétences numériques) dans les pays à faible revenu où 90 % des adolescentes et des jeunes femmes n'ont pas accès à Internet. Il souligne le rôle essentiel des environnements éducatifs et familiaux et propose trois axes d'amélioration : 1. enseigner les compétences numériques de la même

manière aux filles et aux garçons à (hors de) l'école ; 2. protéger leur sécurité en ligne (espaces virtuels sûrs, politiques, éducation) ; 3. promouvoir leur accès à l'apprentissage par les pairs, au mentorat, aux stages et à l'accompagnement numérique/STEM.

Vanbuel, M., & Van den Branden, K. (2023). **Examining the implementation of language education policies in mainstream primary schools**. *Language Policy*, *22*(2), 201-222. https://doi.org/10.1007/s10993-022-09631-6
Recent studies in the field of language education policy (LEP) have emphasized the agency of educators in language policy implementation, which considerably influences the policy outcome. These studies, however, often focus on LEP measures for newcomers or ethnic minority students, and on the language used for instruction as the main LEP indicator. This study adopts an educational effectiveness framework in order to provide a more comprehensive view of the LEP measures that school teams deploy. By means of a multiple case study in six mainstream primary schools in Flanders (Belgium), it examines how language education policies are enacted in local school contexts. Focus group interviews were conducted with both teachers and school management teams. The results reveal conflicts between the official LEP and the interpretations of what LEP is and should be according to school team members, and between management team members and teachers within the same school. The rationale for the schools' enacted LEP, too, is built up from different argumentations that are not necessarily consistent with each other. The combination of these dynamics results in LEPs that either display none, one or – in one case only – both dimensions of what can be called an effective or strategic LEP. This study helps to understand how future policies can respond to local needs. By zooming in on local policy implementation, we were able to identify the difficulties that school teams struggle most with when implementing their LEPs.

Wiggan, G., Teasdell, A., King, L. J., Murray, A., & James-Gallaway, A. (2023). **Countering miseducation: Situating K-12 Social Studies education within the Black Intellectual Tradition**. *International Journal of Qualitative Studies in Education*, *36*(5), 853-876. https://doi.org/10.1080/09518398.2022.2025496
"Countering Miseducation: Situating K-12 Social Studies Education within the Black Intellectual Tradition" combines two separate articles—Part I "Re-membering" The Teachings of PtahHotep: Educational Implications of the Oldest Book in the World" and Part II "Locating Early 20th Century K-12 Black Social Studies Educator, Leila Amos Pendleton, within the Black Intellectual Tradition." Our aim is to speak to limitations and new possibilities in Social Studies education. We address lesser known Black intellectuals, PtahHotep in ancient Egypt [Kemet] and Leila Amos Pendleton, African American educator and social activist, and how their intellectual contributions expand the contours of school-based instructional knowledge for teachers and diverse learners. Moreover, this article uses African-centered perspectives to place key issues surrounding standards-based Social Studies instruction within the context of the Black Intellectual Tradition. In Part III, we conclude with a duoethnography discussion on the aforementioned intellectuals and the implications of their work for the continued development of Social Studies education.

Wilczewski, M., & Alon, I. (2023). **Language and communication in international students' adaptation: a bibliometric and content analysis review**. *Higher Education*, *85*(6), 1235-1256. https://doi.org/10.1007/s10734-022-00888-8

This article systematically reviews the literature (313 articles) on language and communication in international students' cross-cultural adaptation in institutions of higher education for 1994–2021. We used bibliometric analysis to identify the most impactful journals and articles, and the intellectual structure of the field. We used content analysis to synthesize the results within each research stream and suggest future research directions. We established two major research streams: second-language proficiency and interactions in the host country. We found inconclusive results about the role of communication with co-nationals in students' adaptation, which contradicts the major adaptation theories. New contextualized research and the use of other theories could help explain the contradictory results and develop the existing theories. Our review suggests the need to theoretically refine the interrelationships between the interactional variables and different adaptation domains. Moreover, to create a better fit between the empirical data and the adaptation models, research should test the mediating effects of second-language proficiency and the willingness to communicate with locals. Finally, research should focus on students in non-Anglophone countries and explore the effects of remote communication in online learning on students' adaptation. We document the intellectual structure of the research on the role of language and communication in international students' adaptation and suggest a future research agenda.

Xu, Y., & Saito, E. (2023). **Catering to children and youth from refugee backgrounds in Australia: deep-rooted constraints**. *International Journal of Inclusive Education*, *27*(4), 459-471. https://doi.org/10.1080/13603116.2020.1853253
Refugee-background youth in the Australian context have long been confronted with a series of challenges surrounding their living and educational conditions. However, limited research has been conducted to examine the underlying factors of such problems. This paper critically explores possible factors that contribute to or intensify the challenges that refugee-background children and youth face in Australia by scrutinising related legal documents and education policies (e.g. inclusive and language transition policies). It is argued that the living and learning crisis among refugee-background youth in Australia is a result of: (a) restrictive refugee law; (b) incomplete education policy; and (c) deep-rooted political and historical views on refugees.

Yang, Y., & Rao, N. (2023). **The status, pathways and discourses of professionalism for early childhood education teachers in Chinese policies**. *International Journal of Educational Development*, *99*, 102760. https://doi.org/10.1016/j.ijedudev.2023.102760
This study adopts qualitative analysis strategies to examine how national policies (2010–2020) recognize the professionalism of early childhood education (ECE) teachers in China. The results suggest that ECE teachers have lower status than school teachers, as reflected in the differentiated professional qualification requirements and scant attention in national policies. A managerial view of teachers' professionalism is currently dominant. The ideas of teacher autonomy and collaboration are still emerging and scattered throughout national policies. This study contributes to a more comprehensive understanding of ECE teachers' professionalism, which has wider implications for countries committed to enhancing their ECE workforce.

Ydo, Y. (2023). **Education in emergency situations: Toward new shared educational spaces**. *PROSPECTS*, *53*(1), 1-2. https://doi.org/10.1007/s11125-023-09640-1

Ziff, A. (2023). **Aid accessibility: Equity & education in Kenya**. *International Journal of Educational Development*, 99, 102772. https://doi.org/10.1016/j.ijedudev.2023.102772
While we hope that the needs of recipients determine the allocation of foreign aid, we know that aid also involves the interests of donors. Substantial evidence suggests that supply-side factors dominate aid delivery, with both donor and recipient governments allocating aid according to their own domestic political agendas. Are there ever conditions under which need drives allocation and aid flows primarily to those that need it most? The distribution of education aid across regions in Kenya offers a most-likely case for such equitable, need-driven aid allocation. Kenya's political stability and history of collaboration with aid organizations, paired with still high levels of need create favorable conditions for aid delivery to occur equitably. Yet, statistical analysis suggests that even there, the highest volume of aid does not flow to the neediest areas. This paper introduces new subnational data on aid location and maps the concentration of aid allocation in relation to the level of need across regions within Kenya. In the education sector, while most aid flows to high-need locations, aid is nearly absent in Somali-majority areas that have the highest levels of need but the fewest interventions. Such inequitable distribution of both education and assistance in its provision demonstrates how the political preferences of donors and recipient governments can divert aid away from the populations and places that need it most, reducing its effectiveness.

Pratiques enseignantes

Abourjeili, S. A.-R., Assaf, M., & Habib, M. (2022). **L'auto-confrontation en tant que levier pour développer le pouvoir d'agir des enseignantes- Etude de cas dans une école publique libanaise**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 97-116. Consulté à l'adresse http://frantice.net/docannexe/file/1853/9_abourjeili.pdf
Achen & Rutledge. (2023). **The Transition from Emergency Remote Teaching to Quality Online Course Design: Instructor Perspectives of Surprise, Awakening, Closing Loops, and Changing Engagement**. *Community College Journal of Research and Practice*, *47*(6), 428-442. https://doi.org/10.1080/10668926.2022.2046207
Colleges and Universities across the country closed campuses in March 2020 as the coronavirus spread worldwide and transformed into a pandemic. It became evident when the Center for Disease Control and Prevention (CDC) made recommendations for social distancing that would not allow the return of normalcy on campus for the rest of the semester. Professors and instructors across the world made the transition from their face-to-face classes to emergency remote teaching in one of the most disrupted academic semesters in decades. Students transitioned with their professors into one of the most unprecedented shifts in academia that has ever been accomplished by going completely online in a matter of weeks. The term Emergency Remote Teaching (ERT) was coined by the academic community early on to signify the contrast between the quick transition of face-to-face courses to an online platform and a high-quality online education. Expectations for educator traits in this unprecedented time included flexibility, adaptability, and a willingness to meet students where they can. With lack of shared governance, institutional administration required faculty to attend professional development trainings and design to develop new online courses to transition their ERT to quality online courses during the 2020 summer months. In this phenomenological dissertation study, seven community college faculty members express their experiences in the efforts they made in transitioning their ERT courses to quality online courses. This

study revealed what components of the professional development were impactful and prompted lasting change, and what lessons were learned that should be avoided.

Acosta, M. M., & Hayes, C. (2023). **"Come and get your soul food": a duo-ethnographic account of black teachers modeling the praxis of the black intellectual tradition**. *International Journal of Qualitative Studies in Education*, *36*(5), 796-811. https://doi.org/10.1080/09518398.2022.2025494
In this paper, we contribute to the work in progress which outlines the contours of the praxis of Black intellectual traditions by illuminating the ways in which the pedagogy of Black teachers can serve as a model useful for the preparation of preservice and inservice teachers. Researchers have documented that the successful Black educators employ practices derived from critical perspectives that serve as the conduit for their instruction and interactions in schools. Through two different studies of Black teacher pedagogy, we position the work of Black teachers as a timely pedagogical intervention into anti-Black teaching and learning structures in k-12 education and teacher education that challenge the cultivation and enactments of liberatory visions of teaching and learning for Black children.

Adinda, D., Denami, M., & Jeunesse, C. (2022, octobre 27). ***Investigating Learning Experience When Lecturer and Learners' Roles are Reversed***. *21*(1), 1. https://doi.org/10.34190/ecel.21.1.730
The « reversed classroom » involves the reversals of the learning instruction and the lecturer and student roles in class. The study investigates the learners' views of a reversed classroom on their first online learning experience, the development of the competencies targeted by the course, and how the reversed classroom promotes self-direction. On three occasions (at the beginning, middle, and end of the course), learners were required to complete a self-positioning survey and declare their perceptions of their competencies. They were also invited to point out their learning experience using a questionnaire. Data collected were analysed using the descriptive analysis method. Learners also shared their views on how the adopted reversed classroom ensured their self-directed learning in the interview. This data was analysed using thematic analysis. The findings revealed that although this was the learners' first experience of a reversed classroom, they appreciated it and developed various competencies. They further confirmed that the learning setting, the mentoring roles, and the pedagogical styles adopted successfully ensured their self-direction in learning.

Afdal, H. W., Spernes, K., & Hoff-Jenssen, R. (2023). **Academic reading as a social practice in higher education**. *Higher Education*, *85*(6), 1337-1355. https://doi.org/10.1007/s10734-022-00893-x
In this study, an undergraduate teacher education course is used to explore whether and how academic reading seminars reflect the theoretical notion of academic literacies and provide a learning environment for developing academic and professional learning and engagement. The data analyzed in this article are transcribed recordings of small group activities where students discuss scientific articles based on a template. First, our empirical analysis shows that the use of the template facilitated dialogical discussions and the development of a cognitive skillset and disciplinary categories when used in a social setting. Second, we found that the most challenging part of designing a reading practice related to the academic literacies tradition was fostering a dialogical environment for discussing the validity of findings across different contexts and provide

for discussions encompassing complexity, nuances, and meaning making. We found traces of such discussions in all the transcripts; however, many examples were in a premature stage. The paper concludes with a discussion on, and some suggestions for, further development of the template used in the reading seminars.

Allard-Latour, É. (2023). ***L'intérêt des filles pour l'Education Physique et Sportive : conception et évaluation d'une séquence l'intervention basée sur les jeux vidéo-actifs et la théorie de l'intérêt : effets sur l'intérêt et l'engagement physique d'adolescentes de lycées professionnels*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04028324
Face au constat de désintérêt des adolescentes pour l'Éducation Physique et Sportive (EPS), notamment au lycée professionnel, les enseignants paraissent manquer de solutions, même si une dense littérature scientifique sur la motivation pour l'activité physique fournit des recommandations. Cette thèse a pour ambition de mener une réflexion partagée, entre enseignants et chercheurs, sur les pratiques et les contenus susceptibles de faire évoluer l'intérêt du public féminin en EPS. À partir d'un travail d'analyse de la littérature scientifique, et d'une étude observationnelle sur la spécificité des sources de l'intérêt en situation chez les filles en EPS, ce projet s'est concrétisé par la co-conception d'une séquence d'EPS, fondée sur des jeux vidéo-actifs et sur la théorie de l'intérêt. Les effets de cette séquence ont ensuite été évalués sur l'évolution de quatre variables : l'intérêt en situation, l'intérêt personnel pour l'EPS, la compétence perçue en EPS, et la durée d'activité physique au cours des séances. L'étude principale de cette thèse montre que les stratégies d'intervention mobilisées sollicitent bien les différentes sources de l'intérêt en situation, avec une influence significative et positive sur le défi, l'intention d'exploration et l'intérêt personnel pour l'EPS des adolescentes. La durée de l'activité physique augmente aussi au cours de la séquence.

Arévalo Gross, C. J., Rodríguez-Bilella, P., & Olavarría, C. (2023). **How to Train Better in Evaluation: Teaching Landscape and Lessons Learned From Latin America**. *American Journal of Evaluation*, *44*(2), 282-292. https://doi.org/10.1177/10982140211059373
Evaluation has been expanding as an important discipline in Latin America, yet there are significant challenges regarding capacity development through educational and training initiatives in the region. This paper first analyzes the evolution and state of the field in terms of the teaching of, and training in evaluation in Latin America, with a special focus on young and emerging evaluators. The paper then draws on published literature, interviews with evaluation experts, and the results of a survey with VOPE leaders and a survey focused on young and emerging evaluators to illustrate Latin American evaluators' challenges and needs in terms of capacity building and training in evaluation. Lastly, this paper provides some examples of innovative activities and strategies that are being put in place by different actors to address training and teaching needs of Latin American evaluators.

Bernard, F. (2023, février 1). **La pédagogie de la résonance selon Hartmut Rosa : comment l'école connecte les élèves au monde**. Consulté 24 mai 2023, à l'adresse The Conversation website: http://theconversation.com/la-pedagogie-de-la-resonance-selon-hartmut-rosa-comment-lecole-connecte-les-eleves-au-monde-197732
Alors que l'accélération des modes de vie nous déconnecte de notre environnement immédiat, le philosophe Hartmut Rosa appelle à une pédagogie de la résonance qui transforme la relation au monde.

Boily, É., Ouellet, C., & Thériault, P. (2023). **La mise en œuvre des principes de la pédagogie universelle par des enseignantes et des orthopédagogues du premier cycle du primaire dans une perspective de réponse à l'intervention**. *Éducation et francophonie*, *51*(1), 1-20. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/02-Boily-Ouellet-et-Theriault-Final_PDF.pdf

Boursier, S. (2022). **École vivante : principes et pistes d'action pour une éducation soutenable**. *L'Année de la Recherche en Sciences de l'Éducation*, 131. Consulté à l'adresse https://hal.science/hal-03899479

A partir de mon expérience au long cours dans une école alternative, je tente de dégager les fondamentaux d'une éducation soutenable en milieu scolaire. Entre liberté et coopération, lâcher-prise et guidance, autonomie et institutions, positivité et négativité, la facilitation d'apprentissage se présente comme une praxis écosophique de l'école, vue et vécue comme un écosystème vivant. Mais développer ce type d'approche dans le monde actuel ne se fait pas sans heurts. Aussi, je propose quelques pistes d'actions pour tout enseignant ou éducateur qui souhaiterait s'engager dans cette voie.

Brière, F. (2022). **A collaborative study at the confluence of didactic and ergonomic approaches: issues, theoretical orientations and methodological approach**. *Learning, Strategies and Educational Policies. What Interdisciplinarity, Methodologies and International Perspectives?*, 139. https://doi.org/10.2478/9788366675841-020

This article presents the objectives and the theoretical and methodological foundations of a collaborative research approach at the confluence of didactic and ergonomic approaches. The research procedure was based on simple and crossed self-confrontation interviews followed by group sessions. This approach allows practitioners and researchers to co-analyse teaching situations and facilitates discussion between peers about the similarities and dissimilarities of their ways of working. The use of different tools and methods of analysis during the successive stages of the study was aimed at simultaneously promoting the development of teachers' power to act and the understanding of didactic processes.

Burguete, E., & Forgione, R. (2023, juin). ***R&D d'un kit de scénarisation pédagogique pour instrumenter et former les enseignants à l'évaluation***. Poster. Consulté à l'adresse https://hal.science/hal-04096554v1

Ce poster a été présenté lors du printemps de la recherche en éducation 2023 lors du Prix Poster Doctorant – Jacques Ginestié (8 juin 2023). Il présente la démarche de recherche et développement d'un kit de scénarisation pédagogique basé sur le concept de microlearning.

Claire, R. (2023). **Former à enseigner : activité(s), mutations, tensions**. *Dossier de veille de l'IFÉ*, (143), 1-40. Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/DA-Veille/143-mai-2023.pdf

Création des masters Métiers de l'enseignement, de l'éducation et de la formation (MEEF) en 2013, des Instituts nationaux supérieurs du professorat et de l'éducation (Inspé) en 2019, des Écoles académiques de la formation continue (EAFC) en 2022 : les changements institutionnels successifs reconfigurent le travail ordinaire des enseignant·es qui en forment d'autres, novices ou non. Sous des appellations diverses telles que tuteur·rice, maitre·sse-formateur·rice, conseiller·ère pédagogique,

formateur·rice académique, etc., et aux côtés d'autres professionnel·les (personnels de direction et d'inspection, enseignant·es-chercheur·ses), ils et elles contribuent ainsi au développement professionnel des personnels d'enseignement. Le Dossier de veille de l'Ifé[1] n° 143 s'intéresse à la nature et au sens du travail des formateur·rices d'enseignant·es, que les transformations contemporaines des systèmes éducatifs et des sociétés requestionnent, en tension entre attentes du terrain, positionnement institutionnel et adossement aux recherches. La diversification des situations de formation initiale et continue, en lien avec la montée en puissance des logiques d'accompagnement professionnel, renouvèle les tensions et les dilemmes que les formateur·rices vivent au quotidien. Ces expériences nourrissent des dynamiques de professionnalisation plurielles, entre inégale reconnaissance professionnelle, traduction active des politiques éducatives et institutionnalisation progressive de leur propre formation. Cette dernière évolution illustre en partie les rapports complexes qu'entretiennent formation et recherches en éducation quand les formateur·rices d'enseignant·es cherchent à ancrer leurs pratiques dans l'ordinaire du travail enseignant.

Condette, J.-F., Houte, A.-D., Bihan, J. L., & Lignereux, A. (2023). ***Former, encadrer, surveiller: Documents d'histoire sociale de la France contemporaine***. Consulté à l'adresse https://www.pur-editions.fr/product/9313/former-encadrer-surveiller
Quoi de commun entre l'école maternelle et la gendarmerie, entre les principes éducatifs et les pratiques répressives ? Ces domaines bien distincts généralement étudiés de manière séparée, participent d'une même histoire : celle du resserrement, progressif et parfois contesté, des liens entre l'État et la société. A ce mouvement de longue durée qui a fait l'objet de recherches renouvelées, on a voulu lui donner une forme pédagogique capable d'intéresser les lecteurs au-delà du seul cercle des spécialistes. Composé d'articles synthétiques, complétés d'une mise en perspective historiographique, ce volume présente et commente selon une méthodologie rigoureuse des documents inédits et souvent méconnus, de natures très variées (textes, photographies, plans, etc.), qui permettent d'éclairer d'un jour nouveau l'histoire de l'État et de la société française aux XIXe et XXe siècles. Utile aux étudiants à tous les niveaux, ainsi qu'à leurs enseignants, ce livre s'adresse à tous ceux qui sont curieux d'une autre manière d'écrire et de comprendre l'histoire des Français et des Françaises.

Costa, J., Franz, S., & Menge, C. (2023). **Stays abroad of pre-service teachers and their relation to teachers' beliefs about cultural diversity in classrooms**. *Teaching and Teacher Education*, *129*, 104137. https://doi.org/10.1016/j.tate.2023.104137
A stay abroad is expected to help teachers to improve their intercultural competence and, thus, their teaching of multicultural classes. Based on a sample of n = 1860 teachers at different stages of their early career in Germany, the study analyzes the different forms of stays abroad during teacher education and their relation to cultural beliefs and self-efficacy. The analyses show that sociodemographic and individual characteristics such as gender, academic and migration background are not significantly associated with the probability of going abroad. Overall, significant relations were demonstrated between stays abroad and multicultural and egalitarian beliefs and self-efficacy in teaching multicultural classes.

Damani, K., & Rinaudo, J.-L. (2022). **Utiliser Facebook pour enseigner ?** *Adolescence*, *T.40 2*(2), 321-335. https://doi.org/10.3917/ado.110.0321

Cet article analyse, à partir d'observations longues, les pratiques de professeurs du secondaire qui utilisent un réseau social avec leurs élèves. La présentation des résultats permet de modérer l'affirmation souvent entendue d'une participation accrue des adolescents sur les réseaux sociaux. Ces outils peuvent au contraire favoriser le fantasme de toute-puissance et d'omniprésence des enseignants. Ils contribuent aussi, chez certain, à la confusion entre espace privée et sphère professionnelle.

Davis, S. C. (2023). **Engaging faculty in data use for program improvement in teacher education: How leaders bridge individual and collective development**. *Teaching and Teacher Education*, *129*, 104147. https://doi.org/10.1016/j.tate.2023.104147
This study employs activity theory and qualitative case study methods to investigate leadership practices that support collaborative data use and decision-making in three university-based teacher preparation programs located in the United States. Findings highlight the importance of attending simultaneously to structural, motivational, and relational supports. In all three programs, leaders engaged in bridging practices that illuminated the relevance and importance of collaborative data use and helped align individual and collective motives, knowledge, responsibility, and agency related to data use for program improvement. Implications for teacher preparation programs interested in engaging members in collaborative, data-informed program improvement efforts are discussed.

DeJaeghere, J., Duong, B.-H., & Dao, V. (2023). **Quality of teaching and learning: the role of metacognitive teaching strategies in higher-performing classrooms in Vietnam**. *Educational Research for Policy and Practice*, *22*(2), 239-258. https://doi.org/10.1007/s10671-023-09330-x
Globally, education improvement aims to address the critical area of quality teaching and learning. A common emphasis on quality tends to create a binary of 'active' teaching methods and rote learning, while the teaching and learning processes have remained a black box in many contexts. This study explores teaching practices in natural classroom settings to show how students were engaged in ways that foster high levels of learning in Vietnam. This study used qualitative data from teacher interviews and video observations from high- and low-performing classrooms in secondary schools across Vietnam. Findings show that metacognitive teaching strategies were employed by most teachers in high-performing classrooms, including: (a) explicit strategy instruction; (b) verbalising; (c) assessment integration; (d) consistent practice; and (e) positive learning environment. This study illuminates the classroom practices for fostering metacognition and suggests implications of how these practices can meaningfully contribute to improving learning quality.

de Ree, J., Oosterveen, M., & Webbink, D. (2023). ***The quality of school track assignment decisions by teachers*** [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2304.10636.htm
We study the quality of secondary school track assignment decisions in the Netherlands, using a regression discontinuity design. In 6th grade, primary school teachers assign each student to a secondary school track. If a student scores above a track-specific cutoff on the standardized end-of-primary education test, the teacher can upwardly revise this assignment. By comparing students just left and right of these cutoffs, we find that between 50-90% of the students are « trapped in track »: these students are on the high track after four years, only if they started on the high track in first year. The remaining

(minority of) students are « always low »: they are always on the low track after four years, independently of where they started. These proportions hold for students near the cutoffs that shift from the low to the high track in first year by scoring above the cutoff. Hence, for a majority of these students the initial (unrevised) track assignment decision is too low. The results replicate across most of the secondary school tracks, from the vocational to the academic tracks, and stand out against an education system with a lot of upward and downward track mobility.

Desmarais, M.-É., & Forest, M.-P. (2023). **Communautés d'apprentissage professionnelles auprès du personnel enseignant au primaire en contexte francominoritaire: moyen prometteur pour faciliter la mise en œuvre de la pédagogie universelle**. *Éducation et francophonie*, *51*(1), 1-22. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/03-Desmarais-et-Forest-Final_PDF.pdf

Djelil, F., & Sanchez, E. (2022). **Game design and didactic transposition of knowledge. The case of progo, a game dedicated to learning object-oriented programming**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-022-11158-6

Game based-learning have been widely promoted to overcome the difficulties encountered by beginners to learn programming. However, there are many issues to address for the implementation of game-based learning. Indeed, game-based learning is not limited to adding game elements such as rewards to a learning situation, but it rather consists of transforming the learning situation so that it becomes playful. This work contributes to computer science education research, especially to game design for learning programming. We design a novel environment dedicated to learning object-oriented programming for beginners called Progo. It is based on a metaphor of a three-dimensional (3D) construction and animation game. We present an a priori analysis of the Progo environment on the basis of a didactic transposition framework. The framework highlights the ludicisation and metaphorisation process by which educational content is integrated into the game. This allows for the analysis of the transformation of the computing knowledge by the game design, and to verify whether analogies are maintained between the knowledge and what the learner should experience through play. This work contributes to a framework for the integration of educational content during learning game design.

Dorison, C. (2023). **Pratiques pédagogiques en zone prioritaire : quel pilotage local ? L'exemple de deux villes du Val-d'Oise (1982-2005)**. *Histoire de l'éducation*, *159*(1), 129-158. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2023-1-page-129.htm

La politique d'éducation prioritaire a quarante ans. Depuis 1981, elle a connu des temps forts de pilotage mais aussi des temps de désintérêt ministériel. La lutte contre l'échec scolaire, objectif premier et majeur, concernait tous les territoires, qu'ils soient urbains ou ruraux. Les objectifs fixés ont évolué au gré d'orientations politiques variables. Cependant, elle a introduit dans le système éducatif français un certain nombre de transformations, qui ont été généralisées par la suite dans les écoles et collèges notamment. Elle a permis de nouvelles approches éducatives et professionnelles, à l'intérieur comme avec l'extérieur de l'école. La réussite scolaire de tous impliquait la mobilisation des acteurs à tous les niveaux hiérarchiques, du rectorat à l'établissement, une collaboration interdegrés mais aussi partenariale avec les acteurs locaux des champs éducatif, social et culturel. Pour illustrer la complexité et la diversité des zones d'éducation prioritaire (ZEP) devenues réseaux d'éducation prioritaire (REP), dans le

temps et dans l'espace, les contributions de ce dossier s'appuyent sur des sources locales, récemment versées dans des Archives départementales. L'entretien final avec une actrice nationale de premier plan – elle a croisé cette politique tout au long de sa carrière et s'est fortement impliquée à certaines périodes – apporte des éléments complémentaires pour mieux comprendre cette politique éducative à vocation sociale.

Drame, M., Agne, A., Diarra, K., Diaw, A., Ndiaye, B., & Toure, B. (2022). **Pratiques évaluatives des enseignants de la 3ème étape : évaluation des compétences de palier en production d'écrits**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 81-96. Consulté à l'adresse http://frantice.net/docannexe/file/1852/8_drame.pdf

Duranleau, C., Rousseau, N., & Dionne, F. (2023). **L'utilisation des principes de la conception universelle de l'apprentissage pour le développement d'un programme d'interventions basées sur la présence attentive pour les personnes adolescentes de 12 à 19 ans**. *Éducation et francophonie*, *51*(1), 1-9. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/06-Duranleau-Rousseau-et-Dionne-Final_PDF.pdf

Duret, C., & Romero, M. (2022). **L'activité de conception comme démarche créative pour la formation des enseignants à l'intégration du numérique dans l'activité d'enseignement-apprentissage**. *Revue Internationale Du CRIRES : Innover Dans La Tradition de Vygotsky*, *6*(3), 46. https://doi.org/10.51657/ric.v6i2.51582

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Elo, J., & Uljens, M. (2023). **Theorising pedagogical dimensions of higher education leadership—a non-affirmative approach**. *Higher Education*, *85*(6), 1281-1298. https://doi.org/10.1007/s10734-022-00890-0

Today, multilevel analytics on educational governance, management, and leadership are common in educational leadership research, drawing on a variety of approaches and academic disciplines. This article develops a threefold critique of the state of the art. First, this article argues that research on higher education leadership often represents an unreflected position regarding the societal role of higher education—decontextualising leadership from external practices and disregarding its internal object. Second, the approaches applied in leadership as a multilevel phenomenon can be problematic. On one end of the spectrum, we find particularist approaches focusing on individual levels representing disparate and often incompatible theoretical perspectives. As these positions rarely communicate, they have difficulties producing a coherent representation of higher education leadership. Universalist approaches, in turn, study leadership on several levels but offer identical conceptual tools for any societal practice, thereby losing the sensibility of the societal, cultural, and economic tasks of higher-education institutions, and for their specific character as institutions for research and teaching. Thirdly, research on educational leadership mostly fail to provide adequate theory of pedagogical interaction and influence. This is a twofold challenge. On the one hand, research lacks a theory of the object of educational leadership, namely teaching and studying. On the other, although research often defines leadership as a process of influence aimed at supporting learning, it lacks a theory able to explain what constitutes this influence. This article elaborates the possibilities for non-affirmative theory of education to provide a theory and language to overcome these challenges.

Forest, M.-P., & Desmarais, M.-É. (2023). **Mise en œuvre des principes de la pédagogie universelle : étude sur la perception du personnel enseignant à l'égard de leur bienêtre**

en contexte minoritaire franco-manitobain. *Éducation et francophonie*, *51*(1), 1-9. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/01-Forest-et-Desmarais-Final_PDF.pdf

Fullwood, L., & Levinson, M. (2023). **Fifty years on – and still no resolution: Deaf education, ideology, policy and the cost of resistance**. *Teaching and Teacher Education*, *129*, 104145. https://doi.org/10.1016/j.tate.2023.104145

This article proposes and develops a model of teacher resistance based on interviews with eleven teachers employed in a school for the deaf that operated an oral teaching policy up to 1979. It focuses on the relationship between the reified structures in deaf education and individual agency. Teachers had to negotiate tensions between how they were instructed to teach and what they felt was best for the students in terms of language, cultural identity and community membership. Costs of collusion and resistance, and the pertinence of these issues in the context of current discourse around speaking and listening are discussed.

Gilligan-Lee, K. A., Bradbury, A., Bradley, C., Farran, E. K., Van Herwegen, J., Wyse, D., & Outhwaite, L. A. (2023). **Spatial Thinking in Practice: A Snapshot of teacher's Spatial Activity Use in the Early Years' Classroom**. *Mind, Brain, and Education*, *17*(2), 107-116. https://doi.org/10.1111/mbe.12352

Spatial thinking predicts Science, Technology, Engineering, and Mathematics achievement, yet is often absent from educational policy. We provide benchmarks of teachers' usage and perceptions of spatial activities in practice in the reception classroom (first year of primary school). In this questionnaire study of educational professionals working in the reception classroom in England (N = 104), we found that spatial and numeracy activities were perceived as significantly less important, and were reportedly completed significantly less often, than literacy or life skills. Despite the lower perceived importance of spatial skills in curriculum guidance in England, rates of reported spatial activity use were encouragingly high and were broadly comparable to those of numeracy. Teachers had moderate anxiety levels for both spatial and mathematics domains. The findings highlight a need to elevate teachers' understanding of the importance of developing children's early spatial and numeracy skills, which may begin with efforts to reduce spatial and mathematics anxiety.

Groleau, A. (2023). **Comment le champ de la didactique des sciences et de la technologie et celui de la pédagogie universelle peuvent-ils s'enrichir et couvrir leurs angles morts respectifs?** *Éducation et francophonie*, *51*(1), 1-24. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/07-Groleau-Final_PDF.pdf

La pédagogie universelle promeut un enseignement des sciences et de la technologie pour toutes et tous en guidant le personnel enseignant dans la planification de cours qui permettent aux personnes apprenantes de développer leur plein potentiel (ce qu'on appelle la visée humaniste de l'enseignement des sciences et de la technologie), d'apprendre à utiliser les sciences et la technologie dans leur quotidien (visée utilitariste), et d'acquérir des connaissances et de développer des compétences qui mèneront celles et ceux qui le souhaitent vers une carrière à teneur technoscientifique (visée technocratique). Or, l'enseignement des sciences et de la technologie est également associé à des buts plus collectifs et politisants (visées démocratique et activiste), sur lesquels la pédagogie universelle met moins l'accent. Pourtant, la pédagogie universelle pourrait faire des propositions pertinentes en ce sens, et celles-ci pourraient être utiles dans l'enseignement et l'apprentissage des sciences et de la technologie, mais aussi

dans d'autres disciplines. Dans cet article, je détaille les apports de la pédagogie universelle à la didactique des sciences et de la technologie, puis je formule des pistes d'enrichissement de la pédagogie universelle à la lumière des travaux réalisés en didactique des sciences et de la technologie.

Groothuijsen, S. E. A., Bronkhorst, L. H., Prins, G. T., & Kuiper, W. (2023). **Scope, nature and progress of impact in practice-oriented educational research: a conceptual and empirical substantiation**. *Research Papers in Education*, *38*(3), 378-402. https://doi.org/10.1080/02671522.2021.1974529
Practice-oriented educational research is renowned for its impact, both in educational practice and research. Yet, existing studies on the impact of practice-oriented educational research reflect a proliferation of ideas on what impact is, can or should be. This study aims to contribute to an in-depth understanding by establishing a theoretically informed and empirically substantiated conceptualisation of the impact of practice-oriented educational research. Based on current literature, a tentative conceptualisation in the dimensions scope, nature and progress, representing the who, what and when of change, is proposed. The tenability and completeness of this conceptualisation is subsequently investigated in a qualitative empirical study. Based on interviews, individual reflections and small-group discussions, the impact of 10 purposefully selected practice-oriented studies in secondary STEM-education in the Netherlands is compared to the tentative conceptualisation of impact. This results in an empirical substantiation and extension of the tentative conceptualisation. The presented conceptualisation of impact of practice-oriented educational research in terms of scope, covering educational practice and research within the context of a study or beyond, nature, including conceptual, instrumental and symbolic change, and progress, comprising sustainability, timeframe, and stability of change, can facilitate and focus discussions, considerations and analyses of the impact of practice-oriented educational research.

Hivert, A.-F. (2023, mai 23). **La Suède face au fléau scolaire des « notes du bonheur »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/international/article/2023/05/23/la-suede-face-au-fleau-scolaire-des-notes-du-bonheur_6174412_3210.html
Dans le royaume scandinave, les scandales se multiplient, révélant l'étendue du phénomène des notes gonflées artificiellement, sans aucun rapport avec le niveau des élèves, par des établissements se livrant à une concurrence féroce.

Holo, A. K. (2022). **Les perceptions de 12 enseignants du déploiement de la formation à distance à l'École Normale Supérieure d'Abidjan**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 7-16. Consulté à l'adresse http://frantice.net/docannexe/file/1850/3_holo.pdf
L'auteur s'intéresse dans cette recherche exploratoire aux perceptions des enseignants de l'École Normale Supérieure d'Abidjan relatives à la mise en œuvre de la formation en ligne dans leur établissement. Les résultats d'entretiens menés auprès de 12 enseignants montrent que ces derniers ne sont pas satisfaits de la façon dont la formation en ligne est mise en œuvre. Ils ne sont ni opposés à l'usage du numérique dans leur enseignement ni à la formation à distance mais dénoncent le manque de préparation, de concertation, les problèmes matériels, pédagogiques et organisationnels que génère ce nouveau mode d'enseignement.

Howell, A. A., Jordan, M., McKelvy, M., Wahi-Singh, B., & Shadmany, H. (2023). **The science of science is fun: assessing the impact of interactive science demonstrations through everyday experiences and near-peer role modeling**. *International Journal of Science Education*, *45*(5), 405-429. https://doi.org/10.1080/09500693.2022.2164473
Science demonstrations are a simple, cost-effective method of improving interest in STEM and highlighting the diversity of scientists, which can impact audience members' sense of belonging and, in turn, influence self-efficacy. However, the pedagogy of science demonstrations has been criticized as creating a power imbalance between the presenter and audience, for being too far removed from the audience's prior experiences, and for lacking interactivity. We report here on an intervention that designed demonstration-experiments to address a lack of interactivity while supporting interest; contextualized demonstrations within everyday experiences to address a lack of prior experiences and support interest, and implemented a near-peer role modeling strategy through high school near-peer role models to address power imbalances while supporting self-efficacy and expanding fourth-grade students' perceptions of who can be a scientist. The study explores the effects of the intervention using a pre-post survey design analyzed by repeated measures multiple analysis of variance (rmMANOVA) (n = 444). Significant improvement was observed for all motivational variables. These results suggest that interactive science demonstrations focused on students' everyday experiences may be an effective strategy to foster STEM interest and self-efficacy and to improve perceptions of who can be a scientist when enacted through high school near-peer role models.

Hughes, J., & Loader, R. (2023). **Shared education: a case study in social cohesion**. *Research Papers in Education*, *38*(3), 305-327. https://doi.org/10.1080/02671522.2021.1961303
Adopting a social cohesion framework, we consider how the shared education model in Northern Ireland reflects distributive, ideational and relational dimensions of social cohesion, and the processes through which its implementation may be contributing to a more socially cohesive society. We use this case study to reflect on the current conceptualisation of social cohesion in the literature and to argue for dynamic and interdependent connections between aspects of cohesion that are often assessed in isolation. Our analysis draws on the body of research on shared education that has accumulated since the first pilots were introduced in 2007.

Jennings, A. S. (2023). **Understanding Students as Achievers and Learners: A Mixed Methods Study of How Frames Shape, and Are Shaped by, Teachers' Interpretation of Interim Assessment Data**. *The Elementary School Journal*, *123*(4), 485-512. https://doi.org/10.1086/723256
Teachers' data literacy and interpretive process are critical to understanding how they make sense of data. However, little is known about how mental representations shape and evolve in response to teachers' interpretive process. In the present study, I model and explore this recursive relationship between teachers' cognitive framing and interpretive process. Findings suggest that teachers evoke two frames, understanding students as achievers and learners, with implications for their cognitive focus on and interpretation of interim assessment data. Furthermore, findings suggest teachers' interpretations feed back into cognitive frames via three mechanisms: elaboration, preservation, and reframing. Implications include cognitive framing as a leverage point

for iterative school improvement, interim assessment report design, and new perspectives in the narrative around data use in education.

Koubeissy, R., Audet, G., Papazian-Zohrabian, G., & Arvisais, O. (2023). **"Making a difference" with Syrian refugee students in Lebanon: Reconstruction and theorization of teachers' stories of practice in emergencies**. *PROSPECTS*, *53*(1), 73-89. https://doi.org/10.1007/s11125-022-09606-9
This article is built on a research project on pedagogical interventions with refugee students in emergencies that the authors conducted with teachers in Lebanon. More specifically, based on stories of practice, the article aims to explore how teachers were in a position to exercise their role with Syrian refugee students in the Lebanese crisis context. To do so, it gives a voice to four teachers, who agreed to describe situations they experienced in their work context in order to highlight their knowledge of practice in this context. The analysis of the stories allows for reflection on several elements, including the shared responsibility of different school actors, schools, and other organizations, with respect to the support they must give to teachers to ensure their wellbeing, resilience, and safety.

Labarthe, F. (2023). **L'apprentissage du développement web à l'épreuve des « pédagogies innovantes ». Enquête sur une formation au sein de la Grande École du Numérique**. *RESET : Recherches en sciences sociales sur Internet*, (12), 1-21. https://doi.org/10.4000/reset.4206
Lancé en 2015 en rance, le programme « Grande École du Numérique » (GEN) se présente comme un label de formation aux métiers du numérique qui cible en particulier de jeunes adultes catégorisés comme « NEET » (Not in Education, Employment or Training). Pour y parvenir, ce programme promeut des principes de « pédagogie innovante » au sein des formations labellisées. L'article décrit la manière dont les apprenants d'une formation au développement web vont se saisir de ce cadre pédagogique et interroge sa portée en termes d'apprentissage au code informatique.

Lai, M. K., Fjørtoft, H., & Li, M. (2023). **Examining the theoretical positionings of data use interventions: A scoping review**. *Teaching and Teacher Education*, *129*, 104138. https://doi.org/10.1016/j.tate.2023.104138
Studies of data use tend to focus on empirical work, with a corresponding lack of theorization. We conducted a scoping review drawing on hermeneutics to understand how researchers theoretically position data use interventions and how they see this positioning as contributing to improvements in student achievement. Twelve interventions were identified across 76 publications. Eight interventions did not self-identify as data use interventions. However, data use was central to their intervention, and their theoretical positionings overlapped with those that were self-identified as such. Theoretical positionings drew on assessment, content area theories, professional learning, and the theoretical underpinnings of particular research approaches. We discuss the implications of defining the field of data use.

Lammert, C., Sharma, R., & Hand, B. (2023). **Beyond pedagogy: the role of epistemic orientation and knowledge generation environments in early childhood science teaching**. *International Journal of Science Education*, *45*(6), 431-450. https://doi.org/10.1080/09500693.2022.2164474

Policy documents in many nations, as well as international policies indicate that the goal of improved student science learning requires teachers to learn to use knowledge generation environments for teaching science. This is a particular challenge for early childhood teachers (kindergarten through grade two), who have historically valued practices like active inquiry, but have received little Professional Development (PD) focused on theories of learning and orientations towards knowledge. This explanatory sequential quantitative study explored the relationship between 30 early childhood teachers' Epistemic Orientations (EOs) and their use of knowledge generation practices for teaching science. In particular, we noted patterns of teacher change in relation to a multi-year PD programme focused on teaching through knowledge generation environments. Findings revealed that overall, PD was successful at shifting approximately two-thirds of the teachers' EO towards knowledge generation. In addition, teachers' change in EO score over three timepoints was significantly positively related to their implementation of knowledge generation practices. This research suggests that most early childhood teachers' EO is open to change through PD and teaching experience, but the degree of this openness differs between individuals. The implications of these differences for PD and research are discussed.

Le Bouil, A. (2022). ***Effets d'un dispositif de formation d'enseignants : outils numériques pour développer l'autonomie des élèves en physique-chimie*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04097772

Ces travaux visent à répondre au questionnement suivant : à quelles conditions une formation d'enseignants en physique-chimie peut-elle contribuer à développer des usages du numérique favorisant l'autonomie des élèves ? Deux axes de recherche sont développés : 1. une recherche collaborative avec des enseignants de physique-chimie menant à la conception et la mise en oeuvre d'un scénario en classe ; 2. la conception, la mise en oeuvre et l'analyse d'un dispositif de formation aux usages d'outils numériques favorisant l'autonomie des élèves (en Master 2 MEEF physique-chimie). Nous utilisons l'organisation praxéologique (Chevallard) dans les sept dimensions de l'autonomie (Albero) : technique, informationnelle, méthodologique, sociale, cognitive, méta-cognitive et psycho-affective. Ce cadre nous permet de mettre en avant la construction de compétences professionnelles des professeurs stagiaires de physique-chimie dans une organisation praxéologique des domaines de l'autonomie. Nous montrons comment le travail collectif des professeurs stagiaires ainsi que la conception et la mise en oeuvre de scénarios de classe sont déterminants dans le développement d'une praxéologie des différentes dimensions de l'autonomie des élèves à l'aide des outils numériques.

Lee, A. F., & Smith, G. D. (2023). **Where is the Love, y'all? Punk Pedagogy in High School Choir**. *Research in Education*, *115*(1), 100-115. https://doi.org/10.1177/00345237231152605

Capitalism and its offspring, neoliberalism, are omnipresent in modern and postmodern societies. Illich, Giroux, and McLaren, among others, point to the futility and inequity of current models of education that focus on standardization, vocationalism, and conformity. Running counter to these powerful hegemonic systems, critical pedagogues and educational philosophers such as hooks and Silverman follow philosophers Frankfurt and Wolf in identifying a teaching approach rooted in love. Such an ethic embodies a robust, punk confrontation to potentially damaging, dehumanizing institutional norms

perpetrated by current systems of schooling (Hewitt & Smith, 2020). The authors present and discuss vignettes as a duoethnographic study of one teacher's work with a high school choir in Colorado Springs, USA, through which she works to engage young people as compassionate artistic citizens (Elliott & Silverman, 2015; Hendricks 2018). By teaching with love and by modeling love, she teaches young people to love, embracing what Noddings (2005) identifies as an ethic of care. This choral community demonstrates the messy, anarchist ideal that Wright (2019) highlights as a necessary future for music education, wherein the educator diverts from teaching solely to standardized expectations to address the affiliative needs of her students through a love that desires good for her students (Fromm, 1956; Noddings, 2005)

Lew & Naig. (2023). **Influence of Community College Personnel on Degree Aspirations and Upward Transfer Intentions of Hospitality Management Students in California Community Colleges**. *Community College Journal of Research and Practice*, *47*(6), 452-458. https://doi.org/10.1080/10668926.2022.2048743
Two hundred and four students completed a web-based questionnaire distributed to a stratified sample of California community college students (n = 2,300) enrolled in hospitality management or related programs to assess the influence of community college personnel on students' degree aspirations and upward transfer of community college students to four-year degree programs. Faculty interaction, transfer services, and general support services were statistically significant in explaining degree aspirations and the likelihood of upward transfer; demographic variables were not. The results suggest community colleges can positively influence students' degree aspirations and upward transfer intentions. Implications include creating opportunities to educate students about upward transfer and influence their degree aspirations, improving future job opportunities.

Liu, J. E., Lo, Y. Y., & Xin, J. J. (2023). **CLIL teacher assessment literacy: A scoping review**. *Teaching and Teacher Education*, *129*, 104150. https://doi.org/10.1016/j.tate.2023.104150
In Content and Language Integrated Learning (CLIL) programmes, students learn content subjects through their additional language. The global spread of CLIL has raised concerns about teachers' professional development needs, and their assessment literacy is an essential one. This scoping review synthesises 60 theoretical and empirical articles on CLIL teachers' assessment literacy. The findings illustrate some prominent themes related to CLIL teachers' assessment literacy, identify areas that have been under-researched, and validate and refine a theoretical framework of CLIL teachers' assessment literacy. This framework presents important dimensions of conceptions, knowledge and practices of CLIL assessment, with mediation of contextual factors.

Ma, H., & Green, M. (2023). **A longitudinal study on a place-based school-university partnership: Listening to the voices of in-service teachers**. *Teaching and Teacher Education*, *129*, 104148. https://doi.org/10.1016/j.tate.2023.104148
This paper reports on a longitudinal place-based study by two Australian teacher educators investigating their three-year science-based school-university partnership. The study examined key benefits, challenges, and tensions within the partnership. Data collection was drawn from focus group interviews with in-service teachers across each partnership year. While findings portray the partnership as a catalyst for increased science learning opportunities for school students, teaching opportunities for pre-service teachers, and new in-service teacher roles and responsibilities, the study highlights the

evolving nature of partnership development, including the need for continuous negotiation of labor division and stakeholder expectations.

Mahjoub, A. (2021). ***Analyse de l'action didactique conjointe lors de l'enseignement et l'étude du phénomène de dissolution en 1ère année du secondaire tunisien*** (Phdthesis, Université Toulouse le Mirail - Toulouse II ; Institut supérieur de l'éducation et de la formation continue (Tunis)). Consulté à l'adresse https://theses.hal.science/tel-04108389
Ce travail s'inscrit dans le courant des travaux qui s'intéressent aux pratiques d'enseignement et d'étude visant une meilleure description de cette activité humaine complexe à des fins de compréhension. Nous adoptons un point de vue ternaire reliant l'enseignant, l'élève et le savoir au sein d'une action didactique considérée comme étant conjointe entre l'enseignant et l'élève mettant en jeu un savoir particulier.Nous nous intéressons à l'analyse de cette action didactique lors de l'enseignement et étude du phénomène de dissolution en première année du lycée tunisien (grade 10, élèves de 15-16 ans) dans le but de dégager les caractéristiques de cette action en termes d'évolution du milieu, des responsabilités et du savoir au cours du temps ? L'analyse didactique a été menée à différentes échelles temporelles et a sollicité une combinaison d'outils théoriques dont la cohérence épistémologique est assurée par l'inscription de ces outils dans une perspective interactionnelle et pragmatiste, complétée par un point de vue sur le savoir étroitement dépendant de la nature de la chimie en tant que sciences des modèles.Les caractéristiques mises en évidence correspondent à un « modèle » transmissif de l'enseignement. Elles donnent à voir l'image d'une logique d'action centrée généralement sur un schéma récurrent et figé de production du savoir, issus d'une stratégie construite selon l'enchaînement : réaliser l'expérience – faire l'observation – bâtir la conclusion. Cet aspect inductif assure un lien de continuité dans l'avancée du savoir et produit la majorité des éléments de savoirs dans la classe. Une place importante est faite aux échanges enseignant/élève où ce dernier est embarqué généralement dans un jeu de mémoire et c'est la parole de l'enseignant qui reste majeure et organisatrice. Ces éléments de description des pratiques d'enseignement et d'étude relatives au savoir en jeu peuvent fournir aux concepteurs des programmes de formation des enseignants des points d'appui pour la construction des enjeux de formation tenant en compte la nature des liens possibles entre les éléments de savoir en jeu dans le travail empirique des élèves et ceux introduits lors de l'institutionnalisation.

Manil, J.-F. (2022). ***Apprendre de et avec ses élèves : savourer le métier d'enseignant***. Consulté à l'adresse https://www.chroniquesociale.com/pedagogie-formation/1179-apprendre-de-et-avec-ses-eleves.html
Se trouver aux côtés d'enfants qui apprennent a quelque chose de passionnant. Très souvent, ils ressentent, perçoivent et traitent leur environnement de manière inattendue. D'aucuns disent qu'ils philosophent. C'est possible. Peut-être que tout simplement, ils vivent et que de cette expérience, ils tirent des raisons de se questionner, de nous questionner voire d'interpeller. Ce livre dévoile des parts choisis de ces moments, des parts dont souvent l'importance est apparue au départ d'un détail. En ce début de XXIe siècle, l'actualité des enfants qui apprennent, et leurs regards sur la vie, devraient interpeller, les éducateurs que nous sommes.

Márquez, C., & Melero Aguilar, N. (2023). **Advancing towards inclusion: recommendations from faculty members of Spanish universities**. *International Journal of Inclusive Education*, *27*(4), 556-570. https://doi.org/10.1080/13603116.2020.1858977

The Sustainable Development Goals of the 2030 Agenda have set a new horizon for higher education institutions. Universities must guarantee an inclusive and quality education for all. Far from this objective, in the Spanish university system, the expansion of participation seems to have come to a halt, generating obvious situations of inequality. From a qualitative approach, this work gathers the contributions of 119 faculty members who reflected on how to advance toward more inclusive universities. The results show the barriers to inclusion that Spanish universities must overcome and the strategies that would allow them to progress toward more inclusive university culture, policies and practices. It concludes with the invitation to a cultural and organisational change based on a broader conception of inclusion. Moreover, it suggests an institutional commitment translated into a greater economic investment that enables the improvement of learning conditions and the training of faculty members in inclusive pedagogies.

McCracken, T., Chapman, S., & Piggott, B. (2023). **Inclusion illusion: a mixed-methods study of preservice teachers and their preparedness for inclusive schooling in Health and Physical Education**. *International Journal of Inclusive Education*, *27*(4), 507-525. https://doi.org/10.1080/13603116.2020.1853259
For preservice teachers, inclusive education practices are daunting, highlighting concerns around confidence, individualisation, and student behaviour. To explore this issue further, this study examined the perceptions of preservice Health and Physical Education (HPE) teachers on inclusion using a sequential, explanatory mixed-methods research design. Preservice HPE teachers (n = 44) completed a compulsory course on inclusion and a 10-week school internship. Sentiments, attitudes, and concerns were examined using the Sentiments, Attitudes and Concerns about Inclusive Education-Revised Scale (SACIE-R) and reported a Total Scale Score (TSS) and respective Sub-Scale Scores (SSS) for Sentiments, Attitudes and Concerns across three time points. Linear mixed models showed a significant improvement in TSS ($p = 0.005$) over time from course participation to internship. In addition, the SSS for Concerns was significant over time ($p < 0.001$) resulting in reduced Concerns about inclusion as time progressed. Qualitatively, six students participated in semi-structured interviews that examined views of inclusive education practices. Findings suggest an improvement in attitudes towards inclusive practices through participation in specific courses that provide direct opportunities for preservice teachers to practice inclusion. Implications for preservice teacher education programmes include the importance of direct experience with and without the pressure of school environments.

Messaoui, A. (2023, mai 8). ***Usages du numérique en temps de pandémie en IUT : quelle durabilité des pratiques ?*** Présenté à 90ème congrès de l'ACFAS (Association francophone pour le savoir):Durabilité des savoirs post-pandémie et enjeux pour le travail interventionnel. Consulté à l'adresse https://hal.science/hal-04096991
Sur une période allant de mars 2020 à juin 2021, la fermeture des universités puis les modalités d'accueil en jauge réduite ont contraint l'ensemble des enseignants à prendre en main les outils de médiation numérique nécessaires pour assurer un enseignement à distance à distance d'urgence (Hodges et al., 2020). Plusieurs enquêtes ont témoigné des adaptations, voire des innovations, mise en œuvre pour faire face à cette situation exceptionnelle (Boudokhane-Lima et al., 2021; Charalampopoulou et al., 2022; Godue-Couture et Harvey, 2021; Lessard et Boudreault, 2021; Messaoui et Redondo, 2022; Verpoorten et al., 2022). Si les études s'accordent toutes sur le caractère exceptionnel de la situation pandémique, et les efforts d'adaptation des enseignants, la

question des conséquences à moyen ou long terme sur les pratiques reste à explorer. La didactique professionnelle (Pastré 2011) et les approches centrées sur l'activité présupposent que l'expérience est trans-formatrice (Samurçay et Rabardel, 2004), quelle trace la pandémie a-t-elle laissée dans les pratiques des enseignants en particulier dans les usages du numérique ?

Messaoui, A., & Redondo, C. (2023, mai 8). ***Gestes professionnels des enseignants en IUT en temps de crise : continuités et ruptures***. Présenté à 10e colloque international en éducation - symposium "De l'intérêt de questionner la décovidisation de la recherche et des pratiques ? Consulté à l'adresse https://hal.science/hal-04096995
La crise sanitaire a contraint les enseignants en université à s'adapter à différentes modalités d'enseignement, alternant enseignement à distance, hybridation avec de l'asynchrone et comodalité. En juin 2020, une première enquête par questionnaire au sein d'un Institut Universitaire de Technologie (IUT) a témoigné d'une forte adaptation et mis en évidence l'introduction de nouvelles pratiques (numérisation des contenus, gestion du groupe, modalités d'évaluation…). Au sortir de la crise, nous avons souhaité questionner les gestes professionnels d'enseignants en IUT en nous appuyant sur le modèle du multi-agenda, initialement conçu pour des observations en classe dans le primaire et le secondaire. À partir de cinq entretiens semi-directifs conduits en juin 2021 et de l'analyse des traces de l'activité d'un département d'enseignement sur la plateforme Discord, nous avons retrouvé les macro-préoccupations du modèle du multiagenda. Deux préoccupations dominent chez nos enquêtés : le pilotage des tâches et l'étayage, l'atmosphère est minoritaire et le tissage quasiment absent. Ces résultats mettent en évidence une continuité forte dans les motivations d'action et le positionnement des enseignants enquêtés, mais aussi une capacité à ajuster les gestes professionnels aux situations.

Michel, C., & Pierrot, L. (2022). **Pratiques des enseignants durant le confinement lié à la COVID-19 : niveaux et facteurs d'intégration du numérique dans les écoles et perspectives pour le développement des usages**. *STICEF (Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation)*, *29*(2). Consulté à l'adresse https://hal.science/hal-04093131
L'objectif de cet article est d'analyser, à partir d'une enquête (441 réponses), les pratiques numériques mises en œuvre par les enseignants d'école primaire et de collège, lors du confinement du printemps 2020. Cette étude montre que les enseignants ont de manière marginale adapté leurs pratiques et innové, mais qu'une évolution significative nécessite un meilleur accompagnement. Différentes perspectives basées sur une reconception des environnements numériques de travail (ENT) sont proposées pour le faire.

Myhill, D., Cremin, T., & Oliver, L. (2023). **Writing as a craft: Re-considering teacher subject content knowledge for teaching writing**. *Research Papers in Education*, *38*(3), 403-425. https://doi.org/10.1080/02671522.2021.1977376
The importance of teacher subject knowledge as key professional knowledge has been emphasised in successive studies over the past thirty years, yet there are very few empirical studies which address either content or pedagogical knowledge for teaching writing. At the same time, in a number of international jurisdictions, writing attainment lags behind reading attainment. This article addresses these concerns by considering what might constitute subject content knowledge for writing, and thus what might inform

pedagogical interventions to improve achievements in writing. The article draws on an Arts Council-funded project in England, Teachers as Writers, a collaborative research project with the creative writing charity, Arvon. Drawing on qualitative data from nine professional writers, the article analyses how the writers communicated an understanding of writing as 'the craft of what we do' and articulated their craft knowledge during their encounters with teachers. The article proposes that subject content knowledge for writing might more helpfully be considered as craft knowledge, rather than as a body of factual knowledge, and presents a framework of five thematic themes through which to conceptualise this craft knowledge. These themes offer a way of thinking about craft knowledge as both text-oriented and writer-oriented.

Ngoc, T. T. D., & Delatouche, N. (2023, juin 5). ***Les ELFES : des étudiants-tuteurs pour accompagner la transition***. Présenté à Question de Pédagogie pour l'Enseignement Supérieur (QPES). Consulté à l'adresse https://hal.science/hal-04109805
À CY Cergy Paris Université, nous avons depuis 3 ans, initié des actions engageant les étudiants dans une démarche de transition. Nous développons des actions permettant aux étudiants : • à être conscient des enjeux environnementaux et sociétaux • à être conscient de ses compétences, les développer et les mobiliser • à travailler de façon collective et interdisciplinaire au service d'un projet Dans ce cadre, nous avons mis en place une Unité d'Enseignement (UE) CATI ouverte aux 1600 étudiants des 3 années des licences de Sciences et Techniques. Ces étudiants - en équipe interdisciplinaire - doivent proposer des aménagements du territoire local en mobilisant les compétences développées dans leur formation et en les axant sur des Objectifs de Développement Durable (ODD). Or, travailler à résoudre les problèmes complexes interdisciplinaires que pose la transition requiert de savoir partager l'information, d'enrichir ses idées, collaborer et co-construire. Il ne suffit pas de mettre des étudiants en groupe pour qu'ils travaillent en équipe. Il est nécessaire de donner des outils et des méthodes d'intelligence collective et d'accompagner les équipes à s'en saisir. Dû au nombre important de groupes d'étudiants, d'autres étudiants - appelés ELFES- sont formés parallèlement au tutorat d'équipe et à l'intelligence collective via une UE optionnelle appelée UE ELFE. Nous décrivons dans ce poster comment nous motivons, engageons et permettons aux ELFES de développer les compétences de tutorat de groupe, d'orientation et d'animation en nous basant sur l'expérimentation faite sur 3 ans dans l'UE Libre ELFE et l'UE CATI.

Nguyen, M. X. N. C., Dao, P., Iwashita, N., & Spinelli, F. (2023). **Teacher learners theorizing from practice: A case of the concept of learner engagement in interactive second language learning tasks**. *Teaching and Teacher Education*, *129*, 104151. https://doi.org/10.1016/j.tate.2023.104151
This study investigated second language (L2) teacher learners' abilities to theorize from practice and their perceptions of this theorizing experience. Fifty-four L2 teacher learners completed a theorizing task probing for their conceptualization of 'learner engagement'. Focus-group interviews were later conducted with 17 participants. Findings show that the teacher learners were able to generate their theories of learner engagement, which strongly aligned with expert conceptualizations. Notably, their personal theory was formed by their personal practical knowledge (PPK), including knowledge of the subject matter, instruction, and contexts. These findings demonstrate the usefulness of guiding L2 teacher learners to theorize from practice and suggest a

framework for L2 teacher educators to promote theorizing within language teacher education courses.

Nieminen, J. H., & Carless, D. (2023). **Feedback literacy: a critical review of an emerging concept**. *Higher Education*, *85*(6), 1381-1400. https://doi.org/10.1007/s10734-022-00895-9
Systemic challenges for feedback practice are widely discussed in the research literature. The expanding mass higher education systems, for instance, seem to inhibit regular and sustained teacher-student interactions. The concept of feedback literacy, representing students' and teachers' capacities to optimize the benefits of feedback opportunities, has gained widespread attention by offering new ways of tackling these challenges. This study involves a critical review of the first 49 published articles on feedback literacy. Drawing on science and technology studies, and in particular on Popkewitz's concept of fabrication, we explore how research has invented feedback literacy as a way of reframing feedback processes through the idea of individual skill development. First, we analyze how research has fabricated students and teachers through their feedback literacies that can be tracked, measured, and developed. Here, there exists a conceptual shift from analyzing feedback as external input to feedback literacy as a psychological construct residing within individuals. This interpretation carries positive implications of student and teacher empowerment, whilst downplaying policy-level challenges facing feedback interactions. The second contrasting fabrication positions feedback literate students and teachers as socio-culturally situated, communal agents. We conclude that feedback literacy is a powerful idea that, if used carefully, carries potential for reimagining feedback in higher education. It also, however, risks psychologizing students' and teachers' feedback behaviors amidst prevalent assessment and grading policies. We call for further reflexivity in considering whether feedback literacy research aims to challenge or complement the broader socio-political landscapes of higher education.

Nieuwmeijer, C., Marshall, N., & van Oers, B. (2023). **Musical play in the early years: the impact of a professional development programme on teacher efficacy of early years generalist teachers**. *Research Papers in Education*, *38*(3), 426-447. https://doi.org/10.1080/02671522.2021.1998207
Teacher Efficacy (TE) refers to teachers' confidence in their ability to promote student's learning. Research shows that generalist teachers' TE for music education is generally low, with many teachers associating music education with innate musical talents – a problem exacerbated by music education programmes that focus on singing or playing instruments. Musical play is a form of music education in which young children more or less freely explore and create with sound with limited guidance from a teacher, requiring fewer musical skills. This paper reports on an in-situ professional development program (PD) that focused on musical play as a means of enhancing early years teachers' TE for musical play and for music education in general. For this study, a mixed method exploratory multiple-case study was used. Three early years teams (N = 14) took part in a PD that focused on knowledge and skills related to facilitating musical play. Data were collected through surveys and interviews. Findings demonstrate that taking part in the PD enhanced teachers' TE for musical play and for 50% of the respondents for music education in general. The PD's design features longer duration, collective participation, active learning and qualitative curriculum materials had contributed to teachers' learning.

Ochsen, S., Bernholt, A., Grund, S., & Bernholt, S. (2023). **Interestingness is in the eye of the beholder – the impact of formative assessment on students' situational interest in chemistry classrooms**. *International Journal of Science Education*, *45*(5), 383-404. https://doi.org/10.1080/09500693.2022.2163204
Students' interest is considered an important learning outcome, but it is also a relevant predictor for student learning, and future vocational choices. According to numerous studies, however, students' interest in STEM fields usually declines during the course of secondary education. From the perspective of science education, it is therefore necessary to foster or at least maintain students' interest. Despite the variety of approaches that have already been examined in order to promote student interest, the problem of low-interested students remains. Prior findings indicate that specific person characteristics and the students' perception of the situation seem to be moderate the effectiveness of many approaches. The current intensive repeated measure intervention study addresses the investigation of a possible interest trigger (formative assessment) and also the process that influences the perception of this trigger. Based on a sample of 9th-grade chemistry students (N = 200), three different interventions of formative assessment were implemented in regular classrooms. Students' situational interest was assessed repeatedly in short time intervals. Based on multilevel analyses, not all interventions were perceived as equally interesting by the students. While students' individual interest influences the perception of all interventions positively, the impact of gender, chemistry grade, and enjoyment varies across the interventions.

Ouattara, B., Depover, C., & Jeannin, L. (2022). **Les effets du tutorat et de l'apprentissage en équipes sur la performance des étudiants en formation à distance**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 49-60. Consulté à l'adresse http://frantice.net/docannexe/file/1847/6_ouattara.pdf
Paulsrud, D., & Nilholm, C. (2023). **Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support**. *International Journal of Inclusive Education*, *27*(4), 541-555. https://doi.org/10.1080/13603116.2020.1846799
This article presents a review of qualitative research on interprofessional cooperation between regular teachers and special educators published from 2005 to 2019. The aim of the review was to gain knowledge about how different forms of cooperation take shape and about factors at multiple levels that facilitate or constrain cooperation as a means of achieving inclusion. In total, 25 studies were selected. The results are discussed in relation to Thomas Skrtic's theory of bureaucracies within the school organisation in order to compare and analyse different forms of interprofessional cooperation and schools' organisations of special educational work. Cooperative teaching, special educational consultations and mixed forms of cooperation were found to entail different benefits and challenges related to communication and the cooperating actors' roles. Facilitating factors included personal chemistry, an equal distribution of power and responsibilities and support from the school management through provision of professional development and adequate planning time. In several studies, a flexible cooperation was argued to be hindered by curricular constraints and standardised testing. Education policy is therefore emphasised in this review as important for understanding the conditions under which school staff are responsible for inclusion.

Petit, L., Muñoz, G., Holgado, O., Inowlocki, P., & Mayen, P. (2023). **La didactique professionnelle au fil des ans. Continuités et ruptures**. *Savoirs*, (61-62), 107-120. https://doi.org/10.3917/savo.061.0107
Cet article propose un retour sur... 30 ans de didactique professionnelle (DP). Sa date de naissance peut, en effet, être fixée au début 1992 avec la thèse de Pierre Pastré. Une première partie rappelle le contexte, les intentions et les influences de la DP à l'origine, puis les extensions des problématiques qui ont été abordées, ainsi que des domaines professionnels investigués au fil du temps ; enfin les évolutions théoriques et méthodologiques.

Pillay, Y., Brownlow, C., & March, S. (2023). **Autism and inclusive practices: mothers speak out**. *International Journal of Inclusive Education*, *27*(4), 419-434. https://doi.org/10.1080/13603116.2020.1842521
The aim of this study was to explore the role of Mothers of young adults on the autism spectrum in Australia, during the transition to adulthood. Data collected through interviews were analysed using Interpretative Phenomenological Analysis resulting in two themes relevant to autism and inclusive practices: Inclusion Support and Mothers' Support. The findings showed that organisational pressure in meeting key educational performance outcomes influenced inclusive practices specifically for young adults on the autism spectrum who were deemed to require high levels of support. The inclusion support theme highlighted that schools, universities, and employers viewed Autism Spectrum Disorder through a deficit lens, with young adults on the autism spectrum positioned as low achievers. Whilst there are policies supporting inclusive education in Australia, individuals on the autism spectrum continue to experience inequity and exclusion, which were challenged by Mothers' persistence and reflected in the second theme on Mothers Support. The findings highlight the need for educational and socially inclusive interventions to support the heterogeneity in individual, social, communication, and behavioural challenges in young adults on the autism spectrum.

Pilous, R., Leuders, T., & Rüede, C. (2023). **Novice and expert teachers' use of content-related knowledge during pedagogical reasoning**. *Teaching and Teacher Education*, *129*, 104149. https://doi.org/10.1016/j.tate.2023.104149
We investigate the use of content knowledge and pedagogical content knowledge among 32 novices' and different types of experts' pedagogical reasoning, as exemplified in the field of mathematics education. Think-aloud interviews based on a planning task that required pedagogical reasoning were evaluated using verbal analysis. Our results show differences in the use of mathematics-related content knowledge and pedagogical content knowledge between novices and experts, as well as between types of experts. We conclude that novices tend to emphasise knowledge of teaching procedures and that experts' use of knowledge is related to their respective qualifications and experiences.

Poulain, P., Bertrand, M., Dufour, H., & Taly, A. (2023). **A field guide for implementing a flipped classroom**. *Biochemistry and Molecular Biology Education*. https://doi.org/10.1002/bmb.21737
The way flipped classrooms are perceived and even practiced by teachers is sometimes approximate. For instance, while the Covid-19 pandemic has pushed many universities to adopt distance learning, flipped classrooms have often been mentioned as a solution in that context. This inducement maintains a confusion between flipped classrooms and

distance learning that might be detrimental for students and teachers. Moreover, embarking on a new pedagogical practice such as flipped classroom could be intimidating and time-consuming for the newcomer teacher. For these reasons, this article aims to share some tips for implementing a flipped classroom, with examples from biology and biochemistry. Based on our experiences but also on the current scientific literature, we structured these advice around three phases: preparation, implementation, and follow-up. In the preparation phase, we advise planning early to invert time in class and outside the classroom, but also to say it explicitly, as well as to identify (or optionally create) resources for students to learn in autonomy. In the implementation phase, we suggest to i) be explicit in the acquisition of knowledge and foster students' autonomy; ii) explore active learning in class; iii) develop cooperation and sharing skills; and iv) differentiate teaching practices to adapt to student needs. Lastly, in the follow-up phase, we propose to i) evaluate both student learning and the pedagogical setting; ii) take care of the logistics and the teacher's posture; iii) document the flipped classroom and iv) share the teaching experience.

Pouzergues, P. (2022). **Multilevel courses and blended learning–tools for pedagogical differentiation and promoting student automony**. *European Journal of Applied Linguistics*, *10*(2), 1. https://doi.org/10.1515/eujal-2022-0007
Abstract Multilevel language courses are frequently seen in teaching and learning contexts in higher education. These complex teaching situations can sometimes lead to frustration and a slowdown in student learning, which can even hinder their success in university. Despite the heterogeneities present within a class, studies on differentiated pedagogy have shown that it is possible to build a group where each student can evolve at his or her own pace – according to his or her level, profile, or needs. Furthermore, hybrid courses that are based on an authentic project pedagogy make it possible to offer differentiated courses, stimulate motivation, maintain group cohesion, and encourage the development of learning autonomy. This study examines the relevance of setting up a hybrid course within the framework of multilevel courses to suggest a differentiated pedagogy that would effectively meet the needs of learners and evaluate its potential to develop their autonomy. The methodology is part of an action-research composed of 4 experiments focused on the implementation of a hybrid course based on the differentiated pedagogy, the project pedagogy, and the levers identified to develop autonomy. The corpus will consist of questionnaires and recordings of interviews, classroom sessions, and semi-directed interviews. This short article aims to summarize the theoretical framework, to describe our hybrid course, to show our methodology, and to provide the first results of our study. The paper is part of the AILA Europe Junior special issue.

Prairat, E. (2023, mai 4). **Éduquer sans sanctionner ? Les malentendus de l'éducation positive**. Consulté 30 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.

Prodgers, L., Travis, E., & Pownall, M. (2023). **"It's hard to feel a part of something when you've never met people": defining "learning community" in an online era**. *Higher Education*, *85*(6), 1219-1234. https://doi.org/10.1007/s10734-022-00886-w
Feeling part of a community of learners has been shown to foster students' engagement and sense of belonging, leading to higher retention and achievement of learning outcomes. The pivot to online teaching caused by the COVID-19 pandemic has prompted a reappraisal of all aspects of the student experience, including students' capacity and opportunity to engage in meaningful learning communities online. There has been some emergent literature which considers how to facilitate online learning communities in the emergency remote teaching context prompted by COVID-19. However, there is a notable lack of literature which considers how learning communities are defined, understood, and negotiated by students in this unique teaching context. Given how students' perceptions of learning communities contributes to Higher Education policy (e.g. through the National Student Survey), this is important to understand. In the present study (N = 309), we qualitatively investigated students' understanding and definition of the term "learning community" during a time of emergency pivot to online teaching and learning. A reflexive thematic analysis of students' first-hand responses generated three dominant themes: "Feeling connected: Bridging the gap whilst physically distanced", "Feeling included: Visible and valued", and "Feeling together: Mutuality and the shared experience". We discuss the implications for these conceptualisations of an online learning community and suggest ways forward for Higher Education pedagogy.

Querrien, D., & Caignon, P. (2023). **La pédagogie universelle dans l'enseignement postsecondaire: un état de la question**. *Éducation et francophonie*, *51*(1), 1-18. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/09-Querrien-et-Caignon.pdf
Bien que les cégeps et les universités offrent des mesures d'accommodements individuels à la population étudiante diagnostiquée, nombre de ces besoins échappent aux services d'accessibilité. Le corps professoral doit tenir compte de cette situation dans les classes tout en maintenant ses exigences (Desmarais, 2019). Pour aider leurs collègues à relever ce défi complexe, la communauté de recherche se penche de plus en plus sur les applications de la pédagogie universelle (désormais PU) en éducation postsecondaire. Afin de rendre compte de ce corps scientifique émergent en français, nous livrons dans cet article un état de la question portant sur les perceptions des communautés enseignante et apprenante en matière de PU, ainsi que sur la formation à l'enseignement et sur la mise en œuvre des principes de la PU dans les milieux postsecondaires francophones. Nous rapportons cinq études revues par des pairs conduites au Québec ou en France et présentons les défis, pratiques gagnantes et besoins identifiés empiriquement pour mettre en œuvre cette approche pédagogique. Enfin, nous dressons un portrait des besoins en matière de recherche empirique sur les apports et les limites de la PU pour le secteur collégial et universitaire francophone.

Quesnay, P. (2023). ***Accompagner les changements curriculaires vers l'approche par compétences dans les formations en santé : Étude d'une stratégie de changement pragmatique portée par un individu-tercéisateur dans un institut de formation en ostéopathie français*** (Phdthesis, Université Sorbonne Paris Nord ; Université de Liège). Consulté à l'adresse https://hal.science/tel-04105465
Contexte : Les instituts de formation en santé qui doivent mettre en place les réformes par Approche Par Compétences (APC), sont peu accompagnés pour faire face au

changement curriculaire de manière stratégique. Pourtant, il s'agit d'un enjeu majeur pour transformer en profondeur les formations, considérant les ressources restreintes allouées à la pédagogie, comme c'est le cas en ostéopathie en France. Le recours à une stratégie de changement portée par un individu-tercéisateur, interne à l'institut, est ici questionné pour soutenir la mise en œuvre de l'APC. Objectifs : Étudier une stratégie de changement curriculaire portée par un individu-tercéisateur visant à soutenir la mise en œuvre de l'APC dans une formation en ostéopathie. Il s'agit ainsi d'étudier la co-construction de la stratégie mise en place, de caractériser ses effets (changements et apprentissages aux niveaux individuel, collectif et institutionnel) et de caractériser les éléments clés de la stratégie. Méthode : Inscrite dans une épistémologie constructiviste pragmatique, cette recherche-action-collaborative est une étude de cas réalisée en immersion dans un institut de formation en ostéopathie pendant trois ans et demi. La stratégie de changement étudiée s'appuie sur des « activités réflexives » de production, co-construites avec les coordinateurs pédagogiques (élaborer un référentiel de compétences, construire des situations d'enseignement-apprentissages, créer des outils d'évaluation clinique et des portfolios). Le recueil des données fait appel à la technique des cartes conceptuelles pour étudier l'évolution des conceptions des coordinateurs sur l'APC. D'autres techniques sont utilisées pour trianguler les données et comprendre les changements-apprentissages : observations, analyse des documents pédagogiques, entretiens et enquêtes s'étendant à l'ensemble des acteurs de l'institut. L'analyse générale de l'étude de cas repose sur une stratégie analytique en sept étapes successives. Résultats-discussion : La stratégie de changement portée par l'individu-tercéisateur s'est construite en 3 séquences. Les activités réflexives ont permis des actions au niveau individuel, auprès des coordinateurs pédagogiques, et des actions au niveau institutionnel, quand celles-ci étaient relayées par la direction pour leur diffusion dans l'institut. Le niveau collectif, impliquant ensemble les coordinateurs et enseignants, a été moins été mobilisé du fait de leur faible disponibilité. La stratégie de changement curriculaire a instauré une dynamique qui pourrait être qualifiée de « frontière » en ce sens qu'elle articule et met en tension les différentes séquences d'action aux différents niveaux. Elle se distingue des stratégies descendantes classiquement décrites qui agissent au niveau institutionnel. Ainsi, elle a permis d'initier un changement curriculaire global vers l'APC dans l'institut dans la mesure où elle touche différentes composantes du curriculum. Cela se traduit par l'évolution des conceptions pédagogiques des coordonnateurs et partiellement dans le discours institutionnel. Le changement a principalement concerné la formation clinique des étudiants et les outils d'évaluation. Des enseignements par compétences ont également été implémentés (formation clinique et à la recherche). Il existe des limites : le référentiel de compétences et les portfolios n'ont pas été institutionnalisées et les enseignements du premier cycle n'ont pas fait l'objet de changement. La planification générale des enseignements et de l'évaluation n'a pas évolué dans le sens de l'APC. Elle reste centrée sur la transmission de connaissances. Les activités réflexives n'ont pas fait évoluer l'organisation de l'institut ou sa gouvernance qui est restée descendante et centralisée par un petit nombre d'individus. Ces limites permettent de calibrer l'apport d'une stratégie initiée par un individu tercéisateur au regard des autres stratégies de changement. Les éléments clés identifiés pour favoriser le changement sont : le recours à la réflexivité en tant que moteur des apprentissages, la fonction d'individu-tercéisateur promotrice de changement, la présence de l'individu-tercéisateur sur le temps long et la dynamique-frontière. Pour la gestion du changement, il s'agit : de la négociation d'activités réflexives, de l'identification des conceptions sur l'APC et de l'utilisation d'outils permettant la

visualisation des changements pédagogiques. Conclusion : Nombre de formateurs en santé suivent des formations continues pour renforcer leurs compétences pédagogiques. Peu les prépare à la posture d'individu-tercéisateur alors qu'elle pourrait être une stratégie pour initier le changement vers l'APC. Ce d'autant plus quand l'institut n'a pas encore rassemblé toutes les conditions et ressources considérées comme porteuses dans la littérature. Cette recherche interroge ainsi la possibilité de faire de la formation pédagogique suivie par un enseignant une opportunité de changement. Par ailleurs, la pérennisation du changement questionne son articulation au sein d'une stratégie mixte avec d'autres stratégies (institutionnelle descendante ou avec des accompagnateurs externes). L'idée est partagée d'un état de « réforme permanente » où les réformes déclarées par les instances viendraient renforcer les expériences réalisées localement dans des instituts de formation précurseurs.

Radhouane, M. (2023). **Pedagogical challenges in integrating refugee students in the Global North: A literature review**. *PROSPECTS*, *53*(1), 151-168. https://doi.org/10.1007/s11125-022-09632-7
For several years now, military conflict, climate change, lack of food, and other forces have compelled many people around the globe to leave their countries and live in exile. As shown by exponentially increasing statistics, children are leaving their homes, sometimes their families, and their schools. Once they arrive in a country of resettlement, they face the challenge of new schooling. To understand how best to support these exile communities and those who work with them—students, their parents, teachers, schools—I searched the international literature for the main challenges of schooling refugee students in resettlement countries in the Global North. This literature review identifies the variety of their profiles, the challenges related to pre- and post-migration experiences, as well as all the intertwined issues taking place within the school: language learning, relationships with the teacher and with other students, teacher training, etc. These challenges are numerous and their intertwining only makes them more complex. Understanding them therefore seems to be the basis of any action in support of refugee education.

Rich, B. L. (2023). **How are culturally inclusive teaching practices integrated into business school's curriculum? An analysis of syllabi from the United States**. *International Journal of Inclusive Education*, *27*(4), 435-458. https://doi.org/10.1080/13603116.2020.1846798
This study investigates the treatment of culturally inclusive teaching practices in schools of business. A content and quantitative analysis were performed on 392-course syllabi selected from management departments in the United States, representing 131 AACSB-accredited schools of business. Syllabi were coded for content, pedagogy, accommodation statements, and perspective-taking. Results revealed that diversity was treated as a topic in roughly twenty percent of course syllabi, although; this was highly variable by course type. Inclusive language that denoted a safe and open environment, rules for productive discussions, and point of view statement were largely absent. Implications of these results and future research are discussed.

Rinaudo, J.-L. (2023). **Enseigner devant un écran vide. Quand les apprenants ne branchent pas leur caméra**. *Le Carnet PSY*, *259*(2), 37-39. https://doi.org/10.3917/lcp.259.0037

Rodrigues, L., Montenegro, M., & Meneses, A. (2023). **Mapping the astronomy content knowledge of Chilean in-service teachers**. *International Journal of Science Education*, *45*(6), 451-469. https://doi.org/10.1080/09500693.2022.2164704
This paper reports a mapping of the astronomy content knowledge held by a sample of 171 Chilean in-service teachers, both from primary and secondary education, using a multiple-choice test. The responses were analysed by total achievement, and the proportion of alternative conceptions for each item was identified. Moreover, the test items were divided by Big Ideas in Astronomy and curricular topics to analyse teachers' performance by subject, and the effect of some demographic factors was calculated. The results show a relatively low level of astronomy content knowledge and a considerable presence of alternative conceptions amongst Chilean in-service teachers, especially in day-to-day topics like diurnal motion, seasons, and Moon phases. Furthermore, we detected a significant effect on secondary teachers' performance depending on their teaching degree and on primary teachers' performance concerning their gender and previous participation in astronomy professional development programmes. Our outcomes offer evidence to improve astronomy teacher training, especially in the Chilean context, and contribute to the still scarce astronomy education research from the country.

Romero, N., Estellés, M., & Grant, W. (2023). **Theorizing Māori-Philippine solidarities through agential realism and punk rock pedagogy**. *Research in Education*, *115*(1), 47-63. https://doi.org/10.1177/00345237221110917
This article utilizes looks to punk rock pedagogy or the ways in which countercultural and decolonial ontologies are developed in punk subculture, to theorize Māori-Philippine relations in Aotearoa New Zealand. It uses an agential realist methodology to engage with the creative works of TOOMS, James Roque, and Marianne Infante (three New Zealand performing artists of Philippine ancestry). These works read through historiographic accounts of the Philippine diaspora to theorize how contemporary independent artists are reviving the ancestral bonds that once linked the Philippines and the Pacific. Theorizing Māori-Philippine relations through punk rock shows what Indigenous and immigrant peoples stand to gain when they decenter the colonizer and prioritize communing with one another.

Rousseau, N. (2023). **Soutenir l'engagement scolaire après la COVID-19: mise en relation de propositions émises par des élèves québécois avec les principes de flexibilité de la conception universelle de l'apprentissage**. *Éducation et francophonie*, *51*(1), 1-23. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/05-Rousseau-Final_PDF.pdf
Salas-Rodríguez, F., & Lara, S. (2023). **Unpacking collective teacher efficacy in primary schools: student achievement and professional development**. *Educational Research for Policy and Practice*, *22*(2), 193-214. https://doi.org/10.1007/s10671-022-09326-z
Little is known about how teacher professional development helps enhance collective teacher efficacy so as to improve student performance. The present systematic review addresses two research questions, first by identifying 583 studies that may contribute pertinent information and then by performing in-depth analysis to eliminate those that did not meet our inclusion and quality criteria. After analyzing 18 studies, the results of this review confirm the impact of collective efficacy on student performance and highlight the importance of the role of principals in fostering a culture of trust and collaboration among school administrators and teaching staff.

Sales-Hitier, D. (2022). ***Le genre comme outil : comment le "designer " pour son usage en classe en didactique de l'oral ?*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://theses.hal.science/tel-04107524
Notre travail doctoral porte sur le langage oral au cycle 3 et sa lente constitution en sous-domaine de la discipline français à partir de la formalisation de contenus d'enseignement explicites. Pour aborder cette question, nous partons du concept de genre et de sa spécification en genre scolaire disciplinaire en tant qu'outil d'enseignement et d'apprentissage.Pour réaliser notre étude, nous avons mis en œuvre une recherche collaborative orientée par la conception (RoC) afin de designer l'outil genre et de le mettre en scène dans un dispositif que nous avons implémentés dans quinze classes ordinaires avec une perspective longitudinale.Le recueil des données comporte d'une part, des entretiens semi-directifs avec les enseignants, des questionnaires et une plateforme collaborative, dans l'objectif d'identifier leur degré d'appropriation de l'outil designé et du dispositif. D'autre part, un questionnaire et un corpus construit à partir d'écrits de travail des élèves permet de rendre compte de leur degré de conscientisation des apprentissages. Enfin, une étude de cas, documente la dimension intégrative de l'évaluation conçue en amont des apprentissages.Plus particulièrement est analysée la façon dont les enseignants ont fait évoluer leur expertise en clarifiant le statut des situations d'oral dans le continuum langagier de la classe et en étant en mesure d'élémentariser des contenus d'enseignement. Sur le versant des élèves, est suivi la construction de leur conscience disciplinaire du sous-domaine de l'oral dans le courant de l'année scolaire et la capitalisation des connaissances et compétences nécessaires aux situations de communications des trois genres scolaires disciplinaires enseignés (exposé, interview, lecture à d'autres).Dans la discussion, nous revenons sur la viabilité de l'outil designé et de son dispositif dans le contexte de classes ordinaires, tant dans son usage par l'enseignant que dans son appropriation par les élèves.

Sattin-Bajaj, C., Barrera Alcazar, J., Dee Hong, D. D., & Romo-González, M. (2023). **An expanded framework for preparing teachers to educate children of immigrant backgrounds**. *Teaching and Teacher Education*, *129*, 104120. https://doi.org/10.1016/j.tate.2023.104120
In this paper, we build on Goodwin's framework to prepare teachers to educate immigrant students and expand it to include all immigrant-origin students—that is, students with at least one immigrant parent. We introduce and describe four aspects of first- and second generation immigrant-origin students' experiences that we propose to include in an expanded framework given their influence on young people's social-emotional development, academic trajectories, identities, and sense of belonging in schools and society: (1) language brokering and parent/child dynamics; (2) immigration policies; (3) the impacts of undocumented status; and (4) migration-related trauma. The article closes with a discussion of how this expanded framework connects to the existing scholarship on effective and supportive school-based practices for immigrant students and how it can be used in teacher education.

Şentürk, C., & Baş, G. (2023). **Classroom assessment beliefs of teachers: scale validity and reliability study**. *Educational Research for Policy and Practice*, *22*(2), 301-323. https://doi.org/10.1007/s10671-023-09339-2

The aim of this study was to develop "Classroom Assessment Beliefs Scale" (CABS) to determine teachers' assessment beliefs for the classroom. The sample of the study consisted of teachers (n = 440) working in primary schools, middle schools, and high schools in the Central Anatolia Region of Turkey. At the end of the analysis, a 22-item scale with two factors was obtained. The scale consisted of "traditional assessment belief" (TAB) and "alternative assessment belief" (AAB) factors. The explained total variance of the two-factor structure of the scale was 27.854%. The fit indices of the scale were examined, and the model was confirmed to having a good fit ($\chi 2/df = 1.85$; RMSEA = 0.06; CFI = 0.91; TLI = 0.91; IFI = 0.91). Cronbach's alpha reliability value of the scale was 0.92 for TAB and 0.91 for AAB of the CABS. The developed scale is a psychometrically appropriate instrument to reveal classroom assessment beliefs adopted by teachers.

Sikveland, R. O., Moser, T., Solem, M. S., & Skovholt, K. (2023). **The effectiveness of the Conversation Analytic Role-Play Method (CARM) on interactional awareness: A feasibility randomized controlled trial with student teachers**. *Teaching and Teacher Education*, *129*, 104136. https://doi.org/10.1016/j.tate.2023.104136
This study tested the effectiveness of communication skills training intervention CARM (Conversation Analytic Role-play Method) on student teachers at a university in Norway. A feasibility randomized controlled trial (n = 41) found significant positive effects (d = 1.09) of the intervention on interactional awareness. Qualitative and quantitative results from an acceptability and satisfaction questionnaire revealed that the CARM training proves to be a highly appropriate training method in teacher education. This study shows how communication skills training may be implemented and evaluated using controlled experimental designs, and highlights some of the challenges and limitations of RCTs in educational research.

Smith, G. D., Powell, B., & Knapp, D. (2023). **Little Kids Rock and modern band in US schools: A punk problematic**. *Research in Education*, *115*(1), 64-79. https://doi.org/10.1177/00345237221123982
The pervasive Eurocentric model of music education in the United States is hegemonic, pursuing a model of performance excellence in large ensembles that, by the time young people reach high school, excludes most from music making opportunities in school. Despite numerous efforts to challenge the dominant paradigm since the 1960s, little change has happened from within the music education profession. Since 2002, nonprofit organization Little Kids Rock (Music Will) has leveraged outsider perspectives and philanthropic resources to galvanize momentum nationally towards adoption of curricula and musicking practices that focus more on popular musics and lifelong learning. Through a programme of professional development, curriculum provision and instrument donations, Little Kids Rock has both engaged in active resistance against, and established strategic partnerships with, state governments, university departments, school districts, major industry players including the National Association of Music Merchants, and education brands such as Berklee College of Music. Little Kids Rock promotes a new stream of music making called "modern band" as a disruptive phenomenon that emphasizes creativity, cultural relevance and student-centred learning while reinforcing entrenched hegemonic structures. Drawing on the history of Little Kids Rock and the modern band movement, the authors use Kahn-Egan's (1998) five tenets of punk to frame a critical examination of the modern band phenomenon and the ways which Little Kids Rock operates at various points along punk's ideological

spectrum in attempting to "transform lives through restoring, expanding and innovating music education" in US schools.

Stahl, G., Scholes, L., McDonald, S., Mills, R., & Comber, B. (2023). **Boys, science and literacy: place-based masculinities, reading practices and the 'science literate boy'**. *Research Papers in Education*, *38*(3), 328-356. https://doi.org/10.1080/02671522.2021.1964097
The fields of science and literacy education continue to be shaped by pervasive gender inequality. Previous research has documented how the formation of a 'science identity' is contingent on access to science capital while research in literacy education continues to highlight how boys struggle in their literacy acquisition. Despite a robust scholarship on gendered literacy practices and gender in STEM subjects, to date, there has been little investigation of the relationships between boys' science identity/ies and their literacy practices. We draw on a case study of 24 middle school boys living and learning in two different regions (e.g. metropolitan, rural) where we focus on how boys conceive of themselves as learners in two curriculum areas: science and literacy. Bridging multiple areas of scholarship (e.g., science literacy, science identity, boys in schooling), we concentrate on the participants' self-belief in science and self-belief as readers and consider the way they inform each other in reference to place. The implications of our study concern how the science literate boy comes to be in reference to the construction of discursive performances of science masculinities and how they are maintained alongside literate identities.

Stewart, F., & Way, L. (2023). **Beyond boundaries? Disability, DIY and punk pedagogies**. *Research in Education*, *115*(1), 11-28. https://doi.org/10.1177/00345237231160301
DIY is often viewed as a core element of punk, an aspect that enabled activism against an assumed authority and power (Guerra, 2018; Martin-Iverson, 2017). It is therefore often lauded as a means of engaging with/utilising punk in a pedagogical sense (Bestley, 2017; Cordova, 2016). It should be capable of working in tandem with education in developing and encouraging the 'movement against and beyond boundaries' (hooks, 1994). However, this is not necessarily simple or straightforward to realise through one's own pedagogical practices, especially when one considers them through an intersectional lens. We argue that punk scholarship on DIY fails to account for its capacity to support ableist ideologies and structures - incorporating it into punk pedagogy in an uncritical manner risks further deepening asymmetrical power relations in regards to disability and the adversity that people with disability experience. We utilise collaborative auto-ethnography to unpack some of the complexities involved in pursuing punk pedagogical practices and unpacking the aforementioned critique of DIY further. We consider how DIY can/could potentially be a powerful, empowering pedagogical tool and consider the ways DIY purports a damaging, ableist narrative, which at times can even aid the neoliberal agenda within higher education. The necessity for punk pedagogies to be underpinned by considerations of intersectional issues, both from the viewpoint of the teacher and the students, is demonstrated through our use of critical disability theory as an analytical tool.

Suto, I., Williamson, J., Ireland, J., & Macinska, S. (2023). **On reducing errors in assessment instruments**. *Research Papers in Education*, *38*(3), 357-377. https://doi.org/10.1080/02671522.2021.1968940

Errors that occasionally manifest in examination papers and other educational assessment instruments can threaten reliability and validity. For example, a multiple choice question could have two correct response options, or a geography question containing an inaccurate map could be unanswerable. In this paper we explore this oft-neglected element of fairness. We adopt the theoretical position that assessment instrument errors stem from different types of human failure, which in turn stem from system-level failure. We then explore how the term 'error' is used in conceptually different ways, potentially engendering confusion in academic discourse.We analysed error incident records from an international assessment organisation to develop a taxonomy of assessment instrument error types. Our taxonomy covers errors that manifest in assessments in all school subjects. We used it to develop an approach to process analysis for any system of checks applied during the later stages of instrument construction. This facilitates subsequent evaluation of the psychological causes of failure. The taxonomy and process analysis approach have applications in analysing types and rates of errors in different educational assessment instruments, in systemically comparing the demands and efficacies of alternative construction processes, and as structural and communication tools in qualitative research on error culture.

Talbot, N., & Chiasson Desjardins, S. (2023). **Convergences entre l'évaluation des compétences et la pédagogie universelle: une réflexion théorique pour orienter la pratique enseignante dans les écoles primaires et secondaires au Québec**. *Éducation et francophonie*, *51*(1), 1-24. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/04-Talbot-et-Chiasson-Desjardins-Final_PDF.pdf

Topping, K. J. (2023). **Digital peer assessment in school teacher education and development: a systematic review**. *Research Papers in Education*, *38*(3), 472-498. https://doi.org/10.1080/02671522.2021.1961301
Peer assessment (PA) is generally effective, and especially important for school teachers, as the experience might lead teachers to use PA more skilfully with school students. Digital PA (using computers) becomes more important as universities switch to online learning. This systematic review of research literature on digital PA for pre-service and in-service teachers encompasses: online/web-based, video, Massive Open Online Courses, digital frameworks to organize/structure PA, e-portfolios, Personal Digital Assistants (PDAs), Facebook, iPads and wikis. It contained 43 papers and all but one reported mainly positive effects. Potential moderator variables were considered, but studies rarely reported many of them. Few studies had control groups, only two reported Effect Sizes, and none reported implementation fidelity or follow-up. There was little evidence for carry-over of PA practices into later teaching of school children. However, the potential moderator variables provide a template for future reviews of PA and the design of PA by teachers.

Vass, G. (2023). **Punk teacher education: Finding ways to interrupt the harmful effects of teacher accountabilities**. *Research in Education*, *115*(1), 29-46. https://doi.org/10.1177/00345237231152603
In recent years a suite of policies and practices that are strongly influenced by efforts to make the work of educators and education providers more accountable, have had a powerful impact across the sector in settings such as Australia. In part, this goes some way to explaining why many working in the teaching profession report being dissatisfied with their role in education, and significant numbers leave the profession within the initial

5 years in Australia. Both in this context and beyond, there is a growing chorus of voices that encourage finding ways to push back and interrupt the impacts of accountability initiatives in education. Teacher education is itself one of the contexts in which this contestation is playing out, and whether it be voiced in terms of reimagining, revolutionising, or reclaiming education, the core sentiment can be interpreted as a type of call to arms for those working with educators. In this paper, I will make the case that punk can productively contribute to efforts responding to the influences of dominant culture in education. Punk in this usage can be thought of as social practices that generate cultural resources that can be utilised to question and critique dominant culture.

Vass, G., & Heffernan, A. (2023). **Punk and education research: 'Don't want to be taught to be no fool'**. *Research in Education*, *115*(1), 3-10. https://doi.org/10.1177/00345237231172951

Whitmore, C. B. (2023). **Teaching Evaluation Through Community-Engaged Learning Courses**. *American Journal of Evaluation*, *44*(2), 270-281. https://doi.org/10.1177/10982140221100448
This paper describes a framework for educating future evaluators and users of evaluation through community-engaged, experiential learning courses and offers practical guidance about how such a class can be structured. This approach is illustrated via a reflective case narrative describing how an introductory, undergraduate class at a mid-size, public university in the northwest partnered with a community agency. In the class, students learned and practiced evaluation principles in the context of a Parents as Teachers home visiting program, actively engaged in course assignments designed to support the program's evaluation needs, and presented meta-evaluative findings and recommendations for future evaluation work to the community partner to conclude the semester. This community-engaged approach to teaching evaluation anchors student learning in an applied context, promotes social engagement, and enables students to contribute to knowledge about effective human action, as outlined in the American Evaluation Association's Mission.

Wynter-Hoyte, K., Long, S., Frazier, J., & Jackson, J. (2023). **Liberatory praxis in preservice teacher education: claiming Afrocentricity as foundational in critical language and literacy teaching**. *International Journal of Qualitative Studies in Education*, *36*(5), 774-795. https://doi.org/10.1080/09518398.2020.1828643
Four teacher educators describe their work to establish Afrocentric foundations through integrating literacy and linguistic pluralism courses. We build on realities that teachers and children "do not learn, systematically and deeply, about Black genius and worth" (Baines, Tisdale, & Long, 2018, p. 20) in schools or universities nor do they learn a critical consciousness, impacting their abilities to dismantle Eurocratic systems. We share challenges and outcomes (including university and PreK-3 teaching examples) in building liberatory praxis focused on the African cradle of civilization, anti-colonialism, African/African American erasure in schooling today, African and Diaspora languages, and the multilingualism of AAL speakers.

Zhang, Y., Tian, Y., Yao, L., Duan, C., Sun, X., & Niu, G. (2023). **Teaching presence promotes learner affective engagement: The roles of cognitive load and need for cognition**. *Teaching and Teacher Education*, *129*, 104167. https://doi.org/10.1016/j.tate.2023.104167

The association between teaching presence and learners' affective engagement was examined, along with the mediating effect of cognitive load and the moderating effects of need for cognition. A self-report survey of 883 university students was carried out. Results showed that teaching presence enhanced affective engagement, in part through cognitive load, and that need for cognition amplified teaching presence's beneficial effect while attenuating cognitive load's detrimental one on affective engagement. The results may help us better understand how instructional elements affect learners' affective-motivational outcomes by supporting the integrated expectancy-value-cost theory and cognitive load theory perspective. Practical implications were discussed.

Relation formation-emploi

Atay, S., Asik, G., & Tumen, S. (2023). ***Impact of Graduating with Honors on Entry Wages of Economics Majors*** (IZA Discussion Paper No 16080). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16080.htm
Employers use various proxies to predict the future labor productivity levels of the job applicants. Success in school, especially in high-level coursework, is among the most widely used proxies to screen the entry-level candidates. We estimate the causal effect of graduating with honors – i.e., with a GPA of 3.00 and above out of 4.00 – on the starting wages of economics majors in Türkiye. Using comprehensive micro data on all economics majors between 2014-2018, matched with administrative records about their first jobs, we implement a regression discontinuity analysis to investigate whether there is any statistically significant jump in the starting wages at the honors-degree cutoff. We find that graduating with honors increases the wages of males, while there is no impact on females. We further document that the impact on males is almost entirely driven by the graduates of non-elite universities. In particular, graduating with an honors degree increases the entry wages of males from non-elite universities by about 4 percent, on average. We provide an explanation for these patterns using the theory of statistical discrimination. We discuss the potential reasons behind the heterogeneous signal value of graduating with honors between males versus females and elite versus non-elite university graduates.

Bourhis, I. (2023). ***Quinze propositions pour consolider la relation entre l'école et le monde économique*** (N° 22-23 039A; p. 43). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/quinze-propositions-pour-consolider-la-relation-entre-l-ecole-et-le-monde-economique-378062
Dans un contexte de relance économique de la France, de réindustrialisation et d'évolutions des compétences liées aux transitions environnementale et numérique, le renforcement de la relation entre les acteurs de l'école et les acteurs de l'économie constitue un enjeu majeur pour la formation de notre jeunesse et son insertion professionnelle.

Cassidy, H., & Gaulke, A. (2023). ***The Increasing Penalty to Occupation-Education Mismatch*** (IZA Discussion Paper No 16079). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16079.htm
College-educated workers in jobs unrelated to their degree generally receive lower wages compared to well-matched workers. Our analysis of data from the National Survey

of College Graduates shows that although the rate of this mismatch declined only slightly (19% to 17%), the wage penalty increased by 51% between 1993 and 2019. Changes in the composition of field of study over time, as well as declining returns to « excess » education above what is required for the occupation both help to explain the increasing penalty, especially for women. Mismatch has become more closely associated with lowerreturn occupations for men but not women.

Chatri, A., Hadef, K., & Samoudi, N. (2023). **Le programme d'emploi subventionné « Idmaj » au Maroc : un bilan mitigé sur l'employabilité des bénéficiaires**. *Formation emploi*, *162*(2), 53-76. https://doi.org/10.4000/formationemploi.11659
Cet article vise à évaluer l'impact du programme de subventions salariales « Idmaj », l'un des piliers majeurs de la politique active d'emploi au Maroc, visant la promotion de l'emploi salarié et destiné aux jeunes diplômés. La méthode adoptée est celle d'appariement sur les scores de propension ; elle est appliquée sur les données de l'enquête réalisée par le Ministère du Travail. Les résultats montrent que les subventions salariales au Maroc exercent un effet positif, mais marginalement significatif sur la réduction du chômage et l'amélioration de l'emploi et ont un impact négatif et significatif sur les salaires. De plus, certains effets du programme sont hétérogènes, notamment pour les femmes. Enfin, il semble que le programme n'a pas servi de tremplin vers un travail plus rémunérateur et de qualité et qu'il a eu, à l'inverse, un effet stigmatisant sur les bénéficiaires ciblés.

Coen, P.-F., & Gulfi, A. (2023). **Construction de l'identité professionnelle des travailleurs sociaux en milieu scolaire. Le cas de la Suisse**. *Formation emploi*, *162*(2), 7-26. https://doi.org/10.4000/formationemploi.11576
L'augmentation des problèmes socio-éducatifs a conduit les autorités scolaires du canton de Fribourg (Suisse) à promouvoir une loi qui institue la présence de travailleurs sociaux dans les écoles obligatoires. Cet article décrit leur profil, examine leurs responsabilités, leurs activités et les rapports qu'ils entretiennent avec les acteurs présents dans et hors cadre scolaire. Les données sont analysées à l'aune du modèle de l'identité professionnelle de Donnay et Charlier (2008) et mettent en évidence la diversité des profils, des contextes et des situations dans lesquelles s'insèrent les professionnels. Elles soulignent la nécessité de voir les travailleurs sociaux comme des personnes capables de s'ajuster à la diversité des besoins des uns et des autres.

Darolia, R., Guo, C., & Kim, Y. (2023). ***The Labor Market Returns to Very Short Postsecondary Certificates*** (IZA Discussion Paper N° 16081). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16081.htm
Major policy initiatives and high award rates have led to questions about the value of short-term postsecondary credentials. We examine the labor market returns to very short certificates, including those that require only a few credits to complete, using data from a state that has among the highest awarding rates of such credentials. We do not find strong evidence that rapid certificates (those that require 6 credits or fewer) have lower immediate labor market returns than longer but still short-term certificates (7-36 credits). For health students, rapid certificates yield the greatest immediate earnings and employment gains, though these benefits appear to fade out. We also find that, compared to pre-enrollment, health and skilled trades students who earned a rapid

certificate are most likely to switch into an establishment whose industry aligns with the field of study.

Depoilly, S., Moreau, G., Pégourdie, A., & Renard, F. (Éd.). (2023). ***Idées reçues sur les « petits » diplômes***. Consulté à l'adresse http://www.lecavalierbleu.com/livre/idees-recues-petits-diplomes/
On entend souvent que les diplômes ne vaudraient plus grand-chose et que les diplômes professionnels seraient désajustés par rapport au travail et à l'emploi. Or, si les diplômes professionnels ont bel et bien évolué depuis la massification scolaire et la libéralisation de l'économie, ils continuent d'être décernés à une large partie de la population et …

Prakhov, I. (2023). **Indicators of higher education quality and salaries of university graduates in Russia**. *International Journal of Educational Development*, *99*, 102771. https://doi.org/10.1016/j.ijedudev.2023.102771
This paper analyzes the relationship between the indicators of higher education quality and the salaries of university graduates in Russia. Based on the data from the longitudinal study 'Trajectories in Education and Careers', it is shown that graduates of highly selective universities, higher education institutions which participate in the excellence initiatives, or those awarded a special status (for example, participants of the '5–100' project and National Research Universities) receive a higher wage premium for education compared to other graduates. This conclusion is consistent with the human capital theory and signaling theory. Differences in wages depending on the field of study were also found. Graduate salaries have a gender gap and are also positively associated with family income and school background. Thus, inequality in the labor market has roots both in the variation of the quality of higher education, and before university entry – in family and high school. The findings can substantiate the policy aimed at smoothing educational inequality and differences in wages.

Rémy, E. (2023). **Pourquoi (se) former dans une industrie en déclin ? Des ouvriers en école d'entreprise pétrolière**. *Formation emploi*, *162*(2), 99-122. https://doi.org/10.4000/formationemploi.11611
Cet article traite de la formation continue d'ouvriers expérimentés de l'industrie pétrolière. Ayant lieu depuis 2011 dans une ancienne raffinerie transformée en école d'entreprise à sa fermeture, les formations sont dispensées par des salariés qui occupaient des fonctions techniques sur place avant la mise à l'arrêt du site. Dans la configuration sociale particulière de cette école, les formations rassemblent ainsi des acteurs qui s'inscrivent différemment dans le contexte du déclin de l'industrie pétrolière en Europe. S'appuyant sur des observations participantes des formations, cet article dégage ce qui se joue lors des sessions, à la fois saisies comme activités collectives et comme fenêtre de connaissance sur les transformations du rapport au travail des participants.

Sawadogo, A. (2023). **L'aspiration des étudiants à l'entrepreneuriat : entre motivation financière et désir d'autonomie. Le cas du Burkina Faso**. *Formation emploi*, *162*(2), 77-98. https://doi.org/10.4000/formationemploi.11486
Face à la hausse du chômage, les dirigeants des pays en voie de développement comme le Burkina Faso promeuvent l'entrepreneuriat comme un point essentiel de leur politique de développement. Cet article se propose d'identifier les déterminants de l'aspiration des étudiants à l'entrepreneuriat, et ce, principalement sous l'angle de la

théorie économique à partir des travaux d'E. P. Lazear. L'aspiration des étudiants à l'entrepreneuriat est dépendante, notamment, de leur portefeuille de compétences et résulte d'un arbitrage entre les attentes financières et non financières dans l'emploi. D'autres éléments, liés aux caractéristiques personnelles et scolaires, apparaissent déterminants dans l'orientation entrepreneuriale des étudiants.

Vilches, O. (2023). **Les compétences sociales à l'aune des bénéficiaires de la Garantie jeunes et des recruteurs potentiels**. *Formation emploi*, *162*(2), 27-51. https://doi.org/10.4000/formationemploi.11606
Cet article s'intéresse aux effets directs et indirects, en termes d'insertion professionnelle et sociale, de la Garantie jeunes, en considérant également le développement des compétences sociales de ses bénéficiaires. Il s'appuie sur une méthode longitudinale qualitative auprès des bénéficiaires du dispositif, avec 55 entretiens semi-directifs. Ainsi, 174 recruteurs ont été interrogés par le biais d'une méthode quantitative, la méthode des vignettes. Les effets de la Garantie jeunes varient selon les catégories de jeunes identifiées, à la fois sur l'insertion professionnelle et sociale, mais également sur les soft skills des bénéficiaires. Pour les jeunes, la Garantie jeunes représente ainsi une transition, un tremplin, ou un arrêt momentané. Parallèlement, ces compétences apparaissent comme un signal positif lorsqu'elles sont mentionnées sur le CV.

Réussite scolaire

Ben Hamouda, L. (2023, mai 17). **Michel Fayol : « Il faut tenir compte des difficultés spécifiques de la langue française »**. Consulté 30 mai 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/05/17/michel-fayol-il-faut-tenir-compte-des-difficultes-specifiques-de-la-langue-francaise/
Les résultats de l'enquête Pirls montrent que la France a stabilisé le niveau de ses élèves. Elle a même réussi à limiter l'impact de la crise sanitaire. Pour autant, les élèves de milieux populaires restent en grande difficulté. L'École française ne réussit pas à résorber l'écart entre ces derniers et ceux de milieux favorisés. Michel…

Caira, D. (2022). ***« Ouvrir l'Ecole aux Parents pour la Réussite des Enfants » : une étude sociodidactique de mères bilingues turcophones*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-03999115
L'objectif de cette recherche est de réfléchir à des pistes didactiques en faveur de la mise en œuvre du dispositif « Ouvrir l'Ecole aux Parents pour la Réussite des Enfants ».Il s'agit d'une étude qualitative qui, par le biais d'une approche compréhensive de locutrices, mères bilingues turcophones, se donne pour vocation de conjuguer besoins déclarés de femmes, mères d'élèves et attendus institutionnels. La démarche sociodidactique soutient ce projet ethnosociolinguistique.La triangulation des données de type ethnographique, didactique et discursive recueillies sur le terrain de l'école a permis de souligner l'importance de construire ce dispositif sur la base de continuums partant des représentations des apprenantes accueillies pour tendre vers les attentes des préconisations officielles. La modélisation suggérée, pensée par le biais d'une didactique altéritaire, souligne la visée transgénérationnelle du dispositif. Elle questionne par conséquent la posture de l'enseignant engagé dans cette initiative en mettant en évidence l'importance d'une prise de conscience mutuelle des facteurs et des écarts existant entre les manières de percevoir l'apprentissage et les pratiques littéraciques des deux acteurs de la vie de l'enfant-élève.

Ellis, A. L., Johnson, S., & Grillo, L. M. (2023). **I sing because I'm happy: an exploration of belongingness among African American males in high school**. *International Journal of Qualitative Studies in Education*, *36*(5), 877-899. https://doi.org/10.1080/09518398.2021.1885074
This study examined belongingness as it related to academic achievement. The need for research in this area derives from a sense of urgency and commitment to advocate for academically struggling African-American males with the hope that they will graduate high school in a timely manner. This study utilized the perspectives of 12 African-American male students participating in a predominately African-American choral program for at least two years of their high school careers. The researchers explored the relationship between a choral music program, belongingness, and students'academic success. The goal was to identify a strategy that will support African-American males socially and academically in educational settings. The focus of this phenomenological research was to provide a first-person account by those people who have a direct experience with the phenomenon. The study revealed that choir participation may have a positive impact on academic achievement.

Hermand, E., & Rouffet, L. (2023). **Activité physique et cognition, clefs de la réussite à l'école primaire**. *EPS : Revue education physique et sport*, (398), 34. Consulté à l'adresse https://hal.science/hal-04093728
L'implication du MEN pour promouvoir l'activité physique à l'école, exprimée à travers les 30 minutes APQ recommandation de l'OMS pour les 6-12 ans, témoigne d'une prise de conscience de son importance pour la santé des élèves.

Kuzmina, Y., Ivanova, A., & Denisov, I. (2023). **Academic Achievement of First Graders with Inattentiveness and Hyperactivity in Classes with Various Academic Compositions**. *The Elementary School Journal*, *123*(4), 538-562. https://doi.org/10.1086/723248
Various factors at the individual and school levels contribute to the impairment of academic achievement. We examined whether academic class composition, measured as average class achievement and class heterogeneity (variance in achievement within class), moderates the associations of inattentiveness and hyperactivity/impulsivity with academic achievement. Data from a two-wave longitudinal study of Russian first graders (N = 2,605, 51% girls) were used. Two-level regression analysis revealed inattentiveness to be negatively associated with math and reading achievement and hyperactivity/impulsivity to be positively associated with achievement but only under control for inattentiveness. The results reveal that the associations of inattentiveness and hyperactivity/impulsivity with math achievement did not vary in classes of different academic compositions. However, the negative effect of inattentiveness on reading decreased in classes with high average achievement. The results also demonstrated that, controlled for inattentiveness, hyperactivity had a stronger positive association with reading in heterogeneous, rather than homogeneous, classes.

Martin-Jean, E. (2023). **Vers une approche institutionnelle: favoriser la réussite éducative par la conception universelle de l'apprentissage et l'accessibilité universelle**. *Éducation et francophonie*, *51*(1), 1-18. Consulté à l'adresse https://acelf.ca/wp-content/uploads/2023/05/08-Martin-Jean-Final_PDF.pdf

ORES : Observatoire sur la réussite en enseignement supérieur. (2023). ***Équité, diversité et inclusion (EDI) : au cœur de la réussite étudiante***. Consulté à l'adresse https://www.oresquebec.ca/wp-content/uploads/2023/02/ORES_2023_dossier_EDI.pdf
Ce dossier présente les enjeux d'équité, de diversité et d'inclusion et les pistes d'action concrètes pour la réussite scolaire de chaque étudiant au Québec. Il est divisé en trois axes d'intervention : l'instauration d'un climat inclusif pour favoriser la persévérance et la réussite au collège et à l'université ; l'éducation inclusive, dans (hors de) la classe afin de mieux répondre aux besoins différenciés des étudiants ; l'importance d'un leadership inclusif et d'une responsabilité partagée par tous les niveaux hiérarchiques. Il présente enfin les défis émergents quant à l'utilisation de l'intelligence artificielle et de ses impacts potentiels sur l'accessibilité de tous à l'enseignement supérieur.

Ouattara, B., Depover, C., & Jeannin, L. (2022). **Les effets du tutorat et de l'apprentissage en équipes sur la performance des étudiants en formation à distance**. *Frantice.net - industries de la connaissance éducation formation et technologies pour le développement*, (20), 49-60. Consulté à l'adresse http://frantice.net/docannexe/file/1847/6_ouattara.pdf

Riudavets-Barcons, M., & Uusitalo, R. (2023). ***School Closures and Student Achievement: Evidence from a High Stakes Exam*** (IZA Discussion Paper N° 16074). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16074.htm
We study the effect of school closures and the transition from on-site to on-line teaching during the Covid-19 pandemic in the Finnish upper secondary schools. To identify the effects we exploit variation in the length of school closure periods across schools between autumn 2020 and spring 2021. Using a difference-in-difference design, we show that the students who studied on-line for longer periods performed equally well in the Matriculation exam at the end of upper-secondary education than the students who experienced shorter school closures. Moreover, we show that inequalities across Finnish students from different socioeconomic backgrounds did not exacerbate during this period.

Salas-Rodríguez, F., & Lara, S. (2023). **Unpacking collective teacher efficacy in primary schools: student achievement and professional development**. *Educational Research for Policy and Practice*, *22*(2), 193-214. https://doi.org/10.1007/s10671-022-09326-z
Little is known about how teacher professional development helps enhance collective teacher efficacy so as to improve student performance. The present systematic review addresses two research questions, first by identifying 583 studies that may contribute pertinent information and then by performing in-depth analysis to eliminate those that did not meet our inclusion and quality criteria. After analyzing 18 studies, the results of this review confirm the impact of collective efficacy on student performance and highlight the importance of the role of principals in fostering a culture of trust and collaboration among school administrators and teaching staff.

Testa, I., Galano, S., & Tarallo, O. (2023). **The relationships between freshmen's accuracy of self-evaluation and the likelihood of succeeding in chemistry and physics exams in two STEM undergraduate courses**. *International Journal of Science Education*, *45*(5), 358-382. https://doi.org/10.1080/09500693.2022.2162833

In this longitudinal study, we investigate how demographic, cognitive and meta-cognitive variables affect students' success in chemistry and physics exams in two Science-Technology-Engineering-Mathematics undergraduate courses, biology and engineering. Independent variables include high school final examination performance, chemistry and physics marks, self-efficacy and accuracy of self-evaluation, namely the difference between the estimation of one's own performance in a specific task measured with a confidence rating scale and the actual performance score. We involved 81 biology and 125 engineering freshmen students in the study. Biology students were attending a General Chemistry course, while Engineering students were attending a General Physics course. Accuracy of self-evaluation scores were calculated through Rasch analysis of responses to an instrument that included chemistry and physics items, and a confidence tier. We found that for both courses, the likelihood of passing the exams of chemistry and physics was significantly predicted solely by their accuracy of self-evaluation accuracy score. We found the overconfident students had lower likelihood of passing the exam. Our results suggest that the perception of one's own ability is a relevant factor for predicting students' success at undergraduate level and can be a better predictor of academic success than high school performance and self-efficacy.

Valeurs

Dupuis, M., Wiitkar, F., Gasnier, A., Maestracci, V., & Wagner Shaw, L. (2023). ***Comment les systèmes d'enseignement et de recherche peuvent-ils être, face au changement climatique, à la fois transformés et transformants ?*** (p. 74). Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: https://www.ih2ef.gouv.fr/comment-les-systemes-denseignement-et-de-recherche-peuvent-ils-etre-face-au-changement-climatique
Les systèmes éducatifs, de la maternelle à l'université, forts de leurs millions d'élèves, d'étudiants et de personnels, sont un puissant facteur de transformation des comportements individuels au service d'une société résiliente capable non seulement de s'adapter au changement climatique, mais aussi et surtout d'en atténuer l'impact.

Koshy, P., Cabalu, H., & Valencia, V. (2023). **Higher education and the importance of values: evidence from the World Values Survey**. *Higher Education*, *85*(6), 1401-1426. https://doi.org/10.1007/s10734-022-00896-8
The collection of data on values through instruments such as the World Values Survey has focused attention on two opposing but inter-related trends, namely the combination of substantial cultural change in many countries and the persistence of distinctive traditional values. This reflects the interplay between social changes associated with modernisation and globalisation—including increased global trade and the rise of global popular culture—with traditional values country-specific systems. In this paper, we introduce a focus on another potentially important source of change, that of widening higher education participation and attainment, and the extent to which self-reported values differ between university graduates and non-graduates. We investigated this question using data from the most recent collection of the World Values Survey (2017–2020) for six core values—family, friends, leisure, work, politics, and religion—and tested for the influence of higher education attainment on the perceived "importance" of each value and the extent to which this influence differs across values and in gender, generation and country grouping sub-samples. We find evidence for consistent effects

in most contexts, with no statistical differences between graduates on non-graduates in relation to the propensity to view family and work as important, statistically significant positive effects on the propensity of graduates to view friends, leisure, and politics as important, and a significant negative effect in relation to religion.