

Veille de l'IREDU



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Acquisition de compétences

Bottini, S., Gillis Mattson, J., & Romanczyk, R. (2023). **Retention During Task Interspersal Versus Varied Instruction.** *Journal of Behavioral Education*, 32(2), 362-381. <https://doi.org/10.1007/s10864-021-09447-0>

Retention (i.e., response maintenance) is rarely the primary variable of interest when examining skill acquisition procedures. Trial presentation type (i.e., acquisition targets only vs. interspersal of previously acquired targets) within discrete-trial training is one procedural component that researchers have hypothesized may affect performance on follow-up retention probes. The present study compared single-task presentation (varied instruction) and task interspersal procedures with regard to retention of a mastered task. We taught four children two skills so that retention of the mastered skill (Skill 1) could be assessed during ongoing instruction of a new skill (Skill 2) using varied instruction versus task interspersal. Findings demonstrated equivalency of varied instruction and task interspersal. Results support that frequent rehearsal of a skill acquisition program without consequences is equivalent to ongoing instruction with consequences. Findings suggest instructors should program follow-up probes of previously mastered content into or between sessions, especially when utilizing single-task trial arrangements that do not incorporate such.

Bouckaert, M. (2023). **The assessment of students' creative and critical thinking skills in higher education across OECD countries: A review of policies and related practices.** <https://doi.org/10.1787/35dbd439-en>

Developed as one of the resources within the context of the OECD Centre for Educational Research and Innovation (CERI) project entitled "Fostering and assessing creativity and critical thinking skills in higher education", this paper reviews existing policies and practices relating to the assessment of students' creativity and critical thinking skills in higher education across OECD countries. Creativity and critical thinking are largely emphasised in policy orientations and qualification standards governing higher education in many countries. In contrast, these skills are sparsely integrated into the dimensions of centralised assessments administered at the level of systems. At the local level, because of the large degrees of institutional autonomy and academic freedom, there is little indication that policy orientations translate into actual transformation of assessment practices developed and implemented by faculty members. Based on this analysis, the paper provides recommendations for policy and decision makers in systems and institutions to further support the development and implementation of assessment strategies to measure and foster students' creativity and critical thinking in higher education.

Boursiquot, H. (2023). **Diplômes, compétences et validation des acquis de l'expérience en Haïti.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140353260&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_5_juin_au_10_juin_36042&utm_medium=email&utm_content=lienTitre

Les représentations sociales du diplôme et de la compétence n'ont pas été au cœur des débats au Parlement haïtien. Cette situation a abouti au vote de la loi portant reconnaissance et validation des acquis de l'expérience professionnelle en février 2019, redéfinissant l'interrelation des acteurs institutionnels, des pratiques sociales et de

l'autonomie des institutions. L'expérience professionnelle devient formatrice comme l'école. Le décor de manque de ressources humaines pour intervenir dans les institutions d'enseignement supérieur en Haïti range la VAE dans la catégorie des mécanismes d'identification des professionnels compétents. Ce livre ouvre une réflexion sur le rôle des acteurs dans l'institutionnalisation d'un dispositif qui doit unir les univers de formation et de travail tout en liant l'éducation à la croissance économique.

Boutin-Charles, M., & Robillard, C. (2023, mai 26). **S'organiser et s'outiller pour dépasser ses blocages dans l'écriture de la thèse**. Présenté à Séminaire de formation doctorale du Centre Marc Bloch. Consulté à l'adresse <https://hal.science/hal-04112563>

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

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

Costes-Onishi, P., & Kwek, D. (2023). **Technical skills vs meaning-making: Teacher competencies and strength of inquiry-based learning in aesthetic inquiry**. *Teaching and Teacher Education*, 130, 104152. <https://doi.org/10.1016/j.tate.2023.104152>

Aesthetic inquiry is a discipline-specific form of Inquiry-Based Learning (IBL) that explores problems on the value, nature and meaning of art in life. It is meant to engage the students in the critical and conceptual aspects of artistic activities as is the nature of inquiry. However, an analysis of 67 Primary 5 (11 year olds) and 71 Secondary 1 (13 year olds) visual art lessons in Singapore found that teachers continue to implement aesthetic inquiry as formal analysis and skills mastery more so than meaning making. The findings using the comprehensive observational indicators of this study will be useful for researchers, curriculum writers, and policy makers to underpin the challenges among in-service teachers in IBL. More importantly, it will enable teachers to learn and reflect on their competencies in delivering an inquiry-based curriculum.

Decristan, J., Jansen, N. C., & Fauth, B. (2023). **Student participation in whole-class discourse: individual conditions and consequences for student learning in primary and secondary school**. *Learning and Instruction*, 86, 101748. <https://doi.org/10.1016/j.learninstruc.2023.101748>

Students' participation in whole-class discourse is an important feature of classroom learning. Within socio-cultural research, two explanations for this connection can be emphasised: students' engagement and teacher-student verbal interaction. We suggest a video-based coding scheme that can be specifically connected with each theoretical strand by distinguishing between student-guided and teacher-guided participation. The aim is to explore the conditions (student characteristics) and consequences (student learning) of both types of classroom participation. The results of two video studies with standardised pre- and post-assessments – one in secondary school mathematics (932

students, 40 classes) and one in primary school science (681 students, 35 classes) – emphasise both the relevance of students' prior knowledge for participation in whole-class discourse and the role of student-guided participation in learning.

Dolean, D. D., & Prodan, N. (2023). **Let's eat grandma: Awareness of punctuation and capitalization rules' violations predicts the development of reading comprehension.** *Learning and Instruction, 86*, 101780. <https://doi.org/10.1016/j.learninstruc.2023.101780>
An increasing body of evidence indicates that reading and writing are interconnected, but more studies are needed to investigate the mechanisms through which these two skills are associated. In this paper we report a study where we explored the relationship between second grade students' awareness of punctuation and capitalization rules' violations (a component of writing process) and their reading comprehension. The results showed that students' awareness of punctuation and capitalization rules' violations was moderately correlated with reading comprehension ($r = .64$) and predicted reading comprehension tested in Spring after accounting for reading comprehension tested in Fall, word decoding fluency, listening comprehension, general cognitive ability, and demographic variables. Our findings outline an under-researched association between reading and writing and point out to a potential new avenue to improve reading comprehension.

Ecalte, J., Dujardin, E., Labat, H., Thierry, X., & Magnan, A. (2023). **Profiles of learner readers and their early literacy skills and environmental predictors: a large-scale longitudinal study from preschool to grade 1.** *Frontiers in Education, 8*, 1189046. <https://doi.org/10.3389/feduc.2023.1189046>

As part of the French national cohort ELFE, a two-year longitudinal study was conducted and children's literacy skills were assessed twice ($N = 2,767$), namely at the end of preschool (t1) and at the end of Grade 1 (t2). At t1, letter-name knowledge (LNK), phonological skills (PhoS) and vocabulary were assessed and at t2, phonemic segmentation, word reading, listening and reading comprehension. Latent profile analyses conducted at t2 resulted in five profiles, ranging from good readers (48.8%), to average readers above the mean (16.2%), readers with very low phonological awareness skill (8.2%), poor readers with low reading comprehension skill (19.4%), and poor readers with general difficulties (7.4%). Two early literacy skills (LNK and PhoS) and two environmental variables (parents' educational level and household income) constituted good predictors of membership of a profile. However, home literacy practices also predicted membership of the good reader/poor reader profiles, albeit at a lower level.

Enelamah, N. V., Lombe, M., Betancourt, T. S., Williams, D. R., & Shen, C. (2023). **Variations in risk, resilience, and protective factors for cognitive and socioemotional development among 3- to 4-year-old children in Nigeria: A multilevel modeling.** *Early Childhood Research Quarterly, 64*, 162-173. <https://doi.org/10.1016/j.ecresq.2023.02.006>

This study used multilevel modeling to examine the dynamics between the layers of influence associated with literacy, cognitive, and socioemotional outcomes of 3- to 4-year-old children in Nigeria. The study used data from the fifth round of the Multiple Indicator Cluster Survey (MICS), and adapted the social-ecological model of child development and the social determinants of health framework to investigate the interaction between a child's microsystem, engagement with the mesosystem, the politico-cultural climate, and how they are associated with selected Early Childhood

Development Index (ECDI) domains. The final sample of 11,207 mother-child dyads (n=22,414; state mean = 303; ethnicities – Hausa 48%, Yoruba 10%, Igbo 11%, and others combined 31%) comprised three-year-old children (51%), females (49%). Results indicated a 29% variation in child outcomes accounted for by the grouping structure of the states, that diminished with the addition of household-level predictors. On average, a child not attending early education (-1.93), not having books (-1.32), being in the poorer wealth quintiles (-.91), mother having informal or no education (.82), and ethnicity, specifically being Hausa (-.21) were associated with predicted lower child development outcome score. At the state level, low maternal education was the most significant predictor of child development outcomes. Findings will add value to policy interventions as states reconsider their strategy and funding obligations to ECD, addressing poverty at the family level, and promotion of girl/maternal education.

Farah, D. A. (2021, septembre 22). **Faire et se faire : figures de l'autre dans l'éducation endogène djiboutienne**. Présenté à Biennale 2021 de l'éducation, de la formation et des pratiques professionnelles. Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-04127740>

A partir du retour sur des données d'une enquête empirique menée à Djibouti dans le cadre d'une thèse de doctorat en sciences de l'éducation et de la formation, cette communication repère les figures de l'autre dans l'éducation djiboutienne endogène dite pastorale. Elle pointe des tiers-éducatifs, c'est-à-dire des entre-deux repérables entre le sujet qui apprend et les objets d'apprentissage. Incarnés par de multiples sujets, espaces et temporalités, ces tiers éducatifs sont autant de figures de l'autre éducatif. Il y a ainsi les figures de l'autre comme tiers-sujet éducatif. Ces sujets autres sont les membres de la famille, du campement pastoral et d'autres. Les espaces éducatifs autres, à la fois espaces physiques et symboliques car chargés de significations, sont la famille, le campement et les espaces situés au-delà. Les temporalités autres sont celles biographiques, qu'elles soient courtes ou longues. Ces trois séries de figures de l'autre ne sont pas en simple juxtaposition. Elles sont en intrication, se travaillant mutuellement. Cela en fait des configurations au sens de réseaux d'interdépendances de Norbert Elias (1994).

Farah, D. A. (2022, septembre 13). **L'inclusion sociale dans l'éducation endogène djiboutienne dite pastorale**. Présenté à AREF 2022. Congrès International des Actualités de la Recherche en éducation et en formation. Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-04127747>

Cette communication propose d'examiner, autour de l'inclusion sociale, trois dimensions majeures de l'éducation endogène djiboutienne dite pastorale qui, elle, ne s'appuie pas sur l'école. Première dimension, cette éducation est ancrée dans la vie quotidienne où elle s'accomplit en famille, en campement pastoral et dans la large communauté. Elle privilégie le dire, le faire, le faire voir et le faire faire, sollicitant l'observation des apprenants dont elle intègre les essais et erreurs. Seconde dimension, elle transmet un savoir ancestral, socle commun structurant les apprentissages. Ce savoir transmet notamment l'histoire collective aux apprenants. Troisième dimension, des apprentissages en groupe, sur un mode spontané ou non, sont pratiqués : groupes entre jeunes, entre jeunes et adultes, entre adultes. Nous observons que ces dimensions favorisent l'inclusion sociale chez les pasteurs nomades djiboutiens. Nous avons repéré ces dimensions (et d'autres) dans le cadre d'une thèse de doctorat en sciences de l'éducation et de la formation que nous avons soutenue en 2018 à Paris, en France. Par une approche

théorique multiréférentielle (Ardoino, 1993) et une enquête ethnographique par observation participante, précédée d'entretiens exploratoires, nous avons notamment étudié l'éducation endogène djiboutienne. Socialement, l'intérêt de notre communication est de contribuer au débat éducatif dans un contexte djiboutien où les difficultés de l'école dont un phénomène d'échec scolaire soulèvent la question de sa réforme et où le système éducatif officiel d'origine française tient peu compte de l'éducation endogène dite pastorale. Mots clés : éducation endogène, inclusion sociale, ancrage dans la vie, savoir ancestral, apprentissage en groupe, école.

Feng, T., Zhang, X., Zhou, L., Zhang, Y., Pappas, L., Dill, S.-E., ... Ma, Y. (2023). **Variations in the home language environment and early language development in a peri-urban community in China.** *Early Childhood Research Quarterly*, 64, 199-215. <https://doi.org/10.1016/j.ecresq.2023.03.005>

Parental investment in the home language environment during the earliest years is a critical predictor of early language development. Because most studies investigating the home language environment and child language development have been conducted in Western, high-income, and developed settings, less is known about such environments in low- or middle-income settings. This study was conducted in a peri-urban area in Southwestern China in a sample of 81 rural migrant and urbanized farmer families with children aged 18-24 months. The home language environment was measured using Language Environment Analysis (LENA) recorders and software, while early language development was measured using the MacArthur-Bates Communicative Developmental Inventories expressive vocabulary scale. Findings reveal large and substantial variation in the sample's home language environments and a strong association between the home language environment and child language development. Certain demographic characteristics, such as household resources, maternal employment, and gender, are associated with the home language environment. These findings highlight the needs for interventions specifically targeting the home language environment to improve early language development of young children and for more research on early childhood development in peri-urban China.

Fernandez, A., & Giraudeau-Barthet, H. (2023). **Journée défense et citoyenneté 2022 : plus d'un jeune Français sur dix en difficulté de lecture.** *Note d'Information*, (23.22), 1-4. <https://doi.org/10.48464/ni-23-22>

En 2022, 11,2 % des jeunes participants à la Journée défense et citoyenneté (JDC) rencontrent des difficultés dans le domaine de la lecture.

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

Garçon, M. P. E., Alì, M., Cruz, R. F., & Nicar, N. A. (2023). **Mental Arithmetic and Mathematical Skills in Primary School. A Comparative Perspective Between Two Post-Colonial Education Systems: Martinique and Senegal.** *Giornale Italiano Di Educazione Alla Salute, Sport e Didattica Inclusiva*, 7(2). <https://doi.org/10.32043/gsd.v7i2.877>

Several research studies have suggested that negative social representations associated with mathematics have an impact on school performance. These representations are the product of a culture, develop within a learning ecosystem and are dependent on the socioeconomic context. In some post-colonial territories, for example, they have been shaped by prejudices and stereotypes inherited from the colonial past. This article

presents the results of a study conducted among primary school pupils in two postcolonial contexts, Senegal (N=2973) and Martinique (N=2710) using a psychometric tool, the Test de Repérage des Difficultés en Mathématiques.

Ghanamah, R., Eghbaria-Ghanamah, H., Karni, A., & Adi-Japha, E. (2023). **Dot-to-dot practice enhances Children's handwriting: The advantage of a multi-session training protocol.** *Learning and Instruction*, 86, 101756. <https://doi.org/10.1016/j.learninstruc.2023.101756>

Handwriting instruction commonly involves the practice of non-linguistic writing-like patterns. Here, we compare the transfer to Arabic sentence-writing of different practice scheduling of the Invented Letter Task (ILT), a simple dot-to-dot connecting task, aiming to decide best-practice scheduling. Ninety-seven 7- to 8-year-old public-school Arab Israeli second-graders were assigned randomly, within-class, to five study groups: three single-session practice groups (different amounts, with 60/180/360 repetitions), a 360-repetition multi-session practice group (distributed across four days), and an untrained control group. Handwriting was assessed at pre-training, 24-h, and 4–5 weeks post-training. The findings revealed that by 4–5 weeks post-training all the practice groups wrote more fluently or accurately than the control group. The multi-session practice group's handwriting performance was advantageous to that of the other groups, being more fluent than the other groups and more legible than the control group. The findings suggest that practicing simple grapho-motor tasks may enhance handwriting abilities.

Goetgheluck, N. D. (2022). **Contribution des bibliothèques de l'enseignement supérieur à la formation pour la compétence informationnelle (CI) des étudiants.** (Phdthesis, Université Lyon 1 - Claude Bernard). Consulté à l'adresse <https://hal.science/tel-03994230>

Les évolutions du paysage informationnel suggèrent qu'il est nécessaire d'acquérir une culture informationnelle c'est-à-dire des connaissances techniques et pratiques d'outils numériques et la conscience des enjeux et impacts des informations à retenir, diffuser ou éviter. Pourtant, l'université n'intègre pas systématiquement de cursus de formation prenant cet aspect en compte. Notre travail de recherche est situé dans le contexte d'une grande école, l'INSA Lyon, qui se propose de former des 'Ingénieurs Humanistes'. Il interroge la possibilité pour une bibliothèque universitaire, sur l'exemple de la bibliothèque Marie Curie, de mobiliser les ressources nécessaires pour impulser la mise en place d'un cursus de formation pour la compétence informationnelle. En croisant le concept de 'compétence', ses implications théoriques et pratiques pour la construction de la compétence chez l'apprenant, avec les concepts de 'compétence informationnelle' et de 'culture informationnelle', nous proposons un modèle pour la conception de l'enseignement-apprentissage visant la construction de la compétence informationnelle. Ce modèle devient notre grille de lecture et d'analyse des documents et propos recueillis. Tous nos recueils de données, analyse qualitative de documents, d'interviews d'enseignants et responsables de département, puis d'étudiants après l'analyse quantitative d'une enquête par questionnaire, participent à notre compréhension de notre objet de recherche, restituée dans cette thèse. Malgré les limites de ce travail, inhérent à notre posture impliquée dans notre terrain de recherche, notre vision globale de l'enseignement-apprentissage visant la construction de la compétence informationnelle montre l'intérêt d'une formalisation d'un référentiel de formation, mais révèle les points de blocages, avec en particulier l'absence d'une vision commune de la compétence informationnelle nécessaire aux ingénieurs. En conséquence, la prise en compte des composantes de la compétence informationnelle

par les étudiants reste très hétérogène. Les blocages se situent aussi en dehors de la vision de la compétence informationnelle et concernent la formation pour des compétences : conception de l'enseignement encore imprégnée du modèle épistémique de la connaissance transmise, collaborations souvent sur un mode disciplinaire ou pluridisciplinaire, classements des étudiants qui hiérarchisent les disciplines, projets parfois orientés par les solutions pour un client. La formation pour la compétence informationnelle à l'INSA Lyon, exigerait, avant la définition des situations complexes propices à la mobilisation de compétences, un consensus autour de 'l'ingénieur humaniste'. Sa culture technique et scientifique serait reconnue ; il pourrait s'affirmer comme un ingénieur particulièrement apte au travail relationnel, ne reniant pas son rôle et sa responsabilité politique dans la société, soucieux de s'appuyer sur l'intelligence collective et le partage d'une information fiable dans l'entreprise. Sa formation nécessiterait un cadre épistémique de la connaissance socio-construite, l'interdisciplinarité, la réflexion sur l'information et la construction des savoirs avec des projets mis en perspective au-delà des besoins actuels de l'entreprise. La vision partagée du profil de sortie de l'ingénieur, à construire selon l'approche-programme, permettrait aux enseignantes-bibliothécaires de travailler à de nouvelles propositions, autour des concepts et des outils d'information. Notre étude engage à poursuivre les travaux autour de la transformation pédagogique du supérieur et ouvre des perspectives de recherches collaboratives, entre sciences de l'information et de la communication, sciences de l'éducation et de la formation et d'autres disciplines pour reproblématiser et recontextualiser la compétence informationnelle afin de développer une formation visant une culture informationnelle du 21^{ème} siècle.

Harden, B. J., Brett, B. E., Gross, J. T., Weiland, C., Berne, J., Klein, E. L., & Tirrell-Corbin, C. (2023). **Benefits of pre-kindergarten for children in Baltimore, MD.** *Early Childhood Research Quarterly*, 64, 1-12. <https://doi.org/10.1016/j.ecresq.2023.01.011>

Substantial research has documented that Pre-Kindergarten (Pre-K) programs have important benefits for the school readiness of young children, especially those from low-income backgrounds. Recent studies in this arena have taken advantage of the Regression Discontinuity (RD) design to evaluate the impacts of Pre-K, due to ethical and pragmatic issues. In this study, we use an RD approach to evaluate the effects of the Preschool Development Program in Baltimore, MD, a city with a large proportion of families from socioeconomically and racially marginalized backgrounds who contend with multiple environmental risks. We compared a group of children who had received Pre-K (n = 554) to a group who had not yet participated in Pre-K (n = 542). Results suggest that the Pre-K experience positively affects these children in a variety of domains, including language (d = 0.41–0.74), early literacy (d = 0.99–1.36), and early mathematical problem-solving (d = 0.54–0.71), a pattern of benefits which is consistent with the targets of the Pre-K curriculum in this jurisdiction. However, effects were not robust for executive functioning, a domain that has had less empirical attention in Pre-K evaluations. Importantly, our study also includes several enhancements to the Pre-K RD design that are recommended by experts but that have not been used widely in this literature. Thus, this study contributes both to the literature on the benefits for children, from largely minoritized, low-income backgrounds, of preschool education implemented at scale and to the methodological literature on RD evaluations of Pre-K programs.

Heiser, L., & Romero, M. (2023). **Éducation à l'intelligence artificielle : Quelles compétences acquérir par les élèves ?** (Report, Université Côte d'Azur; p. 13). Consulté à l'adresse <https://hal.science/hal-04114236>

L'intelligence artificielle est un concept qui génère différents types de réactions auprès des acteurs éducatifs. Tout d'abord, il s'agit d'un concept qui peut paraître très éloigné de la réalité éducative et générer des craintes en lien au type de traitement de données qui vont être utilisées. D'autre part, des attentes trop positives pourraient également être attendues sur l'IA en éducation. Pour permettre de démystifier ce concept, commençons par le définir. Parmi les pionniers du domaine comme Minsky, l'intelligence artificielle est définie comme «la construction de programmes informatiques qui s'adonnent à des tâches qui sont, pour l'instant, accomplies de façon plus satisfaisante par des êtres humains, car elles demandent des processus mentaux de haut niveau tels que l'apprentissage perceptuel, l'organisation de la mémoire et le raisonnement critique» (1956). Plus récemment, Young et al (2019) définissent l'intelligence artificielle "comme tout système spécifique à un domaine utilisant des techniques d'apprentissage automatique pour prendre des décisions rationnelles concernant des tâches non déterministes". Tenant compte de la multiplicité de domaines disciplinaires et la quantité de tâches non déterministes auxquelles font face les apprenants, nous pouvons déjà nous rendre à l'évidence que les usages de l'IA en éducation vont être très spécialisés et ne pourront pas couvrir l'ensemble des larges champs de compétences des enseignants.

Helbig, K. A., Radley, K. C., Schrieber, S. R., & Derieux, James. R. (2023). **Vocational Social Skills Training for Individuals with Intellectual and Developmental Disabilities: A Pilot Study.** *Journal of Behavioral Education*, 32(2), 212-238. <https://doi.org/10.1007/s10864-021-09445-2>

Social deficits often impede the ability of individuals with intellectual and developmental disabilities (IDD) to obtain and maintain employment (Barnard et al., Barnard et al., Inclusion and autism: Is it working? 1000 examples of inclusion in education and adult life from the National Autistic Society's members, National Autistic Society, 2000; Elksnin & Elksnin, Elksnin and Elksnin, Exceptionality 9:91-105, 2001). The purpose of the present study was to evaluate a social skills intervention including behavioral skills training, video modeling, and self-monitoring on the acquisition of discrete vocational social skills in young adults with IDD. Participants included high school students in special education that were part of a work internship program. A multiple baseline design across skills with concurrent replication across participants was used to evaluate the effects of the packaged intervention on target skill accuracy. Results indicate that the packaged intervention was effective in promoting social skill acquisition for all participants. Further, high levels of skill acquisition were observed during the maintenance phase.

Jurkic, A., Halliday, S. E., & Hascher, T. (2023). **The relationship of language and social competence of preschool- and kindergarten-age single and dual language learners in Switzerland and Germany.** *Early Childhood Research Quarterly*, 64, 72-83. <https://doi.org/10.1016/j.ecresq.2023.02.003>

Language acquisition and social competencies are crucial for early childhood development. The present study investigated the associations between societal expressive and receptive language skills and social competence among 167 single language learning (SLL) and 76 dual language learning (DLL) children aged 33-66-months. In addition, DLLs heritage expressive and receptive language skills were also

examined. Ratings of social competence from early education professionals in a societal setting were obtained. The results of structural equation modeling revealed that social competence was positively related to expressive language skills among SLLs and receptive societal language skills among DLLs. Among DLLs, neither expressive nor receptive language skills in the heritage language were significantly associated with social competence, but the association between receptive skills in the societal language and social competence remained significant when both heritage and societal languages were considered in the same model. These findings highlight the importance of language skills and their promotion for positive social behaviors among young children.

Kase, T., & Endo, S. (2023). **Cross-Cultural Validation of the Short Form of the Life Skills Scale for Adolescents and Adults in Adolescents in Four Countries.** *Journal of Psychoeducational Assessment*, 41(4), 434-444.
<https://doi.org/10.1177/07342829231155306>

This study aimed to translate the Japanese version of the Life Skills Scale for Adolescents and Adults (LSSAA) into Chinese, English, and Korean, simplify it, and assess its reliability and validity. Validation was performed using individual data of 9941 high-school students from China, Japan, Korea, and the United States collected by the 2021 "Survey on Experiences and Attitudes Related to the Corona Crisis" conducted by the National Institution For Youth Education. Confirmatory factor analysis showed that the four-factor model of the LSSAA fit the data for all four countries. Testing of the measurement invariance of the four-factor model among the four countries supported the adoption of a weak invariance model, and the LSSAA scores were comparable across all four countries. These results suggest that the LSSAA has good reliability and validity and applies to adolescents in English-speaking countries and some Asian countries.

Le Levier, H. (2023, juin 13). **Les jeunes se moquent-ils de l'orthographe ?** Consulté 15 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/les-jeunes-se-moquent-ils-de-lorthographe-203484>

Le niveau des élèves en orthographe baisse. Faut-il y voir pourtant une négligence des jeunes face au respect des codes, à l'ère du « langage SMS » ?

Lehtinen, E. (2023). **Can simulations help higher education in training professional skills?** *Learning and Instruction*, 86, 101772. <https://doi.org/10.1016/j.learninstruc.2023.101772>

Lenhart, J., & Lingel, K. (2023). **My child lags behind: Parents' perceptions of children's needs for language support, their home-literacy practices, and children's language skills.** *Early Childhood Research Quarterly*, 64, 119-128.
<https://doi.org/10.1016/j.ecresq.2023.02.008>

The home literacy environment (HLE) in terms of providing frequent and high-quality access to oral and written language is a well-established, positive predictor of children's language and emergent literacy development. However, little is known about parents' perception of children's needs for language support and how this perception in terms of a compensatory motive for fostering children's language skills relates to parents' home-literacy practices, and their children's language skills. To examine these questions, we conducted a study with 193 preschool children and their parents. We assessed parents' motive to foster their children to compensate for a perceived unfavorable language development, multiple indicators of the HLE, and children's language skills. Parents' compensatory motive proved to reflect the needs of their children as children of parents

reporting a compensatory motive displayed lower language skills than children of parents who indicated no such motive. However, parents with and without compensatory motive did not differ in terms of reported home-literacy practices. There were also differences concerning the correlational pattern between home-literacy practices and children's language development, with correlations being generally weaker and sometimes even negative in the compensatory group. The results suggest that the relationship between home-literacy practices and children's language development might be decidedly complex and less straightforward than often assumed.

Quesnay, P., & Poumay, M. (2022, juin 1). **Deux stratégies pour accompagner la mise en œuvre de l'approche par compétences dans les formations en santé**. 23. <https://doi.org/10.1051/pmed/2022011>

Objectifs d'apprentissage Cet atelier s'adresse à des personnes qui souhaitent amorcer un changement pédagogique vers l'approche par compétences (APC). Au moyen de cet atelier, les participants seront en mesure de : •Discerner les éléments clés et les conditions de mise en œuvre (freins et leviers) de deux stratégies de changement curriculaire (l'une institutionnelle, soutenue par une équipe d'accompagnateurs mandatés par une structure de formation, l'autre initiée par un individu-tercésateur interne à la structure) •Discuter la transférabilité de ces stratégies pour accompagner la mise en œuvre de l'APC dans leur contexte institutionnel Principes pédagogiques (100 mots max) L'animation de cet atelier s'inscrit dans une perspective socio-constructiviste, où l'apprentissage repose sur un processus actif au moyen de la participation du groupe. Ainsi, l'atelier s'appuiera sur un temps d'exposé interactif sur le thème des éléments clés et conditions des deux stratégies de changement vers l'APC. Puis les participants seront invités à des temps d'élaboration en groupe pour discuter la re-contextualisation de ces stratégies à leur propres contextes institutionnels. Il est conseillé aux participants d'être déjà familiarisés avec les principes de l'APC. Description de l'atelier Court argumentaire : Dans les instituts de formation en santé, la mise en œuvre d'une approche par compétences (APC) peut représenter une difficulté. En effet, l'APC nécessite une révision de l'ingénierie pédagogique et des apprentissages spécifiques pour les membres de l'équipe pédagogique, tant au niveau individuel, collectif qu'institutionnel. Des stratégies de changement curriculaire peuvent permettre d'accompagner la mise en œuvre de l'APC. Deux d'entre elles reposent sur des modalités complémentaires, l'une institutionnelle et soutenue par une équipe d'accompagnateurs mandatés par un institut de formation, l'autre initiée par un individu-tercésateur interne à l'institut. A travers cet atelier, nous vous proposons de discuter les caractéristiques et conditions de ces deux stratégies de changement curriculaire ainsi que leur applicabilité dans votre institut de formation. Références bibliographiques 1. Quesnay P, Poumay M, Gagnayre R. Accompagner la mise en œuvre de l'approche par compétences dans les formations en santé : perspectives d'une stratégie de changement pragmatique portée par un individu tercésateur dans un institut de formation en ostéopathie. Pédagogie Médicale. A paraître en 2022. 2. Henderson C, Beach AL, Finkelstein N. Four Categories of Change Strategies for Transforming Undergraduate Instruction. In: Tynjälä P, Stenström M-L, Saarnivaara M, éditeurs. Transitions and Transformations in Learning and Education [Internet]. Dordrecht: Springer Netherlands; 2012. p. 223-45. 3. Parent F, Aiguier G, Berkesse A, Reynaerts M, Rolland F, Wardavoit H, et al. Penser l'éthique des curriculums de formation professionnelle en santé au regard d'une perspective épistémologique de « l'agir-en-santé ». Pédagogie Médicale. 2018;19(3):127-35.

Ribner, A. D., Ahmed, S. F., Miller-Cotto, D., & Ellis, A. (2023). **The role of executive function in shaping the longitudinal stability of math achievement during early elementary grades.** *Early Childhood Research Quarterly*, 64, 84-93. <https://doi.org/10.1016/j.ecresq.2023.02.004>

There is substantial rank-order stability in children's mathematical skills throughout development. Research has shown that children who enter school with relatively low math skills are unlikely to catch up to peers who begin kindergarten with more developed math skills. Emerging evidence suggests that children's executive function skills might play an important role in shaping the rate and stability of mathematical skill development during early development. Therefore in the present study, we used data from the Early Childhood Longitudinal Study-Kindergarten Cohort 2010-11—a prospective sample of over 18,000 children in the United States—to examine executive function as an antecedent to characteristics of growth in math skills and to test whether executive function moderates the longitudinal stability of math achievement from kindergarten through second grade. Latent growth curve models reveal that executive function is related to not only the level of math skills at school entry but also to the rate of growth in early elementary years. Moreover, we found that executive function moderated the stability of math achievement from kindergarten to second grade, suggesting that early executive function skills can serve as a compensatory mechanism for children who enter school with lower levels of mathematical skills. These findings might have important implications for narrowing gaps in math achievement during early elementary school.

Sidokpohou, O., Pircar, M., Bourlangue, D., Le Hellaye, F., Magnien, A., & Le Guével, A.-M. (2023). **La culture statistique des Français : constats, enjeux et perspectives.** Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/la-culture-statistique-des-francais-constats-enjeux-et-perspectives-377984>

La littératie statistique est un objet à la définition encore mouvante, mal connue. Pourtant, les compétences qu'elle recouvre sont essentielles à la vie quotidienne et à l'exercice d'une citoyenneté éclairée, dans un contexte où les indicateurs et les données chiffrées revêtent une importance croissante, notamment comme composante de la lutte contre la diffusion des infox.

Szabó-Morvai, Á., Horn, D., Lovász, A., & De Witte, K. (2023). **Universal preschool and cognitive skills – the role of school starting age as a moderating factor.** *Early Childhood Research Quarterly*, 64, 278-289. <https://doi.org/10.1016/j.ecresq.2023.04.004>

Previous empirical evidence is mixed regarding the impact of universal preschool on cognitive skills. We show that preschool enrollment can impact test scores positively if it does not lead to earlier school enrollment. We examine rich student data and use different enrollment cutoff dates in Hungary to separate the beneficial direct effect of earlier preschool enrollment from a negative indirect effect that may occur through earlier school enrollment. We find significant direct impacts: 6th-grade reading (math) test scores increase by 9.0 (6.3) percent of a standard deviation for children who enroll in preschool a year earlier. This impact persists through 10th grade and is larger among disadvantaged children. The findings support the importance of universal preschool for improving cognitive skills and equity. They highlight a key consideration for policy evaluation and design and help reconcile ambiguities in the previous empirical evidence.

Taylor, M., Alamos, P., Turnbull, K. L. P., LoCasale-Crouch, J., & Howes, C. (2023). **Examining individual children's peer engagement in pre-kindergarten classrooms: Relations with classroom-level teacher-child interaction quality.** *Early Childhood Research Quarterly*, 64, 331-344. <https://doi.org/10.1016/j.ecresq.2023.04.007>

This cross-sectional study examines associations between PreK classroom-level teacher-child interaction quality and individual children's peer engagement quantity and quality. The study utilizes a sample of 714 children from 214 classrooms collected as part of the National Center for Research on Early Childhood Education Professional Development (NCRECE) study. Multilevel regression models using a bifactor analytic approach to measuring teacher-child interaction quality (resulting in three unique and uncorrelated factors) indicate that in classrooms with higher levels of responsive teaching practices, individual children exhibit greater peer sociability and assertiveness, but not communication. In classrooms with higher levels of cognitive facilitation, individual children display higher peer engagement across all measured dimensions (Sociability, Assertiveness, Communication), and greater observed potential for peer communication, operationalized as children's highest observed peer engagement score. Finally, in classrooms with more effective management and routines, individual children display lower peer sociability and assertiveness, but not communication. Implications are suggested for supporting children's peer engagement within early childhood classrooms.

Thacker, I. (2023). **Climate change by the numbers: Leveraging mathematical skills for science learning online.** *Learning and Instruction*, 86, 101782. <https://doi.org/10.1016/j.learninstruc.2023.101782>

The purpose of this preregistered study was to test an online intervention that presents participants with novel numbers about climate change after they estimate those numbers. An experimental study design was used to investigate the impact of the intervention on undergraduate students' climate change understanding and perceptions that human caused climate change is plausible. Findings revealed that posttest climate change knowledge and plausibility perceptions were higher among those randomly assigned to use the intervention compared with those assigned to a control condition, and that supplementing this experience with numeracy instruction was linked with the use of more explicit estimation strategies and greater learning gains for people with adaptive epistemic dispositions. Findings from this study replicate and extend prior research, support the idea that novel data can support knowledge revision, identify estimation strategies used in this context, and offer an open-source online intervention for sharing surprising data with students and teachers.

Tribet, H., & Chaliès, S. (2023, mars 30). **L'hybridation des formations à l'université au service du développement de compétences des étudiants.** Présenté à L'hybridation des enseignements à l'Université : au-delà de l'impact sur l'apprentissage des étudiants, un levier de développement professionnel pédagogique des enseignants ? Consulté à l'adresse <https://hal.science/hal-04121505>

Actuellement l'enseignement supérieur se situe entre deux dynamiques. D'un côté, celle qui vise à (re)penser la formation selon une approche compétence (Chauvigné & Coulet, 2010) avec les référentiels qui y sont associés[1] et de l'autre, celle d'actualiser les formats d'enseignements proposés aux étudiants en exploitant notamment l'usage du numériques ou de dispositifs hybrides de formation (Charlier, Deschryver, & Pereya 2006). On constate néanmoins que ce changement de paradigme et de finalité

institutionnelle ne semble pas fondamentalement impacter les pratiques d'enseignement (Cosnefroy, 2015 ; Tricot & Amadieu, 2017), là où, la mise à disposition de ressources numériques prime encore sur l'accompagnement pédagogique (Pera, Charlier & Deschryver, 2014), ou sont trop souvent proximales aux pratiques pédagogiques traditionnelles (Kreber & Kanuka, 2006). L'enjeu de cette étude est de présenter une lecture singulière de la formation associée à la définition de ce qu'est une compétence et à l'aménagement des conditions de sa construction chez les étudiants. Pour se faire, le cadre théorique adopté est celui de l'anthropologie culturaliste (Chaliès & Bertone, 2017 ; 2022). Au sein de ce cadre, la compétence est le fruit d'un flux expérientiel nécessitant l'engagement par les formés, de diverses capacités permettant progressivement de soutenir les apprentissages, de multiplier leurs usages dans différents contextes de formation (à distance), pour enfin ouvrir aux conditions de leur développement dans des circonstances plus complexes (en stage). L'intérêt de cette définition c'est qu'elle présuppose la construction de dispositifs hybrides articulant plusieurs modalités de formation. Des situations articulant des temps de formation « sous tutelle » par l'enseignant en présentiel à l'université, « autonome » à distance sur une plateforme de formation, et « immergé » en stage par un tuteur de stage (Tribet & Chaliès, 2021). Ainsi, l'hybridation du parcours de professionnalisation des étudiants apparaît comme particulièrement heuristique pour le développement des compétences professionnelles d'intervention attendue des étudiants, mais aussi pour soutenir le travail d'analyse de pratique, de problématisation, d'exploitation des traces de pratiques professionnelles des formés et de construction de solutions nouvelles. La méthode de recueil de données de l'étude, a d'abord consisté à mener des enregistrements audio-vidéo de l'activité d'un enseignant universitaire et de ses étudiants de troisième année de licence STAPS (Sciences et techniques des activités physiques et sportives) durant un semestre de formation. Ils étaient engagés dans des enseignements de préprofessionnalisation au métier d'enseignant d'éducation physique et sportive au cours desquels des enseignements théoriques à l'université, des situations d'analyse de pratiques professionnelles à distance et une mise en oeuvre pratique en stage sont dispensés en alternance. Sur cette base, des entretiens d'auto confrontation ont été menés. Les données recueillies lors de ces entretiens ont ensuite été traitées selon la procédure proposée par Chaliès, Bertone, Flavier et Durand (2008) pour reconstituer le flux de l'expérience de formation ou d'enseignement de chacun des acteurs. Côté étudiants, les résultats mettent en avant que le dispositif, pensé dans son aménagement pour offrir les circonstances nécessaires à la construction de compétences, a eu une utilité et une efficacité chez les étudiants, au sens où elle leur a offert la possibilité d'engager progressivement leurs capacités dans des circonstances de pratique alternées à distance, en présentiel et en stage. Côté enseignant, les résultats soulignent que le dispositif a un impact sur les pratiques enseignantes en transformant la nature de son intervention, et plus largement sur les modalités pédagogiques (synchrone et asynchrone) de l'activité d'accompagnement de l'enseignant dans le supérieur. L'activité innovante qu'il déploie concerne l'accompagnement des étudiants à distance lorsqu'il se saisit de leur activité autonome pour accompagner les premiers suivis en présentiel, ou lorsqu'il les accompagne suite aux premières tentatives en situation aménagées en stage. L'agencement de ces activités au sein du dispositif de formation apparaissent comme des modalités singulières de construction effective de compétences.

Tsigilis, N., Krousorati, K., Gregoriadis, A., & Grammatikopoulos, V. (2023). **Psychometric Evaluation of the Preschool Early Numeracy Skills Test–Brief Version Within the Item Response Theory Framework.** *Educational Measurement: Issues and Practice*, 42(2), 32-41. <https://doi.org/10.1111/emip.12536>

The Preschool Early Numeracy Skills Test–Brief Version (PENS-B) is a measure of early numeracy skills, developed and mainly used in the United States. The purpose of this study was to examine the factorial validity and measurement invariance across gender of PENS-B in the Greek educational context. PENS-B was administered to 906 preschool children (473 boys, 433 girls), randomly selected from 84 kindergarten classrooms. A 2PL unidimensional and multidimensional item response theory analysis, using cross-validation procedures, were used to analyze the data. Results showed that responses to 20 items can be adequately explained by a two-dimensional model (Numbering Relations and Arithmetic Operations). Application of differential item functioning procedures did not detect any gender bias. Numeracy Relation comprises 16 items, which assess low levels of this latent trait. On the other hand, four items capture average levels of Arithmetic Operations. Total information curves revealed that both dimensions measure with precision only a small area of their underlying latent trait.

Vermunt, J. D. (2023). **Understanding, measuring and improving simulation-based learning in higher education: Student and teacher learning perspectives.** *Learning and Instruction*, 86, 101773. <https://doi.org/10.1016/j.learninstruc.2023.101773>

This paper contains a critical discussion of the special issue in Learning and Instruction on advances in simulation-based learning (SBL) in higher education. The discussion is organized around the following themes: usefulness of simulations; theoretical framework; tasks used and performance criteria; validity of strategy indicators; duration of tasks and interventions; self-regulated learning; learning-focus vs performance-focus; from correlates of performance to effectiveness of scaffolds; scaffolding and adaptive feedback; comparing different kinds of prompts and feedback; role of prior knowledge; generalizability to other domains; and extent to which the aims have been met. It is concluded that altogether this special issue is an important step forward in research on simulation-based learning. Directions for future research are given in terms of duration of the interventions, nature of the outcome measures, validity of strategy indicators, and translation of descriptive findings into prescriptive design principles.

Wang, S., Wilson, A., Jesson, R., Liu, Y., & Meiklejohn-Whiu, S. (2023). **Opportunities to learn literacy in digital classrooms in New Zealand primary schools: Does class achievement level make a difference?** *Teaching and Teacher Education*, 130, 104171. <https://doi.org/10.1016/j.tate.2023.104171>

Teaching that is responsive to students requires adjusting lessons based on the current expertise of the students. However, such an approach comes with a degree of instructional risk if the expectations for achievement are lessened for lower-achieving students. The current study aimed to examine whether students' learning opportunities were differentiated as a function of class average achievement levels in a context where students use digital devices for literacy learning. Classroom observations were conducted in 62 New Zealand primary schools (Year 4–8), and the teaching and learning activities were compared between classes with different average achievement levels. Results showed that classes with high and low average achievement levels at the beginning of the school year had some differences in teachers' instructional practices and student learning activities offered. In particular, students from classes with lower

average achievement tended to experience instruction with tighter constraints that provided less autonomy in their learning. The potential implications of differential opportunities to learn for schools seeking more equitable outcomes through digital provision are discussed.

Yang, Q., Ansari, A., Purtell, K. M., Pianta, R. C., Whittaker, J. V., & Vitiello, V. E. (2023). **Classroom skill compositions and preschoolers' early academic and executive function outcomes.** *Early Childhood Research Quarterly*, 64, 290-301. <https://doi.org/10.1016/j.ecresq.2023.04.003>

This study examined the links between classroom skill compositions and preschoolers' early learning and development in the nationally representative Head Start Family and Child Experiences Survey 2014 (FACES, n = 1,711 children/207 classrooms) and public pre-K programs in a county in Virginia (n = 1,467 children/123 classrooms). Results from a series of covariate-adjusted multilevel regression models revealed that there were small within-domain associations between classmates' skill mean and individual children's academic and executive function skill development in FACES, but not in the Virginia data. There were no consistent associations across skill domains nor as a function of classmates skills' heterogeneity. In addition, we found little evidence that these associations between classroom skill compositions and individual children's development varied by children's initial skill levels, family income, maternal education, and home language. When taken together, these findings inform the discourse on peer influences on children's learning in early childhood.

Yang, W., Gao, H., Jiang, Y., & Li, H. (2023). **Beyond computing: Computational thinking is associated with sequencing ability and self-regulation among Chinese young children.** *Early Childhood Research Quarterly*, 64, 324-330. <https://doi.org/10.1016/j.ecresq.2023.04.006>

Computing education has progressively entered into children's early years. Due to a proliferation of computing education programs and coding tools designed for young children, research on the relationships between computational thinking (CT) and other domains of learning and development is highly warranted. Yet, there is little empirical evidence that shows the relationship between CT and children's overall cognitive functioning. As such, this study explored the relationships between Chinese children's CT and their sequencing ability and self-regulation in early childhood. One hundred and one Chinese young children (N_{girl} = 52 and N_{boy} = 49; Mage = 5.25, SD = 0.73) were recruited and evaluated with three reliable instruments. Hierarchical regression analyses indicated that: (1) CT positively predicted sequencing ability ($\beta = 0.27, p < .05$) even after controlling for relevant demographic covariates such as age, gender, and family socioeconomic status; (2) CT positively predicted self-regulation ($\beta = 0.47, p < .001$) after controlling for demographic covariates. Our findings suggest that CT may be a domain-general ability that is based on cognitive foundations that extend beyond the realm of computing.

Yang, Y., Zheng, Z., Zhu, G., & Salas-Pilco, S. Z. (2023). **Analytics-supported reflective assessment for 6th graders' knowledge building and data science practices: An exploratory study.** *British Journal of Educational Technology*, 54(4), 1025-1045. <https://doi.org/10.1111/bjet.13308>

Preparing data-literate citizens and supporting future generations to effectively work with data is challenging. Engaging students in Knowledge Building (KB) may be a promising

way to respond to this challenge because it requires students to reflect on and direct their inquiry with the support of data. Informed by previous studies, this research explored how an analytics-supported reflective assessment (AsRA)-enhanced KB design influenced 6th graders' KB and data science practices in a science education setting. One intact class with 56 students participated in this study. The analysis of students' Knowledge Forum discourse showed the positive influences of the AsRA-enhanced KB design on students' development of KB and data science practices. Further analysis of different-performing groups revealed that the AsRA-enhanced KB design was accessible to all performing groups. These findings have important implications for teachers and researchers who aim to develop students' KB and data science practices, and general high-level collaborative inquiry skills. Practitioner notes What is already known about this topic Data use becomes increasingly important in the K-12 educational context. Little is known about how to scaffold students to develop data science practices. Knowledge Building (KB) and learning analytics-supported reflective assessment (AsRA) show premises in developing these practices. What this paper adds AsRA-enhanced KB can help students improve KB and data science practices over time. AsRA-enhanced KB design benefits students of different-performing groups. AsRA-enhanced KB is accessible to elementary school students in science education. Implications for practice and/or policy Developing a collaborative and reflective culture helps students engage in collaborative inquiry. Pedagogical approaches and analytic tools can be developed to support students' data-driven decision-making in inquiry learning.

Zhu, J., & Dawson, K. (2023). **Lurkers versus posters: Perceptions of learning in informal social media-based communities.** *British Journal of Educational Technology*, 54(4), 924-942. <https://doi.org/10.1111/bjet.13303>

The growth of social media has given rise to many informal online communities. In these communities, people communicate, make connections, exchange information and transfer knowledge without time or location restrictions. The purpose of this exploratory study was to investigate both lurkers' and posters' perceptions of learning in Reddit-based education-related communities. A mixed-method approach was used to obtain an overall understanding of how members perceived learning and the differences between posters and lurkers. Eighty-two participants (43 posters and 39 lurkers) were recruited from education-related subreddits and nine of them (5 posters and 4 lurkers) were interviewed. The results showed that there was no significant difference in the perceptions of learning between posters and lurkers. Both lurkers and posters believed that they have learned in these communities, and both defined learning in these communities as changing behaviours or thinking or applying what they have learned to real-life situations. Although both lurkers and posters reported having learned in the communities, qualitative analysis of the interview data indicated that posters demonstrated higher learning levels than lurkers. The findings of this study offer implications for further research into how members perceive learning in informal social media-based communities. Practitioner notes What is already known about this topic Although informal social media-based communities are not designed for learning, given the large user base and wide accessibility, these communities do provide social spaces for users and promote informal online learning. Research regarding perceptions of learning has thus far been mostly focused on formal learning settings and less on informal online environments. It is difficult to investigate how members, especially lurkers who rarely post, perceive learning in informal online environments. What this paper adds Both lurkers and posters report that they learn in education-related subreddits, and there is no

significant difference between how lurkers and posters perceive learning based on the quantitative data. Both lurkers and posters believe that if they change their behaviours or thoughts, or apply the information they receive in real life, then they have learned. Both lurkers and posters tend to pay more attention to the information itself than to who the information came from. Posters communicate more with other members of the communities and tend to apply, analyse and evaluate information from the community to a greater degree than lurkers. Implications for practice and policy It may be unrealistic for educators and community managers to encourage every member of the community to be an active poster, but encouraging members to share and interact can increase the likelihood that they will more carefully apply and analyse what they have learned. Instruction from the community managers or moderators could be necessary to provide guidance for members to offer contexts or backgrounds before making a post. This effort does not require members to write down their real names or provide their personal information in the posts but may ask them to provide some background information. The background information is also important to community members in deciding whether to adopt the opinions based on the context information or determine how to adjust and apply the content to their own teaching scenarios. Community managers or moderators may need to provide guidance to members so that members can provide appropriate contexts or background information before making a post. Other community members can use the information to decide whether to adopt the opinions or to determine how to adjust and apply the content.

Aspects économiques de l'éducation

Baranyai, E. (2023). **The Socio-Economic Status of Neighbourhoods and Access to Early Childhood Education.** *Child Indicators Research*, 16(3), 1019-1048. <https://doi.org/10.1007/s12187-022-10007-9>

Good-quality early childhood education and care (ECEC) has been shown to benefit children from low socio-economic backgrounds the most, starting from a very early age. Yet in many countries ECEC usage by such children is lower than that of their more fortunate peers. We study inequalities in the availability and affordability of local ECEC services in Hungary across neighbourhoods of different socio-economic status because these factors have been found to be key for ECEC uptake in many settings. Hungary is an interesting case because the potential to reduce child poverty is high. We find that publicly-funded ECEC availability for children under age 3 is lower in poorer areas in Hungary even after controlling for proxies of demand, regional effects and the known issue of low ECEC density in smaller settlements. Formal ECEC through the private sector is also scarcer in poorer areas but we do not find evidence that it is less affordable than in richer areas using a stylised family affordability metric. Our study not only expands the geographical dimension of the literature but also adds particular value by studying the private-sector pricing of ECEC services in the context of demand unsatisfied by the public sector.

Chevalier, T. (2023). **La précarité ressentie des étudiant e s en 2020.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.4006>

Ce texte analyse les contours de la précarité des étudiants en 2020 en France en utilisant les données de l'enquête « Conditions de vie » de l'Observatoire de la vie étudiante. Il est statistiquement compliqué d'établir un taux de pauvreté pour les étudiants en raison de l'importance des aides parentales, et c'est la raison pour laquelle les indicateurs

subjectifs sont intéressants pour évaluer les niveaux de précarité de cette population. Si cette précarité ressentie semble avoir décliné depuis 2013, elle demeure néanmoins à des niveaux élevés : 20 % déclarent des difficultés financières et 26 % des restrictions budgétaires en 2020, contre un taux de pauvreté dans la population générale d'environ 14 %. Cette précarité a fortement augmenté lors du premier confinement de 2020 puisqu'un tiers des étudiants déclarait alors des difficultés financières. Lors de cette période, cette précarité a eu un effet conséquent en matière de santé mentale : elle a fortement augmenté le sentiment de solitude des étudiants (16 points de pourcentage) et a réduit leurs niveaux de bien-être.

Delaney, J. A., & Hemenway, B. (2023). **A Difference-in-Difference Analysis of Shifts in Postsecondary Institution Spending Patterns in Response to “Promise” Financial Aid Programs.** *Educational Policy*, 37(4), 1102-1150.
<https://doi.org/10.1177/08959048211049431>

Using a panel dataset from 2000 to 2014, this paper employs a difference-in-difference design to consider the impact of the introduction of a “promise program” on postsecondary institutions' internal spending levels and patterns. We find that promise programs influence postsecondary institutional behavior in every area we tested: student-related and non-student-related expenditure levels and shares. We find decreases in student-related expenditure areas at 2-year institutions, but no significant change at 4-years. Non-student-related expenditures are mixed at 2-years with levels of expenditures increasing for auxiliary but decreasing in public service areas. By contrast public service expenditures increase at 4-years. Shares of expenses also shift with declining spending on student services but increased institutional support at 2-years. However, there are no changes to the share of expenses at 4-years. Overall, we find that 2- and 4-year institutions react differently to the introduction of a promise program, with the greatest impact at 2-years. JEL Classifications: I22, I23

Fabre, A., & Straub, S. (2023). **The Impact of Public–Private Partnerships (PPPs) in Infrastructure, Health, and Education.** *Journal of Economic Literature*, 61(2), 655-715.
<https://doi.org/10.1257/jel.20211607>

The Impact of Public–Private Partnerships (PPPs) in Infrastructure, Health, and Education by Anaïs Fabre and Stéphane Straub. Published in volume 61, issue 2, pages 655-715 of *Journal of Economic Literature*, June 2023, Abstract: This paper summarizes what is known about the impact of public–pr...

Hu, X., & Ortagus, J. C. (2023). **National Evidence of the Relationship Between Dual Enrollment and Student Loan Debt.** *Educational Policy*, 37(5), 1241-1276.
<https://doi.org/10.1177/08959048221087204>

Mountford, A., & Wadsworth, J. (2023). **‘Good jobs’, training and skilled immigration.** *Economica*, 90(359), 851-881. <https://doi.org/10.1111/ecca.12472>

Has skilled immigration into the UK led to a reduction in the training of native-born workers? To address this concern, this paper describes a theoretical model where immigration can affect the training of native-born workers both positively and negatively, and where its effects may differ according to the characteristics of the migrant and of the training firm's sector. It then investigates this issue empirically using UK Labour Force Survey data from 1995 to 2018. At the aggregate level, there is a small positive association between skilled immigration and native training rates. However, a more disaggregated

analysis finds that the relationship between immigration and native training depends on the skill level of the immigrant, the skill level of trainees, and the sector into which immigration occurs. In particular, traded goods sectors show a positive association between training of UK-born workers and both unskilled and skilled immigration. In non-traded high-wage sectors, the association between skilled immigration and UK-born training is negative. These findings highlight the importance of allowing for heterogeneous effects from immigration when formulating policy or when modelling immigration's effects across the wider economy.

Observatoire des inégalités. (2023). **Rapport sur les inégalités, édition 2023**. Consulté à l'adresse <https://www.inegalites.fr/Rapport-sur-les-inegalites-edition-2023>

Le Rapport sur les inégalités en France dresse un état des lieux complet des inégalités (revenus, éducation, travail, modes de vie, territoires). Composé d'infographies, tableaux et textes clairs, il est destiné à un large public.

Rey, O. (2023). **Que nous apprend le concours de l'OVE sur la façon dont la recherche aborde la vie étudiante ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.4017>

La condition étudiante est un objet de recherche qui s'est développé depuis les années 1990 en France. À travers les prix du concours de l'Observatoire de la vie étudiante, qui récompense chaque année un mémoire ou une thèse, cet article identifie les principales caractéristiques et évolutions des recherches portant sur les questions étudiantes ces vingt dernières années. Il montre à la fois la récurrence d'interrogations classiques sur la question des inégalités dans l'enseignement supérieur, des problématiques en construction sur la réussite étudiante et une attention nouvelle à la diversité des situations et des populations constitutives de l'expérience étudiante. L'intérêt des informations capitalisées par l'OVE, mais aussi leur caractère insuffisamment structuré pose des questions quant à la place de cet organisme au sein du paysage institutionnel de l'enseignement supérieur.

Sallee, M. W., Kohler, C. W., Haumesser, L. C., & Hine, J. C. (2023). **Falling Through the Cracks: Examining One Institution's Response to Food Insecure Student-Parents**. *The Journal of Higher Education*, 94(4), 415-443. <https://doi.org/10.1080/00221546.2023.2187175>

Although studies have addressed how universities respond to the needs of student-parents and food-insecure students independently, few studies examine students with these intersecting identities. This article explores how institutional culture affects the ways that universities respond to the needs of food-insecure student-parents. Using Schein's analysis of culture, the article considers the ways that one institution's culture assumes that the normative college student is both food secure and childless, creating obstacles for anyone who does not fit that norm. Although the university had programs in place to support food insecure student-parents, the data suggest that the campus continues to privilege the normative student.

Schudde, L., Bicap, I., & Meghan, S. (2023). **Getting to the Core of Credit Transfer: How Do Pre-Transfer Core Credits Predict Baccalaureate Attainment for Community College Transfer Students?** *Educational Policy*, 37(4), 1014-1043. <https://doi.org/10.1177/08959048211049415>

The majority of community college entrants aspire to earn a bachelor's degree; yet fewer than a third do. States use several strategies to support community college's transfer function, including a transferrable core curriculum, a block of pre-major coursework universally accepted at public postsecondary institutions. In this study, we used statewide administrative data from Texas—a state with a transferable core—to examine pre-transfer credit accumulation and how pre-transfer core credits predict bachelor's degree attainment and time to degree for community college transfer students. Our results illuminate high variation in pre-transfer core credit accumulation among community college transfer students. Each additional pre-transfer core credit improves students' probability of earning a bachelor's degree, but only up to core completion status. Soon after students are core complete—at which point universities are no longer required to transfer in additional core credits, students experience a negative relationship between core credits and bachelor's degree attainment.

Schuss, E. (2023). **Beyond windfall gains: The redistribution of apprenticeship costs and vocational education of care workers.** *Economica*, 90(359), 978-1002. <https://doi.org/10.1111/ecca.12474>

In many countries, training subsidies and levy schemes are used to tackle the problem that company-based provision of apprenticeship training is low. In this paper, we consider the introduction of a levy scheme in the care sector and estimate the causal effect exerted by substantial redistribution of care worker apprenticeship costs on the training activity of care facilities. We exploit the fact that the underlying apprenticeship levy was introduced across the German federal states at different points in time. For ambulatory care, we find a positive effect on the probability of hiring new apprentices and on the number of new apprentices. Inpatient care facilities react only at the intensive margin. This suggests that the positive effects in this sector are driven mainly by facilities that have already provided training slots before the reform.

Shimizutani, S., Taguchi, S., & Yamada, H. (2023). **Do TV-aided model lessons in class improve student performance? Evidence from public primary schools in Papua New Guinea.** *Australian Economic Papers*, 62(2), 349-361. <https://doi.org/10.1111/1467-8454.12285>

Lack of access to high-quality education remains a serious concern in many developing countries. This is especially the case for rural areas, including islands suffering from a shortage of skilled teachers and sufficient educational equipment. We examine the impact of introducing TV-aided model lessons in class to enhance the quality of teaching (the EQUITV project) on the national examination test scores of Mathematics and "Combined Subject" (a comprehensive subject comprising 30% science and 70% social studies and other topics) as well as English in the final year of primary education in Papua New Guinea. We employ a panel event study to capture the different timings of the intervention across schools over multiple time periods. We find that the project significantly and robustly improved test scores for girls only in English 3 years after the introduction of the project, but no improvement was seen for boys.

Spencer, G. (2023). **The Costs of Time: Examining the Extent of the Credit Loss Penalty in College Transfer.** *The Journal of Higher Education*, 94(4), 473-497. <https://doi.org/10.1080/00221546.2022.2141453>

Drawing on data from the Beginning Postsecondary Students Longitudinal Study (BPS:04/09) and the Postsecondary Education Transcript Study (PETS), this study examined

the risks associated with losing credits in the process of transferring between colleges. The effects of credit loss are considered on the timing of degree completion and student loan debt among vertical transfers who first enroll at community colleges in addition to lateral transfers from four-year colleges. Findings suggest that credit loss functions differently across transfer pathways. Whereas transfers from four-year public colleges owe more in student loans when credits are lost, vertical transfers have a lower probability of completing a bachelor's degree—though they also appear to be marginally protected if they move to public four-year colleges.

Aspects psychologiques de l'éducation

Andreu, S., Bret, A., Lacroix, A., & Vourc'h, R. (2023). **Les filles moins confiantes que les garçons concernant l'année à venir et sur leurs performances, notamment en mathématiques.** *Note d'Information*, (23.24), 1-4. <https://doi.org/10.48464/ni-23-24>

Près de 1,5 million d'élèves scolarisés en classe de sixième, de seconde ou de première année de CAP ont été interrogés par la DEPP, à la rentrée 2022, sur leurs conditions de travail, leur confiance en eux et leurs orientations futures. Il s'agissait d'un questionnaire adossé aux évaluations exhaustives.

Aquino, R. S. de, Acioly-Regnier, N. M., Carneiro-Leão, A. M. dos A., & Régnier, J.-C. (2022, septembre 12). **Multiculturalité et santé mentale à l'école en temps de pandémie.** Présenté à congrès international d'Actualité de la Recherche en Éducation et en Formation (AREF). Consulté à l'adresse <https://hal.science/hal-03779766>

Lors d'une étude sur l'enseignement des sciences en contexte multiculturel au Brésil pendant le Covid-19, nous avons identifié des expressions d'anxiété et de dépression lors d'entretiens exploratoires, selon la Triade d'Enquête Interculturelle (Kidman, Yen et Abrams, 2013), réalisés par vidéo-conférence auprès d'un échantillon de taille 14 représentatif des 228 élèves d'un lycée agricole. Cet échantillon multiculturel est constitué par 4 sujets de milieu urbain, 5 sertanejos, 4 indigènes et 1 quilombola. Entre 2011 et 2018, la population de ce lycée est ainsi composée de 54,8% urbains, 34,2% sertanejos, 8,8% indigènes et 2,2% quilombolas. Les données construites ont été traitées dans le cadre de l'Analyse Statistique Implicative (A.S.I.), pertinent pour analyser des données issues d'échantillons restreints. L'A.S.I. vise à établir des relations non-symétriques entre les composantes binaires représentées par un réseau nommé graphe implicatif construit à l'aide du logiciel C.H.I.C.7 au niveau de confiance défini par la valeur de l'intensité d'implication choisie ici supérieure à 0.70. Il s'agit de relations de quasi-implication du type « Si A est observé alors la plupart du temps B l'est aussi » (Gras et al, 2017). Les variables retenues sont « culture », « connaissances traditionnelles », « genre », « difficultés socioéconomique », « souffrance psychique » Ici, pour l'interprétation du graphe implicatif, nous nous limitons aux résultats suivants. Être du genre féminin semble conduire à manifester des signes d'anxiété et de dépression. La contribution majeure à cette quasi-implication vient du groupe utilisant les connaissances traditionnelles. Les expressions de souffrance psychique semblent manifestées plutôt chez les sujets de cultures sertanejas, indigènes et quilombolas qui, dans la salle de classe, font référence aux connaissances traditionnelles. Être en difficulté socioéconomique semble conduire aussi à tenir des propos dont les contenus manifestent des signes psychiques. De là nous concluons que, durant la pandémie, appartenir aux cultures minoritaires du contexte de Salgueiro au Brésil a pu constituer un facteur de risque pour la santé mentale des élèves

de ce lycée agricole. Cela va dans le sens d'études officielles. Ainsi l'Organisation Panaméricaine de Santé (OPS) concernant la promotion de la santé mentale des indigènes montre que les peuples autochtones sont davantage exposés à des risques de perturbation de la santé mentale du fait d'une imposition de la culture dominante à l'école. L'Association de Conseil Scolaire des États-Unis a aussi reconnu l'influence des facteurs : genre féminin, conditions sociales de pauvreté et sub-cultures marginalisées, sur le développement de troubles psychiques.

Cheng, S.-L., Chang, J.-C., Quilantan-Garza, K., & Gutierrez, M. L. (2023). **Conscientiousness, prior experience, achievement emotions and academic procrastination in online learning environments.** *British Journal of Educational Technology*, 54(4), 898-923. <https://doi.org/10.1111/bjet.13302>

Academic procrastination refers to individuals' unnecessary postponement of their coursework and is harmful for academic performance. When situated in self-placed and remote learning environments, students' tendency to procrastinate increases. Therefore, understanding why students procrastinate and identifying who is more likely to delay unnecessarily in online learning environments is an important area to study. The goal of this study was to respond to this call by examining the structural relations between conscientiousness, prior online learning experience, achievement emotions and academic procrastination in online learning environments using structural equation modelling. In particular, two main facets of conscientiousness—proactive and inhibitive—were examined in order to understand which facet was more responsible for procrastination, how each facet was related to procrastination and to determine which facet of conscientiousness should be the primary target for intervention in future experimental research. A total of 746 students from 49 secondary and postsecondary schools participated in the current study. The results showed that the proactive aspect of conscientiousness was negatively related to academic procrastination through the pathway of enjoyment. The inhibitive aspect of conscientiousness was negatively related to academic procrastination through the pathways of negative emotions. Although prior online learning experience did not have a significant and direct association with academic procrastination, it was indirectly related to students' tendency to put off coursework through the pathways of enjoyment and negative emotions. Of all the paths, negative emotions had the strongest associations with academic procrastination in online learning environments. The findings of indirect effects suggest that students with low conscientiousness, the inhibitive aspect in particular, and few prior online learning experiences are more likely to procrastinate in online classes possibly owing to the suboptimal emotional experiences aroused during their learning processes. Practitioner notes What is already known about this topic Conscientiousness has a direct association with academic procrastination in in-person classes. Prior online learning experience has direct associations with students' adaptive regulatory processes in online classes. Achievement emotion is an integral part of online learning. What this paper adds Conscientiousness has a direct association with academic procrastination in online learning environments. Prior online learning experience has no direct associations with academic procrastination in online learning environments. Conscientiousness indirectly relates to academic procrastination through achievement emotions in online learning environments. Prior online learning experience indirectly relates to academic procrastination through achievement emotions in online learning environments. Implications for practice and/or policy Instructors are suggested to pay attention to students with low conscientiousness and few prior online learning experiences since they

are more likely to procrastinate in online learning environments. Students' tendency to procrastinate in online learning environments is strongly associated with their emotional experience.

de Jong, P. F. (2023). **The Validity of WISC-V Profiles of Strengths and Weaknesses.** *Journal of Psychoeducational Assessment*, 41(4), 363-379.
<https://doi.org/10.1177/07342829221150868>

The Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V; Wechsler, 2014) provides a general intelligence score, representing *g*, and five index scores, reflecting underlying broad factors. Within person differences between the overall performance across subtests and index scores, denoted as index difference scores, are often used to examine profiles of strengths and weaknesses. In this study, the validity of such profiles was examined for the Dutch WISC-V. In line with previous studies, broad factors explained little variance in index scores. A simulation study showed that variation in index difference scores also reflected little broad factor variance. The simulation study further revealed that, as a consequence, a significant discrepancy between an index score and overall performance was accompanied in only 40%–74% of the cases by a discrepancy on the underlying broad factor. Overall, these results provide little support for the validity and thereby clinical use of WISC-V profiles.

Dodeen, H. (2023). **The Effects of Changing Negatively Worded Items to Positively Worded Items on the Reliability and the Factor Structure of Psychological Scales.** *Journal of Psychoeducational Assessment*, 41(3), 298-310.
<https://doi.org/10.1177/07342829221141934>

In survey measurement, acquiescence bias is a response effect that occurs when respondents agree to the item or the question in the scale regardless of its content. It is assumed that negative items force participants not to agree with some items. Using the mixture approach, however, is not without a substantial cost on both the structure and the scale psychometric properties. The effects of including negative items in scales is what this study tried to investigate. Therefore, the aim of the study is to empirically evaluate the effects of changing negative items to their equivalent positively worded items on the reliability and the factor structure of psychological scales. It is hypothesized that this approach improves the scale factors structures and reliability. Seven commonly used psychological scales that have both negatively and positively worded items have been selected. The scales were applied on seven different samples with a total number of 4192 participants from a public university in the United Arab Emirates. The results confirmed that changing negative items to their equivalent positively directed items systematically and significantly increased the reliability values as well as improved the factor structure of psychological scales.

Eberhart, J., Koepp, A. E., Howard, S. J., Kok, R., McCoy, D. C., & Baker, S. T. (2023). **Advancing Educational Research on Children's Self-Regulation With Observational Measures.** *Journal of Psychoeducational Assessment*, 41(3), 267-282.
<https://doi.org/10.1177/07342829221143208>

Self-regulation is crucial for children's development and learning. Almost by convention, it is assumed that self-regulation is a relatively stable skill, and little is known about its dynamic nature and context dependency. Traditional measurement approaches such as single direct assessments and adult reports are not well suited to address questions around variations of self-regulation within individuals and influences from social-

contextual factors. Measures relying on child observations are uniquely positioned to address these questions and to advance the field by shedding light on self-regulatory variability and incremental growth. In this paper, we review traditional measurement approaches (direct assessments and adult reports) and recently developed observational measures. We discuss which questions observational measures are best suited to address and why traditional measurement approaches fall short. Finally, we share lessons learned based on our experiences using child observations in educational settings and discuss how measurement approaches should be carefully aligned to the research questions.

Elomaa, M., Eskelä-Haapanen, S., Pakarinen, E., Halttunen, L., & Lerkkanen, M.-K. (2023). **Work-related stress of elementary school principals in Finland: Coping strategies and support.** *Educational Management Administration & Leadership*, 51(4), 868-888. <https://doi.org/10.1177/17411432211010317>

The present study aimed to investigate elementary school principals' self-reported causes of work-related stress, their coping strategies to deal with stress and the support they need for their leadership. Seventy-six principals filled in the questionnaire, which included open-ended questions. Qualitative content analysis was used to analyse the data. The results showed that the main sources of stress were workload, interpersonal conflicts, a lack of resources and internal pressures. Moreover, principals used emotion-focused, problem-focused and social coping to deal with stress. Additionally, principals reported a need for problem-focused support and social support for their leadership. The results revealed the importance of social support and coping for principals' occupational wellbeing. A more intimate approach to principals' perceptions about the causes of occupational stress, their coping strategies and the support they need provides opportunities to consider diverse personal requirements, which may be fundamental in promoting principals' occupational wellbeing.

Enelamah, N. V., Lombe, M., Betancourt, T. S., Williams, D. R., & Shen, C. (2023). **Variations in risk, resilience, and protective factors for cognitive and socioemotional development among 3- to 4-year-old children in Nigeria: A multilevel modeling.** *Early Childhood Research Quarterly*, 64, 162-173. <https://doi.org/10.1016/j.ecresq.2023.02.006>

This study used multilevel modeling to examine the dynamics between the layers of influence associated with literacy, cognitive, and socioemotional outcomes of 3- to 4-year-old children in Nigeria. The study used data from the fifth round of the Multiple Indicator Cluster Survey (MICS), and adapted the social-ecological model of child development and the social determinants of health framework to investigate the interaction between a child's microsystem, engagement with the mesosystem, the politico-cultural climate, and how they are associated with selected Early Childhood Development Index (ECDI) domains. The final sample of 11,207 mother-child dyads (n=22,414; state mean = 303; ethnicities – Hausa 48%, Yoruba 10%, Igbo 11%, and others combined 31%) comprised three-year-old children (51%), females (49%). Results indicated a 29% variation in child outcomes accounted for by the grouping structure of the states, that diminished with the addition of household-level predictors. On average, a child not attending early education (-1.93), not having books (-1.32), being in the poorer wealth quintiles (-.91), mother having informal or no education (.82), and ethnicity, specifically being Hausa (-.21) were associated with predicted lower child development outcome score. At the state level, low maternal education was the most significant predictor of child development outcomes. Findings will add value to policy interventions

as states reconsider their strategy and funding obligations to ECD, addressing poverty at the family level, and promotion of girl/maternal education.

Fleischmann, M., Hübner, N., Nagengast, B., & Trautwein, U. (2023). **The dark side of detracking: Mixed-ability classrooms negatively affect the academic self-concept of students with low academic achievement.** *Learning and Instruction*, 86, 101753. <https://doi.org/10.1016/j.learninstruc.2023.101753>

The labeling hypothesis argues that mixed-ability classrooms foster the academic self-concept of students with low academic achievement because they lose their negative track branding. The contrast hypothesis presents the opposing view that mixed-ability classrooms expose students with low academic achievement to higher achieving peers, thus harming their self-concept due to social comparisons. The present study used data from two detracking school reforms (NStudy1 = 78,330 students, NStudy2 = 2,202 students) and employed a cohort-control design to compare cohorts before detracking with cohorts after detracking. In both studies, students with low academic achievement had a lower self-concept in untracked cohorts than in the tracked ones. However, the self-concept of students with high academic achievement did not differ between the cohorts. Our study highlights potential side effects of detracking school reforms that might result from students with low academic achievement being exposed to unfavorable social comparison processes.

Goulet, J., Archambault, I., Morizot, J., Olivier, E., & Tardif-Grenier, K. (2023). **Validation of the Student-Rated Parental School Involvement Questionnaire: Factorial Validity and Invariance Across Time and Sociodemographic Characteristics.** *Journal of Psychoeducational Assessment*, 41(4), 416-433. <https://doi.org/10.1177/07342829231155694>

Studies highlighting the importance of parental involvement in schooling have multiplied over the past years. However, well-validated tools assessing the different dimensions of parental involvement are lacking, especially when addressing young students' perception of their parents' involvement. This study offers a preliminary validation of the Student-Rated Parental School Involvement Questionnaire (SR-PSIQ); factor structure, measurement invariance, and predictive validity were assessed. Data collected on four measurement occasions from 923 French-Canadian primary school students was used. Results favored a four-factor model (parental expectations, parent-child communication, homework supervision, and school-based involvement). The SR-PSIQ was invariant across time, student gender, parental immigration status, and socioeconomic status. Regarding predictive validity, all dimensions of parental involvement were associated with later student engagement. Overall, the SR-PSIQ is a brief, valid, and reliable instrument that can easily be used by researchers or partitioners who want to understand how parents are involved in their child's schooling.

Hodge, J. D., & Cunningham, M. (2023). **Academic Self-esteem as a Buffer Between Negative Youth Experiences and Academic Achievement in African American Adolescents.** *Youth & Society*, 55(5), 824-847. <https://doi.org/10.1177/0044118X211063919>

The study examines if African American adolescents' academic self-esteem moderates relations between negative youth experiences and academic achievement. Grounded in a PVEST perspective, the study collected responses from 364 Black adolescents (69% girls) in a southern, urban city. The primary finding in the study confirmed the hypothesis that students who report more negative youth experiences would also report lesser

achievement and that negative relations would be buffered by the presence of Academic Self-Esteem. The study also outlines sex differences as Black males appear to be more vulnerable to negative youth experiences. Despite reporting more encounters with neighborhood-based discrimination, Black males appear to benefit academically when negative experiences are coupled with high academic self-esteem. The highest achievement in our sample was reported by students with high academic self-esteem who also reported higher instances of negative youth experiences. Intervention efforts and suggestions for future directions are discussed.

Hutchins, H., Abercrombie, J., & Lipton, C. (2023). **Promotion of early childhood development and mental health in quality rating and improvement systems for early care and education: A review of state quality indicators.** *Early Childhood Research Quarterly*, 64, 229-241. <https://doi.org/10.1016/j.ecresq.2023.03.006>

In the United States (U.S.), quality rating and improvement systems (QRIS) are used by many states to incentivize quality in ECE and may be a viable lever for promoting early childhood development and mental health on a population level. We conducted a qualitative review of publicly available data on state QRIS indicators to better understand how states incorporate evidence-informed early childhood development and mental health promotion standards in QRIS. We systematically compared QRIS indicators for 41 U.S. states with child development and mental health promotion quality standards from Caring for Our Children National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition, as of March/April 2020. Of those, 39 states included at least one indicator consistent with child development or mental health promotion standards, including practices that can lead to early detection of developmental delays such as developmental monitoring, activities or curriculum addressing developmental domains, and regular communication and resource-sharing with parents/guardians. Opportunities exist within states for incorporating more specific guidance within indicators, such as use of childcare health consultants and advocates, validated screening tools, parent/guardian participation or input in developmental monitoring and screening, and staff training on family engagement. We found that in most states QRIS indicators offer guidance for ECE systems to support and monitor early development and foster mental health, with opportunities to enhance guidance. Findings point to QRIS as a viable opportunity for promotion of early childhood development and mental health standards in ECE systems.

Johnson, Salinas, Floyd, & Hursh. (2023). **"I Made My Own Lane at the Community college:" A Narrative Study on the Hero's Journey of Latino Men Transfer Students.** *Community College Journal of Research and Practice*, 47(7), 494-508. <https://doi.org/10.1080/10668926.2023.2219636>

In this qualitative narrative study, the stories of 10 Latino men students were used to understand their transfer experiences from a community college to a university. The Hero's Journey conceptual framework was used in this narrative study to understand what motivates and influences Latino men to transfer from a community college to a university. The specific methods of data collection used for this study consisted of two interviews and two journal entries per participant. The findings of this study provide evidence that for Latino participants, navigating through the transfer experience encompassed resiliency. In a discussion section, we recommend future research and practices to support and inform the pathways of Latino men transfer students in higher education.

Kase, T., & Endo, S. (2023). **Cross-Cultural Validation of the Short Form of the Life Skills Scale for Adolescents and Adults in Adolescents in Four Countries.** *Journal of Psychoeducational Assessment*, 41(4), 434-444.
<https://doi.org/10.1177/07342829231155306>

This study aimed to translate the Japanese version of the Life Skills Scale for Adolescents and Adults (LSSAA) into Chinese, English, and Korean, simplify it, and assess its reliability and validity. Validation was performed using individual data of 9941 high-school students from China, Japan, Korea, and the United States collected by the 2021 "Survey on Experiences and Attitudes Related to the Corona Crisis" conducted by the National Institution For Youth Education. Confirmatory factor analysis showed that the four-factor model of the LSSAA fit the data for all four countries. Testing of the measurement invariance of the four-factor model among the four countries supported the adoption of a weak invariance model, and the LSSAA scores were comparable across all four countries. These results suggest that the LSSAA has good reliability and validity and applies to adolescents in English-speaking countries and some Asian countries.

Le Clère, F. (2019). **Le travail du lien éducatif. Recherche socio-clinique d'orientation psychanalytique à partir d'interventions aux côtés de professionnels impliqués dans des dispositifs dédiés aux adolescents décrocheurs.** (Phdthesis, Université Vincennes Saint-Denis Paris 8). Consulté à l'adresse <https://hal.science/tel-04116180>

La thèse appréhende le décrochage scolaire à travers les théories sociologiques et les travaux psychopédagogiques, qui en même temps qu'ils cherchent à le définir et l'analyser, l'ont construit comme objet scientifique, politique et comme enjeu des pratiques d'enseignement et d'éducation. L'auteur se propose de construire de nouveaux éclairages sur cette situation éducative contemporaine que constitue le décrochage scolaire adolescent. Trois champs d'analyse du décrochage sont explorés et mis en discussion au fil de la thèse : un premier sur la notion de socialisation divergente des adolescents, un second sur les entraves à la construction du rapport aux savoirs et un troisième autour de l'impasse de la relation éducative. La recherche a été menée à travers trois interventions aux côtés d'équipages éducatifs œuvrant dans le champ de la lutte contre le décrochage. Le chercheur appréhende les effets subjectifs, collectifs et institutionnels de ce qu'il qualifie de mésinscription adolescente. Il analyse ainsi les dynamiques psychosociales et inconscientes au sein des équipages et leurs effets sur l'accompagnement éducatif des dits « décrocheurs ». Se démarquant de la plupart des travaux sur le décrochage scolaire, l'approche socio-clinique d'orientation psychanalytique adoptée a permis de mettre en évidence, à chaque fois, les impasses d'une relation éducative et pédagogique dans sa confrontation aux problématiques de la construction adolescente. L'auteur élabore au fil de la thèse une réflexion sur ce qu'il appelle un « travail du lien éducatif » et soutient que le décrochage scolaire procède d'une difficulté de certains jeunes à entrer dans le travail adolescent et montre comment cette mésinscription génère une situation paradoxale productrice d'une « panne des interprétations » chez les adultes qui les accompagnent au quotidien ne faisant que renforcer une relation éducative en souffrance.

Lei, P.-W., Zhao, H., Hart, S. C., Li, X., & DiPerna, J. C. (2023). **Examination of Psychometric Evidence for Criterion-Referenced Scores from the SSIS SEL Brief Scales.** *Journal of Psychoeducational Assessment*, 41(3), 311-327.
<https://doi.org/10.1177/07342829221144717>

Efficient and intuitive interpretive frameworks for social-emotional learning (SEL) measures are necessary for identifying student needs and informing programming decisions across multitiered systems of support in schools. Though familiar to educators and often used with standardized tests of academic achievement, criterion-referenced frameworks are less common in SEL assessment. As such, the current study examined the psychometric evidence for scores from one such framework, the Competency-Referenced Performance Framework, which was developed to inform universal screening decisions based on the SSIS SEL Brief Scales (Elliott et al., 2020). Specifically, we evaluated stability, test-criterion relationships with academic outcomes, and treatment sensitivity of the CRPF using data from an efficacy trial of a universal SEL program. Results provided preliminary supportive evidence for the CRPF.

Lubbe, D., & Petri, P. S. (2023). **Cognitive Dyadic Measurements: A Game-Changer? Construction and First Validation of Three Cognitively Demanding Competitive Tasks.** *Journal of Psychoeducational Assessment*, 41(3), 247-266.
<https://doi.org/10.1177/07342829221149155>

Competition among individuals is a natural mode of determining who is fittest. While in nature, economics, and sports, it is common to infer ability or aptitude from the outcome of competitions, our knowledge on its effects in regard to psychological/educational assessment is scarce. In the present pilot study, we explore a measurement approach for assessing individual differences in interpersonal, face-to-face competitions, based on a set of cognitively demanding, competitive, fast-paced, two-opponent tasks. For initial task evaluation, we conducted comprehensive reliability and construct validation analyses, considering cognitive ability, motivation, and personality measures. Moreover, using structural equation models we conducted a simultaneous factorization of the tasks with the other validation measures. The results suggest that the newly developed tasks measure both cognitive ability (intelligence) as well as a competition-specific component. The competition-specific component was positively associated with experience in competitive gaming and negatively correlated with neuroticism. While the pattern of validities was promising, the measurements' reliabilities were yet unsatisfactory. Implications for future research as well as the design of competition-based measurements are discussed.

Master, A., Tang, D., Forsythe, D., Alexander, T. M., Cheryan, S., & Meltzoff, A. N. (2023). **Gender equity and motivational readiness for computational thinking in early childhood.** *Early Childhood Research Quarterly*, 64, 242-254.
<https://doi.org/10.1016/j.ecresq.2023.03.004>

Learning coding during early childhood is an effective way for children to practice computational thinking. Aspects of children's motivation can increase the likelihood that children approach computational thinking activities with enthusiasm and deep engagement. Gender inequities may interfere with children's readiness to take advantage of opportunities to build computational thinking skills through activities such as coding. Societal stereotypes can reduce young girls' motivation to engage with computer science, preventing them from gaining benefits from coding activities designed to support computational thinking. This study examined children's gender stereotypes as well as children's own motivation for computer coding in 363 first- through third-grade children. We assessed gender differences in both stereotypes and motivation, as well as links between the stereotypes that individual children held and their own motivation. Children generally endorsed stereotypes about interest and ability for

computer coding that favored their own-gender group, although third-grade girls reported gender-egalitarian beliefs about interest in coding. There were no gender differences in children's motivation for computer coding in terms of their own interest, sense of belonging, or ability self-concepts. Children's stereotypes about their own-gender group were significantly positively correlated with their own motivation for computer coding. These findings suggest that early childhood represents an excellent age for children to begin building computational thinking skills, before girls endorse negative stereotypes about their gender's interest in computer science.

McGill, R. J. (2023). **Confirmatory Factor Analysis of the WJ IV Cognitive: What Does the Standard Battery Measure at School Age?** *Journal of Psychoeducational Assessment*, 41(4), 461-468. <https://doi.org/10.1177/07342829231159440>

This study aimed to evaluate the tenability of the proposed scoring/interpretive structure for the Woodcock-Johnson IV Test of Cognitive Abilities (WJ IV COG) Standard Battery configuration of subtests using confirmatory factor analysis (CFA) at school age. Results indicated that a three-factor hierarchical model, consistent with the CHC theory (Crystallized Ability, Fluid Reasoning, Short-Term Memory/Working Memory), provided the best fit to the WJ IV COG normative data. Whereas the preferred CHC interpretive structure was largely replicated, indices of interpretive relevance indicated that, among the Stratum II/III attributes that were located, only the omnibus general intelligence dimension should be interpreted with confidence. Nevertheless, several subtests contained adequate specificity to be interpreted in isolation apart from broad abilities. Implications for clinical interpretation are discussed.

Muamba, M. K., Mutatayi, M. K., & Frenay, M. (2023). **Comprendre la persévérance et la réussite à l'université : de la nécessité de diversifier les approches culturelles et méthodologiques.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3994>

La recherche sur la transition de l'enseignement secondaire vers l'enseignement supérieur, et l'adaptation à ce dernier ont une longue tradition. Les recherches ont évolué progressivement d'une approche par facteurs isolés cherchant à expliquer les taux de réussite ou d'échec vers la prise en compte de modèles plus complexes pour comprendre les processus de persévérance et de réussite, élargissant également le type de variables prises en compte. Cependant, les études ont été menées, dans leur large majorité, en contexte occidental. Dans cet article – à partir d'études récentes menées en Afrique francophone (RDC et Burundi), nous pointons l'intérêt de diversifier les approches méthodologiques, en questionnant la pertinence culturelle des outils et des approches, pour tenir compte de la pluralité des contextes sociaux et culturels. Nos résultats invitent également à relativiser certains des résultats actuels et à les replacer dans une approche plus nuancée et contextualisée permettant de penser les dispositifs d'accompagnement de la transition vers l'enseignement supérieur, en tenant compte des contextes et réalités éducatives spécifiques.

Peixoto, F., Radišić, J., Krstić, K., Hansen, K. Y., Laine, A., Baucal, A., ... Mata, L. (2023). **Contribution to the Validation of the Expectancy-Value Scale for Primary School Students.** *Journal of Psychoeducational Assessment*, 41(3), 343-350. <https://doi.org/10.1177/07342829221144868>

Grounded in 'expectancy-value' theory, this paper reports on the psychometric properties of an instrument intended to measure students' motivation in mathematics.

The participants were 2045 third-, fourth- and fifth-grade students from Estonia, Finland, Norway, Portugal, Serbia and Sweden. The Expectancy-Value Scale (EVS) was found to be suitable for early grades of primary education in measuring competence self-perceptions and subjective task values relative to the mathematics field. The results indicate a good model fit aligned with the expectancy-value theory. The EVS dimensions showed good reliability, and scalar invariance was established. However, findings also indicated high correlations between some of the EVS dimensions, which is well documented for students at this age. The findings are discussed relative to the 'expectancy-value' theory framework and students' age.

Rawlings, A. M., Niemivirta, M., Korhonen, J., Lindskog, M., Tuominen, H., & Mononen, R. (2023). **Achievement emotions and arithmetic fluency – Development and parallel processes during the early school years.** *Learning and Instruction, 86*, 101776. <https://doi.org/10.1016/j.learninstruc.2023.101776>

This study investigated the developmental trajectories and interrelationships of mathematics-related achievement emotions and arithmetic fluency from first to third grade, and the effects of these on third grade mathematics performance. Participants were 232 Norwegian students. Students' emotions and arithmetic fluency were measured four times and mathematics performance once. Applying latent growth curve modeling, developmental patterns of decreasing enjoyment and increasing boredom were observed over time. The mean level of enjoyment remained fairly high, and of both boredom and anxiety quite low. Individual differences were observed in both the initial levels and development of all emotions and arithmetic fluency, indicating differences in developmental trajectories. Only the initial levels and rate of change in arithmetic fluency predicted mathematics performance at the third grade.

Sands, M. M., McGuire, S. N., Meadan, H., DiPietro-Wells, R., & Hacker, R. E. (2023). **Military families with young children with disabilities: Families' and providers' perceptions.** *Early Childhood Research Quarterly, 64*, 61-71. <https://doi.org/10.1016/j.ecresq.2023.01.013>

Active duty military families have unique life experiences that can affect individual members and also the family as a whole. While many benefits to the military lifestyle exist, previous research has described how children of active duty military families may also be more at-risk for emotional and academic difficulties as a result of parent absence, family stress or strain. For active duty military families who have children with disabilities, mobility and change can be especially stressful. However, limited research has been conducted to understand the experiences and perceptions of military families who have young children with disabilities. The purpose of this study was to explore (a) the experiences and needs of military families with young children with disabilities, and (b) the experiences and recommendations of early intervention professionals who work with young children with disabilities and their military families. Semi-structured individual interviews were conducted with six active duty military family members who have a children with disabilities, and focus groups were conducted with 12 early intervention service providers. Findings of the study include unique experiences and needs of military family members with young children with disabilities that have been highlighted in previous literature, as well as some unique findings specific to those receiving services under part of Part C of the Individuals with Disabilities Education Act.

Seven, Y., Dedrick, R. F., Madsen, K. M., Spencer, T. D., Kelley, E., & Goldstein, H. (2023). **Psychometric Properties of a Preschool Language, Literacy, and Behavior Screener.**

Journal of Psychoeducational Assessment, 41(3), 283-297.
<https://doi.org/10.1177/07342829221143417>

This study investigated the psychometric properties of the Preschool Language, Literacy, and Behavior Screener (PLLB-S). We examined and tested the factor structure of the PLLB-S using exploratory and confirmatory factor analyses. We further conducted internal consistency, concurrent validity, and predictive validity analyses and evaluated teacher satisfaction using PLLB-S. Our factor analyses resulted in 22 items distributed among three subscales with high internal consistency: Oral language, emergent literacy, and behavior skills. The PLLB-S and its subscales correlated moderately to strongly with standardized measures. The emergent literacy of the PLLB-S was the only subscale that significantly predicted children's later vocabulary knowledge. Preschool teachers reported high satisfaction with the content and purpose of the questionnaire. We concluded that this tool with sound psychometric properties can potentially help increase the feasibility and efficiency of implementing standardized assessments in MTSS frameworks in preschool classrooms.

Shergill, G., Camozzi, H., O'Malley, M. D., & Ortiz, A. (2023). **The Comprehensive Test of Phonological Processing, Second Edition: Measurement Invariance for Dual Language Learners.** *Journal of Psychoeducational Assessment*, 41(4), 445-460.
<https://doi.org/10.1177/07342829221149323>

The Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2; Wagner et al., 2013) is commonly used in k-12 public schools to assess basic cognitive processing skills foundational for reading achievement. Psychometric support for its use with dual language learners (DLLs), a group representing over 10% of the school-aged population in the United States, is critical. This study tested the metric and scalar invariance of CTOPP-2 scores among school-aged children (n = 242; 41.3% Spanish-speaking DLL). Results indicate that the CTOPP-2's three-factor (i.e., Phonological Awareness, Phonological Memory, and Rapid Automatic Naming) measurement structure displays metric and scalar invariance for DLLs. Model fit was improved when the Phonological Awareness and Phonological Memory factors were combined. Implications for future research and the practice of psychoeducational diagnostic assessment with DLLs are discussed.

Stanczak, A., Aelenei, C., Pironom, J., Toczek-Capelle, M.-C., Rohmer, O., & Jury, M. (2023). **Can students with special educational needs overcome the "success" expectations?** *Social Psychology of Education*. <https://doi.org/10.1007/s11218-023-09806-x>

The present study examines the poor fit between the idea of school meritocracy and the successful inclusion of students with special educational needs (SEN). Because students with SEN are assigned negative stereotypes related to suffering, failure, and difficulty regarding their school achievement, we argue that, if they succeed at levels comparable to those of regular students, they may experience backlash, a sanction for challenging the status quo. The results of two studies show that backlash can manifest itself in the form of lower assigned competence to students with special educational needs who succeed. More precisely, across a pilot and a main study, our findings indicate that while performing as well as students without special educational needs, the perceived competence of students with special educational needs was evaluated as lower by participants (pre- and in-service teachers), particularly when these students benefitted from an accommodation perceived as "unfair". Due to its potential role in

justifying inequities within educational contexts, the backlash effect is discussed as an ideological barrier to the inclusion of students with special educational needs.

Tian, L., Tsai, C., Khalsa, G., Condie, M., Kopystynsky, N., Ohde, K., & Zhao, A. (2023). **A PROACTIVE Coping Scale for U.S. College Students: Initial Evidence and Implications.** *Journal of Psychoeducational Assessment*, 41(4), 395-415. <https://doi.org/10.1177/07342829221151005>

The present studies report the development of a PROACTIVE coping scale to evaluate actions used by U.S. college students to prevent or prepare for potential future stressors. Results of EFA and CFA using two samples of U.S. college students (total N = 1123) indicated the viability and stability of a 19-item four-factor model of proactive coping: Active Preparation, Ineffective Preparation, Self-Management, and Utilization of Social Resources. The scale demonstrated good psychometric properties, and each factor represents a meaningful and distinctive facet of proactive coping behavior. Concurrent and incremental validity estimates indicated that the subscales of the scale were (a) associated with problem-solving appraisal, future-oriented thoughts, life satisfaction, and optimism in expected ways, and (b) accounted for more variance on life satisfaction beyond the effect of the problem-solving appraisal. The results from this study indicate the importance of broadening coping to include proactive coping and how proactive coping is associated with various psychological outcomes.

Tsigilis, N., Krousorati, K., Gregoriadis, A., & Grammatikopoulos, V. (2023). **Psychometric Evaluation of the Preschool Early Numeracy Skills Test–Brief Version Within the Item Response Theory Framework.** *Educational Measurement: Issues and Practice*, 42(2), 32-41. <https://doi.org/10.1111/emip.12536>

The Preschool Early Numeracy Skills Test–Brief Version (PENS-B) is a measure of early numeracy skills, developed and mainly used in the United States. The purpose of this study was to examine the factorial validity and measurement invariance across gender of PENS-B in the Greek educational context. PENS-B was administered to 906 preschool children (473 boys, 433 girls), randomly selected from 84 kindergarten classrooms. A 2PL unidimensional and multidimensional item response theory analysis, using cross-validation procedures, were used to analyze the data. Results showed that responses to 20 items can be adequately explained by a two-dimensional model (Numbering Relations and Arithmetic Operations). Application of differential item functioning procedures did not detect any gender bias. Numeracy Relation comprises 16 items, which assess low levels of this latent trait. On the other hand, four items capture average levels of Arithmetic Operations. Total information curves revealed that both dimensions measure with precision only a small area of their underlying latent trait.

Xu, J. (2023). **Homework Expectancy Value Cost Scale for Middle School Students: A Validation Study.** *Journal of Psychoeducational Assessment*, 41(3), 328-342. <https://doi.org/10.1177/07342829221149149>

We investigated the psychometric properties of the Homework Expectancy Value Cost Scale (HEVCS), using 1,072 Chinese students in Grades 7–8. Results from confirmatory factor analyses (CFA) indicated that the HEVCS included three factors: Homework Expectancy, Homework Value, and Homework Cost. Additionally, no latent mean differences were found across gender and grade level. Furthermore, the HEVCS had adequate to very good reliability estimates. Finally, congruent with theoretical predictions, Homework Expectancy and Homework Value were related positively to

homework effort, completion, and mathematics achievement, and negatively to homework procrastination. Homework Cost was related negatively to homework effort, completion, and mathematics achievement, and positively to homework procrastination. Our investigation provides compelling evidence that the HEVCS is a valid scale for assessing homework motivational beliefs.

Yıldırım, M., & Çağış, Z. G. (2023). **Validation and Psychometric Properties of the Turkish Version of the Riverside Eudaimonia Scale**. *Journal of Psychoeducational Assessment*, 41(3), 351-358. <https://doi.org/10.1177/07342829231153495>

The Riverside Eudaimonia Scale (RES) has been recently developed to measure psychological measures of eudaimonia. Currently, there is no evidence regarding its psychometric properties in Turkish. Therefore, this study, for the first time, examined the validation and psychometric properties of the Turkish version of the RES. Participants included 336 undergraduate students from a public university in Turkey. The results showed good internal consistency of the RES suggesting a good measure to assess eudaimonic flourishing. Exploratory and confirmatory factor analyses yielded a one-factor structure as a good fit with strong reliability evidence. The results indicated that the RES was correlated with life satisfaction and flourishing, and the RES explained a significant amount of variance in the prediction of life satisfaction and flourishing after controlling for age and gender. The results suggest that the RES has sound psychometric properties, is culturally and linguistically acceptable, and is equally fruitful in measuring eudaimonic flourishing in Turkish population.

Zhang, D., & Yang, L. (2023). **Assessing Psychometric Properties of the Self-Directed Learning Scale in Chinese University Students**. *Journal of Psychoeducational Assessment*, 41(4), 469-477. <https://doi.org/10.1177/07342829231153490>

As one of the 21st-century skills, self-directed learning (SDL) has received widespread attention and has become an essential research topic in education. In this study, we examined the psychometric properties of the SDL scale (SDLS) (Lounsbury et al., 2009) with a sample of 408 Chinese undergraduates. Previous research on Chinese students has validated SDLS by using confirmatory factor analysis directly assuming SDL as a unidimensional factor as it was tested in Western countries. However, considering the rich connotation of SDL, we applied exploratory factor analysis and further used Rasch analysis based on item response theory to enrich researchers' and practitioners' understanding of its psychometric properties. We found additional and good psychometric evidence of a two-factor structure of SDLS: students' initiative and ability of SDL and their self-concept of SDL. The two factors of SDLS have good internal consistency and positive correlation with formative feedback orientation, showing evidence of its criterion validity.

Zhu, Y., Zhu, Z., Jiao, D., Li, X., Tanaka, E., Tomisaki, E., ... Anme, T. (2023). **Bidirectional relations between self-control and cooperation among Japanese preschoolers: A random-intercept cross-lagged panel analysis**. *Early Childhood Research Quarterly*, 64, 139-147. <https://doi.org/10.1016/j.ecresq.2023.02.010>

Self-control and cooperation are interrelated among preschoolers, and research on the effect of age at entry into childcare on both variables remains controversial. Using a random intercept cross-lagged panel model, this study examined the bidirectional relationships between self-control and cooperation and the effect of age at entry into childcare using three waves of data (2018, 2019, and 2020) from 316 Japanese

preschoolers (age three in 2018; 58.9% boys). The positive association between the two constructs occurred at the between- and within-person levels. No significant differences were found in the age of entry into childcare. The findings reveal a developmental link between self-control and cooperation, the implications of which are further discussed.

Aspects sociaux de l'éducation

Aguayo, D. (2023). **Presence as Policy Action: Black Mothers as Policy Actors Navigating Antiracist Geopolitics.** *Educational Policy*, 37(4), 1070-1101. <https://doi.org/10.1177/08959048211049424>

Antiracist geopolitics and educational policies continue to produce oppressive systems, making it difficult for educators to acknowledge Black families' actions as contributions to produce equitable education. Policy processes have the potential to transform oppressive systems of power. Conceptualizing policy as a practice of power permits local policy actors to use their individualized power to shift a policy's course of action and transform oppressive educational systems. With an anticolonial framework and using an institutional ethnography, this inquiry explores Black mothers' actions as policy actors. Findings detail the mothers' relentless invitation to allow their darkskinned agentic power to collaborate with their school district and form a teacher-recruitment program. The mothers' policy actions are exemplary of the abilities to transform policy processes ridden with antiracist geopolitics that ignore the voices of BIPOC individuals. This project illustrates the daily antiracism individuals endure before and while enlisting as educational partners and policy actors.

Andreu, S., Bret, A., Lacroix, A., & Vourc'h, R. (2023). **Les filles moins confiantes que les garçons concernant l'année à venir et sur leurs performances, notamment en mathématiques.** *Note d'Information*, (23.24), 1-4. <https://doi.org/10.48464/ni-23-24>

Près de 1,5 million d'élèves scolarisés en classe de sixième, de seconde ou de première année de CAP ont été interrogés par la DEPP, à la rentrée 2022, sur leurs conditions de travail, leur confiance en eux et leurs orientations futures. Il s'agissait d'un questionnaire adossé aux évaluations exhaustives.

Apple, M. W. (2023). **On the Role of Teacher Unions in Social Justice.** *Educational Policy*, 37(4), 1179-1188. <https://doi.org/10.1177/08959048211049418>

In an earlier essay in the Reviewing Policy section of this journal, I examined many of the major arguments for social justice teacher unionism. This combines both more traditional union concerns over wages, working conditions, professional autonomy, and respect with a much more concerted focus by unions on social justice issues in schools, communities, and the larger society. The importance of such a commitment and what it actually looks like is evident in the book under discussion here. *Teacher Unions and Social Justice* is one of a deservedly well-respected and growing series of volumes published by Rethinking Schools. The entire series constitutes substantive contributions to some of the most significant and contentious issues facing deeply committed educators. Through books such as *Teacher Unions and Social Justice* and other important publications, Rethinking Schools provides us with ways of combining the professional, political, and personal aspects of our lives and of coming together to build thicker forms of critically democratic education to defend a more robust vision of the common good.

Aquino, R. S. de, Acioly-Regnier, N. M., Carneiro-Leão, A. M. dos A., & Régnier, J.-C. (2022, septembre 12). **Multiculturalité et santé mentale à l'école en temps de pandémie**. Présenté à congrès international d'Actualité de la Recherche en Éducation et en Formation (AREF). Consulté à l'adresse <https://hal.science/hal-03779766>

Lors d'une étude sur l'enseignement des sciences en contexte multiculturel au Brésil pendant le Covid-19, nous avons identifié des expressions d'anxiété et de dépression lors d'entretiens exploratoires, selon la Triade d'Enquête Interculturelle (Kidman, Yen et Abrams, 2013), réalisés par vidéo-conférence auprès d'un échantillon de taille 14 représentatif des 228 élèves d'un lycée agricole. Cet échantillon multiculturel est constitué par 4 sujets de milieu urbain, 5 sertanejos, 4 indigènes et 1 quilombola. Entre 2011 et 2018, la population de ce lycée est ainsi composée de 54,8% urbains, 34,2% sertanejos, 8,8% indigènes et 2,2% quilombolas. Les données construites ont été traitées dans le cadre de l'Analyse Statistique Implicative (A.S.I.), pertinent pour analyser des données issues d'échantillons restreints. L'A.S.I. vise à établir des relations non-symétriques entre les composantes binaires représentées par un réseau nommé graphe implicatif construit à l'aide du logiciel C.H.I.C.7 au niveau de confiance défini par la valeur de l'intensité d'implication choisie ici supérieure à 0.70. Il s'agit de relations de quasi-implication du type « Si A est observé alors la plupart du temps B l'est aussi » (Gras et al, 2017). Les variables retenues sont « culture », « connaissances traditionnelles », « genre », « difficultés socioéconomique », « souffrance psychique » Ici, pour l'interprétation du graphe implicatif, nous nous limitons aux résultats suivants. Être du genre féminin semble conduire à manifester des signes d'anxiété et de dépression. La contribution majeure à cette quasi-implication vient du groupe utilisant les connaissances traditionnelles. Les expressions de souffrance psychique semblent manifestées plutôt chez les sujets de cultures sertanejas, indigènes et quilombolas qui, dans la salle de classe, font référence aux connaissances traditionnelles. Être en difficulté socioéconomique semble conduire aussi à tenir des propos dont les contenus manifestent des signes psychiques. De là nous concluons que, durant la pandémie, appartenir aux cultures minoritaires du contexte de Salgueiro au Brésil a pu constituer un facteur de risque pour la santé mentale des élèves de ce lycée agricole. Cela va dans le sens d'études officielles. Ainsi l'Organisation Panaméricaine de Santé (OPS) concernant la promotion de la santé mentale des indigènes montre que les peuples autochtones sont davantage exposés à des risques de perturbation de la santé mentale du fait d'une imposition de la culture dominante à l'école. L'Association de Conseil Scolaire des États-Unis a aussi reconnu l'influence des facteurs : genre féminin, conditions sociales de pauvreté et sub-cultures marginalisées, sur le développement de troubles psychiques.

Aradhya, S., Grotti, R., & Härkönen, J. (2023). **Unemployment persistence among second-generation immigrants**. *European Sociological Review*, 39(3), 433-448. <https://doi.org/10.1093/esr/jcac071>

Many immigrant groups disproportionately experience unemployment and this disadvantage often extends to their children—the second generation. This paper contributes to this stream of research by studying unemployment dynamics of the ancestral population and second-generation immigrants in Sweden. In particular, we ask: does unemployment persistence differ between ancestral Swedes and 10 second-generation immigrant groups? We answer this question using correlated dynamic random-effects logit models to study the effect of past on current unemployment—also known as genuine state dependence. We use Swedish register data to follow individuals over their early working careers. The results indicate that although past unemployment

has a similar relative effect on current unemployment across the ancestry groups, past unemployment increases the probability of current unemployment (absolute effect) more among second-generation Middle-Eastern, Turkish, and Southern European immigrants. Because of higher baseline levels of unemployment, the labour market consequences of similar relative effects are more pronounced among the second generation as compared to ancestral Swedes. The paper concludes by elaborating on the reasons behind these contrasting results while highlighting the importance of examining heterogeneous effects on both the relative and absolute scales.

Baranyai, E. (2023). **The Socio-Economic Status of Neighbourhoods and Access to Early Childhood Education.** *Child Indicators Research*, 16(3), 1019-1048.
<https://doi.org/10.1007/s12187-022-10007-9>

Good-quality early childhood education and care (ECEC) has been shown to benefit children from low socio-economic backgrounds the most, starting from a very early age. Yet in many countries ECEC usage by such children is lower than that of their more fortunate peers. We study inequalities in the availability and affordability of local ECEC services in Hungary across neighbourhoods of different socio-economic status because these factors have been found to be key for ECEC uptake in many settings. Hungary is an interesting case because the potential to reduce child poverty is high. We find that publicly-funded ECEC availability for children under age 3 is lower in poorer areas in Hungary even after controlling for proxies of demand, regional effects and the known issue of low ECEC density in smaller settlements. Formal ECEC through the private sector is also scarcer in poorer areas but we do not find evidence that it is less affordable than in richer areas using a stylised family affordability metric. Our study not only expands the geographical dimension of the literature but also adds particular value by studying the private-sector pricing of ECEC services in the context of demand unsatisfied by the public sector.

Ben Hamouda, L. (2023a, juin 5). **L'école discrimine-t-elle ?** Consulté 7 juin 2023, à l'adresse [Le Café pédagogique website: https://www.cafepedagogique.net/2023/06/05/lecole-discrimine-t-elle/](https://www.cafepedagogique.net/2023/06/05/lecole-discrimine-t-elle/)

Dans «L'école discrimine-t-elle ?», Choukri Ben Ayed, professeur de sociologie, spécialiste des thématiques liées à la mixité, donne à voir les conséquences du manque de courage des politiques publiques en matière de mixité sociale et scolaire. Il brosse le portrait alarmant d'une société où les élèves résidant dans les quartiers populaires se définissent...

Ben Hamouda, L. (2023b, juin 9). **Observatoire des inégalités: « La pauvreté scolaire ».** Consulté 12 juin 2023, à l'adresse [Le Café pédagogique website: https://www.cafepedagogique.net/2023/06/09/observatoire-des-inegalites-la-pauvrete-scolaire/](https://www.cafepedagogique.net/2023/06/09/observatoire-des-inegalites-la-pauvrete-scolaire/)

Selon le dernier rapport de l'observatoire des inégalités « Rapport sur les inégalités en France », les disparités dans le niveau de diplôme de la population restent très marquées. 25 % des personnes de plus de 25 ans n'ont aucun diplôme ou possèdent seulement le brevet des collèges. Les diplômés de niveau bac + 3 ou plus...

Ben Hamouda, L. (2023c, juin 15). **Les filles moins confiantes que les garçons.** Consulté 15 juin 2023, à l'adresse [Le Café pédagogique website: https://www.cafepedagogique.net/2023/06/15/les-filles-moins-confiantes-que-les-garcons/](https://www.cafepedagogique.net/2023/06/15/les-filles-moins-confiantes-que-les-garcons/)

<https://www.cafepedagogique.net/2023/06/15/les-filles-moins-confiantes-que-les-garcons/>

Les résultats des évaluations nationales menées par la direction de l'évaluation, de la prospective et de la performance (DEPP) en septembre 2022 révèlent des inégalités de genre et des disparités de confiance chez les élèves. Ces enquêtes, réalisées auprès de près de 1,5 million d'élèves de sixième, de seconde et de première année de CAP,...

Borgen, S. T. (2023). **Masked by the mean: immigrants in school and differential effects on student achievements.** *European Sociological Review*, 39(3), 333-351. <https://doi.org/10.1093/esr/jcac035>

Immigrant inflows to Europe have changed student compositions in and across schools. Despite the strong intuition that peers matter for student outcomes, a comprehensive literature finds nil or moderate effects of immigrant peers. This study explores three reasons for this mismatch. First, it uses quantile regressions to reveal whether estimates on the average of the outcome mask differential effects across the outcome distribution. Second, it estimates the effect of attending schools with different immigrant shares, which is a composite of peer effects and the effects of school traits. Third, it compares the effects on teacher-assigned grades and objective standardized tests to explore whether the effects of immigrant share are influenced by teachers' grading practices. The results show that high achievers in schools with higher immigrant shares get better grades from their teachers, likely because they are assessed relative to peers with lower academic and socioeconomic levels. However, they show no sign of improved test scores. In contrast, low achievers obtain better test scores when having immigrant peers and this academic improvement is not explained by the general academic and socioeconomic level among peers. The findings demonstrate that effects on the mean outcome mask differential effects across outcome distributions.

Brennan, A., & Canny, A. (2023). **Problematising Irish student-teachers' (dis)engagement with sociology of education in initial teacher education programmes.** *Teaching and Teacher Education*, 130, 104173. <https://doi.org/10.1016/j.tate.2023.104173>

In this paper, we argue that the foundation disciplines have experienced increased marginalisation within initial teacher education (ITE) in Ireland, even though they are acknowledged in policy, curriculum, and programme development. This marginalisation has occurred because of several developments. The reconceptualisation of ITE in Ireland in 2011, foregrounded a more practice-orientated approach which we argue has contributed to a more 'mono-dimensional conceptualisation' of teacher education (Winch et al., 2015). The continued division between the foundation studies and school placement has not helped the 'cause' of foundation disciplines, particularly as students are not afforded the opportunity to regularly integrate their learning and foundation studies are not assessed as part of the school placement experience. Drawing on a quantitative study of student teachers in one Irish ITE college, this paper explores their engagement with, and attitude toward sociology and most especially their application of sociological theory in practice. The study found that while students understand sociological concepts, and its importance in education, they do not embrace the transformative potential of sociological concepts for their own identity as a teacher or engage in any meaningful way to interrogate systematic inequality in either education or society. Our findings suggest that ITE students do not have the opportunity to engage in the deep conceptual analysis that is required to implement fully inclusive and culturally responsive pedagogies, a necessity in the face of a diverse society and homogenous

teaching population. The data suggest that students have a utilitarian approach to sociology as a non-pedagogical discipline, and this has repercussions for both the teaching of sociology of education and for students own professional development. We need to reassert the value of the foundation disciplines, particularly sociology of education, as an important pillar of ITE students' professional development. It is incumbent upon foundation discipline teacher educators to reclaim their space, by highlighting the disconnect between theory and practice, and by creating authentic space for students to develop and employ a sociological lens in their journey to becoming open-minded, empathetic and culturally competent teachers.

Callahan, R. M., Jiang, L., & Núñez, A.-M. (2023). **EL Policy and Immigrant Politics: State and Federal Policy and Ever-EL Students' Postsecondary Pathways.** *Educational Policy*, 37(5), 1467-1505. <https://doi.org/10.1177/08959048221103802>

Although current and former English Learner (EL) or "ever-EL" students comprise one of the fastest-growing K-12 populations, we still know relatively little about the factors that influence their college-going. Using Perna's seminal college-going model as a launching point, we propose a policy-driven empirical approach to explore how state and federal policy uniquely inform ever-EL students' academic trajectories. This model considers how EL education policy is largely defined at the federal level but interpreted and implemented by state and local actors (i.e., the Lau and Castañeda cases). In addition, largely of immigrant origin, ever-EL students are directly affected by federal immigration policy as well as state immigrant policies. We suggest that the unique status of EL education in K-12 schools and the framing of immigrant-origin communities in federal and state policies make it necessary to consider both federal and state policy contexts in ever-EL college-going research.

Chevalier, T. (2023). **La précarité ressentie des étudiants en 2020.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.4006>

Ce texte analyse les contours de la précarité des étudiants en 2020 en France en utilisant les données de l'enquête « Conditions de vie » de l'Observatoire de la vie étudiante. Il est statistiquement compliqué d'établir un taux de pauvreté pour les étudiants en raison de l'importance des aides parentales, et c'est la raison pour laquelle les indicateurs subjectifs sont intéressants pour évaluer les niveaux de précarité de cette population. Si cette précarité ressentie semble avoir décliné depuis 2013, elle demeure néanmoins à des niveaux élevés : 20 % déclarent des difficultés financières et 26 % des restrictions budgétaires en 2020, contre un taux de pauvreté dans la population générale d'environ 14 %. Cette précarité a fortement augmenté lors du premier confinement de 2020 puisqu'un tiers des étudiants déclarait alors des difficultés financières. Lors de cette période, cette précarité a eu un effet conséquent en matière de santé mentale : elle a fortement augmenté le sentiment de solitude des étudiants (16 points de pourcentage) et a réduit leurs niveaux de bien-être.

Cokley, K., Garba, R., Harris, K., Krueger, N., Bailey, M., & Hall, S. (2023). **Student-Faculty Interactions, University Environment, and Academic Attitudes Among Black College Students: The Role of School Racial Composition.** *The Journal of Higher Education*, 94(4), 444-472. <https://doi.org/10.1080/00221546.2023.2203628>

This study examined student-faculty interactions and university environment as predictors of devaluing academic success and the intention to persist among a sample of Black

college students attending historically and/or predominantly White institutions (H/PWIs) and historically Black colleges and universities (HBCUs). Results indicated the hypothesized model fit the data reasonably well across schools. However, notable differences were found. The paths from respectful student-faculty interactions and university environment to devaluing academic success were significant for students attending HBCUs but not H/PWIs. Additionally, university environment was a significant mediator of devaluing academic success for HBCUs but not H/PWIs. Findings suggest that the university environment and student-faculty interactions play a more important role in the academic attitudes of Black students attending HBCUs than H/PWIs.

Cordonier, L., Cafiero, F., Walzer, N., & Bronner, G. (2023). **Effect of Gender on French High School Students' Dream Jobs and Professional Ambition**. *Socius: Sociological Research for a Dynamic World*, 9, 1. <https://doi.org/10.1177/23780231231181898>

In France, women and men often do not engage in the same occupations, with "feminine" occupations being on average paid less than "masculine" ones. It has been shown that this gender-based occupational segregation is not explained by a difference in professional ambition between female and male students at high school age. In contrast, studies have shown that in France, as well as in many other countries, students' occupational aspirations are highly gendered. In this visualization, the authors replicate these findings about high school students' professional ambition and aspirations with new data and indicators, introducing a distinction between their dream jobs and their expected jobs. This research confirms that the persistence of the gender-based occupational segregation has more to do with students' gender stereotypes than with a difference in ambition between girls and boys.

Crosier, D. (2023). « **L'amélioration de l'équité et de l'inclusion dans l'enseignement supérieur est depuis longtemps un objectif politique entre les pays européens** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3989>

Régis Guyon : Vous avez coordonné avec Emmanuel Sigalas pour Eurydice une étude sur « Vers l'équité et l'inclusion dans l'enseignement supérieur en Europe »¹. Pourquoi avoir réalisé cette étude ? Quels en étaient les objectifs ? David Crosier : Il y avait plusieurs raisons de développer une étude sur l'équité et l'inclusion dans l'enseignement supérieur en Europe. Premièrement, l'amélioration de l'équité et de l'inclusion dans l'enseignement supérieur est depuis longtemps un objectif politique...

Cutler, L. (2023). **Parents' physically performative behaviors during shared book reading: A comparison of mothers and fathers**. *Early Childhood Research Quarterly*, 64, 129-138. <https://doi.org/10.1016/j.ecresq.2023.02.009>

This research explores the physically performative behaviors demonstrated by mothers and fathers during shared book reading (SBR) activities with their young children. Separate observations of fathers and mothers reading with their preschool-aged child (Mage = 46 months) were conducted with 40 families. Video-recorded observations were coded and analyzed for the physically performative behaviors demonstrated by parents during SBR, including hand/body gestures, facial expressions, voice, pointing, and proximity to the child while reading. Findings from the Actor Partner Interdependence Model reveal actor effects for the relationship between parental physical behaviors and parental affect, but no partner effects. Results also demonstrate similarities and differences in the stylistic approaches mothers and fathers used during the

SBR task, with mothers demonstrating more physical behaviors, and fathers engaging in more interconnected physical contact with their children. This research contributes to the existing SBR literature by providing original observational data regarding mothers' and fathers' physicality during shared reading activities and how these physical behaviors contribute to the overall quality of parent-child SBR experiences.

Demissie, E. A., & Boru, A. K. (2023). **Children's education and parental support in Jewi Refugee Camp, Ethiopia: Unraveling the challenges.** *Family Relations*, 72(3), 821-837. <https://doi.org/10.1111/fare.12823>

Objective In this study, we examined the situation of parents and caregivers of the refugee children in Jewi refugee camp with the aim of understanding the roles they play in the education of the children. **Background** Effective educational interventions benefit from parental engagement. This may be particularly the case for refugee children, who typically have had several traumatic experiences during the departure from their home country, while traveling to safer places, and then on arrival to a refugee camp. **Methods** A qualitative single case study approach was used to investigate this issue. Refugee primary school students, teachers, school principals, parents, and camp administrators were used as data sources. Individual and group interviews, observation, and document analysis were used to collect the data. Interpretive and narrative approaches were used for data analysis. **Result** The results of the study indicate that parental support for the learning of refugee children was low. The effort schools make to help parents, who themselves have experienced traumatic situations, engage in their children's education was found to be equally low. **Conclusion** There was a low level of awareness regarding the value of education, mainly because individuals had endured long periods of war in South Sudan, during which education was devalued and the educational infrastructure was devastated. Lack of awareness on children's right to education is expressed in failure to treat adopted children as equal to biological children. As a result, in this study, parents' engagement in the education of children was low. **Implication** There is a need to maximize local and international support to refugees to fulfill the basic needs of refugee children and their caregivers. Schools in refugee camps are responsible not only for providing education to students; their work should extend to providing supportive services to parents/guardians in their parenting practices at home. In addition, there should be continued effort to reunite children who are separated from their parents; implement comprehensive parenting strategies; and develop parent education programs.

Dollmann, J., Jonsson, J. O., Mood, C., & Rudolphi, F. (2023). **Is 'immigrant optimism' in educational choice a problem? Ethnic gaps in Swedish upper secondary school completion.** *European Sociological Review*, 39(3), 384-399. <https://doi.org/10.1093/esr/jcad023>

In many Western countries, researchers have documented ambitious educational choices among students of immigrant origin, for example, the tendency to choose academically more demanding routes than others at given levels of school achievement (e.g. grades, GPA). While this may indicate integration, some warn against an 'immigrant optimism trap', because choosing more demanding tracks at lower levels of GPA may increase risks of non-completion. Using longitudinal Swedish population data (n ≈ 90,000), we estimate an upper secondary 'ethnic completion gap' of 12 per cent to the detriment of students of immigrant background. We then address the 'trap hypothesis' via two analyses. The first shows that if students of immigration background would make

similar educational choices as other students at the same GPA, the completion gap would shrink by 3.4 percentage points. The second analysis, based on simulations, suggests that restricting admission to academic programmes based on prior GPA, would lead to a massive relocation of low- and mid-GPA students to—usually less demanding—vocational programmes, but would only reduce the completion gap by 2.2 percentage points. These changes must be considered marginal in view of the substantial restrictions of choice that either of these measures would entail. We conclude that completion gaps are not primarily a result of unfounded immigrant optimism, and that optimistic choices are likely to be a net positive for integration by improving the chances of immigrant youth to reach tertiary-level qualifications and professional occupations.

Endrizzi, L. (2023). **Apprendre à travailler sans renoncer instantanément à sa jeunesse. Retour sur l'ouvrage de Prisca Kergoat.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3973>

Prisca Kergoat est sociologue, professeur à l'université Toulouse Jean-Jaurès, et depuis janvier 2020 directrice du CERTOP (Centre d'étude et de recherche travail, organisation, pouvoir). Sa carrière scientifique se construit depuis vingt ans autour de la formation professionnelle initiale et la positionne comme une spécialiste à la fois des dynamiques d'alternance entre école et entreprise et des modes de socialisation professionnelle vécue par les jeunes populaires, deux dimensions intri...

Feng, T., Zhang, X., Zhou, L., Zhang, Y., Pappas, L., Dill, S.-E., ... Ma, Y. (2023). **Variations in the home language environment and early language development in a peri-urban community in China.** *Early Childhood Research Quarterly*, 64, 199-215. <https://doi.org/10.1016/j.ecresq.2023.03.005>

Parental investment in the home language environment during the earliest years is a critical predictor of early language development. Because most studies investigating the home language environment and child language development have been conducted in Western, high-income, and developed settings, less is known about such environments in low- or middle-income settings. This study was conducted in a peri-urban area in Southwestern China in a sample of 81 rural migrant and urbanized farmer families with children aged 18-24 months. The home language environment was measured using Language Environment Analysis (LENA) recorders and software, while early language development was measured using the MacArthur-Bates Communicative Developmental Inventories expressive vocabulary scale. Findings reveal large and substantial variation in the sample's home language environments and a strong association between the home language environment and child language development. Certain demographic characteristics, such as household resources, maternal employment, and gender, are associated with the home language environment. These findings highlight the needs for interventions specifically targeting the home language environment to improve early language development of young children and for more research on early childhood development in peri-urban China.

Ferrara, A. (2023). **Aiming too high or scoring too low? Heterogeneous immigrant-native gaps in upper secondary enrollment and outcomes beyond the transition in France.** *European Sociological Review*, 39(3), 366-383. <https://doi.org/10.1093/esr/jcac050>

The children of immigrants usually make more ambitious enrolment choices than native students with comparable socioeconomic status and academic achievement. Less is known about how ethnic choice effects vary by socioeconomic status and previous

achievement simultaneously, and whether they only hold true for some immigrant–native comparisons. Moreover, few studies investigate outcomes after the educational transition, so the consequences of ambitious choices remain unclear. I investigate immigrant–native gaps in the decision to enroll in academic upper secondary education and in outcomes after the transition for two cohorts of French students. I find that ethnic choice effects are positive only for students with an intermediate or working class background, and are largest for those with lower to middle achievement from the working class. Migrant disadvantages in outcomes after the transition were reduced between cohorts. In the latest cohort, immigrant-origin and native students enrolled in academic upper secondary were equally likely to complete the track and enroll in tertiary education. However, immigrant-origin students were still disadvantaged in terms of graduation track, grades, and timing. Using counterfactual reweighting strategies, I show that similar and substantial portions of these disadvantages were explained by the ambitious academic choices and lower prior performance of immigrant-origin students. However, while their ambitious choices also increase enrolment rates and hence overall attainment for immigrant-origin students, their lower prior performance reduces both. I suggest that policies should reduce immigrant disadvantages in early achievement to allow high-aspiring, yet often disadvantaged, immigrant-origin students to succeed in ambitious educational paths.

Gagne Chabrol, C. (2023, juin 15). **Les jeunes femmes diplômées des grandes écoles toujours moins payées que les hommes.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/15/les-jeunes-femmes-diplomees-des-grandes-ecoles-toujours-moins-payees-que-les-hommes_6177732_4401467.html

Selon la Conférence des grandes écoles, les indicateurs de l'emploi des jeunes diplômés des grandes écoles sont au beau fixe, sauf pour les femmes qui sont toujours moins bien payées que les hommes, notamment dans les secteurs de la banque et de l'assurance.

Gaïde, A. (2023). « **C'est la première fois que je rencontrais une discipline scientifique qui mettait à distance tout ce qui fait la normalité du quotidien** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3991>

Maître de conférences en sociologie à l'université de Tours, Aden Gaïde a soutenu sa thèse sur « les étudiant·e·s parents » en novembre 2020. Après trois ans de classe préparatoire (lettres et sciences sociales) au lycée Carnot (Dijon), Aden Gaïde intègre un master « recherche » en sociologie à l'Institut d'études politiques (IEP) de Paris. Il entame sa thèse en 2014 grâce à une bourse doctorale accordée par la Caisse nationale des allocations familiales (CNAF), puis grâce à des contrats d'en...

Geven, S., & Spörlein, C. (2023). **Who benefits from school-to-work linkages in the labour market? A comparison between natives, migrants educated abroad, and those educated domestically.** *European Sociological Review*, 39(3), 418-432. <https://doi.org/10.1093/esr/jcac038>

Recent research suggests that people with more occupation-specific qualifications (i.e. qualifications that link to a smaller set of occupations) experience greater benefits in the labour market. Based on human capital, signalling and credentialing theory, we argue that these benefits may vary between the native majority population, individuals with a migration background who hold a foreign qualification, and individuals with a migration background with a domestic qualification. Using data from the German Microcensus, we

find that for both the native majority and immigrants with a domestic qualification, holding a more occupation-specific qualification relates to a higher chance of working in a position the individual is educated for in terms of both level and field. Holding a more occupation-specific qualification also relates to higher labour market returns (i.e. income and occupational status) for those who work in a job for which they are educated, yet is mostly negatively related to the labour market returns for those who do not work in a job for which they are educated. Migrants with a foreign qualification profit less from holding occupation-specific qualifications and suffer more from their associated disadvantages.

Goastellec, G. (2023). **Le double apport d'une sociohistoire de la diversité étudiante pour étudier les inégalités contemporaines : connecter les représentations, saisir les droits effectifs.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3981>

Pendant de l'élargissement progressif du projet démocratique à l'ensemble des individus, la problématisation de l'accès à l'université en termes d'inégalité est propre à l'époque contemporaine. Pour autant, elle constitue le prolongement d'une problématisation relative à la diversité du corps étudiant dont l'étude contribue à redéfinir les contours d'une analyse des inégalités : la qualification et la régulation de la diversité étudiante constituent un enjeu récurrent des universités. L'analyse de ce continuum, sur lequel revient la première partie, saisit le rôle de l'université comme creuset d'une représentation de la diversité sociale et l'abondement d'une structure sociale multidimensionnelle (partie 2). Du traitement politique de cette multidimensionalité découlent des processus macrosociaux à l'origine d'inégalités d'accès que la perspective historique permet de dévoiler (partie 3).

Goulet, J., Archambault, I., Morizot, J., Olivier, E., & Tardif-Grenier, K. (2023). **Validation of the Student-Rated Parental School Involvement Questionnaire: Factorial Validity and Invariance Across Time and Sociodemographic Characteristics.** *Journal of Psychoeducational Assessment*, 41(4), 416-433. <https://doi.org/10.1177/07342829231155694>

Studies highlighting the importance of parental involvement in schooling have multiplied over the past years. However, well-validated tools assessing the different dimensions of parental involvement are lacking, especially when addressing young students' perception of their parents' involvement. This study offers a preliminary validation of the Student-Rated Parental School Involvement Questionnaire (SR-PSIQ); factor structure, measurement invariance, and predictive validity were assessed. Data collected on four measurement occasions from 923 French-Canadian primary school students was used. Results favored a four-factor model (parental expectations, parent-child communication, homework supervision, and school-based involvement). The SR-PSIQ was invariant across time, student gender, parental immigration status, and socioeconomic status. Regarding predictive validity, all dimensions of parental involvement were associated with later student engagement. Overall, the SR-PSIQ is a brief, valid, and reliable instrument that can easily be used by researchers or practitioners who want to understand how parents are involved in their child's schooling.

Hassan, S., Hvidtfeldt, C., Andersen, L. H., & Udsen, R. O. (2023). **Do refugee children impair the academic performance of native children in the school? Informative null results from Danish Register Data.** *European Sociological Review*, 39(3), 352-365. <https://doi.org/10.1093/esr/jcac059>

Discussions concerning the social impact of accepting refugee immigrants arise each time large numbers of refugees apply for protection in rich countries. However, little evidence exists on how the integration of refugees into core welfare institutions affects native citizens who depend on and interact with these institutions. In this paper, we focus on whether receiving refugees in a school cohort affects the academic performance of natives, using administrative data from Denmark, which contain test scores on all children in public schools. We exploit variation in the timing of refugees' entrance to schools to facilitate causal estimates. Our findings show that refugees tend to cluster in schools that had poorer performance even prior to the refugees' arrival. When we take this selection pattern into account, the effect of receiving refugees on the academic performance trajectory of natives is both statistically insignificant and substantially unimportant.

Hermansen, A. S. (2023). **Ethnic enclaves, early school leaving, and adolescent crime among immigrant youth.** *European Sociological Review*, 39(3), 400-417. <https://doi.org/10.1093/esr/jcac034>

Spatial concentration of immigrant minorities raises concerns about the intergenerational consequences of place-based ethnic inequalities. This study asks how socioeconomic properties of the ethnic neighbourhood environment during adolescence predict future criminal behaviour and early school leaving among immigrant youth using administrative data from Norway. The results show that immigrant youth's adolescent exposure to better-educated immigrant neighbours from the same origin country is related to lower risks of criminal engagement and higher likelihoods of completing upper-secondary education, while growing up in areas with less-educated coethnics is associated with adverse outcomes. Although effect sizes are modest, these relationships are robust to adjustment for a broad set of background characteristics and fixed effects at the level of neighbourhoods and national-origin groups. Coethnic neighbours' educational resources are more strongly associated with adolescent crime and early school leaving among immigrant youth from disadvantaged family backgrounds. Overall, these findings support the predictions of influential theories of assimilation which emphasize that access to social capital and socioeconomic resources found within local ethnic enclaves shape the future life chances of immigrant youth.

Hugrée, C., & Poullaouec, T. (2023). **« Jamais la France et son système scolaire n'ont autant diplômé et pourtant jamais les savoirs n'ont été aussi inégalement transmis ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3978>

Régis Guyon : Vous avez publié à la rentrée dernière un ouvrage portant un titre qui fonctionne presque comme un avertissement et invite à la prise de conscience : « L'université qui vient. Un nouveau régime de sélection scolaire ». Dès l'introduction, vous montrez que la crise sanitaire a eu un effet loupe, mettant au jour les transformations à l'œuvre à l'université depuis des décennies. Pouvez-vous nous indiquer ce que la pandémie a révélé sur l'état de l'université en France ? Tristan Pou...

Huo, X., Han, H., & Gao, Q. (2023). **Does Welfare Participation Affect Adolescent Educational Aspiration? Evidence from Panel Data in China.** *Child Indicators Research*, 16(3), 1171-1202. <https://doi.org/10.1007/s12187-023-10011-7>

Adolescents from poor families tend to have low educational aspiration, which has become a new perspective for explaining intergenerational transmission of poverty. Various types of welfare programs have been developed to address poverty as well as

its negative outcomes for children. Using national longitudinal survey data from the China Education Panel Survey and a combination of propensity score matching and difference-in-differences (PSM-DID) methods, this paper pioneeringly examines the association between welfare participation and adolescent educational aspiration in China and explores the potential mediation mechanisms in this relationship. We not only focus on Dibao but also investigate the impacts of the combination of Dibao and educational subsidy. Overall, we find that welfare participation had negative effects on adolescent educational aspiration for those receiving Dibao only, but it showed positive effects for those receiving Dibao and educational subsidy simultaneously. Heterogeneity analyses reveal that the negative effects of receiving Dibao only was larger in rural areas and among those studying in non-key schools, while the positive effects of receiving both Dibao and educational subsidy were smaller among these subgroups. Pocket money per week, attending remedial class, frequency of communication with parents, and attitude about school life were important mediators in the relationship between welfare participation and adolescent educational aspiration. Findings from this study suggest important policy and practice implications for the welfare programs in China as well as around the world.

Hwang, N., Graff, P., & Berends, M. (2023). **Timing and Frequency Matter: Same Race/Ethnicity Teacher and Student Achievement by School Level and Classroom Organization.** *Educational Policy*, 37(5), 1349-1379.
<https://doi.org/10.1177/08959048221087212>

Existing research examines whether studying with teachers of the same race/ethnicity affects student achievement, but little is known about whether those effects vary by timing and frequency. We use 7 years of administrative data from third through eighth graders in Indiana to estimate the heterogeneous links between same race/ethnicity teachers and achievement by school level (i.e., elementary vs. middle schools) and self-contained classroom (i.e., self-contained vs. departmentalized classrooms). We find that the positive links between same race/ethnicity teachers and improved achievement are stronger for elementary school students and students in self-contained classrooms, particularly for Black students. Our findings highlight the importance of timing and frequent exposure to same race/ethnicity teachers in academic trajectories.

Jacquemot, C., & Policar, C. (2023, juin 11). **Pourquoi si peu de femmes dans les carrières scientifiques ?** Consulté 12 juin 2023, à l'adresse The Conversation website:
<http://theconversation.com/pourquoi-si-peu-de-femmes-dans-les-carrieres-scientifiques-206793>

Depuis l'école primaire jusqu'aux postes de professeures des universités, les inégalités entre femmes et hommes se creusent.

Jaggy, A.-K., Kalkusch, I., Bossi, C. B., Weiss, B., Sticca, F., & Perren, S. (2023). **The impact of social pretend play on preschoolers' social development: Results of an experimental study.** *Early Childhood Research Quarterly*, 64, 13-25.
<https://doi.org/10.1016/j.ecresq.2023.01.012>

This controlled intervention study with a pre-test, post-test, and follow-up design investigated whether promoting children's social pretend play quality fosters their social development. Twenty-seven Swiss playgroups (N = 211 children, age: M = 43.3 months, SD = 6.5, with a median of 7 children per group) were randomly assigned to one of three experimental conditions: Play tutoring, provision of role play material, or control.

Standardized tests and educator questionnaires were used to assess children's social pretend play competence and social-cognitive, emotional and social skills as well as their peer relationship quality. Latent change models indicated that children's social pretend play competence, behavioral skills, and positive peer relationships as reported by their educators increased most strongly for children in the play tutoring condition. No significant intervention effects emerged regarding children's social-cognitive or emotional skills. The results show that actively promoting children's social pretend play quality also fosters their social behavior and peer relationships.

Kim, M., & Park, K. (2023). **Glass ceiling or sticky floor? Evidence from a distributional approach of the gender wage gap among PhD holders in South Korea.** *Asian-Pacific Economic Literature*, 37(1), 3-19. <https://doi.org/10.1111/apel.12379>

This study examines the gender wage gap, to explore whether a glass ceiling (large unexplained wage gaps in the upper percentiles) or sticky floor (large unexplained wage gaps in the lower percentiles) exists in the wage distribution of the most educated Koreans. This study focuses on seeking these distributional patterns for a theoretically homogeneous gender group, relying on a smaller dataset of PhD holders. Counterfactual methods combining recentered influence function decomposition with propensity score matching allow us to estimate how the wage gap between statistically similarly matched males and females, varies across the unconditional wage distribution. There is evidence of a strong sticky floor and a limited glass ceiling among Korean PhD holders. Results show that a negative relationship between a high level of education and the gender wage gap cannot be taken for granted, at least in South Korea. Even female PhD holders suffer from gender discrimination, especially when they are at the bottom end of the wage distribution.

Lacroix, J., Ruedin, D., & Zschirnt, E. (2023). **Discrimination driven by variation in social and economic conservatism: evidence from a nationwide field experiment.** *European Sociological Review*, 39(3), 464-478. <https://doi.org/10.1093/esr/jcac051>

We examine how contextual variation in aggregated political attitudes shapes ethnic discrimination. Using a field experiment with national coverage we identify ethnic discrimination in the Swiss housing market (N = 7,533 queries for viewings from fictitious persons who vary by name to signal ethnic origin). We use referendums and popular initiatives to identify the aggregated political attitudes at the municipality level in two dimensions: social conservatism and economic conservatism. We show that although aggregated levels of discrimination are low, discrimination varies spatially – higher levels of discrimination are found in municipalities that are both socially and economically conservative. Municipalities that are economically conservative, but socially liberal also tend to exhibit ethnic discrimination. By contrast, we find no evidence of ethnic discrimination in municipalities that are socially conservative, but economically liberal. Considering how the literature highlights social conservatism when discussing the role of political ideology on attitudes and ethnic discrimination, this result highlights how differentiating different forms of conservatism helps better understand the relationship between ideology and behaviour – in this case ethnic discrimination.

Laville, I. (2022). **Enquête sur la mise en place d'un dispositif d'apprentissage concernant l'égalité de genre à l'université** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://theses.hal.science/tel-03969971>

En 2013, l'Université de Franche-Comté nomme une chargée de mission égalité professionnelle et égalité des chances, afin de construire un projet à la dimension européenne sur l'égalité de genre. Le 8 octobre 2015 se réunit la Commission Parité et Égalité des chances, les enseignants-chercheurs sont invités à s'exprimer sur ce qui constitue pour eux le problème de l'égalité de genre. Ils exposent des « expériences » vécues dans le cadre de leur exercice professionnel s'apparentant à une diversité de situations faisant émerger un « trouble » à propos du genre (Dewey, 1967). L'enjeu pour la chargée de mission est de construire un projet, relativement « flou » et large (Latour, 1992), afin de fédérer un nombre important de questions et de ressources pour résoudre cette multiplicité de situations. Partant de l'observation de réunions de travail lors des phases de montage, de réalisation et de finalisation de ce projet interrégional « Laboratoire de l'égalité » entre l'Université de Franche-Comté et l'Université de Genève, cette thèse cherche à comprendre comment une multiplicité d'acteurs aux ressources et intérêts différents, traduisent le problème public de l'égalité de genre en dispositif de politique publique au sein de l'Université de Franche-Comté ? Ces observations de terrain sont complétées par la mise en place d'une recherche-action-formation dans le cadre du projet Interreg. M'appuyant sur des méthodes de recherche-action telles que l'intervention sociologique (Touraine, 1973, 1978) , la méthode des scénarios (Meyer, 2010), (Trépos, 1988) et la méthode d'analyse en groupe (Van Campenhoudt, Franssen et Cantelli, 2009), je construis un outil pragmatiste de résolution collective de situations concrètes de terrain d'inégalités de genre dans le cadre de l'enseignement et vécues par des personnes de divers établissements, qu'elles qualifient de « problématiques ». Au moyen d'une « communauté d'enquêteurs » (Zask, 2015), ce dispositif d'enquête a pour but d'accompagner les acteurs engagés dans le travail de réalisation du projet Interreg en produisant des préconisations concernant la formation à l'égalité de genre.

Le Clère, F. (2019). **Le travail du lien éducatif. Recherche socio-clinique d'orientation psychanalytique à partir d'interventions aux côtés de professionnels impliqués dans des dispositifs dédiés aux adolescents décrocheurs.** (Phdthesis, Université Vincennes Saint-Denis Paris 8). Consulté à l'adresse <https://hal.science/tel-04116180>

La thèse appréhende le décrochage scolaire à travers les théories sociologiques et les travaux psychopédagogiques, qui en même temps qu'ils cherchent à le définir et l'analyser, l'ont construit comme objet scientifique, politique et comme enjeu des pratiques d'enseignement et d'éducation. L'auteur se propose de construire de nouveaux éclairages sur cette situation éducative contemporaine que constitue le décrochage scolaire adolescent. Trois champs d'analyse du décrochage sont explorés et mis en discussion au fil de la thèse : un premier sur la notion de socialisation divergente des adolescents, un second sur les entraves à la construction du rapport aux savoirs et un troisième autour de l'impasse de la relation éducative. La recherche a été menée à travers trois interventions aux côtés d'équipages éducatifs œuvrant dans le champ de la lutte contre le décrochage. Le chercheur appréhende les effets subjectifs, collectifs et institutionnels de ce qu'il qualifie de mésinscription adolescente. Il analyse ainsi les dynamiques psychosociales et inconscientes au sein des équipages et leurs effets sur l'accompagnement éducatif des dits « décrocheurs ». Se démarquant de la plupart des travaux sur le décrochage scolaire, l'approche socio-clinique d'orientation psychanalytique adoptée a permis de mettre en évidence, à chaque fois, les impasses d'une relation éducative et pédagogique dans sa confrontation aux problématiques de la construction adolescente. L'auteur élabore au fil de la thèse une réflexion sur ce qu'il

appelle un « travail du lien éducatif » et soutient que le décrochage scolaire procède d'une difficulté de certains jeunes à entrer dans le travail adolescent et montre comment cette mésinscription génère une situation paradoxale productrice d'une « panne des interprétations » chez les adultes qui les accompagnent au quotidien ne faisant que renforcer une relation éducative en souffrance.

Master, A., Tang, D., Forsythe, D., Alexander, T. M., Cheryan, S., & Meltzoff, A. N. (2023). **Gender equity and motivational readiness for computational thinking in early childhood.** *Early Childhood Research Quarterly*, 64, 242-254. <https://doi.org/10.1016/j.ecresq.2023.03.004>

Learning coding during early childhood is an effective way for children to practice computational thinking. Aspects of children's motivation can increase the likelihood that children approach computational thinking activities with enthusiasm and deep engagement. Gender inequities may interfere with children's readiness to take advantage of opportunities to build computational thinking skills through activities such as coding. Societal stereotypes can reduce young girls' motivation to engage with computer science, preventing them from gaining benefits from coding activities designed to support computational thinking. This study examined children's gender stereotypes as well as children's own motivation for computer coding in 363 first- through third-grade children. We assessed gender differences in both stereotypes and motivation, as well as links between the stereotypes that individual children held and their own motivation. Children generally endorsed stereotypes about interest and ability for computer coding that favored their own-gender group, although third-grade girls reported gender-egalitarian beliefs about interest in coding. There were no gender differences in children's motivation for computer coding in terms of their own interest, sense of belonging, or ability self-concepts. Children's stereotypes about their own-gender group were significantly positively correlated with their own motivation for computer coding. These findings suggest that early childhood represents an excellent age for children to begin building computational thinking skills, before girls endorse negative stereotypes about their gender's interest in computer science.

McWayne, C. M., Ochoa, W., Segovia, J., Zan, B., Greenfield, D., & Mistry, J. (2023). **Engagement in the preschool classroom: Brief measures for use with children from ethnically diverse and low-income backgrounds.** *Early Childhood Research Quarterly*, 64, 177-185. <https://doi.org/10.1016/j.ecresq.2023.03.002>

Children's behavioral engagement in preschool is a strong predictor of their academic achievement both concurrently and into the later school years across socioeconomic and ethnic groups (Chien et al., 2010; Fuhs et al., 2013; Hamre & Pianta, 2001; Kim & Suarez-Orozco, 2015; Ladd & Dinella, 2009). The present measurement development study was conducted within the context of a larger intervention research program in partnership with an urban Head Start program in the northeastern United States. Forty-one teachers and 456 children participated. Two new measures were developed and tested for use in preschool classrooms— a teacher rating scale and an independent observation instrument. Although many of the assessments that result from commonly employed systematic observation methods provide a detailed and nuanced description of children's engagement in the classroom, they often require intensive training and are costly to implement. The present study sought to provide the early childhood education field with two brief and more cost-effective measures. Findings revealed initial construct validity evidence for the two measures, which were found to be reliable and to relate

modestly with one another as well as to an external criterion measure of children's science knowledge, which was the focus of the larger intervention. Findings also revealed significant relations between children's engagement and child and family demographic characteristics, perhaps attributable to the unique context of Head Start.

Merdad, N., Elbedour, S., Lau, J., & Barker, E. (2023). **Polygamy and mental health among Saudi middle schoolers: The role of family cohesion and father involvement.** *Family Relations*, 72(3), 774-793. <https://doi.org/10.1111/fare.12741>

Objective This paper assesses the role of family cohesion in the relationship between polygamy and mental health and whether this varies as a function of the father's involvement. **Background** Studies show that polygamy has a detrimental effect on children's mental health, yet familial variables that may account for this relationship have rarely been explored. Family cohesion is crucial for the relationship between a range of familial risk factors and mental health. **Method** Data about family structure, family cohesion, mental health, father involvement, and other related sociodemographic variables were collected from students from randomly selected middle schools (students N = 758) in Jeddah, Saudi Arabia. **Results** Polygamous marital structure predicted more psychosocial problems and higher internalizing symptoms, but not externalizing problems. Polygamy had an indirect association with psychosocial problems through family cohesion, and father involvement moderated the relationship between polygamy and family cohesion. **Conclusion** The findings suggest that living in polygamous families may impair the mental health of middle school-aged children, in part by diminishing family cohesion. Additionally, low father involvement may exaggerate threats to family cohesion resulting from polygamy and subsequent child mental health consequences. However, contrary to previous research, children's externalizing behavior did not vary by polygamous marital structure. **Implications** Family-focused therapies, which include the fathers, may be of particular use to support this at-risk group.

Miler, M., & Nasi, M. (2023, mai 30). **A Polytechnique, des étudiants étrangers dénoncent leur mal-être et des stéréotypes racistes.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/05/30/a-polytechnique-des-etudiants-etrangers-denoncent-leur-mal-etre-et-des-stereotypes-racistes_6175375_4401467.html

L'école militaire d'ingénieurs, composée à 20 % d'élèves internationaux, est accusée par plusieurs étudiants de perpétuer une culture néocoloniale et xénophobe qui participe à la séparation entre les Français issus du prestigieux concours et les autres.

Morel, S. (2023, juin 6). **Un bachelor à Madrid plutôt qu'une prépa à Paris : « Ici, on se fait un réseau de dingue, on a tous des parents très bien placés ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/06/un-bachelor-a-madrid-plutot-qu-une-prepa-a-paris-ici-on-se-fait-un-reseau-de-dingue-on-a-tous-des-parents-tres-bien-places_6176411_4401467.html

A 25 000 euros l'année, l'IE University de Madrid a accueilli près de 700 étudiants français à la rentrée 2022. Une jeunesse privilégiée, souvent passée par les grands lycées parisiens, qui préfère le réseautage aux affres des classes préparatoires d'élites.

Observatoire des inégalités. (2023). **Rapport sur les inégalités, édition 2023.** Consulté à l'adresse <https://www.inegalites.fr/Rapport-sur-les-inegalites-edition-2023>

Le Rapport sur les inégalités en France dresse un état des lieux complet des inégalités (revenus, éducation, travail, modes de vie, territoires). Composé d'infographies, tableaux et textes clairs, il est destiné à un large public.

Olivos, F., & Araki, S. (2023). **Cultural capital and perception of teacher-student relationships: Uncovering inequalities at schools in China.** *The British Journal of Sociology*, 74(3), 376-401. <https://doi.org/10.1111/1468-4446.13004>

A long tradition in stratification research argues students with higher cultural capital are likely to be treated by their teachers as possessing the "right culture," which positively affects their academic performance. Nevertheless, the literature has paid little attention to the role of students' perception in this process. Using two waves of the China Educational Panel Survey, we investigate how students' cultural capital affects their own understanding of teacher-student interactions, including its gender difference. Fixed effects regressions show a substantially positive effect of cultural capital on the perceived frequency of teachers praising and calling on students to answer questions across subjects. Nonetheless, we also find the lack of cultural capital is not punished and that the cultural capital's effect varies across its specific components and gender. These findings pave the way for elucidating the entire causal chain of intergenerational social inequality via cultural capital, teacher bias, students' perception, and their educational outcomes.

Park, E. S., McPartlan, P., Solanki, S., & Xu, D. (2023). **When Expectation Isn't Reality: Racial Disparities in Overestimation and STEM Attrition Among First-Year Students in College.** *The Journal of Higher Education*, 94(4), 526-556. <https://doi.org/10.1080/00221546.2022.2146570>

Existing research indicates that underrepresented-in-STEM racially minoritized students with similar academic preparation are less likely than their counterparts to persist in STEM, raising the question of factors that may contribute to racial disparities in STEM participation beyond academic preparation. We extend the current literature by first examining race-based differences in what students expect to receive and their actual grades in introductory STEM college courses, a phenomenon termed as overestimation. Then, we assess whether overestimation differentially influences STEM interest and persistence in college. Findings indicate that first-year STEM students tend to overestimate their performance in general, and the extent of overestimation is more pronounced among racially minoritized students. Subsequent analyses indicate that students who overestimate are more likely to switch out of STEM, net of academic preparation. Results from regression models suggest that race-based differences in overestimation can be explained by pre-college academic and contextual factors, most notably the high school a student attended.

Qi, M., Luo, Y., Chen, F., Xuan, X., Li, Y., & Wang, Y. (2023). **Longitudinal trajectories of approaches to learning among Chinese preschoolers: Family predictors and academic outcomes.** *Early Childhood Research Quarterly*, 64, 345-354. <https://doi.org/10.1016/j.ecresq.2023.04.011>

Considering the beneficial effects associated with approaches to learning (ATL) and the need to better understand its occurrence and development, this study examined the trajectories of ATL, as well as family predictors and academic outcomes in a longitudinal study in China. It followed 417 preschoolers (55.9% males; M=42 months, SD=4 months) for three years and noted three main findings. First, latent curve modeling revealed an

initially above-average level and linear increase trajectories of ATL with interindividual variations. Second, although socioeconomic status (SES) predicted children's ATL in early kindergarten, home learning environment (HLE) trajectories had a uniquely positive effect on ATL trajectories. Third, ATL trajectories predicted an improvement in language skills and cognitive skills. These results help to effectively guide ATL for improving children's academic outcomes.

Rapp, A. C., & Knutas, A. (2023). **Organising opportunities for all: building equity in vocational education and training.** *Educational Research*, 65(2), 267-283. <https://doi.org/10.1080/00131881.2023.2203145>

Background Educational opportunities and access vary according to location. In rural areas, the cultural, social and material consequences for local communities depend on the nature and degree of support for rural schools. There is a need to understand more about how the organisation of vocational education and training (VET), and the activities within it, relate to equity. Purpose The research sought to explore how the organisation of VET in a rural area of Norway, involving collaboration between school, training agency and local businesses/institutions, constructed notions of equity in VET. Methods A case study methodology was utilised. In-depth interviews were undertaken with personnel within a rural community (staff representing the school, training agency and businesses/institutions) who were supporting a VET education programme. Data were analysed qualitatively, using a narrative synthesis procedure. Findings Detailed analysis of rich interview data indicated that strong institutional and pedagogical approaches were employed to support students throughout their VET education. According to the participants' perceptions, the school, training agency and businesses/institutions focused on stabilising each other in the process of supporting equity in VET. Continuing ongoing work and reconstruction of traditions and routines appeared to contribute to the integration of the different actors' work in organising equity in VET. Conclusions Our study highlights how, in a rural community, opportunities for all in VET may be constructed and reconstructed through ongoing work which is connected to the foundations of the local context. The reconstruction needs to be maintained through networks and connections within and between the school, training agency and the businesses/institutions. This, in turn, can contribute to support for culture and welfare in the community to thrive.

Rastrygina, A., & Ivanenko, N. (2023). **A pedagogy of freedom as a viable basis for implementing gender equality in Ukraine's educational institutions.** *International Review of Education*, 69(1), 143-174. <https://doi.org/10.1007/s11159-023-09995-9>

In the state policies of European Union (EU) member countries, gender issues have become one of the main priorities since the 1990s, and independent Ukraine and Ukrainian non-governmental organisations have also gradually joined this agenda. Over the past three decades, Ukraine has engaged in efforts to restructure its educational institutions and processes on the basis of democratic principles free from any form of discrimination, including gender-related discrimination. These efforts have been promoted through joint projects with UN Women and other international organisations. While gender equality improvement strategies are now reflected in Ukrainian legislation, they are not yet fully implemented on the ground. In the context of presenting their concept of a pedagogy of freedom as a viable basis for the implementation of gender equality in Ukraine's educational institutions, the authors analyse research literature devoted to addressing freedom and gender equality in educational policies. They conclude that individual learners' free self-determination, self-development and self-

realisation can only be an effective factor in realising gender equality if pedagogical activity and learning spaces are designed to support the development of learners' full potential.

Rey, O. (2023). **Que nous apprend le concours de l'OVE sur la façon dont la recherche aborde la vie étudiante ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.4017>

La condition étudiante est un objet de recherche qui s'est développé depuis les années 1990 en France. À travers les prix du concours de l'Observatoire de la vie étudiante, qui récompense chaque année un mémoire ou une thèse, cet article identifie les principales caractéristiques et évolutions des recherches portant sur les questions étudiantes ces vingt dernières années. Il montre à la fois la récurrence d'interrogations classiques sur la question des inégalités dans l'enseignement supérieur, des problématiques en construction sur la réussite étudiante et une attention nouvelle à la diversité des situations et des populations constitutives de l'expérience étudiante. L'intérêt des informations capitalisées par l'OVE, mais aussi leur caractère insuffisamment structuré pose des questions quant à la place de cet organisme au sein du paysage institutionnel de l'enseignement supérieur.

Robinson-Link, P., Fowler, D., Daniels, B., & Battal, J. (2023). **Social, Emotional and Behavioral Screening Profiles Among Students in a Large Urban School District.** *Journal of Psychoeducational Assessment*, 41(4), 380-394. <https://doi.org/10.1177/07342829231157474>

Social, emotional, and behavioral (SEB) screening frequently employs a variable-based approach wherein individual scale scores indicate risk. However, a person-centered approach wherein risk is indicated by profiles, or constellations of scores across all scales, could help schools prioritize students based on the pervasiveness of SEB needs and match students to appropriate interventions. This study used latent profile analysis (LPA) to identify profiles within two diverse student samples (n = 16,270 in year one; n = 4019 in year two) based on teacher ratings on the Behavior Intervention Monitoring Assessment System, Second Edition (BIMAS-2). Results suggested four profiles including one profile with elevated risk across all scales, one profile with low behavioral risk and above average social functioning, one profile with borderline risk across all scales, and one profile with typical scores across most scales. Implications for linking universal screening to intervention are discussed. Impact and Implications: Many school districts employ universal screening to prevent and address wide-ranging student needs. Grouping students based on shared sets of needs has the potential to efficiently identify and prioritize students with pervasive risk in order to match them to comprehensive services. Results from this study capture the first attempt to identify student need profiles using BIMAS-2 scores. Future research should refine this process to derive more usable and consistent student profiles allowing direct links to comprehensive student services.

Sallee, M. W., Kohler, C. W., Haumesser, L. C., & Hine, J. C. (2023). **Falling Through the Cracks: Examining One Institution's Response to Food Insecure Student-Parents.** *The Journal of Higher Education*, 94(4), 415-443. <https://doi.org/10.1080/00221546.2023.2187175>

Although studies have addressed how universities respond to the needs of student-parents and food-insecure students independently, few studies examine students with these intersecting identities. This article explores how institutional culture affects the ways

that universities respond to the needs of food-insecure student-parents. Using Schein's analysis of culture, the article considers the ways that one institution's culture assumes that the normative college student is both food secure and childless, creating obstacles for anyone who does not fit that norm. Although the university had programs in place to support food insecure student-parents, the data suggest that the campus continues to privilege the normative student.

Sauder, R., & Pasquali, P. (2023). « **L'enjeu d'En nous est de montrer à quel point cette dégradation des services publics a un impact direct sur les jeunes** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3975>

Régis Guyon : Votre film documentaire « En nous » est sorti dans les salles il y a près d'un an, et il fait suite à « Nous, princesses de Clèves » sorti dix ans plus tôt. Quelle était votre intention en retournant vers ces jeunes lycéens, devenus adultes ? Régis Sauder : L'intention première n'était pas de prendre de leurs nouvelles, même si, d'une certaine manière, ce projet me permettait aussi de renouer un lien qui n'a jamais été distendu parce que j'ai gardé le contact avec eux, pour cert...

Siegel, J. A., Ganimian, A. J., & Cappella, E. (2023). **Can positive school climate ameliorate racial-ethnic disparities in pre-kindergarten quality? Evidence from a large urban school district**. *Early Childhood Research Quarterly*, 64, 313-323. <https://doi.org/10.1016/j.ecresq.2023.04.012>

We investigated whether school climate, specifically effective school leadership, strong family ties, and trusting relationships, moderates the well-documented disparities in pre-kindergarten quality for Black and Latine students relative to their peers. In a sample of 615 public schools in a large, urban school district serving a minoritized student population (the average school in the sample served 66% Black and Latine students), we first explored patterns of disparities and found that Black and Latine children, on average, experience lower-quality pre-kindergarten in terms of classroom organization, emotional support, and instructional support. Using structural equation modeling, we found that a multi-dimensional index of school climate moderated this relationship with pre-kindergarten quality in terms of classroom organization and emotional support, but not instructional support. These findings suggest a potential role for school climate in mitigating existing inequities in the quality of pre-kindergarten.

Soliday Hong, S. L., Legette, K. B., Kuhn, L., Zgourou, E., Kainz, K., Yazejian, N., & Iruka, I. U. (2023). **Lead teacher, assistant teacher, and peer racial/ethnic match and child outcomes for Black children enrolled in enhanced high-quality early care and education programs**. *Early Childhood Research Quarterly*, 64, 186-198. <https://doi.org/10.1016/j.ecresq.2023.03.001>

Teacher-child racial match has been shown to benefit young Black children, but less is known about the degree to which the match is with the lead teacher or the assistant, and if the preschool racial context moderates this association. This study utilized existing data collected during the 2014–15 through 2018–19 school years in 20 high-quality preschools that enrolled children from households/families with low-income. Analyses of data from 2553 preschool-age Black children enrolled in 418 classrooms revealed that most Black children (82%) were enrolled in preschools with a majority ($\geq 50\%$) of Black peers, and children in Black Majority preschools were more likely to experience teacher-child racial match with lead and assistant teachers. Racial match with lead and/or

assistant teachers were associated with teacher demographic and beliefs differences but not differences in classroom instructional support or child outcomes. Black Majority preschool enrollment was also associated with more problem-behaviors but not other outcomes. However, within Black Majority schools, behavior concerns were reduced when the assistant teacher was a racial match and child initiative was higher when both the teachers were a match. In sum, the effect of teacher-child racial match for Black children should be considered jointly with co-occurring ecological contexts that typify the proximal effects of systemic racism like the preschool racial composition.

Verzat, C., Chambard, O., Champy-Remoussenard, P., & Starck, S. (2021). **Regards croisés sur l'éducation entrepreneuriale, depuis les sciences de gestion, la sociologie et les sciences de l'éducation.** *Recherche et formation*, (97), 75-87. <https://doi.org/10.4000/rechercheformation.8210>

L'enjeu principal de cet entretien a été de recueillir le point de vue de deux chercheuses ancrées dans des champs scientifiques différents de ceux des coordonnateurs et des auteurs des articles du numéro, toutes et tous issus des sciences de l'éducation et de la formation (SEF). Le développement des recherches portant sur l'éducation à l'esprit d'entreprendre et le modèle entrepreneurial de l'activité (Champy-Remoussenard et Starck, 2018 ; Champy-Remoussenard, 2015) en sciences de l'éducatio...

Watson, J., Baier, J., Mughogho, W., & Millrine, M. (2023). **An exploratory investigation into the factors related to EdTech use among Kenyan girls.** *British Journal of Educational Technology*, 54(4), 1006-1024. <https://doi.org/10.1111/bjet.13307>

This paper contributes to the scarce literature on factors affecting EdTech use in households. These factors were considered through exploratory mixed-methods analyses of cross-sectional data on Kenyan girls and caregivers, captured during the COVID-19 pandemic. Quantitative analysis of the child dataset (n = 544) suggested the importance of both structural factors—such as technology hardware availability—and non-structural factors—including caregiver permission. Findings were supported by a thematic analysis of interview data from girls' caregivers (n = 58), which emphasised the role they play in girls' use of EdTech. Interviews also highlighted numerous caregiver concerns with EdTech, related to the relevance and rigour of educational content, the possibility of children accessing age-inappropriate material and child health (especially eyesight). Policy makers could alleviate these concerns by providing guidance on EdTech use and clearly signalling their approval of verified initiatives. Practitioner notes What is already known about this topic EdTech can benefit girls' education, yet there are various barriers to it being used. Existing research shows clearly that EdTech use can be impeded by structural factors (eg, hardware ownership). However, we find insufficient empirical evidence on the role of non-structural or behavioural factors. What this paper adds This paper addresses this gap, using a mixed-methods approach to explore the influence of 33 different measures (including non-structural factors) that could affect the number of hours girls spend using EdTech at home. Findings from a quantitative sample of girls (n = 544) and a qualitative sample of girls' caregivers (n = 58) highlighted the importance of non-structural factors, especially caregiver permission. The variable most strongly associated with girls' EdTech usage in our selected quantitative model concerned whether this was sanctioned by their caregivers. Our qualitative data suggested why caregiver permission to use EdTech might be withheld: caregivers emphasised perceived concerns about the risks and rigour of EdTech. Implications for practice and/or policy Our findings suggest the viability of policy interventions that provide EdTech guidance to

caregivers. Caregivers uncertain about EdTech could be reassured of the appropriateness of verified initiatives, while those already convinced might be aided in their attempts to support EdTech learning. Such guidance could provide a low-cost means of further exploiting the benefits that household EdTech learning can provide.

Wei, W. S., Ha, Y., Schneider, K. G., & Joshi, P. (2023). **Children's absenteeism from pre-K to kindergarten: A focus on children receiving child care subsidies.** *Early Childhood Research Quarterly*, 64, 368-380. <https://doi.org/10.1016/j.ecresq.2023.04.010>

As many as 48% of children in prekindergarten (pre-K) miss a month or more of the pre-K year (i.e., 10% or more of the school year), and high levels of absenteeism are associated with adverse academic and social-emotional outcomes in pre-K and in K-12. To date, no studies have examined absenteeism specifically among children receiving child care subsidies, a population of children who may be at greater risk for high absenteeism. Moreover, few studies have explored absenteeism in diverse early care and education (ECE) programs beyond public school pre-K or Head Start programs. This study uses administrative data from Massachusetts to address these gaps by (1) documenting absenteeism rates for children receiving subsidies during the pre-K year in both family child care (FCC) and center-based care (CBC) programs and in kindergarten; and (2) testing whether pre-K absenteeism is associated with kindergarten absenteeism in the full sample and by ECE program type. Results show that children enrolled in subsidized care were absent for an average 8.4% of the school year in pre-K and 5.9% of the school year in kindergarten. Absenteeism rates were lower in pre-K but slightly higher in kindergarten among children enrolled in FCCs, compared to those enrolled in CBCs (Pre-K: 7.2 versus 8.7%; Kindergarten: 6.2 vs 5.8%, respectively). Results from multilevel regression analyses showed that the associations between pre-K and kindergarten absenteeism were positive for children enrolled in both CBC and FCC programs. By documenting the prevalence of absenteeism among a sample of children receiving child care subsidies in diverse ECE programs, this study provides implications for ECE and child care subsidy research, policy, and practice.

Weiss, P.-O., Bozec, G., Hamel, C., & Bao, T. (2023). **Les discriminations vécues par les étudiant·e·s à l'université. Premiers résultats de l'enquête ACADISCRI dans un établissement de la région parisienne.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). Consulté à l'adresse <https://publications-prairial.fr/diversite/index.php?id>

Si le domaine de l'enseignement supérieur a fait l'objet de nombreux travaux analysant les inégalités sociales et de genre qui marquent les trajectoires étudiantes, il a encore peu été analysé sous l'angle des discriminations. Partant de ce constat, une équipe de recherche a lancé la recherche ACADISCRI, visant à mesurer et comprendre l'expérience des discriminations dans le monde académique. S'appuyant sur les données collectées lors de l'enquête « pilote » dans une université francilienne, l'article présente les premiers résultats de cette recherche. Il souligne la présence significative de traitements discriminatoires dans l'espace universitaire, particulièrement parmi les femmes et les minorités racialisées, de même que la faible connaissance et le rare recours aux dispositifs institutionnels permettant de les dénoncer.

Wright, B. L., Cross, B. E., Ford, D. Y., & Tyson, C. (2023). **When I Think of Home: Black Families Supporting Their Children During the COVID-19 Pandemic.** *Education and Urban Society*, 55(5), 515-532. <https://doi.org/10.1177/00131245211065415>

Since the onset of the COVID-19 pandemic, economic crisis, and persistent systemic and structural racism have plagued Black communities. The continued physical and symbolic violence and murders of Black bodies are undeniable. As White institutions, schools are definite contributors to this brutality as they center the culture and realities of White children while ignoring or denigrating Black children. This is even evident in the undermining of Black families' efforts to prepare their children to face the inequities and injustices they experience in the U.S. In this article, we discuss Black families' engagement in their children's education amid threats through racial socialization research aimed at developing and validating Black children's perspectives, experiences, and realities in Black identity to promote their positive social-emotional and psychological development. Black families must know how to cultivate their child's healthy self-identity, voice, and agency, along with academic achievement. Schools should learn from these practices. Schools that choose to ignore these concepts will continue contributing to trauma and violence against Black children and maintain deficit-oriented views. The article includes examples and implications for teaching and supporting the well-being of Black children, and concludes with practical ideas that educators can learn from and integrate into their practices.

Xu, W. (2023). **International Higher Education and the Pursuit of 'Chinese' Capitals: African Students and Families' Strategies of Social (re)production.** *British Journal of Educational Studies*, 71 (3), 307-323. <https://doi.org/10.1080/00071005.2022.2103095>

This paper intervenes in debates on Chinese higher education and social (re)production strategies in the contemporary African diaspora, developing the link between 'Chinese' capitals, social status and spatial mobility. Drawing on semi-structured interviews with both disadvantaged and middle-class African international students, I unpack how migration to China will enable them to accumulate prized forms of capital and position advantageously in different spheres of African society. The paper focuses on two 'Chinese' capitals – specifically high proficiency in the Chinese language, and exposure to and internalisation of Chinese lifestyles and practices – which are convertible to profit, distinction and secure coveted jobs in their respective home countries. By exploring how China's 'in the middle' position within the global political economy and exercising its soft power over peripheries are reflected in the ways these African students and their families play the 'class game' and make higher education choice, this paper moves beyond the 'West' vs. 'the Rest' gaze and nuances an emergent mobility pattern within the Global South. I conclude by presenting an argument that in seeking these 'Chinese' capitals, the students and their families may enhance China's geopolitical standing and facilitate its movement towards the 'core' within the arena of the world (knowledge) system.

Climat de l'école

Agyekum, B. (2023). **Challenges of learning environments experienced by distance-learning higher education students in Ghana.** *International Review of Education*, 69(1), 51-72. <https://doi.org/10.1007/s11159-023-09991-z>

The study presented here investigated challenges of learning environments experienced by distance-learning (DL) higher education (HE) students in the Greater Accra Region of Ghana. The author interviewed students (n=24) in two DL centres, where they attended weekend face-to-face sessions. He asked them to share their personal experiences with respect to classrooms, learning facilities both inside and outside the classroom, and access to library support services. During each intensive one-on-one interview, which

lasted 45–60 minutes, the author made audio-recordings and field notes for later analysis. The students' views were complemented with audio-recordings and field notes from staff interviews (n=4), each lasting 1–2 hours. The 28 participants in the study were recruited from two University of Ghana Learning Centres, Accra and Tema. Data collection covered the period from April 2018 to December 2019. The field notes derived from all participant interviews were transcribed, coded, categorised and analysed using NVivo 10. Particular attention was paid to students' educational and social well-being, and their sense of place. Findings include students' struggle with poor infrastructure conditions, and most reported lack of access to power sources in the classrooms, lack of a cafeteria, IT labs, library space, a student hub, and support services as the most significant barriers to experiencing a meaningful HE as DLs. Participants stressed the importance of infrastructural support and services tailored towards DLs' needs, with an emphasis on DL HE students' physical, social and psychological well-being.

Ben Hamouda, L. (2023, juin 12). « **Le harcèlement en milieu scolaire n'est pas que du harcèlement scolaire** ». Consulté 12 juin 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/12/le-harcelement-en-milieu-scolaire-nest-pas-que-du-harcelement-scolaire/>

Éric Debarbieux, chercheur spécialiste des questions de violence à l'école qui a entre autres rédigé le rapport « Refuser l'oppression quotidienne: la prévention du harcèlement à l'école », réagit aux annonces du Ministre en matière de harcèlement. Selon lui, ce énième plan, « au moins le vingtième » ne réglera pas la question. «... »

Borualogo, I. S., & Casas, F. (2023). **Sibling Bullying, School Bullying, and Children's Subjective Well-Being Before and During the COVID-19 Pandemic in Indonesia**. *Child Indicators Research*, 16(3), 1203-1232. <https://doi.org/10.1007/s12187-023-10013-5>

The aims of this study are threefold. The first aim is to examine the prevalence of sibling and school bullying before and during the COVID-19 pandemic in Indonesia. The second aim is to investigate the subjective well-being (SWB) of children who were bullied or never bullied before and during COVID-19. The third aim is to investigate factors associated with sibling and school bullying before and during the COVID-19 pandemic. This study uses two separate cross-sectional datasets from the Children's Worlds survey in Indonesia. Data in Study 1 were collected in October 2017 (N = 12,794; 48.2% boys; 51.8% girls, mean age = 10.56), while data in Study 2 were collected from July to September 2021 (N = 2,222; 46.1% boys; 53.9% girls; mean age = 10.77). Five items were used to measure sibling and school bullying. The five-item version of the Children's Worlds Subjective Well-Being Scale (CW-SWBS5) was used as the SWB indicator. Three groups of independent variables (family, friends and school climate) were analysed using linear regression to investigate the contribution of each variable to sibling and school bullying. Results show that the prevalence of sibling bullying during the COVID-19 pandemic is higher than before the pandemic, while the frequency of school bullying incidents during COVID-19 is lower than before COVID-19. SWB scores of children during COVID-19 are lower than SWB scores of children before the COVID-19 pandemic, both for bullied or never-bullied children. The fact that children report that parents listen to them and take what they say into account is positively associated with a lower frequency of being bullied at home before and during COVID-19 and being bullied at school only during the pandemic. Although samples are not strictly comparable, the SWB indicators used in both studies showed sensitivity to the changes in children's lives in previous studies. Therefore, the SWB

indicators are supposed to be sensitive to changes associated with children's new everyday life COVID-19 has implied.

Clarke, T., & Platt, R. (2023). **Children's Lived Experiences of Wellbeing at School in England: a Phenomenological Inquiry**. *Child Indicators Research*, 16(3), 963-996. <https://doi.org/10.1007/s12187-023-10016-2>

This phenomenological inquiry investigated children's wellbeing experiences at school, including their hedonic (feeling good) and eudaimonic (doing good) accounts, a distinction often overlooked. Further, while phenomenological inquiries of children's mental ill-health exist, wellbeing, a fundamental part of mental health, is neglected. This is at odds with positive psychology which favours strengths-based approaches to studying human development. Phenomenology provides rich detail, facilitating deeper understanding of why and how certain factors affect wellbeing, as described by children themselves. A sample of 15 children (aged 9–11), attending one English primary school broadly representative of the national socio-demographic, engaged in interviews. Children's experiences of 'feeling good' at school were characterised by: an interdependence on peers' emotional states (described as 'a domino effect'), a need to feel cared for by, and trust, adults, and desire for autonomy over their time. Children attributed mistrust in adults to adults disregarding seemingly incidental events which felt significant to children. Children experienced 'doing well' as equating to academic attainment, conveying a fixation with test scores, using language of 'correctness' and efficiency. Shame pervaded when 'correctness' was not achieved, with children describing being ridiculed for poor test scores. Recommendations for schools to support children's hedonia include prioritising wellbeing curricula and emotional literacy, greater staff reflexivity, and prioritisation of pupil voice. To foster children's eudaimonia, recommendations include the need for teachers to provide formative, personalised feedback for pupils focused on the learning process, and the need for Government to embrace a range of ways pupils can feel successful beyond academic attainment.

Hermansen, A. S. (2023). **Ethnic enclaves, early school leaving, and adolescent crime among immigrant youth**. *European Sociological Review*, 39(3), 400-417. <https://doi.org/10.1093/esr/jcac034>

Spatial concentration of immigrant minorities raises concerns about the intergenerational consequences of place-based ethnic inequalities. This study asks how socioeconomic properties of the ethnic neighbourhood environment during adolescence predict future criminal behaviour and early school leaving among immigrant youth using administrative data from Norway. The results show that immigrant youth's adolescent exposure to better-educated immigrant neighbours from the same origin country is related to lower risks of criminal engagement and higher likelihoods of completing upper-secondary education, while growing up in areas with less-educated coethnics is associated with adverse outcomes. Although effect sizes are modest, these relationships are robust to adjustment for a broad set of background characteristics and fixed effects at the level of neighbourhoods and national-origin groups. Coethnic neighbours' educational resources are more strongly associated with adolescent crime and early school leaving among immigrant youth from disadvantaged family backgrounds. Overall, these findings support the predictions of influential theories of assimilation which emphasize that access to social capital and socioeconomic resources found within local ethnic enclaves shape the future life chances of immigrant youth.

Lloyd, J., & Walker, J. (2023). **How Schools are Addressing Harmful Sexual Behaviour: findings of 14 School Audits.** *British Journal of Educational Studies*, 71(3), 325-342. <https://doi.org/10.1080/00071005.2023.2178634>

This article considers how schools are addressing harmful sexual behaviour occurring between students. In the context of policy and school inspection, driven by student disclosures of sexual harm, schools are being required to evidence responses to sexual harassment and abuse within and beyond school. Presenting findings from 14 school audits the article highlights evidence of the levers where schools claim they are achieving well and those where they self-assessed lowest. The findings are based on analysis of 14 school assessments. The findings evidence that schools more readily develop statutory policy processes and are less equipped to address cultural elements driving harmful and unsafe environments. The findings have implications for how schools are supported to address sexual harm and what drives changes in this area.

Penketh, C. (2023). **Education through the arts for well-being and community – The vision and legacy of Sir Alec Clegg.** *British Journal of Educational Studies*, 71(3), 349-351. <https://doi.org/10.1080/00071005.2023.2203401>

Rudolf, R., & Lee, J. (2023). **School climate, academic performance, and adolescent well-being in Korea: The roles of competition and cooperation.** *Child Indicators Research*, 16(3), 917-940. <https://doi.org/10.1007/s12187-022-10005-x>

Using nationally representative student assessment data from PISA 2018 for South Korea, this study analyzes the effects of between-student competition and cooperation at the school level on individual academic performance and adolescent well-being. Instrumental variables regressions were used to address potential endogeneity. Findings indicate that a more competitive school climate induces higher academic performance in mathematics, reading, and science. Student competition, however, comes at the cost of reduced individual life satisfaction. We find that competition is stronger at schools with a higher proportion of male and single children, and where mothers have higher education levels. Competition is found to increase the investment into after-school private tutoring. In contrast to competition, cooperation among students shows no significant effect on academic performance, while it has a positive effect on individual life satisfaction. Students at schools with higher levels of cooperation also show more positive affect, less negative affect, and perceive greater meaning in life.

Siegel, J. A., Ganimian, A. J., & Cappella, E. (2023). **Can positive school climate ameliorate racial-ethnic disparities in pre-kindergarten quality? Evidence from a large urban school district.** *Early Childhood Research Quarterly*, 64, 313-323. <https://doi.org/10.1016/j.ecresq.2023.04.012>

We investigated whether school climate, specifically effective school leadership, strong family ties, and trusting relationships, moderates the well-documented disparities in pre-kindergarten quality for Black and Latine students relative to their peers. In a sample of 615 public schools in a large, urban school district serving a minoritized student population (the average school in the sample served 66% Black and Latine students), we first explored patterns of disparities and found that Black and Latine children, on average, experience lower-quality pre-kindergarten in terms of classroom organization, emotional support, and instructional support. Using structural equation modeling, we found that a multi-dimensional index of school climate moderated this relationship with pre-kindergarten quality in terms of classroom organization and emotional support, but not

instructional support. These findings suggest a potential role for school climate in mitigating existing inequities in the quality of pre-kindergarten.

Voirnesson, B. (2022). **Normes de justice adolescentes et expérience subjective des sanctions scolaires** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04112055>

La thèse a pour objet de comprendre ce qui détermine le sentiment d'injustice des collégiens à l'égard des sanctions scolaires, particulièrement élevé comparativement aux autres types de verdicts scolaires. Le matériau d'enquête est constitué de 1500 questionnaires et 40 entretiens réalisés auprès de collégiens. Ceux-ci sont complétés de documents tirés de l'observation participante. L'analyse statistique montre que le sentiment d'injustice est principalement déterminé, non par l'âge, le sexe ou le milieu social des élèves, mais par les caractéristiques des sanctions (fréquence et gravité des sanctions reçues, fréquence déclarée des punitions collectives), ainsi que par le contexte d'établissement, loin d'être réductible à sa tonalité sociale. Le sentiment d'injustice des élèves à l'égard des sanctions résulte principalement d'un sentiment d'arbitraire. Le recours relativement fréquent aux punitions "collectives" contribue sensiblement à dégrader la croyance des élèves en la justice professorale en matière de sanction. La probabilité qu'un élève juge les sanctions injustes est renforcée en cas de désaccords parentaux avec les verdicts scolaires. Néanmoins, même lorsque les sanctions ne respectent pas des principes fondamentaux comme la proportionnalité ou l'individualisation, le respect et la considération que les professeurs accordent à leurs élèves améliorent la confiance dans la justice disciplinaire. Une typologie, obtenue par croisement du sentiment d'injustice avec le niveau d'intégration scolaire, permet de distinguer six profils d'élève : les "candides", les "sereins", les "dociles", les "critiques", "les réfractaires" et les "frondeurs". Des portraits viennent illustrer ces différents profils.

Évaluation des dispositifs d'éducation-formation

Bonnard, C., Duguet, A., & Giret, J.-F. (2021). **Les opérateurs extérieurs dans l'éducation à l'esprit d'entreprendre et la forme scolaire : les enseignements d'une expérimentation menée dans des collèges de quartiers défavorisés**. *Recherche et formation*, (97), 47-61. <https://doi.org/10.4000/rechercheformation.8165>

Cette recherche porte sur une expérimentation concernant l'aide à l'orientation pour des collégiens de quartiers défavorisés. Basée sur l'intervention d'opérateurs extérieurs en lien avec le monde de l'entreprise, l'expérimentation vise à soutenir les élèves dans leur orientation et à les aider à « être entrepreneurs ». L'enquête qualitative réalisée auprès des formateurs et des enseignants ou personnel de direction de ces collèges souligne les enjeux mais également les difficultés de ce projet, du fait notamment de la diversité des attentes entre les acteurs impliqués.

Laville, I. (2022). **Enquête sur la mise en place d'un dispositif d'apprentissage concernant l'égalité de genre à l'université** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://theses.hal.science/tel-03969971>

En 2013, l'Université de Franche-Comté nomme une chargée de mission égalité professionnelle et égalité des chances, afin de construire un projet à la dimension européenne sur l'égalité de genre. Le 8 octobre 2015 se réunit la Commission Parité et Égalité des chances, les enseignants-chercheurs sont invités à s'exprimer sur ce qui constitue pour eux le problème de l'égalité de genre. Ils exposent des « expériences »

vécues dans le cadre de leur exercice professionnel s'apparentant à une diversité de situations faisant émerger un « trouble » à propos du genre (Dewey, 1967). L'enjeu pour la chargée de mission est de construire un projet, relativement « flou » et large (Latour, 1992), afin de fédérer un nombre important de questions et de ressources pour résoudre cette multiplicité de situations. Partant de l'observation de réunions de travail lors des phases de montage, de réalisation et de finalisation de ce projet interrégional « Laboratoire de l'égalité » entre l'Université de Franche-Comté et l'Université de Genève, cette thèse cherche à comprendre comment une multiplicité d'acteurs aux ressources et intérêts différents, traduisent le problème public de l'égalité de genre en dispositif de politique publique au sein de l'Université de Franche-Comté ? Ces observations de terrain sont complétées par la mise en place d'une recherche-action-formation dans le cadre du projet Interreg. M'appuyant sur des méthodes de recherche-action telles que l'intervention sociologique (Touraine, 1973, 1978) , la méthode des scénarios (Meyer, 2010), (Trépos, 1988) et la méthode d'analyse en groupe (Van Campenhoudt, Franssen et Cantelli, 2009), je construis un outil pragmatiste de résolution collective de situations concrètes de terrain d'inégalités de genre dans le cadre de l'enseignement et vécues par des personnes de divers établissements, qu'elles qualifient de « problématiques ». Au moyen d'une « communauté d'enquêteurs » (Zask, 2015), ce dispositif d'enquête a pour but d'accompagner les acteurs engagés dans le travail de réalisation du projet Interreg en produisant des préconisations concernant la formation à l'égalité de genre.

Palik, J., & Østby, G. (2023). **Interventions to improve refugee children's access to education and quality learning: A scoping review of existing impact evaluations.** *International Review of Education*, 69(1), 227-247. <https://doi.org/10.1007/s11159-023-10004-2>

Refugee children face numerous challenges in accessing quality education. In the past years, the number of interventions aiming to address these challenges has grown substantially. What is still scarce, however, is systematic evidence on what works to improve refugee children's enrolment and learning. The authors of this article set out to find what robust quantitative evidence exists regarding interventions that seek to improve access to education and quality learning for refugee children. They conducted a first scoping review of quantitative peer-reviewed articles which evaluate the effect of specific interventions which aimed to improve access to education and/or quality learning for refugee children. While their literature search for the time-period 1990–2021 resulted in 1,873 articles, only eight of these fit the authors' selection criteria. This low number indicates that there is a general lack of robust evidence as to what works to improve quality learning for refugee children. What the authors' mapping of the research evidence does suggest is that cash transfer programmes can increase school attendance and that learning outcomes, such as second-language acquisition, can be improved through physical education, early childhood development programmes, or online game-based solutions. Other interventions, such as drama workshops, appear to have had zero effect on second-language acquisition. The authors conclude their article by addressing the limitations and implications of this body of interventions for future research.

Formation continue

Boursiquot, H. (2023). **Diplômes, compétences et validation des acquis de l'expérience en Haïti.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140353260&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_5_juin_au_10_juin_36042&utm_medium=email&utm_content=lienTitre

Les représentations sociales du diplôme et de la compétence n'ont pas été au cœur des débats au Parlement haïtien. Cette situation a abouti au vote de la loi portant reconnaissance et validation des acquis de l'expérience professionnelle en février 2019, redéfinissant l'interrelation des acteurs institutionnels, des pratiques sociales et de l'autonomie des institutions. L'expérience professionnelle devient formatrice comme l'école. Le décor de manque de ressources humaines pour intervenir dans les institutions d'enseignement supérieur en Haïti range la VAE dans la catégorie des mécanismes d'identification des professionnels compétents. Ce livre ouvre une réflexion sur le rôle des acteurs dans l'institutionnalisation d'un dispositif qui doit unir les univers de formation et de travail tout en liant l'éducation à la croissance économique.

Callahan, R. M., Jiang, L., & Núñez, A.-M. (2023). **EL Policy and Immigrant Politics: State and Federal Policy and Ever-EL Students' Postsecondary Pathways.** *Educational Policy*, 37(5), 1467-1505. <https://doi.org/10.1177/08959048221103802>

Although current and former English Learner (EL) or "ever-EL" students comprise one of the fastest-growing K-12 populations, we still know relatively little about the factors that influence their college-going. Using Perna's seminal college-going model as a launching point, we propose a policy-driven empirical approach to explore how state and federal policy uniquely inform ever-EL students' academic trajectories. This model considers how EL education policy is largely defined at the federal level but interpreted and implemented by state and local actors (i.e., the Lau and Castañeda cases). In addition, largely of immigrant origin, ever-EL students are directly affected by federal immigration policy as well as state immigrant policies. We suggest that the unique status of EL education in K-12 schools and the framing of immigrant-origin communities in federal and state policies make it necessary to consider both federal and state policy contexts in ever-EL college-going research.

Collom. (2023). **A Quasi-Experimental Investigation of Adult Student Enrollment Responses to the Tennessee Reconnect Grant.** *Community College Journal of Research and Practice*, 47(7), 478-493. <https://doi.org/10.1080/10668926.2022.2050838>

In this study I deployed quasi-experimental methods to explore enrollment responses to a unique statewide college promise program for adult students attending college within the two-year public postsecondary education sector in Tennessee. State policymakers implemented Tennessee Reconnect in 2018 to encourage adult students without a college degree to enroll in college and pursue a postsecondary credential or degree. There is little research quantitatively exploring how promise programs affect adult student enrollment in contrast with nationwide trends. For this study, I used differences-in-differences to determine the effect of Tennessee Reconnect on total, part-time, full-time, male, and female adult student enrollment at public two-year postsecondary institutions in the first two years of the program. Findings revealed a significant increase in enrollment

in response to the policy across all adult student categories in the first year. While overall adult student enrollment increased in the second year of the program, only part-time students and male students saw significant increases compared to the nationwide sample. Findings are encouraging regarding adult student responses to a free college program and how states can leverage policies to potentially increase enrollment among individuals who may not have otherwise pursued postsecondary education, such as adult students.

Niewiadomski, C., & Prévost, H. (2023). **Devenir sujet de sa formation: Histoires de vie et processus de subjectivation**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-devenir-sujet-de-sa-formation-histoires-de-vie-et-processus-de-subjectivation-christophe-niewiadomski-herve-prevost-9782140352874-77080.html>

Suite à la tenue d'un colloque international, intitulé : « Place de la personne dans les accompagnements institués. Se former et accompagner par les histoires de vie », organisé en juin 2021 à Pau, ce livre entend témoigner des débats qui s'y sont déroulés. Cette manifestation scientifique avait en effet pour ambition de rassembler des professionnels et des chercheurs afin d'échanger sur les usages et effets des pratiques d'histoire de vie en formation dans les différents secteurs de la formation des adultes. Elle voulait aussi s'interroger sur la pluralité des formes d'accompagnements institués, s'inscrivant dans le champ de la recherche biographique. L'objet de ce livre témoigne ainsi du croisement des points de vue entre praticiens, experts et chercheurs, dans les domaines de l'accompagnement social et de la formation par les récits de vie, en explorant la nature et la visée des processus de subjectivation mis en œuvre.

Paddeu, J., & Veneau, P. (2023). **Les mondes pluriels de la formation des demandeurs d'emploi** [Application/pdf,text/html]. Céreq Bref, (440), 1-4. <https://doi.org/10.57706/CEREQBREF-0440>

Le paysage de la formation des demandeurs d'emploi connaît depuis les années 2000 une série de réformes, dont la plus emblématique concerne la refonte du compte personnel de formation (CPF) par la loi du 5 septembre 2018. Comment ces évolutions ont-elles affecté les organismes de formation et leur offre ? Une recherche conduite par le Céreq montre que ce paysage, décrit jusque-là comme plutôt homogène, est en réalité pluriel et traversé par des conceptions de la formation très différentes. Celles-ci constituent des « mondes » aux logiques hétérogènes. Deux de ces « mondes » se distinguent cependant dans ce paysage : celui de la formation « agile » et celui de la formation « marchande ».

Puech, F. (2022). **La formation des adultes plus âgés : pertinence éducative et spécificités : Recherche exploratoire d'une étude à double entrée auprès d'apprenants et de formateurs** (Phdthesis, Université de Haute Alsace - Mulhouse). Consulté à l'adresse <https://theses.hal.science/tel-03847945>

Avec l'allongement de la durée de vie, la formation des adultes plus âgés gagne en intérêt. Le travail de thèse consiste à approfondir la compréhension du phénomène, notamment en lien avec l'allongement des carrières et la transformation progressive des façons de travailler. L'écrit identifie les enjeux majeurs de la formation des adultes et s'interroge sur les facteurs qui peuvent contribuer à la prise en compte des spécificités des apprenants plus âgés en formation. La diversité du public constitue un facteur élémentaire de la particularité de la formation. Les autres facteurs à prendre en compte

sont le formateur (compétences didactiques et pédagogiques, connaissance du public, etc.) et le dispositif (modalités et cadre de formation, objectifs, méthodes, etc.). À partir d'une analyse pluridisciplinaire approfondie de ces trois aspects, la recherche exploratoire a adopté une approche herméneutique poursuivant trois objectifs : recenser l'état de connaissance et de sensibilisation des formateurs sur les particularités de formation des adultes plus âgés ; approfondir les connaissances sur la compréhension de ce public ; mener une réflexion sur les pratiques et les interventions éducatives favorables à la prise en compte de ces particularités sur le terrain. La méthode d'enquête choisie a été un questionnaire à double entrée impliquant des professionnels apprenants et des formateurs. Les résultats font apparaître la nécessité d'adapter les formations aux particularités des publics en favorisant la complémentarité à l'intérieur du collectif des apprenants. L'âge chronologique n'étant pas le seul facteur explicatif des différences entre les individus.

Triby, E. (2022, avril 27). **La formation des adultes : quelles transformations pour le monde de demain ?** Présenté à Cycle AgoraPro. Consulté à l'adresse <https://hal.science/hal-04122948>

Cette conférence s'inscrit dans le cycle de conférences organisé par le CREAD de l'Université de Rennes 2 et porte sur les transformations de la formation des adultes ; ce cycle vise à faire dialoguer les chercheurs et les professionnels également intéressés par cette thématique. Dans cette conférence, celle-ci est abordée à partir de deux questions qui, elles-mêmes, se dédoublent. La première porte sur la nature des transformations en cours, se renvoie à deux questions : quels sont les problèmes constitutifs de ces transformations ? Quels sont les problèmes pour analyser ces transformations ? La seconde porte sur deux grandes transformations à l'œuvre, aujourd'hui : transition écologique et numérique, et la place qu'y occupe la formation pour le monde de demain ? Cela renvoie à deux questions : qu'est-ce qui lie ces deux transformations ? Quelle place peut y occuper la formation et avec quels instruments conceptuels les aborder ? Summary. This conference is part of the cycle of conferences organized by the CREAD and the University of Rennes 2, and focuses on the transformations of adult education; this cycle aims to bring together researchers and professionals who are also interested in this theme. In this conference, this is approached from two questions which, themselves, are duplicated. The first relates to the nature of the transformations in progress, refers to two questions: what are the constituent problems of these transformations? What are the problems in analyzing these transformations? The second focuses on two major transformations at work today: ecological and digital transition, and the place occupied by training for the world of tomorrow? This raises two questions: what links these two transformations? What place can training occupy in it and with what conceptual instruments should it be approached?

Marché du travail

Aradhya, S., Grotti, R., & Härkönen, J. (2023). **Unemployment persistence among second-generation immigrants.** *European Sociological Review*, 39(3), 433-448. <https://doi.org/10.1093/esr/jcac071>

Many immigrant groups disproportionately experience unemployment and this disadvantage often extends to their children—the second generation. This paper contributes to this stream of research by studying unemployment dynamics of the

ancestral population and second-generation immigrants in Sweden. In particular, we ask: does unemployment persistence differ between ancestral Swedes and 10 second-generation immigrant groups? We answer this question using correlated dynamic random-effects logit models to study the effect of past on current unemployment—also known as genuine state dependence. We use Swedish register data to follow individuals over their early working careers. The results indicate that although past unemployment has a similar relative effect on current unemployment across the ancestry groups, past unemployment increases the probability of current unemployment (absolute effect) more among second-generation Middle-Eastern, Turkish, and Southern European immigrants. Because of higher baseline levels of unemployment, the labour market consequences of similar relative effects are more pronounced among the second generation as compared to ancestral Swedes. The paper concludes by elaborating on the reasons behind these contrasting results while highlighting the importance of examining heterogeneous effects on both the relative and absolute scales.

Champy-Remoussenard, P., & de Miribel, J. (2021). **Entrepreneuriat et esprit d'entreprendre.** *Recherche et formation*, (97), 63-74.
<https://doi.org/10.4000/rechercheformation.8200>

Si les usages du registre entrepreneurial sont très présents dans la société, ils reposent sur nombre d'ambiguïtés et d'ambivalences qui en caractérisent le lexique. Cet article revient sur les termes entreprendre, entrepreneuriat et entrepreneur, certains aspects de leur construction et de leurs usages, pour proposer un développement plus centré sur les possibilités analytiques qu'offre une entrée par les mots. Analysant la portée des ambiguïtés, des ambivalences et controverses dans ce champ lexical, l'article ouvre des perspectives d'analyse plurielles de l'éducation à l'esprit d'entreprendre.

Choi, J., & Prins, E. (2023). **North Korean women entrepreneurs learning from failure.** *International Review of Education*, 69(1), 207-226. <https://doi.org/10.1007/s11159-023-09994-w>

Migrants' workplace experiences in their host society, including failure, shape their social adjustment, yet how migrants learn from failures is under-investigated. The study presented here examined how North Korean migrants struggling for a foothold in South Korea sought to learn from failures in their workplaces and everyday life. The article draws on nine months of ethnographic research in South Korean restaurants and cafés employing North Korean migrants. Data sources include informal conversations and loosely structured interviews with five purposefully selected women who started, or planned to start, their own enterprise. The findings reveal that these migrants perceived failure in five interrelated spheres: financial, relational, physical, psychological and professional. Participants developed perspectives to understand failure as an integral part of learning in a new society and adopting unfamiliar role expectations and responsibilities. They also applied knowledge they had acquired through their failures to change their approach to their career and to strengthen their personal and business capacity to obtain a legitimate social position. Paradoxically, failures that were beyond their control, such as legal problems, created opportunities to receive practical support from, and increase trust in, South Koreans. In addition to challenging the discourse that portrays North Korean migrants as deficient, these findings contribute to adult education scholarship on migrants' situated learning in their host societies.

Flécher, M. (2023). **Création de startup et rapport au salariat : qui sont les « nouveaux entrepreneurs » ?** *Connaissance de l'emploi*, (189). Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/creation-de-startup-et-rapport-au-salariat-qui-sont-les-nouveaux-entrepreneurs--1426276.kjsp?RH=1507626697168>

Gagne Chabrol, C. (2023, juin 15). **Les jeunes femmes diplômées des grandes écoles toujours moins payées que les hommes.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/15/les-jeunes-femmes-diplomees-des-grandes-ecoles-toujours-moins-payees-que-les-hommes_6177732_4401467.html

Selon la Conférence des grandes écoles, les indicateurs de l'emploi des jeunes diplômés des grandes écoles sont au beau fixe, sauf pour les femmes qui sont toujours moins bien payées que les hommes, notamment dans les secteurs de la banque et de l'assurance.

Kim, M., & Park, K. (2023). **Glass ceiling or sticky floor? Evidence from a distributional approach of the gender wage gap among PhD holders in South Korea.** *Asian-Pacific Economic Literature*, 37(1), 3-19. <https://doi.org/10.1111/apel.12379>

This study examines the gender wage gap, to explore whether a glass ceiling (large unexplained wage gaps in the upper percentiles) or sticky floor (large unexplained wage gaps in the lower percentiles) exists in the wage distribution of the most educated Koreans. This study focuses on seeking these distributional patterns for a theoretically homogeneous gender group, relying on a smaller dataset of PhD holders. Counterfactual methods combining recentered influence function decomposition with propensity score matching allow us to estimate how the wage gap between statistically similarly matched males and females, varies across the unconditional wage distribution. There is evidence of a strong sticky floor and a limited glass ceiling among Korean PhD holders. Results show that a negative relationship between a high level of education and the gender wage gap cannot be taken for granted, at least in South Korea. Even female PhD holders suffer from gender discrimination, especially when they are at the bottom end of the wage distribution.

Miro, R. (2023, juin 3). **Comment la DGSE recrute de nouveaux talents dans les écoles d'ingénieurs.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/03/comment-la-dgse-recrute-de-nouveaux-talents-dans-les-ecoles-d-ingenieurs_6175996_4401467.html

Pour repérer des profils en cybersécurité et faire face à la pénurie de spécialistes, le service de renseignement français organise des compétitions de piratage informatique dans les écoles d'ingénieurs.

Simon, T. (2023, juin 14). **Sens au travail : ce que révèle le boom des néo-artisans.** Consulté 15 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/sens-au-travail-ce-que-revele-le-boom-des-neo-artisans-207523>

Les reconversions de cadres vers des métiers manuels soulèvent des questionnements profonds sur le besoin de concret – sur lesquels la philosophie et la littérature esquissent des réponses.

Apple, M. W. (2023). **On the Role of Teacher Unions in Social Justice**. *Educational Policy*, 37(4), 1179-1188. <https://doi.org/10.1177/08959048211049418>

In an earlier essay in the Reviewing Policy section of this journal, I examined many of the major arguments for social justice teacher unionism. This combines both more traditional union concerns over wages, working conditions, professional autonomy, and respect with a much more concerted focus by unions on social justice issues in schools, communities, and the larger society. The importance of such a commitment and what it actually looks like is evident in the book under discussion here. *Teacher Unions and Social Justice* is one of a deservedly well-respected and growing series of volumes published by Rethinking Schools. The entire series constitutes substantive contributions to some of the most significant and contentious issues facing deeply committed educators. Through books such as *Teacher Unions and Social Justice* and other important publications, Rethinking Schools provides us with ways of combining the professional, political, and personal aspects of our lives and of coming together to build thicker forms of critically democratic education to defend a more robust vision of the common good.

Barragán-Giraldo, D. F., Munevar-Vargas, S. L., Espinosa-Vega, M. C., & Londoño-Orozco, G. (2023). **Communication of Science and Academic Accreditation of University Professors**. *Revista Electrónica Interuniversitaria de Formación Del Profesorado*, 98(37.1). <https://doi.org/10.47553/rifop.v98i37.1.98015>

En el contexto español, ANECA gestiona la acreditación de profesores universitarios; en otras latitudes se viven situaciones similares. Este artículo de investigación es un aporte a la reflexión sobre la acreditación del profesorado en relación con la comunicación de la ciencia, estudio que evidencia percepciones de docentes-investigadores universitarios colombianos sobre la problemática. Se trata de un trabajo cualitativo que aborda, por un lado, el análisis de la producción de los grupos de investigación de la población participante y, por otro, la experiencia de los profesores, a partir de relatos testimoniales que se trataron desde el análisis de contenido mediante el software Atlas-Ti. Se destaca la particularidad de la comunicación de la ciencia como mecanismo necesario para visibilizar el saber científico y algunas tensiones relevantes frente a ello. De igual manera, se hace un balance sobre el desarrollo de la acreditación académica de los profesores colombianos, categorización regulada inicialmente por el antiguo Colciencias y ahora Ministerio Nacional de Ciencia y Tecnología. Se evidencia en el trabajo, por un lado, el aporte de las exigencias en el incremento de la acreditación y el desarrollo de la investigación profesoral y, por otro, la necesidad de generar otras rutas de acreditación académica de profesorado que estén más allá de la publicación de artículos en revistas top. No es menor señalar la inconformidad con las actuales políticas de medición de la productividad científica, reflejada en la crítica del cuerpo profesoral a la creciente alineación de la universidad a políticas neoliberales que configuran la universidad managerial.

Boulay, M.-F., Hamel, C., & Hamel, S. (2023). **Effectiveness of professional development for teachers in French- and English-medium public elementary schools in Quebec, Canada: A first descriptive survey**. *International Review of Education*, 69(1), 101-124. <https://doi.org/10.1007/s11159-023-10001-5>

Participating in effective professional development (PD) is beneficial in many ways for teachers themselves, but also for improving school systems. "Effective" PD differs from "traditional" PD in that it employs elements known to support changes in teaching practices and in student learning. Characteristics of effective PD include collective

participation, sustained duration, active learning and specific content focus, all within a coherent development process. Based on these effectiveness characteristics, the authors of this article conducted a survey to assess the PD provided to Quebec elementary (primary) school teachers (N = 708) and to identify the content, the learning modes emphasised, the reasons why teachers participated, the perceived benefits, the impacts of participation, as well as the incentives for and potential barriers to participation. Overall, they found that teachers rarely participate in PD unless it has first been specifically offered to them. Although Quebec teachers have access to a relatively wide range of PD activities (e.g., in-school or out-of-school workshops, conferences, teacher networks, professional learning communities, university courses), there is still a need for improvement in terms of the inclusion of effectiveness characteristics in PD activities. The authors conclude their article with avenues for further research and recommendations to increase the effectiveness of teacher PD.

Boussion, S. (2022). **Éducateurs et éducatrices aux prises avec la distance à l'heure de la professionnalisation (années 1940-1960).** *Vie sociale*, 39(3), 33. <https://doi.org/10.3917/vsoc.223.0033>

Cet article propose une approche de la façon dont les éducateurs et éducatrices spécialisés envisagent la question de la distance et de son double, la proximité, des années 1940 aux années 1960. En s'appuyant principalement sur les archives de leur association professionnelle, il est ainsi possible de distinguer un premier temps, durant lequel l'installation d'éducateurs a pour objet d'établir une plus grande proximité avec les jeunes placés afin de rompre avec les héritages correctionnels, passant notamment par le « vivre avec ». Mais la professionnalisation suscite des débats sur le don de soi et entraîne une « prise de recul » au fil des années 1950, par laquelle la prise de distance physique et technique entre éducateurs et jeunes s'accompagne également d'une distance des éducateurs avec leur outil de travail, à savoir eux-mêmes.

Brennan, A., & Canny, A. (2023). **Problematising Irish student-teachers' (dis)engagement with sociology of education in initial teacher education programmes.** *Teaching and Teacher Education*, 130, 104173. <https://doi.org/10.1016/j.tate.2023.104173>

In this paper, we argue that the foundation disciplines have experienced increased marginalisation within initial teacher education (ITE) in Ireland, even though they are acknowledged in policy, curriculum, and programme development. This marginalisation has occurred because of several developments. The reconceptualisation of ITE in Ireland in 2011, foregrounded a more practice-orientated approach which we argue has contributed to a more 'mono-dimensional conceptualisation' of teacher education (Winch et al., 2015). The continued division between the foundation studies and school placement has not helped the 'cause' of foundation disciplines, particularly as students are not afforded the opportunity to regularly integrate their learning and foundation studies are not assessed as part of the school placement experience. Drawing on a quantitative study of student teachers in one Irish ITE college, this paper explores their engagement with, and attitude toward sociology and most especially their application of sociological theory in practice. The study found that while students understand sociological concepts, and its importance in education, they do not embrace the transformative potential of sociological concepts for their own identity as a teacher or engage in any meaningful way to interrogate systematic inequality in either education or society. Our findings suggest that ITE students do not have the opportunity to engage in the deep conceptual analysis that is required to implement fully inclusive and culturally

responsive pedagogies, a necessity in the face of a diverse society and homogenous teaching population. The data suggest that students have a utilitarian approach to sociology as a non-pedagogical discipline, and this has repercussions for both the teaching of sociology of education and for students' own professional development. We need to reassert the value of the foundation disciplines, particularly sociology of education, as an important pillar of ITE students' professional development. It is incumbent upon foundation discipline teacher educators to reclaim their space, by highlighting the disconnect between theory and practice, and by creating authentic space for students to develop and employ a sociological lens in their journey to becoming open-minded, empathetic and culturally competent teachers.

Butzbach, M. (2023, juin 13). **Entre souffrance et démissions, l'université de Nantes « craque de partout »**. Consulté 15 juin 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/entre-souffrance-demissions-luniversite-de-nantes-craque-de-partout/00107206>

Les arrêts de travail et les départs qui se multiplient au sein de l'établissement, sur fond de dégradation des conditions de travail et de financements insuffisants, trahissent la crise profonde que traverse l'enseignement supérieur français.

Carvalho, D. D., & Préchoux, V. (2023, juin 5). **Collège : vers une meilleure reconnaissance des assistants d'éducation ?** Consulté 7 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/college-vers-une-meilleure-reconnaissance-des-assistants-deducation-206805>

Les assistants d'éducation au collège, aussi appelés « surveillants » ou « pions », sont souvent des étudiants en contrat précaire. Mais la loi du décembre 2022 leur ouvre de nouvelles perspectives.

Chavagneux, C. (2023, juin 2). **La science économique n'aime pas les femmes**. Consulté 7 juin 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/science-economique-naime-femmes/00107152>

Trois études récentes confirment la sous-représentation des femmes parmi les chercheuses et au sein des postes de direction de la discipline.

Clarà, M., Vallés, A., Franch, A., Coiduras, J., Silva, P., & Cavalcante, S. (2023). **How teachers' appraisals predict their emotional experience: Identifying protective and risk structures in natural appraisals**. *Teaching and Teacher Education*, 130, 104166. <https://doi.org/10.1016/j.tate.2023.104166>

This paper studies the narratives of 73 teachers and analyzes how different narrative structures predict teachers' emotional exhaustion, depersonalization, personal accomplishment, well-being, and resilience. We found that "they know how"-, "they can"-, and "I do"-type narrative structures were protective for emotional exhaustion and well-being, while "they don't want"-, "they can't"-, "they don't do"-, and "I don't do"-type structures were risky for emotional exhaustion, depersonalization, resilience and well-being. These results provide evidence of the differential role of appraisal in teachers' emotions, as well as the types of narrative structures that should be promoted in the construction and reconstruction of teachers' appraisals.

Costes-Onishi, P., & Kwek, D. (2023). **Technical skills vs meaning-making: Teacher competencies and strength of inquiry-based learning in aesthetic inquiry.** *Teaching and Teacher Education*, 130, 104152. <https://doi.org/10.1016/j.tate.2023.104152>

Aesthetic inquiry is a discipline-specific form of Inquiry-Based Learning (IBL) that explores problems on the value, nature and meaning of art in life. It is meant to engage the students in the critical and conceptual aspects of artistic activities as is the nature of inquiry. However, an analysis of 67 Primary 5 (11 year olds) and 71 Secondary 1 (13 year olds) visual art lessons in Singapore found that teachers continue to implement aesthetic inquiry as formal analysis and skills mastery more so than meaning making. The findings using the comprehensive observational indicators of this study will be useful for researchers, curriculum writers, and policy makers to underpin the challenges among in-service teachers in IBL. More importantly, it will enable teachers to learn and reflect on their competencies in delivering an inquiry-based curriculum.

Elomaa, M., Eskelä-Haapanen, S., Pakarinen, E., Halttunen, L., & Lerkkanen, M.-K. (2023). **Work-related stress of elementary school principals in Finland: Coping strategies and support.** *Educational Management Administration & Leadership*, 51(4), 868-888. <https://doi.org/10.1177/17411432211010317>

The present study aimed to investigate elementary school principals' self-reported causes of work-related stress, their coping strategies to deal with stress and the support they need for their leadership. Seventy-six principals filled in the questionnaire, which included open-ended questions. Qualitative content analysis was used to analyse the data. The results showed that the main sources of stress were workload, interpersonal conflicts, a lack of resources and internal pressures. Moreover, principals used emotion-focused, problem-focused and social coping to deal with stress. Additionally, principals reported a need for problem-focused support and social support for their leadership. The results revealed the importance of social support and coping for principals' occupational wellbeing. A more intimate approach to principals' perceptions about the causes of occupational stress, their coping strategies and the support they need provides opportunities to consider diverse personal requirements, which may be fundamental in promoting principals' occupational wellbeing.

Eshchar-Netz, L., Lefstein, A., & Vedder-Weiss, D. (2023). **Too old to learn? The ambivalence of teaching experience in an Israeli teacher leadership initiative.** *Teaching and Teacher Education*, 130, 104186. <https://doi.org/10.1016/j.tate.2023.104186>

This study examines veteran and novice teachers' identities in the policy, culture and practice of an Israeli teacher leadership initiative. Building on four years of ethnographic fieldwork, we used discourse analytic methods to investigate references to "veteran" and "novice" teachers in staff meetings, professional development, and interviews. While experience is valued in most professional contexts, it was treated with ambivalence in this leadership initiative. "Veterans" were seen as knowledgeable and confident but resistant to change and learning. "Novices" were seen as potential leaders but insecure and lacking expertise. We discuss implications for teachers' work, learning and the educational system.

Fargas-Malet, M., & Bagley, C. (2023). **Serving Divided Communities: Consociationalism and the Experiences of Principals of Small Rural Primary Schools in Northern Ireland.** *British Journal of Educational Studies*, 71(3), 285-306. <https://doi.org/10.1080/00071005.2022.2110857>

Previous studies suggest that small rural schools experience a range of challenges relating to their size, financial difficulties and geographical isolation, as well as potential opportunities relating to their position within their communities. In Northern Ireland, these schools are situated within the comparatively rare context of a religiously divided school system. However, research on these schools in this jurisdiction is scarce. The notion of consociationalism is highlighted as central to an understanding of the prevailing schooling system and the peace process in Northern Ireland as a post-conflict society. Set against this backdrop, the paper reports on a survey of principals of small rural schools in Northern Ireland; the challenges they face and their engagement with the communities they serve. The findings reveal how these small rural primary schools, while encountering many similar challenges to such schools globally, continue to play a central consociational role in serving their respective divided communities. Their relationship with the Church is seen as particularly important. The findings raise important broader questions as to the extent to which the current system of schooling is able to contribute to the building of a more integrated society.

Grant, A. A., & Brantlinger, A. (2023). **It's tough to make predictions, especially about the future: The difference between teachers' intended and actual retention.** *Teaching and Teacher Education*, 130, 104156. <https://doi.org/10.1016/j.tate.2023.104156>

Many researchers and policymakers assume a strong, direct relationship between teachers' self-reported intentions to stay and their observed retention. This study critically reviews 24 studies on teachers' turnover intentions, illustrating the range of ways this construct has been conceptualized and measured as a proxy for actual retention. Second, analyzing survey and nine-years of retention data from 620 mathematics teachers, this study finds that the relationship between intended and observed retention is weak, regardless of specification or measure. Turnover intentions may still be a valuable construct but may be more related to psychological commitment than actual retention.

Heiser, L., & Faller, C. (2022). **Des usages créatifs de l'IA dans la formation initiale et continuée des professeurs des écoles (GNum Scol_IA)** (Report, Université Côte d'Azur). Consulté à l'adresse <https://hal.science/hal-04116156>

Depuis 2017, à l'Institut national supérieur du professorat et de l'éducation (Inspé) de l'Académie de Nice, Université Côte d'Azur, nous avons développé un dispositif de formation appelé le CurriQvidéo qui vise à mettre les professeurs stagiaires en situation de concevoir et de tester un enseignement technocréatif (Romero, 2015) et ce à partir d'une problématique en lien avec les programmes de géographie et d'Enseignement Moral et Civique (EMC) dans le premier degré (à l'école primaire maternelle et élémentaire). Le CurriQvidéo, inventé en 2017 par Faller et Heiser (2022), constitue aussi un incubateur pour les enseignants stagiaires car il les incite à expérimenter des usages du numérique qui peuvent aller au-delà des attentes des programmes scolaires. Le CurriQvidéo regroupe des vidéos de cinq minutes dans lesquelles les enseignants stagiaires racontent, preuves à l'appui, la manière dont ils ont engagé des élèves dans des activités qui visent à mobiliser le numérique pour appréhender les objectifs de développement durable. Par exemple, l'un de nos CurriQvidéos donne à voir des élèves de maternelle qui codent un robot éducatif trieur de déchets ou encore des élèves des cycles 1,2 et 3 créent des supports de communication pour sensibiliser leurs pairs à des enjeux en lien avec le concept du « mieux habiter en géographie ».

Jerdborg, S. (2023). **Participation in the Swedish national principal training programme: How does it intertwine with principals' practice?** *Educational Management Administration & Leadership*, 51(4), 932-948. <https://doi.org/10.1177/1741143221998711>

Blending principal education programmes and leadership practice has become a common feature in the education of school principals. However, the need for further research in how programme participants experience learning within an overall structure of a programme has been highlighted since the same programmes are experienced differently. This empirical study used a practice-based approach to explore how participation in the Swedish National Principal Training Programme intertwines with principals' work in practice. A situated perspective was used, interviewing and observing principals in both their educational and their workplace practice. In addition, teachers were interviewed at their school. This study revealed processes of continuous learning, which connects practice to what was learned in the Principal Programme. These processes mend and bridge old practices with new practices and therefore facilitate change. The principal also becomes a broker, rendering legitimacy in practice. The analyses, however, also reveal processes of interrupted learning, which disconnects working in practice from the participation in the Principals' Programme, leading to discontinuous processes and exits. Increasing consciousness of the value of working with bridging and brokering would support principals' professional learning and function as a foundation for leadership development.

Juma, J. J., Ndwiga, Z. N., & Nyaga, M. (2023). **Instructional leadership as a controlling function in secondary schools in Rangwe Sub County, Kenya: Influence on students' learning outcomes.** *Educational Management Administration & Leadership*, 51(4), 791-808. <https://doi.org/10.1177/17411432211015228>

This research article reports on instructional leadership as a controlling function in secondary schools. All the 41 secondary schools in Rangwe Sub County were included in the study and the targeted respondents were teachers and principals. A purposive sampling method was used to select the respondents from each school. A principal self-rating questionnaire, a teacher perception questionnaire, and a document analysis checklist were used for data collection. The collected data was analyzed using descriptive statistics, independent samples T-test, and regression analysis test. The study found that school principals engaged their deputies, heads of department, and directors of studies to conduct their day-to-day instructions in their schools. It was also revealed that classroom visits and observation of teaching and learning significantly influence student learning outcomes in secondary schools. The study concluded that involving the expertise of immediate juniors in day-to-day instructions is an effective way of implementing instructional leadership roles of the school principals in secondary schools. The study, therefore, advocates for the school principal becoming the overall instructional supervisor and instructional improvement catalyst.

Katsigianni, E. A., & Ifanti, A. A. (2023). **Investigating the triangle: The school principal's role, term of office, and school improvement in Greece.** *Educational Management Administration & Leadership*, 51(4), 912-931. <https://doi.org/10.1177/17411432211009900>

The aim of this study was to explore the role of school principals and their term of office in regard to school improvement. In particular, we investigated the convergences and divergences between the views of school principals in Greece and the findings of relevant international literature. To this end, we collected and analysed data from 66 school principals across 89 secondary state schools in Achaia, Greece, using an

anonymous questionnaire. Survey data revealed that most participants assessed positively the contribution of essential aspects of international literature to school improvement. The same applied for the role and term of office of school principals in Greece, despite the factors that were acknowledged to limit their autonomy. More-qualified school principals appeared to have a more positive stance on assessment and human resource management. In contrast, novices had greater difficulty in managing priorities and tended to be more cautious at the prospect of being assessed. They also appeared to be more satisfied with the institution of term of office as per the Greek model. Conclusions on the implications are presented.

Lavery, L., & Jochim, A. (2023). **Why Charter Teachers Unionize**. *Educational Policy*, 37(5), 1217-1240. <https://doi.org/10.1177/08959048221087215>

In this paper, we draw upon in-depth interviews with teachers and administrators in 18 unionized charter schools around the country to investigate teachers' motivations for unionization. Our results suggest that while mismanagement and distrust are often the proximate cause of charter unionization efforts, both material and purposive goals—greater job security and pay as well as increased voice in school decision-making—power organization drives and contract negotiations. Our evidence suggests unionization and collective bargaining agreements can create more transparency around pay and development, which teachers desired. But, sometimes unionization carried unanticipated risks for administrators—salaries increased faster than revenues and teacher development became constrained by newly formed collective bargaining agreements.

Liang, J., Ell, F., & Meissel, K. (2023). **Researcher or teacher-of-teachers: What affects the salient identity of Chinese university-based teacher educators**. *Teaching and Teacher Education*, 130, 104184. <https://doi.org/10.1016/j.tate.2023.104184>

University-based teacher educators' (UBTEs) identities impact their work, engagement, and professional development. While a deeper understanding of UBTE identity is emerging, how UBTEs value and reconcile different elements of professional identity is under-researched. This study examines 34 Chinese UBTEs' salient aspects of their professional identity. Two salient identities emerged and were distributed differently: a "teacher-of-teachers" identity prevalent in provincial normal universities and a "researcher" identity prevalent in first-class normal universities. Four ways these two identities interact are presented, describing how UBTEs negotiate a tension between "researcher" and "teacher-of-teachers" identities. This tension shapes UBTEs' work and how teacher education programs function.

Lumban Gaol, N. T. (2023). **School leadership in Indonesia: A systematic literature review**. *Educational Management Administration & Leadership*, 51(4), 831-848. <https://doi.org/10.1177/17411432211010811>

This paper reviews systematically literature on school leadership in the context of Indonesian education from 2004 to 2019. Its purpose is to investigate major issues which exist in the school leadership practices in Indonesia and propose some sustainable solutions so that educational policymakers, stakeholders and scholars can improve their awareness and knowledge of school leadership. Eight core international EDLM (educational leadership and management) journals were used as the source of the literature. Additionally, a high-quality journal with the indexation of Scopus and Social Sciences Citation Index, Asia Pacific Journal of Education (APJE), was included. The

literature search yielded 16 articles that were reviewed. This study reports several crucial issues that need to have serious attention paid to them, including a lack of capacity to lead and manage schools, insufficiency of published studies, and the inappropriateness of principal selection processes. The suggested solutions for these problems consist of developing principal training centres in all the provinces of Indonesia, conducting more collaboration with overseas scholars, and improving principal selection procedures. Contributions for theory, practices and further study are provided.

Lyon, M. A. (2023). **Current Perspectives on Teacher Unionization, and What They're Missing.** *Educational Policy*, 37(5), 1420-1443. <https://doi.org/10.1177/08959048221103798>

Educational policy research on teacher unionization in the United States has been dominated by two theoretical perspectives: rent-seeking and teacher voice. While bringing valuable insights to bear, these views have mutated into rigid and often ideologically charged alternatives with strong normative claims about teacher collective bargaining. Drawing from a political economy framework, this article advances a distinct theoretical perspective focusing on the progressive coalition building activities of teachers' unions (i.e., organizing and mobilizing to promote the interests of working people in policymaking). This perspective resolves previous theoretical anomalies of union behavior; provides many new avenues for research; and highlights distinct considerations for the practice of teacher organizing.

Nix, A. N., Bertrand Jones, T., & Hu, S. (2023). **The Perceptions and Experiences of Faculty Implementing Florida's Developmental Education Reform.** *Educational Policy*, 37(4), 953-979. <https://doi.org/10.1177/08959048211058438>

Florida Senate Bill 1720 drastically changed developmental education, beginning in fall 2014. This paper considers affected faculty members' perceptions and experiences with the passage and implementation of reform, according to focus group data provided by 294 participants at 21 Florida College System institutions between 2014 and 2019. We found that faculty members experienced feelings of powerlessness and meaninglessness—the two main components of policy alienation—related to the passage of SB 1720, with some reported opportunities for discretion and innovation at a local level. Despite feelings of alienation, faculty worked hard to facilitate student success through the changes.

Ravez, C. (2023). **Former à enseigner, c'est du travail!** *Édubref*, (15). Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-mai-2023.pdf>

À la suite du Dossier de veille n° 143 « Former à enseigner : activité(s), mutations, tensions », ce nouvel EduBref « Former à enseigner, c'est du travail ! » revient en quatre pages sur la nature et le sens du travail des formateurs et formatrices d'enseignantes et d'enseignants. Il met en avant les principaux défis de cette fonction, qui s'exerce aujourd'hui dans un cadre institutionnel en profond renouvellement. Comment se projeter dans cette mission à partir d'un premier métier dans l'enseignement, l'encadrement, ou la recherche universitaire ? Quelles tâches ces accompagnateurs du développement professionnel des enseignants accomplissent-ils/elles au quotidien, et grâce à quelles ressources ? Comment articuler les tâches, les espaces de travail, et les buts poursuivis par les différents acteurs de l'ingénierie de formation et de l'ingénierie pédagogique ? Positionné à l'interface entre le terrain de la classe et de l'établissement, et les politiques publiques éducatives, le travail de médiation des formateurs d'enseignants prend aussi pour objet les

recherches en éducation, qu'ils et elles contribuent à traduire au bénéfice des apprentissages des enseignant·es et des élèves. L'EduBref n°15 « former à enseigner, c'est du travail ! » vise donc à mieux faire (re)connaître les situations de travail ordinaire des formateur·rices d'enseignant·es : leurs caractéristiques, les tensions qui les traversent et leurs dynamiques actuelles pour faire vivre ce métier.

Ronch, M. da, Barras, H., & Michelet, V. (2023, juin 5). **Favoriser la conscientisation du développement professionnel dans une formation à l'enseignement secondaire, analyse du modèle personnel de l'enseignement.** Présenté à Questions de pédagogies dans l'enseignement supérieur 2023 (QPES2023). Consulté à l'adresse <https://hal.science/hal-04121640>

Cette communication a comme objectif de déterminer un basculement dans la compréhension de la profession enseignante chez des étudiants en formation secondaire. La compréhension de la profession est recherchée avec la production de modèle personnel de l'enseignement (MPE) par les étudiants. Cet outil s'inspire des cartes conceptuelles. Il cherche à marquer les développements dans le cursus de formation. Nous nous appuyons sur les paradigmes enseigner et apprendre pour visualiser un changement de la compréhension professionnelle des étudiants. Nous analysons quelques productions successives de carte. Nous catégorisons les concepts observés dans les cartes selon les paradigmes. Les premiers résultats montrent un accroissement des concepts dans les itérations observées. Le basculement est tenu dans le panel actuellement considéré. Toutefois, l'accroissement indique une prise de conscience de l'existence de nouveaux territoires théoriques en phase d'exploration. Il semble que l'outil MPE offre des potentialités importantes pour marquer et conscientiser le développement professionnel. C'est un outil simple qui mobilise des ressources cognitives complexes tout en ne consommant que peu de ressources naturelles.

Roubin, S., & Loisy, C. (2023). **Une grille de lecture de ce que produisent les LéA-IFE et de ce qui en constitue la valeur. Construction d'indicateurs à partir d'une étude de cas.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3962>

Cet article présente l'ébauche d'une grille de lecture de ce que produisent les recherches qui engagent des collectifs de praticiens et de chercheurs. Cette recherche exploratoire est réalisée dans le cadre du réseau des LéA-IFE, lieux d'éducation associés à l'Institut français de l'éducation de l'École normale supérieure de Lyon, plus précisément, dans le LéA Ampère qui rassemble un collectif d'enseignants, de formateurs, de chercheurs et d'ingénieurs pédagogiques. Après avoir organisé les productions tangibles qui sont emblématiques de ce que produisent les différents LéA du réseau, la grille est complétée par deux points. D'une part, à l'appui de fondements théoriques en psychologie du développement, la grille fait apparaître le développement des acteurs et la transformation de leurs environnements de travail qu'ils réalisent. D'autre part, la grille est complétée par la contribution des travaux du réseau à la réflexion sur les recherches qui engagent des collectifs de praticiens et de chercheurs.

Soliday Hong, S. L., Legette, K. B., Kuhn, L., Zgourou, E., Kainz, K., Yazejian, N., & Iruka, I. U. (2023). **Lead teacher, assistant teacher, and peer racial/ethnic match and child outcomes for Black children enrolled in enhanced high-quality early care and education programs.** *Early Childhood Research Quarterly*, 64, 186-198. <https://doi.org/10.1016/j.ecresq.2023.03.001>

Teacher-child racial match has been shown to benefit young Black children, but less is known about the degree to which the match is with the lead teacher or the assistant, and if the preschool racial context moderates this association. This study utilized existing data collected during the 2014–15 through 2018–19 school years in 20 high-quality preschools that enrolled children from households/families with low-income. Analyses of data from 2553 preschool-age Black children enrolled in 418 classrooms revealed that most Black children (82%) were enrolled in preschools with a majority ($\geq 50\%$) of Black peers, and children in Black Majority preschools were more likely to experience teacher-child racial match with lead and assistant teachers. Racial match with lead and/or assistant teachers were associated with teacher demographic and beliefs differences but not differences in classroom instructional support or child outcomes. Black Majority preschool enrollment was also associated with more problem-behaviors but not other outcomes. However, within Black Majority schools, behavior concerns were reduced when the assistant teacher was a racial match and child initiative was higher when both the teachers were a match. In sum, the effect of teacher-child racial match for Black children should be considered jointly with co-occurring ecological contexts that typify the proximal effects of systemic racism like the preschool racial composition.

Steimle, S., & Ryan, R. M. (2023). **Teacher turnover and residential instability: Exploring joint and contextual associations with child behavior.** *Early Childhood Research Quarterly*, 64, 94-105. <https://doi.org/10.1016/j.ecresq.2023.02.002>

This paper explored whether within-year teacher turnover and residential instability jointly predict child behaviors when they co-occur. Specifically, we investigated this question in a nationally representative sample of Head Start children using the Family and Child Experiences Survey (FACES), in the years before and after the Great Recession (2006-2009); a sample and a time in which there were high rates of both turnover and residential moves. A secondary question we asked was whether children's behavior problems were only expressed in the context in which they experienced instability, such as behavior problems emerging in the classroom in response to teacher turnover, or more globally, such as seeing these behaviors at home and school. Results indicated that experiencing both forms of instability contemporaneously did not uniquely predict children's negative behaviors. However, they did find that residential instability was associated with children's behaviors both at home and school, whereas teacher turnover only predicted children's school behaviors. Notably, these effects largely emerged in the time leading up to the Great Recession; afterwards, neither form of instability consistently predicted children's negative behaviors. These findings suggest that during times of economic turmoil, residential moves are associated with larger disruptions to children's well-being, emphasizing a need for policies that act as stabilizers, such as suspending evictions. They similarly signal a need for more teacher supports during this time, as both turnover and residential instability are associated with disruptive classroom behaviors that could be difficult to manage.

Thien, L. M., Liu, S., Yee, L. Q., & Adams, D. (2023). **Investigating a multiple mediated-effects model of instructional leadership and teacher professional learning in the Malaysian School Context: A partial least squares analysis.** *Educational Management Administration & Leadership*, 51(4), 809-830. <https://doi.org/10.1177/17411432211009892>

The poor student performance in the Programme for International Student Assessment has urged the Malaysian authorities to upskill teachers' professional learning. However, little is known about how instructional leadership contributes to teacher professional

learning, especially in the Malaysian context. This study seeks to investigate the direct relationship between principal instructional leadership and teacher professional learning through the mediating effects of teachers' trust in the principal and self-efficacy in a multiple mediated-effects model. Data were collected from 335 primary and secondary school teachers in Penang, Malaysia. A partial least squares structural equation modelling approach was used for data analysis. The results found that the relationship between principal instructional leadership and teacher professional learning is mediated by teachers' trust in the principal and self-efficacy. Implications for theory and knowledge are presented.

To, K. H., Yin, H., Tam, W. W. Y., & Keung, C. P. C. (2023). **Principal leadership practices, professional learning communities, and teacher commitment in Hong Kong kindergartens: A multilevel SEM analysis.** *Educational Management Administration & Leadership*, 51(4), 889-911. <https://doi.org/10.1177/17411432211015227>

In response to the needs for kindergarten principals to foster teachers' capacities and commitment, this study examined the relationships between professional learning communities, principal leadership practices, and teacher commitment to kindergartens among 2106 teachers from 153 Hong Kong kindergartens, analyzing by using multilevel structural equation modeling. The result showed that principal leadership practices facilitated the development of professional learning communities at school and teacher levels, and exerted a direct effect on teacher commitment at the teacher level. However, the mediating effects of different professional-learning-community components were found distinctive. Implications for leading kindergartens in the reform time are discussed.

Triby, E. (2023a, mai 24). **Les concepts problématiques : la mise à l'épreuve des savoirs savants dans la formation des professionnels des métiers liés à la personne.** Présenté à 4ème colloque du Réseau des Universités préparant aux Métiers de la Formation (RUMEF 2023). Consulté à l'adresse <https://hal.science/hal-04114435>

Que fait la recherche (en sciences de l'éducation et de la formation) des situations de travail ? ...Des concepts ! Ces concepts sont problématiques pour quatre raisons : ils sont porteurs d'une question sociale ; leur signification ne peut être stabilisée ; ils sont interprétés différemment suivant les disciplines ; ils restent intimement liés aux situations qui leur ont permis d'émerger. Ces concepts entrent dans le travail de problématisation effectué par les professionnels étudiants, à la fois comme instrument de la construction du problème et comme matière à questionnement nourrissant la problématisation. Cette contribution porte en particulier sur trois concepts : la contenance, la compétence, le devoir-agir. Elle analyse leur mobilisation dans le cadre de formations destinées à des adultes issus des champs de la formation, de la santé, du travail social : un Master, un DU et une formation courte et à distance. Ces usages autorisent différentes façons de donner une place aux situations de travail, conjointement, dans la formation et la recherche. Ils prennent appui sur trois notions-clés de la didactique professionnelle : la structure conceptuelle de la situation, la situation potentielle de développement, les concepts pragmatiques.

Triby, E. (2023b, juin 1). **Les transformations du travail de management des coordinateurs en travail social entre vicissitudes des normes et résistances des pratiques.** Présenté à 6e congrès de la Société Internationale d'ergologie : Changer le travail dans le monde

d'aujourd'hui : quelles approches , quelles pratiques?, 1-3 juin 2023, Toulouse, France. Consulté à l'adresse <https://hal.science/hal-04121548>

Saisir les transformations du « travail de management » dans le secteur social passe notamment par l'analyse des transformations du travail social qui a vu l'émergence d'un besoin de coordination. Pour autant, le « métier » de coordinateur en travail social reste encore largement à définir et à construire. L'analyse de la littérature et de premières observations du terrain permettent d'identifier trois hypothèses susceptibles de nourrir un questionnement : l'activité de coordination fonctionne à travers la mobilisation et la réduction toujours provisoire de tensions, entre l'individuel et le collectif, l'usager et le professionnel, le pouvoir hiérarchique et le terrain ; le travail de coordination se nourrit de la subjectivation de professionnels du travail social contraints de créer les instruments intellectuels et opérationnels pour donner corps à leur fonction ; entrer par les situations emblématiques de cette activité permet d'identifier les conditions de développement de cette forme de management, tant en termes sociocognitifs que politiques. Pour tenter d'y répondre, nous exposons la mise en œuvre et les premiers résultats d'une recherche-formation en cours et ce qu'elle permet d'observer et de comprendre des transformations de l'activité du point de vue des professionnels. Cette recherche a débuté il y a 8 ans avec la création d'un DU de coordinateur en travail social ; cette formation est conçue sur le principe de « l'intervention » à savoir un travail de « problématisation partagée », entre les professionnels, entre les professionnels et le chercheur-formateur. Ce travail articule un cadre conceptuel, nourri de l'ergologie et de la didactique professionnelle, et l'analyse fine de situations professionnelles dans le but d'élaborer un « récit d'expérience » susceptible d'ouvrir sur des perspectives de développement professionnel.

Vilbas, J. A., & King-Sears, M. E. (2023). **Establishing a research base: school counsellors and students with disabilities.** *Educational Research*, 65(2), 204-229. <https://doi.org/10.1080/00131881.2023.2203708>

Background Research suggests that school counsellors can have a positive influence on students' academic, social-emotional and career development. Although school counsellors have had long-standing direct and indirect involvement in providing support and services to students with disabilities (SWD), research into how school counsellors directly support SWD remains relatively limited. Purpose In this study, we sought to review studies that examined school counsellors' support and services for SWD by analysing topic coverage, methods and findings to discern the existing research base. Design and methods A systematic identification and review of research focused on studies about school counsellors and their support and services for SWD. A thematic analysis with an inductive approach was employed to uncover studies' patterns and content. Findings In total, 32 studies were eligible for inclusion in the review. Analysis revealed that these studies were clustered into four themes: (a) interventions involving school counsellors; (b) school counsellors' perceptions and roles; (c) school counsellors' support of SWD through career development, transition or graduation; and (d) students' or parents' perceptions about school counsellors. Of the 32 studies, over half included surveys, primarily eliciting perceptions and attitudinal information from school counsellors, whilst fewer than one-quarter featured data about school counsellors delivering interventions to SWD. Conclusions Our review suggests that a substantial evidence base in this area has not yet been established, meaning that minimal research has taken place to guide school counsellors regarding support and services for SWD. Implications include a call to researchers to expand the supply of high-quality and rigorous studies focused on school

counsellors and SWD, especially intervention studies, subsequently leading towards research-informed practices.

Wassmer, R., & Galloway, M. (2023). **Evidence That a Greater Presence of Latinx Faculty or Administrators Raises the Completion Rates of Various Cohorts of Community College Students.** *Educational Policy*, 37(5), 1380-1419.

<https://doi.org/10.1177/08959048221090152>

Only a quarter of full-time U.S. students complete their desired goal from community college attendance, with the rate of success even lower for Latinx students. This panel-data regression study looks for evidence regarding the expected influence of increasing the presence of Latinx faculty or administrators on cohort completion rates for all students, only Latinx students, and sub-samples of these two cohort types divided further by economic advantage or college preparation. We find that a one-percentage-point increase in Latinx faculty among full-time instructors or a similar increase in Latinx representation among administrators positively influences nearly all cohort completion rates.

Numérique et éducation

Archieri, C. (2021). **La prise en compte du corps de l'enseignant dans la formation à distance : vers une nouvelle approche de la mise en scène de soi dans la relation pédagogique.** *Recherche et formation*, (97), 117-130.

<https://doi.org/10.4000/rechercheformation.8250>

L'étude de la prise en compte de la dimension corporelle au sens large du terme n'est pas une nouveauté dans la relation pédagogique. Souvent évoquée par les praticiens, parfois étudiée par les chercheurs, elle est longtemps restée un point aveugle en formation à distance (FOAD). La crise sanitaire a généralisé les cours en ligne et avec eux le cortège de mal-être professionnel, notamment chez les enseignants les moins habitués à la FOAD. Le propos de cet article est de proposer quelques pistes de développement professionnel en matière de relation pédagogique à distance et de mise en scène de soi numérique.

Bers, M. U., Blake-West, J., Kapoor, M. G., Levinson, T., Relkin, E., Unahalekhaka, A., & Yang, Z. (2023). **Coding as another language: Research-based curriculum for early childhood computer science.** *Early Childhood Research Quarterly*, 64, 394-404.

<https://doi.org/10.1016/j.ecresq.2023.05.002>

This paper describes the iterative research and evaluation of the Coding as Another Language (CAL) curriculum that utilizes the free ScratchJr programming language in kindergarten to second grade. CAL was designed using principles of three theoretical frameworks: Curriculum Research Framework (CRF), which proposes different phases in the creation of research-based curriculum; Constructionism, which presents a computationally-rich project-based methodology based on identifying powerful ideas from a learning domain; and Positive Technological Development, which intentionally integrates socio-emotional and ethical dimensions into curricular experiences. The pedagogical foundation of CAL involves the understanding of coding as a literacy, that is, putting developmentally-appropriate powerful ideas of computer science in conversation with those taught in language arts. The paper first describes CAL and then presents results from both a pilot study and a cluster randomized controlled trial that set

to evaluate CAL's feasibility and impact on students' learning outcomes. Our findings showed that the CAL curriculum was not only feasible to implement, but also effective for improving coding skills. However, CAL's impact on computational thinking is less clear given that in the cluster randomized controlled trial, both the control and the intervention groups improved equally on a measure of computational thinking.

Chan, J. Y.-C., Byrne, C., Jerusal, J., Liu, A. S., Roberts, J., & Ottmar, E. (2023). **Keep DRAGging ON: Is solving more problems in DragonBox 12+ associated with higher mathematical performance during the COVID-19 pandemic?** *British Journal of Educational Technology*, 54(4), 943-966. <https://doi.org/10.1111/bjet.13304>

Prior research has shown that game-based learning tools, such as DragonBox 12+, support algebraic understanding and that students' in-game progress positively predicts their later performance. Using data from 253 seventh-graders (12–13 years old) who played DragonBox as a part of technology intervention, we examined (a) the relations between students' progress within DragonBox and their algebraic knowledge and general mathematics achievement, (b) the moderating effects of students' prior performance on these relations and (c) the potential factors associated with students' in-game progress. Among students with higher prior algebraic knowledge, higher in-game progress was related to higher algebraic knowledge after the intervention. Higher in-game progress was also associated with higher end-of-year mathematics achievement, and this association was stronger among students with lower prior mathematics achievement. Students' demographic characteristics, prior knowledge and prior achievement did not significantly predict in-game progress beyond the number of intervention sessions students completed. These findings advance research on how, for whom and in what contexts game-based interventions, such as DragonBox, support mathematical learning and have implications for practice using game-based technologies to supplement instruction. Practitioner notes What is already known about this topic DragonBox 12+ may support students' understanding of algebra but the findings are mixed. Students who solve more problems within math games tend to show higher performance after gameplay. Students' engagement with mathematics is often related to their prior math performance. What this paper adds For students with higher prior algebraic knowledge, solving more problems in DragonBox 12+ is related to higher algebraic performance after gameplay. Students who make more in-game progress also have higher mathematics achievement, especially for students with lower prior achievement. Students who spend more time playing DragonBox 12+ make more in-game progress; their demographic, prior knowledge and prior achievement are not related to in-game progress. Implications for practice and/or policy DragonBox 12+ can be beneficial as a supplement to algebra instruction for students with some understanding of algebra. DragonBox 12+ can engage students with mathematics across achievement levels. Dedicating time and encouraging students to play DragonBox 12+ may help them make more in-game progress, and in turn, support math learning.

Cheng, S.-L., Chang, J.-C., Quilantan-Garza, K., & Gutierrez, M. L. (2023). **Conscientiousness, prior experience, achievement emotions and academic procrastination in online learning environments.** *British Journal of Educational Technology*, 54(4), 898-923. <https://doi.org/10.1111/bjet.13302>

Academic procrastination refers to individuals' unnecessary postponement of their coursework and is harmful for academic performance. When situated in self-placed and

remote learning environments, students' tendency to procrastinate increases. Therefore, understanding why students procrastinate and identifying who is more likely to delay unnecessarily in online learning environments is an important area to study. The goal of this study was to respond to this call by examining the structural relations between conscientiousness, prior online learning experience, achievement emotions and academic procrastination in online learning environments using structural equation modelling. In particular, two main facets of conscientiousness—proactive and inhibitive—were examined in order to understand which facet was more responsible for procrastination, how each facet was related to procrastination and to determine which facet of conscientiousness should be the primary target for intervention in future experimental research. A total of 746 students from 49 secondary and postsecondary schools participated in the current study. The results showed that the proactive aspect of conscientiousness was negatively related to academic procrastination through the pathway of enjoyment. The inhibitive aspect of conscientiousness was negatively related to academic procrastination through the pathways of negative emotions. Although prior online learning experience did not have a significant and direct association with academic procrastination, it was indirectly related to students' tendency to put off coursework through the pathways of enjoyment and negative emotions. Of all the paths, negative emotions had the strongest associations with academic procrastination in online learning environments. The findings of indirect effects suggest that students with low conscientiousness, the inhibitive aspect in particular, and few prior online learning experiences are more likely to procrastinate in online classes possibly owing to the suboptimal emotional experiences aroused during their learning processes. Practitioner notes What is already known about this topic Conscientiousness has a direct association with academic procrastination in in-person classes. Prior online learning experience has direct associations with students' adaptive regulatory processes in online classes. Achievement emotion is an integral part of online learning. What this paper adds Conscientiousness has a direct association with academic procrastination in online learning environments. Prior online learning experience has no direct associations with academic procrastination in online learning environments. Conscientiousness indirectly relates to academic procrastination through achievement emotions in online learning environments. Prior online learning experience indirectly relates to academic procrastination through achievement emotions in online learning environments. Implications for practice and/or policy Instructors are suggested to pay attention to students with low conscientiousness and few prior online learning experiences since they are more likely to procrastinate in online learning environments. Students' tendency to procrastinate in online learning environments is strongly associated with their emotional experience.

Christopoulos, A., Pellas, N., Bin Qusheh, U., & Laakso, M.-J. (2023). **Comparing the effectiveness of video and stereoscopic 360° virtual reality-supported instruction in high school biology courses.** *British Journal of Educational Technology*, 54(4), 987-1005. <https://doi.org/10.1111/bjet.13306>

The promise of using immersive technologies in learning has increasingly been attracting researchers' and practitioners' attention. However, relevant empirical works are usually conducted in fully controlled Virtual Reality (VR) laboratories, as opposed to conventional settings. This quasi-experimental study compares the effectiveness of video learning resources to that of stereoscopic 360° VR, as supplements to the traditional instructional approach. The potential of such methods was examined in high school

settings, in the context of the 'Life and Evolution' module, with participants (n = 70) divided equally into control and experimental groups. As a point of reference (control condition), we considered the adoption of Video Learning Resources, as students are more acquainted with this instructional method. In the intervention approach (experimental condition), students adopted the use of low-end mobile-VR (VeeR Mini VR Goggles). The key findings indicate differences in the learning motivation, confidence and satisfaction, but no statistically significant difference was identified regarding the factual or conceptual knowledge gains. The study offers insights on the potential of the investigated technologies in the subject of secondary school Biology and further provides implications for theory and practice. Practitioner notes What is already known about this topic Researchers' interest over the potential of Virtual Reality on different STEM disciplines is increasing consistently. An increasing number of efforts can be identified discussing the integration of multimedia learning resources in the secondary school context. Empirical studies on the subject of Biology are focusing on students' academic performance and achievement but not on learning motivation and satisfaction. What this paper adds This quasi-experimental study comparatively examines academic performance, with the focus being on learning motivation and satisfaction, across different modalities (stereoscopic 360° Virtual Reality applications-VR, Video Learning Recourses-VLR). The findings demonstrate that both instructional methods are sufficient in enhancing students' knowledge acquisition and academic performance. The adoption of stereoscopic 360° VR influences students' learning motivation and impacts long-term memory retention. Implications for practice and policy Educators are advised to consider the systematic adoption of "immersive" multimedia tools to enhance the subject of Biology as they can greatly encourage scientific inquiry. Instructional designers are advised to adopt open educational resources aligned to the curriculum of the local context. Educational researchers are advised to integrate stereoscopic 360°-VR solutions in the conventional classroom settings.

Dai, C.-P., Ke, F., Dai, Z., & Pachman, M. (2023). **Improving teaching practices via virtual reality-supported simulation-based learning: Scenario design and the duration of implementation.** *British Journal of Educational Technology*, 54(4), 836-856. <https://doi.org/10.1111/bjet.13296>

Graduate Teaching Assistants (GTAs), or student instructors, are the crucial force in college for undergraduates' learning in Science, Technology, Engineering and Maths (STEM) disciplines. However, professional development of student instructors is often neglected. Providing adequate and appropriate teacher training for student instructors is a critical challenge. When the technology is available, open-source non-immersive virtual reality (VR) can be a cost-efficient and accessible platform for teacher training. Empirical research of designing and implementing VR for the training on teaching knowledge and skills development is inconclusive and thus warranted. In this ex post facto study, we investigated VR-based teacher training with 33 STEM student instructors to explore the effects on the participants' virtual teaching practices of two design factors: (1) the simulated teaching scenario and (2) the duration of training program implementation. We analysed 7604 event logs from the recordings of their virtual teaching sessions. The results of ordinal logistic regression analyses showed two factors contributed to higher odds of appropriate teaching actions. The first is the simulated scenarios that induced a more dynamic balance of domain-specific and pedagogical knowledge for decision making in teaching; the second is the teacher training program with a longer duration. Practitioner notes What is already know about this topic Teacher

training, especially for college graduate teaching assistants in Science, Technology, Engineering and Maths (STEM) disciplines, is a key for the success of undergraduate students in STEM. Virtual reality (VR)-supported simulation-based learning has been found effective for enhancing knowledge and skills development in diverse settings, including when being used for teacher training. What this paper adds A guiding framework for the investigation of scenario design and duration of implementation in VR-supported teacher training. VR scenarios that encourage more dynamic balance of domain-specific and pedagogical knowledge for decision making in teaching have higher odds for appropriate teaching acts. A longer duration of program implementation in VR can result in higher odds for appropriate teaching acts. Implications for practice We should carefully consider appropriate scenario designs in VR to enhance dynamic decision making and interactivity in simulation-based teaching practices for teacher training. We encourage extended duration of VR teacher training programs to facilitate teachers' observant, autonomous and attentive VR-based micro teaching practices.

Demirbilek, N. (2023). **Satisfaction Levels, Communication Situations, and Difficulties Encountered by University Students Regarding Distance Education.** *Education and Urban Society*, 55(5), 593-616. <https://doi.org/10.1177/00131245211042391>

The aim of this study is to determine university students' views on planning and conducting lectures in distance education, teaching materials, communication situations, and the difficulties they experience. A descriptive survey model, one of the quantitative research methods, was used in the study. Within the scope of the research, a distance education student satisfaction questionnaire developed based on the experiences of the researcher himself and an information form containing the personal information of the participants were used to collect data. The data collection tool was prepared over Google forms and delivered to 1,632 university students via What Sapp and mail. Since the study was prepared in descriptive and scanning type, descriptive statistics, t-test, and one-way analysis of variance (ANOVA) were used in the analysis of the data obtained. Descriptive statistics were used in the analysis of the first, third, fifth, and sixth questions; T-test and ANOVA were used in the analysis of the second and fourth questions. According to the findings of the research, it is seen that the anxiety of the students participating in the research is concentrated on the lectures and exams. Students with self-discipline overcome this process positively, while students without self-discipline often experience problems.

Duret, C. (2022a, juin 14). **Design of technology-enhanced learning (TEL) scenarios under the third generation cultural historical activity theory (CHAT).** Présenté à Nord Baltic ISCAR 2022. <https://doi.org/10.13140/RG.2.2.11326.15683>

Teachers' agency is required to cope with the challenge of designing Technology Enhanced Learning (TEL) activities. Relying on third generation Activity Theory, this study addresses the theoretical underpinnings that led to a formative intervention inspired by the Change Laboratory methodology to support in-service French Literature teachers in a secondary school engaged in transforming teaching-learning activity by designing TEL scenarios. This study introduces a card deck as a mediating artefact to support teachers' co-design of Technology Enhanced Learning (TEL) scenarios.

Duret, C. (2022b, septembre 12). **La conception de scénarios pédagogiques, un système d'activité central pour l'intégration du numérique dans l'enseignement-apprentissage.**

Présenté à Semaine internationale de l'éducation et de la formation.
<https://doi.org/10.13140/RG.2.2.23699.35360>

Cette communication aborde l'activité de conception comme système et levier de développement des enseignants favorisant l'intégration du numérique dans l'activité d'enseignement-apprentissage. A travers l'étude de plusieurs systèmes d'activité en interaction, l'activité de conception de scénarios pédagogiques intégrant le numérique est présentée comme une activité créative et agentive, susceptible de favoriser la reconfiguration de l'activité d'enseignement-apprentissage.

Harper, F. K., Caudle, L. A., Flowers, C. E., Rainwater, T., & Quinn, M. F. (2023). **Centering teacher and parent voice to realize culturally relevant computational thinking in early childhood.** *Early Childhood Research Quarterly*, 64, 381-393.
<https://doi.org/10.1016/j.ecresq.2023.05.001>

The specific mechanisms by which teachers and parents can provide culturally relevant opportunities for computational thinking for racially/ethnically and linguistically diverse groups of preschoolers remain unknown. Accordingly, the purpose of this research is to examine how PreK parent and teacher voice directed efforts to realize a culturally relevant computing program. We drew data sources from a subsample of design-based research meetings in which partners collaborated to co-develop the first iteration of the program. Using qualitative analysis, we examined how parent voice and teacher voice, conceptualized as perspectives and participation, influenced theories of culturally responsive computing and computational thinking in early childhood education and the translation of theory into practice in classroom and home settings. Findings showed that connecting powerful ideas from computational thinking, namely algorithms and problem solving (e.g., debugging), to familiar activities and experiences served as a powerful entry point. Yet, differences arose in how teachers and parents conceptualized culturally relevant computing and made connections to familiar routines. We discuss what can be learned from parent voice in regards to bolstering children's self-expression, access to increasingly complex computational thinking tasks, and opportunities for learning cultural and community values through computing.

Heiser, L., & Faller, C. (2022a). **Des usages créatifs de l'IA dans la formation initiale et continuée des professeurs des écoles (GTnum Scol_IA)** (Report, Université Côte d'Azur). Consulté à l'adresse <https://hal.science/hal-04116156>

Depuis 2017, à l'Institut national supérieur du professorat et de l'éducation (Inspé) de l'Académie de Nice, Université Côte d'Azur, nous avons développé un dispositif de formation appelé le CurriQvidéo qui vise à mettre les professeurs stagiaires en situation de concevoir et de tester un enseignement technocréatif (Romero, 2015) et ce à partir d'une problématique en lien avec les programmes de géographie et d'Enseignement Moral et Civique (EMC) dans le premier degré (à l'école primaire maternelle et élémentaire). Le CurriQvidéo, inventé en 2017 par Faller et Heiser (2022), constitue aussi un incubateur pour les enseignants stagiaires car il les incite à expérimenter des usages du numérique qui peuvent aller au-delà des attentes des programmes scolaires. Le CurriQvidéo regroupe des vidéos de cinq minutes dans lesquelles les enseignants stagiaires racontent, preuves à l'appui, la manière dont ils ont engagé des élèves dans des activités qui visent à mobiliser le numérique pour appréhender les objectifs de développement durable. Par exemple, l'un de nos CurriQvidéos donne à voir des élèves de maternelle qui codent un robot éducatif trieur de déchets ou encore des élèves des

cycles 1,2 et 3 créent des supports de communication pour sensibiliser leurs pairs à des enjeux en lien avec le concept du « mieux habiter en géographie ».

Heiser, L., & Faller, C. (2022b, octobre 27). **Quels discours doivent être portés par les formateurs des enseignants sur l'IA en éducation ? Une réflexion au prisme des usages créatifs de l'IA (GTnum Scol_IA)**. Présenté à 2èmes Assises de la Francophonie scientifique en Égypte. Sciences humaines et Intelligence artificielle. Quels impacts de l'IA sur les sciences humaines ? Atelier scientifique n°3. Consulté à l'adresse <https://hal.science/hal-03832871>

Heiser, L., & Romero, M. (2023). **Éducation à l'intelligence artificielle : Quelles compétences acquérir par les élèves ?** (Report, Université Côte d'Azur; p. 13). Consulté à l'adresse <https://hal.science/hal-04114236>

L'intelligence artificielle est un concept qui génère différents types de réactions auprès des acteurs éducatifs. Tout d'abord, il s'agit d'un concept qui peut paraître très éloigné de la réalité éducative et générer des craintes en lien au type de traitement de données qui vont être utilisées. D'autre part, des attentes trop positives pourraient également être attendues sur l'IA en éducation. Pour permettre de démystifier ce concept, commençons par le définir. Parmi les pionniers du domaine comme Minsky, l'intelligence artificielle est définie comme « la construction de programmes informatiques qui s'adonnent à des tâches qui sont, pour l'instant, accomplies de façon plus satisfaisante par des êtres humains, car elles demandent des processus mentaux de haut niveau tels que l'apprentissage perceptuel, l'organisation de la mémoire et le raisonnement critique » (1956). Plus récemment, Young et al (2019) définissent l'intelligence artificielle "comme tout système spécifique à un domaine utilisant des techniques d'apprentissage automatique pour prendre des décisions rationnelles concernant des tâches non déterministes". Tenant compte de la multiplicité de domaines disciplinaires et la quantité de tâches non déterministes auxquelles font face les apprenants, nous pouvons déjà nous rendre à l'évidence que les usages de l'IA en éducation vont être très spécialisés et ne pourront pas couvrir l'ensemble des larges champs de compétences des enseignants.

Houpert, R., Almont, T., Mésenge, C., Kleinebreil, L., Forlini, L., Magnone, B., ... Véronique-Baudin, J. (2023). **International cooperation and the challenge of internet accessibility in Caribbean territories: example of a collaborative platform between the University Hospital of Martinique and Ramón González Coro Hospital in Cuba, through the French PRPH-3 program**. *BMC Medical Education*, 23(1), 352. <https://doi.org/10.1186/s12909-023-04321-1>

Background Martinique shares with the other Caribbean countries specific public health issues, particularly in the diagnostic and therapeutic management of cancer patients. Mutualization of human and material resources by promoting cooperation is the most appropriate response to the challenges of the health systems of the Caribbean territories. Through the French PRPH-3 program, we propose to set up a collaborative digital platform adapted to the specificities of the Caribbean to strengthen professional links and skills in oncofertility and oncosexology and reduce inequalities in access to reproductive and sexual health care for cancer patients. Methods Within the context of this program, we have developed of an open-source platform based on a Learning Content Management System (LCMS), with an operating system developed by UNFM for low speed internet. LO libraries have been created and interaction between trainers and

learners were done in asynchronous mode. This training management platform is based on: a TCC learning system (Training, Coaching, Communities); a web-hosting with pedagogical engineering appropriate to low bandwidth; a reporting system and a responsibility for processing. Results We have carried out a flexible, multilingual and accessible digital learning strategy functionality called e-MCPPO according to low-speed internet ecosystem. In close connection with the e-learning strategy we conceived (i) a multidisciplinary team; (ii) an appropriate training program for expert health professionals and (iii) a responsive design. Discussion and Conclusion This low-speed web-based infrastructure allows communities of experts to cooperate in creating, validating, publishing and managing academic learning content. The self-learning modules provide the digital layer for each learner to extend their skills. Learners, as well as trainers, would gradually take ownership of this platform and encourage its promotion. Innovation in this context is both technological (low-speed Internet broadcasting, free interactive software) and organizational (moderating educational resources). This collaborative digital platform is unique in its form and content. This challenge could contribute to the digital transformation of the Caribbean ecosystem for capacity building in this specific topics.

Iacono, E., Clément, E., & Gros, H. (2023, juin 26). **Impact de l'usage des tablettes numériques dans l'enseignement de la résolution de problème**. Présenté à Piaget-Ripsydeve 2023. Consulté à l'adresse <https://hal.science/hal-04119236>

Kumi-Yeboah, A., & Amponsah, S. (2023). **An exploratory study of instructors' perceptions on inclusion of culturally responsive pedagogy in online education**. *British Journal of Educational Technology*, 54(4), 878-897. <https://doi.org/10.1111/bjet.13299>

The rapid growth of diverse learners in online learning has made it imperative for online instructors to incorporate multicultural resource curricula and instructional activities. This research aimed to explore online instructors' perceptions of culturally responsive pedagogy in online education; examine how instructors integrate culturally responsive pedagogy strategies in the online learning environment; and explore the challenges in facilitating cross-cultural collaborative learning for students from different cultural backgrounds. Data were collected following a qualitative multi-site case study method with five academic disciplines (Education, Social Sciences, Engineering, Physical Sciences and Health Sciences) in 12 colleges and universities in the United States of America. In all, 60 in-depth and semi-structured interviews with instructors (26 females and 34 males) were obtained and analysed following a constant comparative analysis approach. Results reflected that the instructors used cross-cultural interactions to facilitate students' engagement and incorporated culturally responsive teaching. Besides, the findings revealed that most of the instructors integrated diverse and internationalized learning content to support diverse students and addressed the impact of multicultural education in online learning. It was, however, noted, that instructors in the physical science disciplines struggled to incorporate culturally diverse contents in their online classes. The findings of this study foster discourse on how best instructors could be aided to engage diverse students online more meaningfully. Practitioner notes What is already known about this topic Since studies of this nature are mostly undertaken in teaching and learning environments that are diverse in terms of student populations, both students and instructors are exposed to cultural differences in teaching and learning in multicultural/diverse online learning environments. Studies on multicultural/diverse online learning environments abound and have been undertaken for several years but

the emphasis has mainly been to explore issues from the perspectives of students. Most online instructors assume that online learning provides equal opportunities to all students regardless of their cultural backgrounds and cultural differences; hence, instructors have mostly not been able to recognize cultural implications for students' learning to design inclusive instructional strategies to meet the learning needs of diverse students in online education. What this paper adds This study, unlike earlier ones with a similar focus, explored online instructors' perceptions of culturally responsive pedagogy (CRP), specifically with regards to the design, preparation and integration of multicultural learning contents and resources in online education. This study employed Scott et al.'s (2015) culturally responsive computing theory as a lens to connect students' prior learning experiences, knowledge, interests, strengths and weaknesses as a way to draw instructors' attention to how best diverse students can be aided to be innovative and succeed in the face of cross-cultural challenges they face studying online. The study also contributes to the instructors' understanding of culturally responsive pedagogical principles in online spaces that recognize global identities and cultural experiences to meet the needs of diverse students in an online learning environment. Implications for practice and/or policy Instructors must develop online courses with the focus to bridge students' geographical and cultural backgrounds so that students will have the opportunity to share and connect with peers in online classrooms for effective collaboration and communication. Institutions that offer online education must make concerted efforts to provide continuous professional development opportunities for instructors of online courses on impacts of culture/diversity in the online classroom, and strategies for creating conducive online learning environments that value cultural differences, and social/educational experiences in ways that support students' learning. Institutions and stakeholders, through policy initiatives, should make frantic efforts to afford instructors with comprehensive knowledge and understanding of CRP in online learning to avoid the assumption that students in online courses share similar learning characteristics and bring to the online learning the same experiences and cultural backgrounds.

Ludwig, M., Barlovits, S., Caldeira, A., & Moura, A. (2023). **Research On STEM Education in the Digital Age**. <https://doi.org/10.37626/GA9783959872522.0>

Supporting education through digital technology becomes increasingly important. Especially in the light of the Covid-19 pandemic, online teaching and learning has been increased massively. In these precarious times, multiple approaches have been developed to enable the delivery of online education. But also for the regular classroom setting, more and more technologies are developed and implemented in educational practice. This volume contains the papers presented at the Research On STEM Education in the Digital Age (ROSEDA) Conference, held in Porto, Portugal, in February 2023. The proceedings summarize and link theoretical considerations, practical experiences and ideas, and empirical research on the use of technology to enrich students' learning. Hereby, the papers focus on the STEM subjects of Mathematics, Technology, Engineering and Mathematics. The ROSEDA Conference and its proceedings are part of the Erasmus+ Strategic Partnership ASYMPTOTE which is co-funded by the European Union.

Master, A., Tang, D., Forsythe, D., Alexander, T. M., Cheryan, S., & Meltzoff, A. N. (2023). **Gender equity and motivational readiness for computational thinking in early childhood**. *Early Childhood Research Quarterly*, 64, 242-254. <https://doi.org/10.1016/j.ecresq.2023.03.004>

Learning coding during early childhood is an effective way for children to practice computational thinking. Aspects of children's motivation can increase the likelihood that children approach computational thinking activities with enthusiasm and deep engagement. Gender inequities may interfere with children's readiness to take advantage of opportunities to build computational thinking skills through activities such as coding. Societal stereotypes can reduce young girls' motivation to engage with computer science, preventing them from gaining benefits from coding activities designed to support computational thinking. This study examined children's gender stereotypes as well as children's own motivation for computer coding in 363 first- through third-grade children. We assessed gender differences in both stereotypes and motivation, as well as links between the stereotypes that individual children held and their own motivation. Children generally endorsed stereotypes about interest and ability for computer coding that favored their own-gender group, although third-grade girls reported gender-egalitarian beliefs about interest in coding. There were no gender differences in children's motivation for computer coding in terms of their own interest, sense of belonging, or ability self-concepts. Children's stereotypes about their own-gender group were significantly positively correlated with their own motivation for computer coding. These findings suggest that early childhood represents an excellent age for children to begin building computational thinking skills, before girls endorse negative stereotypes about their gender's interest in computer science.

Mulla, T., Munir, S., & Mohan, V. (2023). **An exploratory study to understand faculty members' perceptions and challenges in online teaching.** *International Review of Education*, 69(1), 73-99. <https://doi.org/10.1007/s11159-023-10002-4>

The government of the United Arab Emirates (UAE) considers technology to be one of the main pillars of its vision for moving towards a knowledge-based society. Due to several factors such as globalisation, demand for information technology infrastructure and COVID-19 lockdowns, e-learning has become a popular method of delivery across higher education institutions in the UAE. In a first step, the authors of this article conducted a systematic review of existing literature (49 items published between 1999 and 2020). They found that the existing literature on online learning predominantly focuses on student-specific challenges, while there is still a dearth of published work covering faculty members' specific challenges in facilitating online learning in the UAE. The second part of this exploratory study drew on stakeholders' reflections of several years of designing and delivering online courses, analysing faculty members' perspectives on online teaching and learning in the UAE. The authors present their qualitative research, which involved open-ended semi-structured interviews with 15 faculty members, followed by a thematic analysis of their responses using NVivo 12 pro software. The most critical themes which emerged were learners' expectations, culture, perception, pedagogy and technology. The article also reveals how these topics contribute to the various strategies for seamless adoption and delivery of online education in the UAE.

Réseau des répondantes et répondants TIC (REPTIC). (2023). **Badges numériques: Cahier-découverte** (p. 24). Consulté à l'adresse Fédération des cégeps website: <https://educative.ca/ressource/cahier-decouverte-sur-les-badges-numeriques-une-nouvelle-ressource-du-reseau-reptic/>

Shimizutani, S., Taguchi, S., & Yamada, H. (2023). **Do TV-aided model lessons in class improve student performance? Evidence from public primary schools in Papua New**

Guinea. *Australian Economic Papers*, 62(2), 349-361. <https://doi.org/10.1111/1467-8454.12285>

Lack of access to high-quality education remains a serious concern in many developing countries. This is especially the case for rural areas, including islands suffering from a shortage of skilled teachers and sufficient educational equipment. We examine the impact of introducing TV-aided model lessons in class to enhance the quality of teaching (the EQUITV project) on the national examination test scores of Mathematics and "Combined Subject" (a comprehensive subject comprising 30% science and 70% social studies and other topics) as well as English in the final year of primary education in Papua New Guinea. We employ a panel event study to capture the different timings of the intervention across schools over multiple time periods. We find that the project significantly and robustly improved test scores for girls only in English 3 years after the introduction of the project, but no improvement was seen for boys.

Sprenger, D. A., & Schwaninger, A. (2023). **Video demonstrations can predict the intention to use digital learning technologies.** *British Journal of Educational Technology*, 54(4), 857-877. <https://doi.org/10.1111/bjet.13298>

The technology acceptance model (TAM) uses perceived usefulness and perceived ease of use to predict the intention to use a technology which is important when deciding to invest in a technology. Its extension for e-learning (the general extended technology acceptance model for e-learning; GETAMEL) adds subjective norm to predict the intention to use. Technology acceptance is typically measured after the technology has been used for at least three months. This study aims to identify whether a minimal amount of exposure to the technology using video demonstrations is sufficient to predict the intention to use it three months later. In two studies—one using TAM and one using GETAMEL—we showed students of different cohorts (94 and 111 participants, respectively) video demonstrations of four digital technologies (classroom response system, classroom chat, e-lectures, mobile virtual reality). We then measured technology acceptance immediately after the demonstration and after three months of technology use. Using partial least squares modelling, we found that perceived usefulness significantly predicted the intention to use three months later. In GETAMEL, perceived usefulness significantly predicted the intention to use for three of the four learning technologies, while subjective norm only predicted the intention to use for mobile virtual reality. We conclude that video demonstrations can provide valuable insight for decision-makers and educators on whether students will use a technology before investing in it.

Practitioner notes What is already known about this topic The technology acceptance model helps decision-makers to determine whether students and teachers will adopt a new technology. Technology acceptance is typically measured after users have used the technology for three to twelve months. Perceived usefulness is a strong predictor of intention to use the technology. The predictive power of perceived ease of use for the intention to use varies from insignificant to strong. What this paper adds For the four digital learning technologies (classroom chat, classroom response system, e-lectures and mobile virtual reality), we measure technology acceptance after a video demonstration and again after three months of usage. Using structural equation modelling, we are able to predict intention to use after three months, with perceived usefulness measured after the video demonstration. We replicate these findings with a second study using the general extended technology acceptance model. Implications for practice and/or policy Short video demonstrations can provide information for educators to predict

whether students will use a technology. Early impressions of perceived usefulness are very important and valuable to predict whether students will use a technology.

Thacker, I. (2023). **Climate change by the numbers: Leveraging mathematical skills for science learning online.** *Learning and Instruction*, 86, 101782. <https://doi.org/10.1016/j.learninstruc.2023.101782>

The purpose of this preregistered study was to test an online intervention that presents participants with novel numbers about climate change after they estimate those numbers. An experimental study design was used to investigate the impact of the intervention on undergraduate students' climate change understanding and perceptions that human caused climate change is plausible. Findings revealed that posttest climate change knowledge and plausibility perceptions were higher among those randomly assigned to use the intervention compared with those assigned to a control condition, and that supplementing this experience with numeracy instruction was linked with the use of more explicit estimation strategies and greater learning gains for people with adaptive epistemic dispositions. Findings from this study replicate and extend prior research, support the idea that novel data can support knowledge revision, identify estimation strategies used in this context, and offer an open-source online intervention for sharing surprising data with students and teachers.

Wang, S., Wilson, A., Jesson, R., Liu, Y., & Meiklejohn-Whiu, S. (2023). **Opportunities to learn literacy in digital classrooms in New Zealand primary schools: Does class achievement level make a difference?** *Teaching and Teacher Education*, 130, 104171. <https://doi.org/10.1016/j.tate.2023.104171>

Teaching that is responsive to students requires adjusting lessons based on the current expertise of the students. However, such an approach comes with a degree of instructional risk if the expectations for achievement are lessened for lower-achieving students. The current study aimed to examine whether students' learning opportunities were differentiated as a function of class average achievement levels in a context where students use digital devices for literacy learning. Classroom observations were conducted in 62 New Zealand primary schools (Year 4–8), and the teaching and learning activities were compared between classes with different average achievement levels. Results showed that classes with high and low average achievement levels at the beginning of the school year had some differences in teachers' instructional practices and student learning activities offered. In particular, students from classes with lower average achievement tended to experience instruction with tighter constraints that provided less autonomy in their learning. The potential implications of differential opportunities to learn for schools seeking more equitable outcomes through digital provision are discussed.

Watson, J., Baier, J., Mughogho, W., & Millrine, M. (2023). **An exploratory investigation into the factors related to EdTech use among Kenyan girls.** *British Journal of Educational Technology*, 54(4), 1006-1024. <https://doi.org/10.1111/bjet.13307>

This paper contributes to the scarce literature on factors affecting EdTech use in households. These factors were considered through exploratory mixed-methods analyses of cross-sectional data on Kenyan girls and caregivers, captured during the COVID-19 pandemic. Quantitative analysis of the child dataset (n = 544) suggested the importance of both structural factors—such as technology hardware availability—and non-structural factors—including caregiver permission. Findings were supported by a thematic analysis

of interview data from girls' caregivers (n = 58), which emphasised the role they play in girls' use of EdTech. Interviews also highlighted numerous caregiver concerns with EdTech, related to the relevance and rigour of educational content, the possibility of children accessing age-inappropriate material and child health (especially eyesight). Policy makers could alleviate these concerns by providing guidance on EdTech use and clearly signalling their approval of verified initiatives. Practitioner notes What is already known about this topic EdTech can benefit girls' education, yet there are various barriers to it being used. Existing research shows clearly that EdTech use can be impeded by structural factors (eg, hardware ownership). However, we find insufficient empirical evidence on the role of non-structural or behavioural factors. What this paper adds This paper addresses this gap, using a mixed-methods approach to explore the influence of 33 different measures (including non-structural factors) that could affect the number of hours girls spend using EdTech at home. Findings from a quantitative sample of girls (n = 544) and a qualitative sample of girls' caregivers (n = 58) highlighted the importance of non-structural factors, especially caregiver permission. The variable most strongly associated with girls' EdTech usage in our selected quantitative model concerned whether this was sanctioned by their caregivers. Our qualitative data suggested why caregiver permission to use EdTech might be withheld: caregivers emphasised perceived concerns about the risks and rigour of EdTech. Implications for practice and/or policy Our findings suggest the viability of policy interventions that provide EdTech guidance to caregivers. Caregivers uncertain about EdTech could be reassured of the appropriateness of verified initiatives, while those already convinced might be aided in their attempts to support EdTech learning. Such guidance could provide a low-cost means of further exploiting the benefits that household EdTech learning can provide.

Xia, Q., Chiu, T. K. F., Chai, C. S., & Xie, K. (2023). **The mediating effects of needs satisfaction on the relationships between prior knowledge and self-regulated learning through artificial intelligence chatbot.** *British Journal of Educational Technology*, 54(4), 967-986. <https://doi.org/10.1111/bjet.13305>

The anthropomorphic characteristics of artificial intelligence (AI) can provide a positive environment for self-regulated learning (SRL). The factors affecting adolescents' SRL through AI technologies remain unclear. Limited AI and disciplinary knowledge may affect the students' motivations, as explained by self-determination theory (SDT). In this study, we examine the mediating effects of needs satisfaction in SDT on the relationship between students' previous technical (AI) and disciplinary (English) knowledge and SRL, using an AI conversational chatbot. Data were collected from 323 9th Grade students through a questionnaire and a test. The students completed an AI basic unit and then learned English with a conversational chatbot for 5 days. Confidence intervals were calculated to investigate the mediating effects. We found that students' previous knowledge of English but not their AI knowledge directly affected their SRL with the chatbot, and that satisfying the need for autonomy and competence mediated the relationships between both knowledge (AI and English) and SRL, but relatedness did not. The self-directed nature of SRL requires heavy cognitive learning and satisfying the need for autonomy and competence may more effectively engage young children in this type of learning. The findings also revealed that current chatbot technologies may not benefit students with relatively lower levels of English proficiency. We suggest that teachers can use conversational chatbots for knowledge consolidation purposes, but not in SRL explorations. Practitioner notes What is already known about this topic Artificial intelligence (AI) technologies can potentially support students' self-regulated learning

(SRL) of disciplinary knowledge through chatbots. Needs satisfaction in Self-determination theory (SDT) can explain the directive process required for SRL. Technical and disciplinary knowledge would affect SRL with technologies. What this paper adds This study examines the mediating effects of needs satisfaction in SDT on the relationship between students' previous AI (technical) and English (disciplinary) knowledge and SRL, using an AI conversational chatbot. Students' previous knowledge of English but not their AI knowledge directly affected their SRL with the chatbot. Autonomy and competence were mediators, but relatedness was not. Implications for practice and/or policy Teachers should use chatbots for knowledge consolidation rather than exploration. Teachers should support students' competence and autonomy, as these were found to be the factors that directly predicted SRL. School leaders and teacher educators should include the mediating effects of needs satisfaction in professional development programmes for digital education.

Yang, W., Gao, H., Jiang, Y., & Li, H. (2023). **Beyond computing: Computational thinking is associated with sequencing ability and self-regulation among Chinese young children.**

Early Childhood Research Quarterly, 64, 324-330.

<https://doi.org/10.1016/j.ecresq.2023.04.006>

Computing education has progressively entered into children's early years. Due to a proliferation of computing education programs and coding tools designed for young children, research on the relationships between computational thinking (CT) and other domains of learning and development is highly warranted. Yet, there is little empirical evidence that shows the relationship between CT and children's overall cognitive functioning. As such, this study explored the relationships between Chinese children's CT and their sequencing ability and self-regulation in early childhood. One hundred and one Chinese young children (N_{girl} = 52 and N_{boy} = 49; Mage = 5.25, SD = 0.73) were recruited and evaluated with three reliable instruments. Hierarchical regression analyses indicated that: (1) CT positively predicted sequencing ability ($\beta = 0.27$, $p < .05$) even after controlling for relevant demographic covariates such as age, gender, and family socioeconomic status; (2) CT positively predicted self-regulation ($\beta = 0.47$, $p < .001$) after controlling for demographic covariates. Our findings suggest that CT may be a domain-general ability that is based on cognitive foundations that extend beyond the realm of computing.

Yang, Y., Zheng, Z., Zhu, G., & Salas-Pilco, S. Z. (2023). **Analytics-supported reflective assessment for 6th graders' knowledge building and data science practices: An exploratory study.** *British Journal of Educational Technology*, 54(4), 1025-1045.

<https://doi.org/10.1111/bjet.13308>

Preparing data-literate citizens and supporting future generations to effectively work with data is challenging. Engaging students in Knowledge Building (KB) may be a promising way to respond to this challenge because it requires students to reflect on and direct their inquiry with the support of data. Informed by previous studies, this research explored how an analytics-supported reflective assessment (AsRA)-enhanced KB design influenced 6th graders' KB and data science practices in a science education setting. One intact class with 56 students participated in this study. The analysis of students' Knowledge Forum discourse showed the positive influences of the AsRA-enhanced KB design on students' development of KB and data science practices. Further analysis of different-performing groups revealed that the AsRA-enhanced KB design was accessible to all performing groups. These findings have important implications for teachers and

researchers who aim to develop students' KB and data science practices, and general high-level collaborative inquiry skills. Practitioner notes What is already known about this topic Data use becomes increasingly important in the K-12 educational context. Little is known about how to scaffold students to develop data science practices. Knowledge Building (KB) and learning analytics-supported reflective assessment (AsRA) show premises in developing these practices. What this paper adds AsRA-enhanced KB can help students improve KB and data science practices over time. AsRA-enhanced KB design benefits students of different-performing groups. AsRA-enhanced KB is accessible to elementary school students in science education. Implications for practice and/or policy Developing a collaborative and reflective culture helps students engage in collaborative inquiry. Pedagogical approaches and analytic tools can be developed to support students' data-driven decision-making in inquiry learning.

Younes, N., Sacré, M., Wigham, C. R., & Whyte, S. (2022). **Ecological perspectives on the evaluation of co-constructed interactive virtual learning scenarios in primary school EFL.** Présenté à 43^{ème} session d'études de l'ADMEE Canada. Consulté à l'adresse <https://hal.science/hal-03882055>

Live oral exchange via videoconferencing is known to offer useful affordances for English as a foreign language (EFL) learning: the development of communicative abilities increases collaboration skills and motivation to learn English (Botturi et al., 2018; Okumura, 2020). Techno-pedagogical factors shown to be conducive to productive L2 exchanges with young learners include careful sequencing of learning activities, short task-based sessions with small groups, and pedagogical support for teachers in their own classroom context (Whyte & Cutrim Schmid, 2018). There may, however, be a significant gap between these recommendations and the practices of generalist primary school teachers, often frequently based on a narrow range of learning activities and relying on individual practitioners' experience with classroom technology. Copland et al (2014) identify both global trends and local specificities to be considered in the design and evaluation of new learning scenarios, and challenges for virtual language learning are related to both the classroom context (Enever & Moon, 2009) and the broader teaching culture (Jin & Cortazzi, 2003). Drawing on data from an ongoing nationally funded project on the co-construction of interactive virtual learning scenarios for primary EFL teaching in France, this paper asks to what extent a collaborative research project involving EFL and education researchers, primary school teachers, and teacher educators can support an approach to evaluation which both fosters professional development in EFL teaching and adds to our understanding of how such development arises. Data from 9 primary classes include pre- and post-intervention learner surveys, classroom films, teacher and learner interviews, and post-intervention teacher focus groups; analysis sheds light on the challenges of an ecological evaluation (Younès, 2019) requiring the activation of interdisciplinary, dialogical, and personal synergies.

Zhan, Y., Yan, Z., Wan, Z. H., Wang, X., Zeng, Y., Yang, M., & Yang, L. (2023). **Effects of online peer assessment on higher-order thinking: A meta-analysis.** *British Journal of Educational Technology*, 54(4), 817-835. <https://doi.org/10.1111/bjet.13310>

Online peer assessment (OPA) has been increasingly adopted to develop students' higher-order thinking (HOT). However, there has not been a synthesis of research findings on its effects. To fill this gap, 17 papers (published from 2000 to 2022) that reported either a comparison between a group using OPA (n = 7; k = 22) and a control group or a pre-post comparison (n = 10; k = 17) were reviewed in this meta-analysis. The overall effect of

OPA on HOT was significant ($g = 0.76$). Furthermore, OPA exerted more significant effects on convergent HOT (eg, critical thinking, reasoning and reflective thinking; $g = 0.97$) than on divergent HOT (eg, creativity and problem-solving; $g = 0.38$). Reciprocal roles and anonymity were found to positively moderate the impacts of OPA on HOT, although their moderating effects were not statistically significant because of small sample size of studies in the analysis. The results of the meta-analysis reinforce the arguments for regarding OPA as a powerful learning tool to facilitate students' HOT development and reveal important factors that should be considered when adopting OPA to enhance students' HOT. Practitioner notes What is already known about this topic Online peer assessment (OPA) has significant positive impacts on learning achievement. OPA has been regarded as a potential approach to cultivating students' higher-order thinking (HOT) but has not been proved by meta-analysis. OPA should be carefully designed to maximise its effectiveness on learning. What this paper adds OPA has been proved to significantly positively influence students' HOT via meta-analysis. OPA exerted more significant effects on convergent HOT than on divergent HOT. The potential of reciprocal roles and anonymity for moderating the impacts of OPA on HOT should not be underestimated. Implications for practice and/or policy OPA could be a wise choice for practitioners when they help students to achieve a balanced development of HOT dispositions and skills. Students' divergent HOT can be encouraged in their uptake of peer feedback and by allowing them autonomy in deciding assessment criteria. OPA with design elements of reciprocal roles and anonymity has great potential to promote students' HOT.

Zhu, J., & Dawson, K. (2023). **Lurkers versus posters: Perceptions of learning in informal social media-based communities**. *British Journal of Educational Technology*, 54(4), 924-942. <https://doi.org/10.1111/bjet.13303>

The growth of social media has given rise to many informal online communities. In these communities, people communicate, make connections, exchange information and transfer knowledge without time or location restrictions. The purpose of this exploratory study was to investigate both lurkers' and posters' perceptions of learning in Reddit-based education-related communities. A mixed-method approach was used to obtain an overall understanding of how members perceived learning and the differences between posters and lurkers. Eighty-two participants (43 posters and 39 lurkers) were recruited from education-related subreddits and nine of them (5 posters and 4 lurkers) were interviewed. The results showed that there was no significant difference in the perceptions of learning between posters and lurkers. Both lurkers and posters believed that they have learned in these communities, and both defined learning in these communities as changing behaviours or thinking or applying what they have learned to real-life situations. Although both lurkers and posters reported having learned in the communities, qualitative analysis of the interview data indicated that posters demonstrated higher learning levels than lurkers. The findings of this study offer implications for further research into how members perceive learning in informal social media-based communities. Practitioner notes What is already known about this topic Although informal social media-based communities are not designed for learning, given the large user base and wide accessibility, these communities do provide social spaces for users and promote informal online learning. Research regarding perceptions of learning has thus far been mostly focused on formal learning settings and less on informal online environments. It is difficult to investigate how members, especially lurkers who rarely post, perceive learning in informal online environments. What this paper adds Both

lurkers and posters report that they learn in education-related subreddits, and there is no significant difference between how lurkers and posters perceive learning based on the quantitative data. Both lurkers and posters believe that if they change their behaviours or thoughts, or apply the information they receive in real life, then they have learned. Both lurkers and posters tend to pay more attention to the information itself than to who the information came from. Posters communicate more with other members of the communities and tend to apply, analyse and evaluate information from the community to a greater degree than lurkers. Implications for practice and policy It may be unrealistic for educators and community managers to encourage every member of the community to be an active poster, but encouraging members to share and interact can increase the likelihood that they will more carefully apply and analyse what they have learned. Instruction from the community managers or moderators could be necessary to provide guidance for members to offer contexts or backgrounds before making a post. This effort does not require members to write down their real names or provide their personal information in the posts but may ask them to provide some background information. The background information is also important to community members in deciding whether to adopt the opinions based on the context information or determine how to adjust and apply the content to their own teaching scenarios. Community managers or moderators may need to provide guidance to members so that members can provide appropriate contexts or background information before making a post. Other community members can use the information to decide whether to adopt the opinions or to determine how to adjust and apply the content.

Orientation scolaire et professionnelle

Cordonier, L., Cafiero, F., Walzer, N., & Bronner, G. (2023). **Effect of Gender on French High School Students' Dream Jobs and Professional Ambition.** *Socius: Sociological Research for a Dynamic World*, 9, 1. <https://doi.org/10.1177/23780231231181898>

In France, women and men often do not engage in the same occupations, with "feminine" occupations being on average paid less than "masculine" ones. It has been shown that this gender-based occupational segregation is not explained by a difference in professional ambition between female and male students at high school age. In contrast, studies have shown that in France, as well as in many other countries, students' occupational aspirations are highly gendered. In this visualization, the authors replicate these findings about high school students' professional ambition and aspirations with new data and indicators, introducing a distinction between their dream jobs and their expected jobs. This research confirms that the persistence of the gender-based occupational segregation has more to do with students' gender stereotypes than with a difference in ambition between girls and boys.

Couto, M.-P. (2023). **Les réorientations dans l'enseignement supérieur : des parcours désordonnés bien ordonnés ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.4011>

Les candidats à la réorientation (ou en reprise d'études) représentent 20 % des inscrits sur le portail national d'affectation à l'enseignement supérieur Parcoursup. Le modèle des parcours d'études linéaires (correspondant à plusieurs années successives au sein d'une même formation) serait en train de laisser place à une « nouvelle norme » de trajectoire étudiante, marquée par des ruptures et des changements de cursus. Pourtant, ces candidats sont fortement pénalisés dans les classements Parcoursup (comparativement

aux néo-bacheliers) et les logiques à l'œuvre dans leurs parcours échappent à de nombreuses analyses. Cette contribution présente une typologie des étudiants en réorientation qui articule leurs propriétés sociales et scolaires, leurs modalités d'orientation post-bac et leurs premières expériences de l'enseignement supérieur. La manière dont se combinent ces différentes dimensions permet de distinguer six configurations d'étudiants en réorientation et d'éclairer des parcours qui ne sont qu'en apparence désordonnés.

Huo, X., Han, H., & Gao, Q. (2023). **Does Welfare Participation Affect Adolescent Educational Aspiration? Evidence from Panel Data in China.** *Child Indicators Research*, 16(3), 1171-1202. <https://doi.org/10.1007/s12187-023-10011-7>

Adolescents from poor families tend to have low educational aspiration, which has become a new perspective for explaining intergenerational transmission of poverty. Various types of welfare programs have been developed to address poverty as well as its negative outcomes for children. Using national longitudinal survey data from the China Education Panel Survey and a combination of propensity score matching and difference-in-differences (PSM-DID) methods, this paper pioneeringly examines the association between welfare participation and adolescent educational aspiration in China and explores the potential mediation mechanisms in this relationship. We not only focus on Dibao but also investigate the impacts of the combination of Dibao and educational subsidy. Overall, we find that welfare participation had negative effects on adolescent educational aspiration for those receiving Dibao only, but it showed positive effects for those receiving Dibao and educational subsidy simultaneously. Heterogeneity analyses reveal that the negative effects of receiving Dibao only was larger in rural areas and among those studying in non-key schools, while the positive effects of receiving both Dibao and educational subsidy were smaller among these subgroups. Pocket money per week, attending remedial class, frequency of communication with parents, and attitude about school life were important mediators in the relationship between welfare participation and adolescent educational aspiration. Findings from this study suggest important policy and practice implications for the welfare programs in China as well as around the world.

Johnson, Salinas, Floyd, & Hursh. (2023). **"I Made My Own Lane at the Community college:" A Narrative Study on the Hero's Journey of Latino Men Transfer Students.** *Community College Journal of Research and Practice*, 47(7), 494-508. <https://doi.org/10.1080/10668926.2023.2219636>

In this qualitative narrative study, the stories of 10 Latino men students were used to understand their transfer experiences from a community college to a university. The Hero's Journey conceptual framework was used in this narrative study to understand what motivates and influences Latino men to transfer from a community college to a university. The specific methods of data collection used for this study consisted of two interviews and two journal entries per participant. The findings of this study provide evidence that for Latino participants, navigating through the transfer experience encompassed resiliency. In a discussion section, we recommend future research and practices to support and inform the pathways of Latino men transfer students in higher education.

Jouan, H. (2023, juin 2). **« Je voulais échapper à l'enfer des classes prépas et à la première année de médecine » : à l'université McGill à Montréal, les étudiants français**

s'épanouissent. Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/02/a-l-universite-mcgill-a-montreal-les-etudiants-francais-s-epanouissent-je-voulais-echapper-a-l-enfer-des-classes-prepas-et-a-la-premiere-annee-de-medecine_6175835_4401467.html

Les étudiants français sont plus nombreux que jamais depuis la fin de la pandémie de Covid-19 à s'inscrire à la fac canadienne qu'ils voient comme une alternative au stress des formations sélectives postbac, tout en cultivant un certain entre-soi.

Leonard, E. (2022). **Se reconvertir à un métier manuel par l'alternance: projet professionnel, projet identitaire. Ce que permet le dispositif, ce que dévoile l'approche biographique** (Phdthesis, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-03952057>

Notre thèse interroge les parcours d'adultes qui, au mitan de leur vie professionnelle, ont fait le choix de se reconvertir à un métier manuel. Yohan, Fabien, Ingrid et quelques autres ont ainsi renoncé à leur carrière dans le tertiaire et à leur position sociale pour entreprendre ce type de reconversions. Dans un contexte éminemment paradoxal, où les pressions du monde du travail rencontrent un appel à la liberté de choisir, ils sont devenus charpentier, chaudronnier, peintre décorateur, ou encore menuisier. Pour se former, ils ont mobilisé un dispositif en alternance, intégrant des CFA (Centres de Formation par l'Apprentissage) au milieu de jeunes apprentis. Notre thèse tente de reconstruire leurs parcours singuliers, souvent invisibilisés et finalement mal connus. Tardives et souvent radicales, ces reconversions convoquent la question des choix et leurs motivations, que le sens de l'activité semble articuler. Comment rendre intelligibles ces parcours ? Des entretiens semi-directifs ont permis d'en retracer les grandes étapes autant que les lignes de force. Parmi elles, le sens de la démarche et la valeur ajoutée de l'alternance. Mais quelque chose continuait de nous échapper. Le recours à un protocole biographique, complémentaire, a dévoilé d'autres dimensions en jeu dans ces parcours. Par la mise en récit de leur histoire individuelle, familiale et sociale, à la faveur de réalisations graphiques, les adultes impliqués ont pu prendre conscience de «liens invisibles» et finalement de nœuds que les reconversions s'emploient vraisemblablement à dénouer.

Méloni, D. (2023, juin 2). **Parcoursup: les adolescents face au stress des choix d'orientation.** Consulté 7 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/parcoursup-les-adolescents-face-au-stress-des-choix-orientation-203018>

Le choix d'orientation post-bac touche à des enjeux d'identité et il importe de ne pas éviter ce questionnement intime pour aider les adolescents à affronter l'inquiétude de l'avenir.

Morel, S. (2023, juin 6). **Un bachelor à Madrid plutôt qu'une prépa à Paris: « Ici, on se fait un réseau de dingue, on a tous des parents très bien placés ».** Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/06/un-bachelor-a-madrid-plutot-qu-une-prepa-a-paris-ici-on-se-fait-un-reseau-de-dingue-on-a-tous-des-parents-tres-bien-places_6176411_4401467.html

A 25 000 euros l'année, l'IE University de Madrid a accueilli près de 700 étudiants français à la rentrée 2022. Une jeunesse privilégiée, souvent passée par les grands lycées parisiens, qui préfère le réseautage aux affres des classes préparatoires d'élites.

Ogut, B., & Circi, R. (2023). **Diving Into Students' Transcripts: High School Course-Taking Sequences and Postsecondary Enrollment.** *Educational Measurement: Issues and Practice*, 42(2), 21-31. <https://doi.org/10.1111/emip.12554>

The purpose of this study was to explore high school course-taking sequences and their relationship to college enrollment. Specifically, we implemented sequence analysis to discover common course-taking trajectories in math, science, and English language arts using high school transcript data from a recent nationally representative survey. Through sequence clustering, we reduced the complexity of the sequences and examined representative course-taking sequences. Classification tree, random forests, and multinomial logistic regression analyses were used to explore the relationship between the course sequences students complete and their postsecondary outcomes. Results showed that distinct representative course-taking sequences can be identified for all students as well as student subgroups. More advanced and complex course-taking sequences were associated with postsecondary enrollment.

Perna, L. W. (2023). **La transition du lycée à l'université aux États-Unis.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.4040>

Comme dans d'autres pays, l'enseignement supérieur aux États-Unis présente de véritables opportunités pour les lycéens et les territoires. Cependant, les chances d'accéder à l'enseignement supérieur restent fortement inégales. Afin de comprendre les forces qui contribuent à la réussite de l'enseignement supérieur aux États-Unis, cet article donne d'abord un bref aperçu des caractéristiques du système d'enseignement supérieur du pays. Il aborde ensuite l'importance de la préparation académique dans les lycées, des ressources financières et de l'information pour l'inscription et la réussite dans l'enseignement supérieur, ainsi que l'inégalité structurelle dans la disponibilité de ces ressources. L'article examine ensuite comment les pratiques particulières utilisées par les collèges et les universités contribuent aux États-Unis à la stratification de la transition entre le lycée et l'université.

Sanagavarapu, Abraham, & Atwa. (2023). **An Insight into Students' Transition to Tertiary or Academic Pathways Programs.** *Community College Journal of Research and Practice*, 47(7), 461-477. <https://doi.org/10.1080/10668926.2022.2050837>

There is a lot of research on pathways students' transition to universities, however, little is known about those students' initial transition to the Academic Pathway Program (APP). This study investigated students' transition to an Academic Pathway Program (APP) offered at a College affiliated to a metropolitan university in Sydney, Australia. Data collected from a sample of students using the Transition, Wellbeing, Help-seeking, and Adjustments Survey (TWHAS) were analysed both descriptively and inferentially. Most students reported positive moods, emotional coping, and were able to seek help without many barriers. Also, most students reported adjusting positively to the College, despite facing a few personal and social challenges such as finding time to exercise, balance study with family commitments and socialise with friends outside the College. Further, a possible association between students' adjustments and their initial feelings when beginning the College, proficiency in written and spoken English, and help-seeking was noted. Additionally, differences in the students' transitional challenges, wellbeing, help-seeking behaviors, adjustments across gender, age, and type of enrollment were evident. The implications of these findings for supporting students' transition to the

Academic Pathway Programs and recommendations for future research addressing the limited sample size are discussed.

Tagliaferro Epler, Clithero-Eridon, & Ballejos. (2023). **Utilizing Mentorship as a Tool to Recruit Community College Students into Medical School.** *Community College Journal of Research and Practice*, 47(7), 509-513. <https://doi.org/10.1080/10668926.2022.2048744>
Community college (CC) students interested in medical school may lack the resources to be successful. CC students represent diverse backgrounds and often more closely reflect underserved populations' demographics than traditional University students. Yet, there is a negative association between attending a CC and being accepted into a medical school. Increasing mentorship opportunities for CC students may improve their pathway to medical school. The University of New Mexico School of Medicine established a partnership with a community college to pair medical student mentors with CC student mentees. Ten mentorship pairings were then surveyed over a one-year period. CC students showed increased interest in healthcare after mentorship. Additionally, the mentors who had attended a CC previously reported more mentorship at their CC would have been beneficial. This program demonstrated that enhancing mentorship for CC students is a practical way to help improve their pathway to the healthcare workforce.

Politique de l'éducation et système éducatif

Aguayo, D. (2023). **Presence as Policy Action: Black Mothers as Policy Actors Navigating Antiracist Geopolitics.** *Educational Policy*, 37(4), 1070-1101. <https://doi.org/10.1177/08959048211049424>

Antiracist geopolitics and educational policies continue to produce oppressive systems, making it difficult for educators to acknowledge Black families' actions as contributions to produce equitable education. Policy processes have the potential to transform oppressive systems of power. Conceptualizing policy as a practice of power permits local policy actors to use their individualized power to shift a policy's course of action and transform oppressive educational systems. With an anticolonial framework and using an institutional ethnography, this inquiry explores Black mothers' actions as policy actors. Findings detail the mothers' relentless invitation to allow their darkskinned agentic power to collaborate with their school district and form a teacher-recruitment program. The mothers' policy actions are exemplary of the abilities to transform policy processes ridden with antiracist geopolitics that ignore the voices of BIPOC individuals. This project illustrates the daily antiracism individuals endure before and while enlisting as educational partners and policy actors.

Akkari, A. (2023). **Mettre en œuvre l'inclusion des élèves handicapés à l'école : l'action de la société civile. Un entretien avec Sandra Boisseau.** *Revue internationale d'éducation de Sèvres*, (92), 139-146. <https://doi.org/10.4000/ries.13920>

Humanité & Inclusion est une organisation de solidarité internationale qui intervient dans les situations de pauvreté et d'exclusion, de conflits et de catastrophes. Elle soutient les personnes handicapées et les populations vulnérables, en particulier les enfants et les jeunes, dans soixante-trois pays. L'éducation inclusive est l'un de ses secteurs d'intervention, avec l'objectif de faire progresser le droit à l'éducation pour tous les enfants. Cet entretien porte sur la mise en œuvre de ses projets d'inclusion des élèves handicapés à l'école dans différentes régions du monde, sur la posture des parents et

des autres acteurs, sur les méthodes d'intervention ainsi que sur l'impact des projets et actions de l'ONG en matière d'éducation inclusive.

Akkari, A., & Kalubi, J.-C. (2023). **Introduction. L'expérience du handicap à l'école : entre représentations, principes et actions.** *Revue internationale d'éducation de Sèvres*, (92), 47-57. <https://doi.org/10.4000/ries.13704>

Cette introduction au numéro thématique portant sur l'expérience du handicap à l'école s'appuie sur huit contributions provenant de pays ou de systèmes éducatifs et socio-culturels répartis sur quatre continents. L'article aborde les tensions et les paradoxes de l'expérience vécue à l'école par les élèves handicapés. Malgré des avancées notables, notamment en matière législative et réglementaire, plusieurs difficultés demeurent dans la gestion des tâches d'intégration et d'inclusion au quotidien, dans l'adaptation des outils et méthodes d'enseignement, ainsi que dans l'élaboration et l'évaluation des plans d'intervention adaptée. L'expérience du handicap à l'école varie en fonction du type de handicap, des contextes socio-culturels et des représentations sociales. Elle est reliée aux pratiques effectives mises en place par l'école, la famille ou la communauté, pour faire évoluer les objectifs d'intégration scolaire et d'inclusion sociale. Elle interroge les dispositions à prendre et les formes d'accompagnement des acteurs impliqués sur le terrain.

Angrand, R., Ntebutse, J. G., Proulx-Cullen, E., & Yon, C. (2023). **Déficience auditive en milieu scolaire canadien : conditions pour agir autrement.** *Revue internationale d'éducation de Sèvres*, (92), 91-100. <https://doi.org/10.4000/ries.13815>

Cet article aborde l'évolution de l'univers du handicap au Canada. Il présente en particulier l'expérience scolaire d'enfants vivant avec des incapacités auditives. Il montre l'intérêt d'aborder cette question complexe, car plusieurs enfants traversent une situation critique et souffrent de préjugés sociaux, de problèmes d'interaction, de difficultés d'intercompréhension parmi les pairs, etc. L'article rappelle l'histoire de l'expertise en déficience auditive dans un pays où les offres de services ont subi une transformation majeure en lien avec d'autres priorités dans l'éducation, comme dans la santé et les services sociaux. Il fournit des clés pour comprendre les enjeux et défis liés à l'inclusion et à la participation sociale de l'élève. Enfin, il propose des pistes pour analyser les processus de soutien au développement des compétences des élèves concernés.

Arneton, M., & Numa-Bocage, L. (2023). **Les besoins éducatifs particuliers dans l'enseignement professionnel en France.** *Revue internationale d'éducation de Sèvres*, (92), 71-79. <https://doi.org/10.4000/ries.13771>

La situation des élèves à besoins éducatifs particuliers dans le cadre de l'école inclusive à la française reste une question sociale vive. Cet article se centre sur leur scolarisation dans le cadre de l'enseignement professionnel. Il présente la façon dont des enseignants intervenant en formation professionnelle ou en enseignement professionnel adapté se saisissent des moyens institutionnels mis en place pour tenir compte des besoins particuliers des élèves. Les exemples sont issus des pratiques des autrices en tant que formatrices de formateurs. La discussion porte sur l'intérêt heuristique d'analyser les situations de handicap sous l'angle de la diversité des publics scolaires, afin d'accompagner les transformations des pratiques professionnelles.

Attari, A. T. M. A., & Essa, E. B. (2023). **Arab scholarship in educational administration, management and leadership: An overview**. *Educational Management Administration & Leadership*, 51(4), 849-867. <https://doi.org/10.1177/17411432211012011>

Following in the tradition of systematic reviews of research, this paper reports the findings of an overview of Arab scholarship in educational administration, management and leadership. We first articulated a framework for analysis anchored to a proposed 'scholarship maturity' theoretical model then applied it to analyze 20 reviews of Arab scholarship in educational administration, management and leadership. The findings suggest that reviewing Arab scholarship in educational administration, management and leadership is an emerging segment of research that is growing steadily in line with the burgeoning volume of Arab research. Taken together, the findings give the impression that this line of inquiry is promising and has the potentials and capacity to develop. However, it is still lacking maturity and impact, which descriptions apply to the Arab scholarship in educational administration, management and leadership writ large. The paper concludes with the limitations, discussion and recommendations.

Ballatore, M. (2023). **Erasmus : la mobilité hybride au secours de l'inclusion ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.4023>

Depuis la création du programme Erasmus (acronyme signifiant European Action Scheme for the Mobility of University Students) en 1987, la forme et l'étendue des échanges d'apprenants, au sein de l'Union européenne, ont beaucoup changé. Jusqu'à récemment, seul le niveau supérieur de l'enseignement supérieur et sa communauté éducative était concerné par l'institutionnalisation de la mobilité. Erasmus englobe aujourd'hui d'autres types d'échanges et touche plus largement la jeunesse européenne. Cet article est une synthèse de l'évolution des politiques et actions publiques éducatives européennes autour de la mobilité. Nous aborderons aussi la question de l'évolution des discours qui accompagne ces politiques, concernant l'existence d'une « génération » Erasmus notamment, et celle des trajectoires que ce programme permet, en fonction des segments et des niveaux de l'enseignement concerné, de l'enseignement supérieur à l'enseignement obligatoire.

Bannier, G., & Legavre, J. (2023). **Évaluation de la loi n° 2019-791 du 26 juillet 2019 pour une école de la confiance**. Consulté à l'adresse Assemblée nationale website: https://www.assemblee-nationale.fr/dyn/16/rapports/cion-cedu/l16b1331_rapport-information

Ben Hamouda, L. (2023a, juin 6). **Éloignement des lycées : disparités géographiques**. Consulté 7 juin 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/06/leloignement-des-lycees-en-france-une-disparite-geographique/>

Les lycées en France sont inégalement répartis sur le territoire, créant des disparités géographiques en termes d'accessibilité et de choix éducatifs. Une récente étude de la DEPP, service statistique du ministère de l'Éducation nationale, a révélé que les lycées agricoles et les lycées polyvalents se trouvent souvent parmi les établissements les plus éloignés, tandis que...

Ben Hamouda, L. (2023b, juin 14). **Autorisations d'instruction dans la famille, premier bilan**. Consulté 15 juin 2023, à l'adresse Le Café pédagogique website:

<https://www.cafepedagogique.net/2023/06/14/autorisations-dinstruction-dans-la-famille-premier-bilan/>

Depuis la rentrée scolaire 2022, un nouveau régime d'autorisation d'instruction dans la famille a été mis en place. La loi de 2021 sur l'instruction dans la famille vise à garantir une « plus grande protection des enfants soumis à l'obligation d'instruction ». Un article paru dans la lettre juridique du ministère de l'Éducation nationale fait le premier...

Bers, M. U., Blake-West, J., Kapoor, M. G., Levinson, T., Relkin, E., Unahalekhaka, A., & Yang, Z. (2023). **Coding as another language: Research-based curriculum for early childhood computer science.** *Early Childhood Research Quarterly*, 64, 394-404. <https://doi.org/10.1016/j.ecresq.2023.05.002>

This paper describes the iterative research and evaluation of the Coding as Another Language (CAL) curriculum that utilizes the free ScratchJr programming language in kindergarten to second grade. CAL was designed using principles of three theoretical frameworks: Curriculum Research Framework (CRF), which proposes different phases in the creation of research-based curriculum; Constructionism, which presents a computationally-rich project-based methodology based on identifying powerful ideas from a learning domain; and Positive Technological Development, which intentionally integrates socio-emotional and ethical dimensions into curricular experiences. The pedagogical foundation of CAL involves the understanding of coding as a literacy, that is, putting developmentally-appropriate powerful ideas of computer science in conversation with those taught in language arts. The paper first describes CAL and then presents results from both a pilot study and a cluster randomized controlled trial that set to evaluate CAL's feasibility and impact on students' learning outcomes. Our findings showed that the CAL curriculum was not only feasible to implement, but also effective for improving coding skills. However, CAL's impact on computational thinking is less clear given that in the cluster randomized controlled trial, both the control and the intervention groups improved equally on a measure of computational thinking.

Born, P. (2023). **Formation initiale et processus de professionnalisation des sapeurs-pompiers volontaires** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://u-bourgogne.hal.science/tel-04079909>

Cette recherche poursuit l'objectif de contribuer à une meilleure connaissance de la formation initiale des sapeurs-pompiers volontaires, en s'intéressant particulièrement au processus d'appropriation de cette dernière, au processus de professionnalisation et aux obstacles rencontrés par cette population. S'appuyant sur une approche mixte, 330 sapeurs-pompiers volontaires toujours en activité ont été interrogés par questionnaire dans le cadre d'une enquête longitudinale, tandis que 42 individus ayant mis un terme à leur engagement au cours de leur formation initiale ont été consultés par le biais d'entretiens semi-directifs. Seize séances d'observation directe viennent enrichir la collecte de données. Pour commencer, plusieurs types d'appropriation de la formation initiale ont été mis en évidence, dépendant de l'interaction de six facteurs internes et externes à l'apprenant. Le sens attribué à la formation et la perception du formateur apparaissent comme les facteurs les plus déterminants. Par ailleurs, une forme de sélection implicite est opérée au cours de cette formation initiale, notamment par l'intermédiaire d'obstacles qui entravent le parcours de certains profils peu représentés dans le milieu, qui petit à petit apparaissent démotivés et désinvestis, et finissent par rompre leur engagement. Enfin, les résultats ont montré que la formation initiale joue un

rôle moins important qu'attendu dans le processus de professionnalisation, dans lequel l'investissement des individus apparaît en revanche essentiel.

Bouckaert, M. (2023). **The assessment of students' creative and critical thinking skills in higher education across OECD countries: A review of policies and related practices.** <https://doi.org/10.1787/35dbd439-en>

Developed as one of the resources within the context of the OECD Centre for Educational Research and Innovation (CERI) project entitled "Fostering and assessing creativity and critical thinking skills in higher education", this paper reviews existing policies and practices relating to the assessment of students' creativity and critical thinking skills in higher education across OECD countries. Creativity and critical thinking are largely emphasised in policy orientations and qualification standards governing higher education in many countries. In contrast, these skills are sparsely integrated into the dimensions of centralised assessments administered at the level of systems. At the local level, because of the large degrees of institutional autonomy and academic freedom, there is little indication that policy orientations translate into actual transformation of assessment practices developed and implemented by faculty members. Based on this analysis, the paper provides recommendations for policy and decision makers in systems and institutions to further support the development and implementation of assessment strategies to measure and foster students' creativity and critical thinking in higher education.

Broux, N., & Pons, X. (2023). « **La gouvernance, les parcours personnels et professionnels sont au cœur de l'objet de la recherche** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3956>

Régis Guyon : Quel a été le point de départ de votre travail commun au sein du lycée Germaine-Tillion du Bourget ? Nathalie Broux : Le lycée innovant a été inauguré en 2014. Dès son ouverture, la proviseure fondatrice de l'établissement, Aïcha Amghar, et l'équipe de professeurs qui venaient d'y être affectés considéraient qu'être accompagnés par la recherche était nécessaire. Nous pensions être un terrain très intéressant et trouvons dommage qu'aucune équipe de recherche n'assiste à la naiss...

Brun, L. (2023). **77 435 élèves allophones nouvellement arrivés scolarisés en 2021-2022 : neuf sur dix bénéficient d'un soutien linguistique ou d'une scolarité dans un dispositif spécifique.** *Note d'Information*, (23.23), 1-4. <https://doi.org/10.48464/ni-23-23>

Au cours de l'année scolaire 2021-2022, 77 435 jeunes ayant des besoins éducatifs particuliers dans le domaine de l'apprentissage du français langue seconde ont été scolarisés en école élémentaire, en collège ou en lycée.

Bunescu, L., Estermann, T., Decanq, K., Harðardóttir, F., & Verlaeckt, K. (2023). **Implementing leadership development programmes for university leaders: an inspirational guide.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3818> [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/downloads/publications/newlead%20report_inspirational%20guide.pdf

This NEWLEAD guide offers recommendations and reflections for university leaders, university sector representatives and policy makers interested in setting up a leadership development programme (LDP). The Innovative Leadership and Change Management in Higher Education (NEWLEAD) project seeks to build the capacity of university leaders

across Europe in steering change and addresses new priorities on the institutional transformation agenda. Previous analysis from the project has shown that leadership development programmes play an important role in supporting university leaders during major transformation processes and in achieving the multiple objectives of universities today. To raise awareness and advance leadership development, this guide draws from interviews conducted in eight European systems (CH, DE, DK, IE, NL, PL, SE), covering 10 system-level leadership development programmes. It presents a practical framework for implementing a leadership development programme, providing inspiration and valuable insights into its architecture, format, content, evaluation, and logistics.

Bush, T. (2023). **Distributed leadership: A normative theory for policy and practice.** *Educational Management Administration & Leadership*, 51(4), 771-773. <https://doi.org/10.1177/17411432231168115>

Callahan, R. M., Jiang, L., & Núñez, A.-M. (2023). **EL Policy and Immigrant Politics: State and Federal Policy and Ever-EL Students' Postsecondary Pathways.** *Educational Policy*, 37(5), 1467-1505. <https://doi.org/10.1177/08959048221103802>

Although current and former English Learner (EL) or “ever-EL” students comprise one of the fastest-growing K-12 populations, we still know relatively little about the factors that influence their college-going. Using Perna's seminal college-going model as a launching point, we propose a policy-driven empirical approach to explore how state and federal policy uniquely inform ever-EL students' academic trajectories. This model considers how EL education policy is largely defined at the federal level but interpreted and implemented by state and local actors (i.e., the Lau and Castañeda cases). In addition, largely of immigrant origin, ever-EL students are directly affected by federal immigration policy as well as state immigrant policies. We suggest that the unique status of EL education in K-12 schools and the framing of immigrant-origin communities in federal and state policies make it necessary to consider both federal and state policy contexts in ever-EL college-going research.

Castellano, K. E., McCaffrey, D. F., & Lockwood, J. R. (2023). **An Exploration of an Improved Aggregate Student Growth Measure Using Data from Two States.** *Journal of Educational Measurement*, 60(2), 173-201. <https://doi.org/10.1111/jedm.12354>

The simple average of student growth scores is often used in accountability systems, but it can be problematic for decision making. When computed using a small/moderate number of students, it can be sensitive to the sample, resulting in inaccurate representations of growth of the students, low year-to-year stability, and inequities for low-incidence groups. An alternative designed to address these issues is to use an Empirical Best Linear Prediction (EBLP), which is a weighted average of growth score data from other years and/or subjects. We apply both approaches to two statewide datasets to answer empirical questions about their performance. The EBLP outperforms the simple average in accuracy and cross-year stability with the exception that accuracy was not necessarily improved for very large districts in one of the states. In such exceptions, we show a beneficial alternative may be to use a hybrid approach in which very large districts receive the simple average and all others receive the EBLP. We find that adding more growth score data to the computation of the EBLP can improve accuracy, but not necessarily for larger schools/districts. We review key decision points in aggregate growth reporting and in specifying an EBLP weighted average in practice.

Ceallaigh, T. Ó., & Shéaghdha, A. N. (2023). **Leadership and school self-evaluation in Irish-medium immersion: A roadmap for success.** *Educational Management Administration & Leadership*, 51(4), 949-968. <https://doi.org/10.1177/17411432211015218>

While research on Irish-medium immersion education (IME) has heralded benefits such as cognitive skills, academic achievement and language and literacy development, many studies have also identified challenges to its successful implementation. Immersion-specific research-validated tools can help school leaders navigate the school self-evaluation journey, critically review and evaluate the quality of aspects of their school's provision and plan for improvement. This paper reports on one theme, leadership, from a larger study, Quality indicators of best practice in Irish-medium immersion (Ó Ceallaigh and Ní Shéaghdha, 2017). Qualitative in nature, the study was guided by the following research question: What are IME educators' perceptions of best practices in IME?. The study explored 120 IME educators' perceptions of best practice in IME to inform the development of IME quality indicators. Individual interviews and focus group interviews were utilised to collect data. Data analysis revealed particular themes related to best IME leadership practices. Findings in turn informed the design of an evidence-informed school self-evaluation tool for IME settings. The various functions of the tool will be explored with a particular emphasis on building teaching and leadership capacity in IME through the school self-evaluation process.

Champy-Remoussenard, P., & Starck, S. (2021). **Comment et pourquoi l'éducation à l'esprit d'entreprendre questionne l'évolution du système éducatif français ?** *Recherche et formation*, (97), 9-15. <https://doi.org/10.4000/rechercheformation.8120>

Le développement de l'esprit d'entreprendre ou d'entreprise figure aujourd'hui à l'agenda des politiques éducatives et de formation d'une majorité de pays dans le monde et engage des changements notables dans leur offre éducative, même si cela s'observe sous des formes et à des degrés divers (Commission européenne/EACEA/Eurydice, 2016). Il revient dès lors au champ scientifique de rendre intelligible ce nouvel objet du paysage éducatif. Sa proximité avec les intérêts économiques, le poids et ...

Charlton, C. T., Rigby, D. M. G., Moulton, S. E., Sabey, C. V., & Richardson, M. J. (2023). **Implementing Behavior Intervention Plans in Schools: A Pilot Study of the Complex Relationship Between Technical Adequacy, Treatment Integrity, and Student Outcomes.** *Journal of Behavioral Education*, 32(2), 382-403. <https://doi.org/10.1007/s10864-021-09448-z>

Behavior intervention plans (BIPs) are intended to help educators systematically support students with behavioral problems at school. Previous research confirms that the effectiveness of a BIP depends on the degree to which the plan is technically adequate and implemented with integrity. What remains unclear from the literature is how professional experience and environmental variables impact technical adequacy, treatment integrity, and student outcomes. The purpose of this study was to explore these relationships using data collected from a survey of members' experiences with the BIP implementation team. The researchers collected BIPs from local school districts and then surveyed members of the implementation team regarding their professional qualifications, training, involvement in the BIP development process, treatment integrity, and perceived impact on student outcomes. Results from two multiple regression models predicting treatment integrity and student outcomes suggest that practitioners' perceptions of BIP quality significantly predicted treatment integrity. Additionally,

training, BIP quality, and treatment integrity significantly predicted student outcomes. These findings suggest that practitioners' perceptions of BIP quality may play an important role in predicting treatment integrity but improving student outcomes requires technical adequacy and targeted professional development.

Cheng, A., & Hamlin, D. (2023). **Contemporary Homeschooling Arrangements: An Analysis of Three Waves of Nationally Representative Data.** *Educational Policy*, 37(5), 1444-1466. <https://doi.org/10.1177/08959048221103795>

Dramatic growth in the homeschool population in recent decades has coincided with an increase in the methods used to educate homeschooled children. However, researchers tend to treat homeschooled children as a uniform group without accounting for vastly different homeschooling arrangements. In this study, we examine the prevalence of four types of homeschool arrangements by pooling three cross-sectional waves of nationally representative data on American homeschool families (n = 1,468). Results indicate that most homeschool families supplement home education with cooperative instructors and private tutors, online education, and brick-and-mortar schooling. Families who do not use these resources are declining. They are also more likely to be White, less educated, and residing in the South region. Homeschool families whose children attend brick-and-mortar schools part-time are less likely to be White and more likely to reside in urban areas. Future research is needed to explore outcomes across different homeschool arrangements.

Constantinou, G. (2023). **La rénovation du système éducatif chypriote.** *Revue internationale d'éducation de Sèvres*, (92), 32-37. <https://doi.org/10.4000/ries.13629>

Chypre est une nation multiculturelle à la population très urbaine (près de 70 % contre 30 % en zone rurale) qui compte environ 1 200 000 personnes d'origines, de religions et de langues différentes, réparties à 82 % au sud (république de Chypre) contre 17 % au nord, occupé par les Turcs et où vivent 85 000 Chypriotes turcs autochtones ainsi que 115 000 colons turcs environ. L'île est sous tutelle de la Turquie, ce qui n'est pas sans conséquences sur son système éducatif. Bref aperçu historiq...

Cour des comptes. (2023). **L'enseignement privé sous contrat** (p. 159). Consulté à l'adresse Cour des comptes website: https://medias.vie-publique.fr/data_storage_s3/rapport/pdf/289657.pdf

L'enseignement privé sous contrat compte à la rentrée 2022 plus de 2 millions d'élèves, soit 17,6 % des effectifs scolarisés, dans un peu plus de 7 500 établissements. Créé par la loi du 31 décembre 1959, dite loi Debré, le régime de l'enseignement privé sous contrat associe au service public de l'éducation des classes au sein d'écoles et d'établissements privés passant avec l'État un contrat aux termes duquel ils prennent certains engagements, comme la conformité aux programmes définis par le ministère de l'éducation nationale et l'absence de discrimination dans l'accueil des élèves. L'enseignement privé sous contrat est marqué par la prépondérance de l'enseignement catholique (96 % des effectifs). Le rapport revient sur l'organisation et le financement de l'enseignement privé, en s'attachant notamment à décrire l'évolution de la mixité sociale et scolaire dans ces établissements. Il souligne également les caractéristiques de leur gestion et les difficultés à proposer une rénovation de la relation contractuelle entre l'enseignement privé et l'État.

Crosier, D. (2023). « **L'amélioration de l'équité et de l'inclusion dans l'enseignement supérieur est depuis longtemps un objectif politique entre les pays européens** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3989>

Régis Guyon : Vous avez coordonné avec Emmanuel Sigalas pour Eurydice une étude sur « Vers l'équité et l'inclusion dans l'enseignement supérieur en Europe »¹. Pourquoi avoir réalisé cette étude ? Quels en étaient les objectifs ? David Crosier : Il y avait plusieurs raisons de développer une étude sur l'équité et l'inclusion dans l'enseignement supérieur en Europe. Premièrement, l'amélioration de l'équité et de l'inclusion dans l'enseignement supérieur est depuis longtemps un objectif politique...

Delaney, J. A., & Hemenway, B. (2023). **A Difference-in-Difference Analysis of Shifts in Postsecondary Institution Spending Patterns in Response to "Promise" Financial Aid Programs**. *Educational Policy*, 37(4), 1102-1150. <https://doi.org/10.1177/08959048211049431>

Using a panel dataset from 2000 to 2014, this paper employs a difference-in-difference design to consider the impact of the introduction of a "promise program" on postsecondary institutions' internal spending levels and patterns. We find that promise programs influence postsecondary institutional behavior in every area we tested: student-related and non-student-related expenditure levels and shares. We find decreases in student-related expenditure areas at 2-year institutions, but no significant change at 4-years. Non-student-related expenditures are mixed at 2-years with levels of expenditures increasing for auxiliary but decreasing in public service areas. By contrast public service expenditures increase at 4-years. Shares of expenses also shift with declining spending on student services but increased institutional support at 2-years. However, there are no changes to the share of expenses at 4-years. Overall, we find that 2- and 4-year institutions react differently to the introduction of a promise program, with the greatest impact at 2-years. JEL Classifications: I22, I23

Demirbilek, N. (2023). **Satisfaction Levels, Communication Situations, and Difficulties Encountered by University Students Regarding Distance Education**. *Education and Urban Society*, 55(5), 593-616. <https://doi.org/10.1177/00131245211042391>

The aim of this study is to determine university students' views on planning and conducting lectures in distance education, teaching materials, communication situations, and the difficulties they experience. A descriptive survey model, one of the quantitative research methods, was used in the study. Within the scope of the research, a distance education student satisfaction questionnaire developed based on the experiences of the researcher himself and an information form containing the personal information of the participants were used to collect data. The data collection tool was prepared over Google forms and delivered to 1,632 university students via What Sapp and mail. Since the study was prepared in descriptive and scanning type, descriptive statistics, t-test, and one-way analysis of variance (ANOVA) were used in the analysis of the data obtained. Descriptive statistics were used in the analysis of the first, third, fifth, and sixth questions; T-test and ANOVA were used in the analysis of the second and fourth questions. According to the findings of the research, it is seen that the anxiety of the students participating in the research is concentrated on the lectures and exams. Students with self-discipline overcome this process positively, while students without self-discipline often experience problems.

Dilek, M. C. (2023). **The rise of external actors in education shifting boundaries globally and locally.** *British Journal of Educational Studies*, 71(3), 345-347. <https://doi.org/10.1080/00071005.2023.2202429>

Fletcher, E. C., Minar, N. J., & Rice, B. A. (2023). **The Future Ready Lab: Maintaining Students' Access to Internships during Times of Crisis.** *Education and Urban Society*, 55(5), 577-592. <https://doi.org/10.1177/00131245211065413>

In this manuscript, we highlight the virtual Future Ready Lab as one example of an innovative internship concept designed to increase the quantity of meaningful paid internship experiences available for students to participate in, prepare for further education, and be able to compete in the 21st Century workforce. The Lab's premise is to provide access to student populations (e.g., economically disadvantaged, Black, and Latinx students) who oftentimes are not afforded the opportunity to hone their 21st Century skills in a high-impact internship experience. The virtual nature of the Future Ready Labs provided opportunities for high school students to participate, despite transportation limitations, social distancing, emerging safety precautions, and requirements based on the COVID-19 pandemic. In this manuscript, we help fill gaps in existing literature concerning how schools support students' work-based learning experiences during times of crisis, particularly for diverse and economically disadvantaged learners. We conclude with recommendations for practice, and a broader work-based learning framework for how partnerships can be forged and sustained in high schools across the nation, as well as implications for educational policy, practice, and research.

Fuller, B. (2023). **Neoliberalism in Decline? New Pluralists Recast Schools in Los Angeles.** *Educational Policy*, 37(4), 980-1013. <https://doi.org/10.1177/08959048211049417>

Neoliberal tenets have colored the past half-century of education reform, marked by top-down accountability, market competition, and regimented learning aims. Federal drift and post-pandemic recovery, along with economic uncertainty, will blur policy priorities going forward. Less noticed, local networks of pro-equity activists have come to challenge urban bureaucracies, while advancing fairness, diverse forms of schooling, respectful and rigorous social relations inside schools. This paper examines the case of Los Angeles, where a coalition of Black and Latina leaders, civil rights attorneys, social-justice nonprofits, and pedagogical reformers succeeded to progressively fund schools, extend college-prep courses, and decriminalize discipline. Student achievement, in turn, climbed steadily upward for nearly two decades, 2002 to 2019. This pluralist network of advocates carved-out a third civic terrain, challenging corporate elites and traditional labor leaders. Rooted in humanist ideals, these colorful activists countered the individualistic and competitive values of neoliberal advocates, while motivating lasting institutional change.

Garbacheva, A., & Fidosieva, C. (2023). **Sur le chemin de l'école inclusive: la transformation des pratiques scolaires en Bulgarie.** *Revue internationale d'éducation de Sèvres*, (92), 101-108. <https://doi.org/10.4000/ries.13854>

Depuis le début des années 1990, la Bulgarie a mis en place une politique d'inclusion conduite à un rythme accéléré. Indépendamment de leurs différences ou handicaps, tous les élèves sont concernés par ces réformes majeures. Toutefois, la mise en œuvre de tels changements demeure un défi au quotidien. Cet article traite d'expériences menées auprès d'élèves déficients intellectuels. Il rappelle un des principes d'action,

présente les services offerts sur le terrain et les progrès accomplis, de même que les obstacles et défis. Enfin, il aborde les ajustements introduits dans la formation initiale et continue des enseignants.

Garçon, M. P. E., Alì, M., Cruz, R. F., & Nicar, N. A. (2023). **Mental Arithmetic and Mathematical Skills in Primary School. A Comparative Perspective Between Two Post-Colonial Education Systems: Martinique and Senegal.** *Giornale Italiano Di Educazione Alla Salute, Sport e Didattica Inclusiva*, 7(2). <https://doi.org/10.32043/gsd.v7i2.877>

Several research studies have suggested that negative social representations associated with mathematics have an impact on school performance. These representations are the product of a culture, develop within a learning ecosystem and are dependent on the socioeconomic context. In some post-colonial territories, for example, they have been shaped by prejudices and stereotypes inherited from the colonial past. This article presents the results of a study conducted among primary school pupils in two postcolonial contexts, Senegal (N=2973) and Martinique (N=2710) using a psychometric tool, the Test de Repérage des Difficultés en Mathématiques.

Goudiaby, J. A. (2023). **Sénégal : un système de formation pluriel au défi de la qualité et de l'équité.** *Revue internationale d'éducation de Sèvres*, (92), 26-31. <https://doi.org/10.4000/ries.13620>

L'école dite moderne au Sénégal, comme dans plusieurs pays d'Afrique, est profondément liée à l'histoire de la colonisation et du processus de décolonisation qui s'est ensuivi. Il existait en effet, avant cette école, d'autres formes d'instruction, dont l'école coranique à partir de l'islamisation du Sénégal, entre le xii^e et le xviii^e siècles. Les premières écoles publiques accessibles à tous les enfants remontent aux années 1850. Après les indépendances, le pays engage un processus de const...

Gueydan, G., Grafto, M., & Kallenbach, S. (2023). **Mise en œuvre de 30 minutes d'activités physiques quotidiennes dans les établissements pour enfants en situation de handicap.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3816> [Report]. Consulté à l'adresse Inspection générale des Affaires sociales website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3816>

Le rapport de l'IGAS et l'IGESR définit les conditions de déploiement dans les établissements pour enfants en situation de handicap, de 30 mn d'activités physiques quotidiennes (APQ). Ces dernières étant en cours de généralisation dans les écoles, il s'agit de faire bénéficier tous les enfants d'une pratique physique renforcée. Celle-ci correspond à un enjeu fort de santé, de confiance en soi et de socialisation. Si les activités physiques et sportives (APS) sont déjà présentes dans la quasi-totalité de ces établissements sous des formes diversifiées, elles ne concernent pas tous les enfants et ne sont pas quotidiennes. Nécessité d'une démarche systémique et durable. Mettre en place une pratique physique quotidienne, adaptée à la situation de chaque enfant, est exigeant. Cela appelle des actions de soutien au niveau national et territorial qui doivent s'inscrire dans une approche systémique de valorisation des APS au sein de l'accompagnement médico-social, conformément à la loi du 2 mars 2022 visant à démocratiser le sport. La continuité de ces pratiques sportives en dehors de l'établissement, au sein de la famille et aussi à l'école en cas de scolarisation en milieu ordinaire, constitue également un enjeu. Quelles recommandations concrètes ? Pour faciliter l'appropriation des APQ, le rapport préconise de mettre à disposition des acteurs

de terrain des outils facilitateurs (vidéo, fiches...), coconstruits par des experts-praticiens du secteur médico-social et de l'activité physique adaptée (APA). Pour qualifier durablement les pratiques, les inspectrices recommandent, d'une part de renforcer la présence des professionnels du sport au sein des équipes pluridisciplinaires des établissements, en l'accompagnant financièrement, et, d'autre part d'aborder davantage les APS dans la formation des professionnels éducatifs. Deux autres conditions pour diversifier les activités sont de poursuivre dans la durée, le développement d'une offre paraspports de proximité portée par les fédérations sportives homologues et spécifiques et de consolider certains dispositifs mis en place dans la perspective des Jeux olympiques et paralympiques de 2024. Enfin le développement des APS au sein des établissements pour adultes, où elles sont moins présentes, mériterait d'être également soutenu pour permettre une continuité de la pratique.

Hadji, C. (2023, juin 7). **Face à Parcoursup, le bac a-t-il encore une valeur ?** Consulté 12 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/face-a-parcoursup-le-bac-a-t-il-encore-une-valeur-207043>

Dans un système où une grande part du bac se joue en contrôle continu et où Parcoursup régule l'accès à l'enseignement supérieur, le bac a-t-il encore un sens ?

Hansberry, P., & Gerhardt, T. (2023). **A tripartite understanding of experiences of young apprentices: A case study of the London Borough of Hounslow.** *International Review of Education*, 69(1), 175-206. <https://doi.org/10.1007/s11159-023-09996-8>

In 2019, a decline in apprenticeship starts prompted the London Borough of Hounslow to make an apprenticeship pledge in its Corporate Plan 2019–2024, committing to create 4,000 new apprenticeships and training opportunities to help young people into work. This article investigates experiences of young apprentices in Hounslow before and during the COVID-19 pandemic. Exploring the perspectives of two apprentices, two employers and one training provider in a small-scale qualitative study, the authors identify key hindering and supporting factors affecting entry into and sustainability of apprenticeships, and progression towards professional employment. They found that labour market entry was intensely hindered by competition (with peers who had better maths and English qualifications, for a small number of apprenticeships) and organisational barriers (such as managers with prejudices against young people, stigmatising apprentices and apprenticeships). Supportive factors identified include personal characteristics (such as a positive mindset, enabling young people to persevere despite a disadvantaged socioeconomic background and lack of family support, for example) and supportive relationships (e.g. mentoring) between apprentices and their training providers or employers.

Harper, F. K., Caudle, L. A., Flowers, C. E., Rainwater, T., & Quinn, M. F. (2023). **Centering teacher and parent voice to realize culturally relevant computational thinking in early childhood.** *Early Childhood Research Quarterly*, 64, 381-393. <https://doi.org/10.1016/j.ecresq.2023.05.001>

The specific mechanisms by which teachers and parents can provide culturally relevant opportunities for computational thinking for racially/ethnically and linguistically diverse groups of preschoolers remain unknown. Accordingly, the purpose of this research is to examine how PreK parent and teacher voice directed efforts to realize a culturally relevant computing program. We drew data sources from a subsample of design-based research meetings in which partners collaborated to co-develop the first iteration of the

program. Using qualitative analysis, we examined how parent voice and teacher voice, conceptualized as perspectives and participation, influenced theories of culturally responsive computing and computational thinking in early childhood education and the translation of theory into practice in classroom and home settings. Findings showed that connecting powerful ideas from computational thinking, namely algorithms and problem solving (e.g., debugging), to familiar activities and experiences served as a powerful entry point. Yet, differences arose in how teachers and parents conceptualized culturally relevant computing and made connections to familiar routines. We discuss what can be learned from parent voice in regards to bolstering children's self-expression, access to increasingly complex computational thinking tasks, and opportunities for learning cultural and community values through computing.

Hill, R., Garner, S., & Ireland, A. (2023). **Reviewing the strategic influence of governance professionals in UK colleges: Acting as the translator of the conduct of conduct.** *Educational Management Administration & Leadership*, 51(4), 969-985. <https://doi.org/10.1177/17411432211015215>

This article considers the contribution of the governance professional to the governing of further education colleges in the United Kingdom and arises from a wider study of the ways in which college boards develop and implement college strategy. This is the first observational study to focus on what the governance professional does within the college governance space. From observation and other forms of evidence, the governance professional performs a significant, challenging and expert role in the processes and practices of governing colleges. The governance professional is instrumental as a governance sense-maker and, at a higher level, as translator of governing deliberations and decision making. The governance professional role in practice can vary depending upon a range of personal, local institutional and national factors. However, in essence the governance professional exists to legitimise college governance through the structures, processes and reporting of governing interactions. The article considers the extent to which the governance professional is pivotal to the governing of colleges and analyses the implications for college governing. Our research identifies some barriers to gaining greater impact from the college governance professional.

Houpert, R., Almont, T., Mésenge, C., Kleinebreil, L., Forlini, L., Magnone, B., ... Véronique-Baudin, J. (2023). **International cooperation and the challenge of internet accessibility in Caribbean territories: example of a collaborative platform between the University Hospital of Martinique and Ramón González Coro Hospital in Cuba, through the French PRPH-3 program.** *BMC Medical Education*, 23(1), 352. <https://doi.org/10.1186/s12909-023-04321-1>

Background Martinique shares with the other Caribbean countries specific public health issues, particularly in the diagnostic and therapeutic management of cancer patients. Mutualization of human and material resources by promoting cooperation is the most appropriate response to the challenges of the health systems of the Caribbean territories. Through the French PRPH-3 program, we propose to set up a collaborative digital platform adapted to the specificities of the Caribbean to strengthen professional links and skills in oncofertility and oncosexology and reduce inequalities in access to reproductive and sexual health care for cancer patients. Methods Within the context of this program, we have developed of an open-source platform based on a Learning Content Management System (LCMS), with an operating system developed by UNFM for

low speed internet. LO libraries have been created and interaction between trainers and learners were done in asynchronous mode. This training management platform is based on: a TCC learning system (Training, Coaching, Communities); a web-hosting with pedagogical engineering appropriate to low bandwidth; a reporting system and a responsibility for processing. Results We have carried out a flexible, multilingual and accessible digital learning strategy functionality called e-MCPPO according to low-speed internet ecosystem. In close connection with the e-learning strategy we conceived (i) a multidisciplinary team; (ii) an appropriate training program for expert health professionals and (iii) a responsive design. Discussion and Conclusion This low-speed web-based infrastructure allows communities of experts to cooperate in creating, validating, publishing and managing academic learning content. The self-learning modules provide the digital layer for each learner to extend their skills. Learners, as well as trainers, would gradually take ownership of this platform and encourage its promotion. Innovation in this context is both technological (low-speed Internet broadcasting, free interactive software) and organizational (moderating educational resources). This collaborative digital platform is unique in its form and content. This challenge could contribute to the digital transformation of the Caribbean ecosystem for capacity building in this specific topics.

Hunter, S. B., & Redding, C. (2023). **Examining the Presence and Equitable Distribution of Instructional Coaching Programs and Coaches' Teaching Expertise Across Tennessee Schools.** *Educational Policy*, 37(4), 1151-1178.
<https://doi.org/10.1177/08959048221087201>

Using unique statewide panel data from Tennessee, we describe instructional coach (IC) and teacher peer observer (TPO) distributions in terms of their teaching expertise and observable school and district characteristics. The evidence suggests ICs are more likely to work in districts with lower-performing teachers while working in schools with higher-performing teachers. District characteristics largely determine where TPOs work. We also find that ICs and TPOs possess relatively more teaching expertise than classroom teachers and that these positive differences grow in magnitude as the concentration of economically disadvantaged students in a school rises.

Hutchins, H., Abercrombie, J., & Lipton, C. (2023). **Promotion of early childhood development and mental health in quality rating and improvement systems for early care and education: A review of state quality indicators.** *Early Childhood Research Quarterly*, 64, 229-241. <https://doi.org/10.1016/j.ecresq.2023.03.006>

In the United States (U.S.), quality rating and improvement systems (QRIS) are used by many states to incentivize quality in ECE and may be a viable lever for promoting early childhood development and mental health on a population level. We conducted a qualitative review of publicly available data on state QRIS indicators to better understand how states incorporate evidence-informed early childhood development and mental health promotion standards in QRIS. We systematically compared QRIS indicators for 41 U.S. states with child development and mental health promotion quality standards from Caring for Our Children National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition, as of March/April 2020. Of those, 39 states included at least one indicator consistent with child development or mental health promotion standards, including practices that can lead to early detection of developmental delays such as developmental monitoring, activities or curriculum addressing developmental domains, and regular communication and

resource-sharing with parents/guardians. Opportunities exist within states for incorporating more specific guidance within indicators, such as use of childcare health consultants and advocates, validated screening tools, parent/guardian participation or input in developmental monitoring and screening, and staff training on family engagement. We found that in most states QRIS indicators offer guidance for ECE systems to support and monitor early development and foster mental health, with opportunities to enhance guidance. Findings point to QRIS as a viable opportunity for promotion of early childhood development and mental health standards in ECE systems.

Kay, W. K. (2023). **Religion and worldviews: The triumph of the secular in religious education.** *British Journal of Educational Studies*, 71(3), 347-349. <https://doi.org/10.1080/00071005.2023.2202935>

Knittel, F. (2023, juin 14). **Aux origines de l'enseignement agricole, la lutte contre l'insécurité alimentaire.** Consulté 15 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/aux-origines-de-lenseignement-agricole-la-lutte-contre-linsecurite-alimentaire-206707>

L'enseignement agricole fait partie des filières en première ligne face au défi de la transition environnementale. Pour mieux comprendre comment il faut s'organiser, il faut plonger dans son histoire.

Li, A. Y., & Kelchen, R. (2023). **Policy Diffusion of Performance Funding Equity Metrics: Traditional Neighbor and Dyadic Survival Analyses.** *Educational Policy*, 37(4), 875-909. <https://doi.org/10.1177/08959048211058439>

While previous research on higher education policy diffusion often conceptualizes diffusion as occurring across neighboring governments, we conceptualize policy diffusion as also occurring across pairs of governments (dyads) regardless of geographic proximity. We apply both conceptualizations and use survival analysis techniques to examine factors associated with state adoption of performance funding equity metrics. Results show that the proportion of neighbors with equity metrics is unrelated to the likelihood of adopting a metric for either the 2- or 4-year sector, suggesting no evidence of policy diffusion across borders. The directed dyad analysis reveals that states are less likely to adopt a 4-year metric when the other state in the pair already operates a 4-year metric, indicating that states look beyond neighbors in policy avoidance behaviors. Internal state factors such as higher levels of legislative professionalism and greater enrollment of underrepresented minority and low-income students increase the likelihood of policy adoption. A state is less likely to imitate the adoption of 2-year equity metrics in another state when the pair show greater differences in legislative professionalism, minority and low-income student enrollment, income per capita, and income inequality. Our research highlights the utility of quantitatively modeling policy diffusion across governmental units that are distantly located, especially for higher education policy components that are nationally visible.

Little, M., Ansari, A., & Curenton, S. (2023). **Guest editorial: Advancing our understanding of demographic (Mis)match in early childhood education.** *Early Childhood Research Quarterly*, 64, 174-176. <https://doi.org/10.1016/j.ecresq.2023.03.003>

Ludwig, M., Barlovits, S., Caldeira, A., & Moura, A. (2023). **Research On STEM Education in the Digital Age.** <https://doi.org/10.37626/GA9783959872522.0>

Supporting education through digital technology becomes increasingly important. Especially in the light of the Covid-19 pandemic, online teaching and learning has been increased massively. In these precarious times, multiple approaches have been developed to enable the delivery of online education. But also for the regular classroom setting, more and more technologies are developed and implemented in educational practice. This volume contains the papers presented at the Research On STEM Education in the Digital Age (ROSEDA) Conference, held in Porto, Portugal, in February 2023. The proceedings summarize and link theoretical considerations, practical experiences and ideas, and empirical research on the use of technology to enrich students' learning. Hereby, the papers focus on the STEM subjects of Mathematics, Technology, Engineering and Mathematics. The ROSEDA Conference and its proceedings are part of the Erasmus+ Strategic Partnership ASYMPTOTE which is co-funded by the European Union.

Lumban Gaol, N. T. (2023). **School leadership in Indonesia: A systematic literature review.** *Educational Management Administration & Leadership*, 51(4), 831-848. <https://doi.org/10.1177/17411432211010811>

This paper reviews systematically literature on school leadership in the context of Indonesian education from 2004 to 2019. Its purpose is to investigate major issues which exist in the school leadership practices in Indonesia and propose some sustainable solutions so that educational policymakers, stakeholders and scholars can improve their awareness and knowledge of school leadership. Eight core international EDLM (educational leadership and management) journals were used as the source of the literature. Additionally, a high-quality journal with the indexation of Scopus and Social Sciences Citation Index, Asia Pacific Journal of Education (APJE), was included. The literature search yielded 16 articles that were reviewed. This study reports several crucial issues that need to have serious attention paid to them, including a lack of capacity to lead and manage schools, insufficiency of published studies, and the inappropriateness of principal selection processes. The suggested solutions for these problems consist of developing principal training centres in all the provinces of Indonesia, conducting more collaboration with overseas scholars, and improving principal selection procedures. Contributions for theory, practices and further study are provided.

Marlier, F. (2023, juin 9). **Lycée professionnel : une réforme qui sème la confusion.** Consulté 12 juin 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/lycee-professionnel-une-reforme-seme-confusion/00107204>

La réforme du lycée professionnel, dévoilée début mai, laisse les enseignants dans le flou, entre fermeture de filières et avancement des épreuves du baccalauréat.

McQuillan, M. T. (2023). **Scaling Gender and Sexual Diversity Policies in K-12 Schools.** *Educational Policy*, 37(4), 910-952. <https://doi.org/10.1177/08959048211058461>

As policy debates concerning LGBTQ+ students and staff continue across the American education system, there is not a clear description of the prevalence of local policy protections, even in states with legislative mandates, nor a strong understanding of how to expand reform initiatives. After conducting a document analysis of policies with a statewide, representative sample of districts, this study uses Illinois as a case study to describe several educational policy levers to scale gender and sexual diversity (GSD) reforms across federal, state, intermediary, and local institutions. The results indicate all districts complied with top-down legislative mandates, but few policies referenced gender or sexual diversity if not state-mandated. A minority of districts enacted policies

through administrative guidance (27%), often using language from a state intermediary organization. Results from the regression analysis suggest local factors, such as district size, per pupil spending, and rurality, contribute to adopting guidance, but not policy protections. This study indicates both top-down and bottom-up pathways matter for expanding GSD-related reforms.

Meyers, C. V., Brandt, W. C., & VanGronigen, B. A. (2023). **State ESSA Plans and Comprehensive Support and Improvement (CSI) Status**. *Educational Policy*, 37(5), 1277-1314. <https://doi.org/10.1177/08959048221087209>

The Every Student Succeeds Act (ESSA) offers states increased flexibility in how they identify, rank, label, and support underperforming schools. Initial reviews of state ESSA plans, however, suggest that identification and labeling policies have remained relatively unchanged. In this study, we analyze all state ESSA plans to systematically determine how states' identified Comprehensive Support and Improvement (CSI) schools and the criteria they set for those schools to exit CSI status. We describe our findings through the theory of institutional isomorphism, noting the many ways states responded similarly to ESSA. We close by considering what the lack of innovation in response to ESSA flexibility might mean for the future of educational policy and the implications for schools identified as underperforming.

Miller, R., & Liu, K. (2023). **After the Virus: Disaster Capitalism, Digital Inequity, and Transformative Education for the Future of Schooling**. *Education and Urban Society*, 55(5), 533-554. <https://doi.org/10.1177/00131245211065419>

The 2020 COVID-19 disaster triggered an educational crisis in the United States, deeply exacerbating the inequities present in education as schools went online. This primary impact may not be the only one, however: literature describes a secondary impact of such disasters through "disaster capitalism," in which the private sector captures the public resources of disaster-struck communities for profit. In response to these warnings, we ask how schools, families, and communities can counteract disaster capitalism for educational equity. To address this question, we first synthesize a critical framework for analyzing digital inequity in education. We then dissect the strategies disaster capitalism uses to attack the school-family-community relationship and exacerbate digital inequity in "normal" times as well as during crises. Employing the notion of community funds of knowledge, we next examine the resources schools, families, and communities can mobilize against disaster capitalism and digital inequity. Finally, guided by the concepts of generative change and transformative learning, we consider actionable practices of countering disaster capitalism for a transformative education.

Miró, R. (2023, juin 9). « **Prépa zéro** », un piège coûteux pour les étudiants qui rêvent de faire médecine. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/09/prepa-zero-un-piege-couteux-pour-les-etudiants-qui-revent-de-faire-medecine_6176837_4401467.html

Les prépas privées de médecine proposent à prix fort une année entière de formation alors que certaines universités pénalisent les étudiants passés par ces établissements.

Mukau Ebwel, J. (2023). **La méthode Teacch et la prise en charge de l'autisme en République démocratique du Congo**. *Revue internationale d'éducation de Sèvres*, (92), 81-90. <https://doi.org/10.4000/ries.13791>

La trajectoire de la prise en charge des enfants vivant avec les troubles du spectre de l'autisme (TSA) en République démocratique du Congo est caractérisée par la mise en œuvre de la méthode Teacch au sein des institutions d'enseignement spécialisé et en famille. Cet article s'intéresse à l'appropriation de la méthode par les éducateurs spécialisés et par les parents. Il montre comment les enseignants mettent en place certaines techniques inspirées de la méthode Teacch pour permettre aux enfants avec TSA d'apprendre de nouveaux comportements. L'article examine le bénéfice qu'en tirent les enseignants spécialisés, les enfants eux-mêmes et les parents ainsi que les difficultés liées à sa mise en œuvre en classe et dans les familles.

Mulla, T., Munir, S., & Mohan, V. (2023). **An exploratory study to understand faculty members' perceptions and challenges in online teaching.** *International Review of Education*, 69(1), 73-99. <https://doi.org/10.1007/s11159-023-10002-4>

The government of the United Arab Emirates (UAE) considers technology to be one of the main pillars of its vision for moving towards a knowledge-based society. Due to several factors such as globalisation, demand for information technology infrastructure and COVID-19 lockdowns, e-learning has become a popular method of delivery across higher education institutions in the UAE. In a first step, the authors of this article conducted a systematic review of existing literature (49 items published between 1999 and 2020). They found that the existing literature on online learning predominantly focuses on student-specific challenges, while there is still a dearth of published work covering faculty members' specific challenges in facilitating online learning in the UAE. The second part of this exploratory study drew on stakeholders' reflections of several years of designing and delivering online courses, analysing faculty members' perspectives on online teaching and learning in the UAE. The authors present their qualitative research, which involved open-ended semi-structured interviews with 15 faculty members, followed by a thematic analysis of their responses using NVivo 12 pro software. The most critical themes which emerged were learners' expectations, culture, perception, pedagogy and technology. The article also reveals how these topics contribute to the various strategies for seamless adoption and delivery of online education in the UAE.

Nakayama, A. (2023). **Comment répondre à la hausse des élèves à besoins éducatifs particuliers au Japon** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (92), 59-69. <https://doi.org/10.4000/ries.13725>

À la suite de l'adoption de la Convention des Nations unies relative aux droits des personnes handicapées, un comité du ministère de l'éducation japonais a préconisé la mise en place d'un système éducatif inclusif au Japon. De nos jours, les enfants en situation de handicap dans ce pays peuvent choisir entre un enseignement en classes ordinaires, un enseignement en classes ordinaires associé à des classes spécialisées, un enseignement en classes spécialisées ou un enseignement dans des établissements spécialisés, en fonction de leurs besoins et de leurs souhaits. Cependant, le nombre d'enfants inscrits dans les classes et les établissements spécialisés ne cesse de croître. Cet article s'intéresse au contexte de cette hausse ainsi qu'aux conditions nécessaires à la mise en œuvre de l'éducation inclusive au Japon, sur la base d'études de cas dans la région du Kansai.

Nasi, M. (2023, juin 7). **« Si l'ENA a souvent été qualifiée d'école du pouvoir, Sciences Po est celle d'une domination idéologique diffuse ».** *Le Monde.fr*. Consulté à l'adresse <https://www.lemonde.fr/campus/article/2023/06/07/si-l-ena-a-souvent-ete-qualifiee-d->

[ecole-du-pouvoir-sciences-po-est-celle-d-une-domination-ideologique-diffuse_6176488_4401467.html](https://doi.org/10.1177/08959048211058438)

Alors que les admissions à Science Po Paris via Parcoursup viennent de s'achever, le livre « Sciences Po, l'école de la domination » du journaliste Mathieu Dejean retrace l'histoire de cette institution pensée pour former « une tête de peuple ».

Nix, A. N., Bertrand Jones, T., & Hu, S. (2023). **The Perceptions and Experiences of Faculty Implementing Florida's Developmental Education Reform.** *Educational Policy*, 37(4), 953-979. <https://doi.org/10.1177/08959048211058438>

Florida Senate Bill 1720 drastically changed developmental education, beginning in fall 2014. This paper considers affected faculty members' perceptions and experiences with the passage and implementation of reform, according to focus group data provided by 294 participants at 21 Florida College System institutions between 2014 and 2019. We found that faculty members experienced feelings of powerlessness and meaninglessness—the two main components of policy alienation—related to the passage of SB 1720, with some reported opportunities for discretion and innovation at a local level. Despite feelings of alienation, faculty worked hard to facilitate student success through the changes.

Nshimirimana, R. (2023). **Représentations sociales de la scolarisation des enfants en situation de handicap dans le milieu éducatif burundais : de la parole des décideurs de la politique éducative et des acteurs enseignants** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04119999>

Cette thèse avait pour objectif d'étudier les représentations sociales des acteurs du système éducatif burundais et ainsi dégager les divergences qui se dressent à propos de la scolarisation des enfants en situation de handicap (ESH). L'idée de ce thème a émergé à la suite de la nouvelle politique d'éducation inclusive au Burundi nécessitant que les enseignants se préparent à l'accueil de ces enfants à besoins particuliers. Pour notre étude, nous avons retenu la théorie des représentations sociales de Moscovici pour analyser la position des enquêtés au sujet de l'éducation inclusive. Trois études ont été menées dont deux, par questionnaire, auprès de 138 enseignants ordinaires et de 64 enseignants spécialisés. Une troisième était une étude issue des entretiens menés auprès de 7 responsables du système éducatif burundais, et un expert en éducation inclusive qui est pris comme une personne ressource. Pour les deux premières études, nous avons utilisé le logiciel SPSS pour le traitement des données. Pour la troisième, nous avons fait l'analyse du contenu. A travers les résultats de ces études, la majorité d'enseignants des écoles ordinaires se sont montrés non-favorables à l'accueil de tous les enfants en situation de handicap dans leurs classes ordinaires. De même, ceux des centres spécialisés ont exprimé les mêmes représentations face à la scolarisation des ESH dans les écoles ordinaires. Pour eux, tous les ESH ne peuvent pas apprendre au sein des écoles ordinaires car les enseignants de ces écoles ne sont pas encore préparés pour les accueillir et les accompagner. La troisième étude complémentaire a apporté les mêmes résultats. Néanmoins, quelques divergences sont apparues. Pour les interviewés, certains ESH peuvent apprendre dans les écoles ordinaires et d'autres, dont le handicap est profond, doivent évoluer dans des institutions spécialisées. Ils estiment qu'il y a encore des actions à mener pour pouvoir scolariser tous les ESH en milieu ordinaire. Pour toutes ces études, quelques catégories d'ESH ne pouvant pas être accueillies au sein des écoles ordinaires ont été identifiées.

OCDE. (2023). **Consideration of an optimal representation for the technological higher education sector in Ireland.** <https://doi.org/10.1787/5ea4eded-en>

This brief discusses an appropriate model for representing the technological higher education sector in Ireland, based on stakeholder discussions and international practices from other OECD higher education systems. It assesses the challenges of the Technological Higher Education Association and outlines functions of a representative body. This analysis identifies five options for organising higher education representation in Ireland, recommending a separate sectoral representative organisation in the short-to-medium term to support the transformation of technological universities. In the long term, it foresees a single representative body for the entire Irish higher education system.

OECD. (2023). **La géographie de l'enseignement supérieur au Québec, Canada.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/la-geographie-de-l-enseignement-superieur-au-quebec-canada_41aede9c-fr

Le Québec aspire à devenir le leader de l'innovation et de l'entrepreneuriat en Amérique du Nord et, pour cela, s'appuie sur les établissements d'enseignement supérieur (EES) qui ont un rôle central dans cette démarche. Les EES permettent le développement des compétences et l'épanouissement des talents, tout en créant de nouveaux liens avec leurs communautés - notamment avec le secteur privé, les pouvoirs publics et la société civile. La Stratégie québécoise de recherche et d'investissement en innovation (SQRI) place les EES au cœur des efforts provinciaux réalisés en matière d'innovation et d'entrepreneuriat, grâce notamment à une approche spatiale explicite à travers les « zones d'innovation ». La présente étude évalue la « géographie de l'enseignement supérieur » au Québec à travers dix études de cas d'EES innovants et engagés dans le soutien à l'entrepreneuriat et à l'innovation dans leurs communautés. L'analyse montre aussi dans quelle mesure les EES québécois soutiennent l'entrepreneuriat, l'innovation, la mise en relation entre acteurs, ainsi que la mobilisation de ressources et d'acteurs politiques. Des recommandations politiques implémentables sont proposées afin de continuer à développer cette dynamique.

Osmanoğlu, B., & Lüküslü, D. (2023). **Le système éducatif en Turquie : évolution historique et problèmes contemporains.** *Revue internationale d'éducation de Sèvres*, (92), 19-25. <https://doi.org/10.4000/ries.13615>

L'éducation nationale en Turquie est un domaine dans lequel chaque gouvernement et chaque administration engagent des réformes mais qui continue à connaître des problèmes majeurs. Avec huit années de moyenne d'éducation, la Turquie se place sous la moyenne mondiale qui est de 8,4 ans, alors qu'elle est de quatorze ans pour l'Allemagne, qui est au premier rang, et de douze ans pour la France. Cependant, cet écart s'explique davantage par le poids des anciennes générations. Par exemple, en 1985...

Peña Islas, D. (2023). **Scolarisation et handicap dans les contextes ruraux indigènes au Mexique** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (92), 119-128. <https://doi.org/10.4000/ries.13895>

L'Organisation des Nations unies (ONU), dans son rapport mondial sur le handicap (2011), a estimé que 15 % de la population mondiale souffrait d'une forme de handicap, et que 54 millions de personnes indigènes se trouvaient dans cette situation. Les données les concernant sont rares, tout simplement parce que peu de pays disposent de statistiques fiables sur ce sujet. Dans ce contexte, cet article expose une recherche qui porte sur

l'État d'Hidalgo, au Mexique, et sur la relation qui y est construite avec le handicap. Sont présentés le cadre législatif et la situation au sein des écoles indigènes, les services d'éducation spéciale, puis l'expérience d'une enseignante dans une région indigène.

Pileri, A., & Dainese, R. (2023). **La formation d'enseignants spécialisés pour le soutien scolaire des élèves avec handicap en Italie.** *Revue internationale d'éducation de Sèvres*, (92), 109-118. <https://doi.org/10.4000/ries.13880>

L'Italie a été un pays pionnier dans l'abandon des classes différenciées pour les élèves à besoins particuliers. Cet article revient sur certains aspects clés du parcours historique et culturel de l'intégration et de l'inclusion des élèves avec handicap en Italie, et notamment sur la question des enseignants de soutien et celle de la gestion inclusive du groupe-classe, qui reste menacée par certaines positions, représentations et stéréotypes face à des handicaps complexes. Ces aspects sont abordés à la lumière de l'analyse des résultats de groupes de discussion organisés dans le cadre d'un projet de recherche-formation. Malgré la création de cours de spécialisation dans de nombreuses universités, la reconnaissance de l'enseignant de soutien spécialisé n'est toujours pas garantie.

Plumelle, B. (2023). **L'accueil et l'éducation des jeunes enfants: une composante essentielle de la politique éducative européenne.** *Revue internationale d'éducation de Sèvres*, (92), 16-19. <https://doi.org/10.4000/ries.13590>

Les premières années de la vie d'un enfant sont déterminantes pour son développement cognitif et émotionnel, lequel dépend de l'éducation qu'il reçoit au sein de sa famille et de son environnement. L'économiste J. Heckman, prix Nobel en 2000, a montré l'importance des gains économiques et sociaux pour une société qui investit massivement dans des services à l'enfance de qualité, particulièrement auprès des enfants défavorisés de moins de 5 ans et de leur famille. Consciente de ces enjeux, l'U...

Quesnay, P., Ruelle, Y., Ekpe, J., Gross, O., Debout, C., & Margat, A. (2022). **An innovative graduate programme to prepare Advanced Practice Nurses in France.** Présenté à 12th ICN NP/APN 2022 Network Conference. Consulté à l'adresse <https://hal.science/hal-04119576>

Background In 2016, French legislation was modified introducing advanced practice for nurses and allied health professions. In 2018, the implementation phase of this legislation began with a focus on the nursing profession. In this context, the University Sorbonne Paris-Nord (USPN) has been accredited by the ministry of higher education to provide a graduate programme leading to the State Diploma of Advanced Practice Nurse (APN). Aims The presentation will detail: • the characteristics of the advanced practice nurse in France • the innovative approach chosen by the USPN to develop this graduate programme. Approach The programme is based on the nursing metaparadigm defined by Fawcett: nursing, person, health and environment, and a socio-constructivist educational approach has been selected. Key Learnings This 2-year program prepares APNs in two certification domains (out of the 5 existing in France): « prevention and common polypathologies in primary care » and "psychiatry and mental health» based on the 6 competencies defined in the APN's national framework: 1. assess the health status of patients living with identified pathologies as a relay to medical consultations; 2. define and implement the patient's care plan based on the overall assessment of his or her health status; 3. design and implement preventive and therapeutic education activities; 4. organize the care/health pathways of patients in collaboration with all the actors involved; 5. set up and conduct actions for the evaluation and improvement of

professional practices through clinical leadership; 6. research, analyze and produce professional and scientific data. Educational principles guide the curriculum: a competency-based approach; a spiral curriculum integrating problem-based learning; a blended learning approach; and a theory-practice integration. The content of the programme is co-constructed by a multi-professional/ multidisciplinary team including the « patient perspective ». Conclusion 20 students were enrolled in the first year (core curriculum) and 6 in the second year (psychiatry-mental health) during the academic year 2021/22. The results of the program evaluation will be presented: student satisfaction as well as passing rates . Significance Beyond the objective of improving access to care for the population by introducing competent APNs, this programme also contributes to the development of the nursing discipline at national level, nursing science having recently been integrated into the list of academic disciplines established by the French National Council of Universities. It contributes to offer a Bachelor-Master-PhD continuum in nursing in France.

Race, R. (2023). **The UCL Institute of Education. From Training College to Global Institution.** *British Journal of Educational Studies*, 71(3), 343-345. <https://doi.org/10.1080/00071005.2023.2171340>

Rapp, A. C., & Knutas, A. (2023). **Organising opportunities for all: building equity in vocational education and training.** *Educational Research*, 65(2), 267-283. <https://doi.org/10.1080/00131881.2023.2203145>

Background Educational opportunities and access vary according to location. In rural areas, the cultural, social and material consequences for local communities depend on the nature and degree of support for rural schools. There is a need to understand more about how the organisation of vocational education and training (VET), and the activities within it, relate to equity. Purpose The research sought to explore how the organisation of VET in a rural area of Norway, involving collaboration between school, training agency and local businesses/institutions, constructed notions of equity in VET. Methods A case study methodology was utilised. In-depth interviews were undertaken with personnel within a rural community (staff representing the school, training agency and businesses/institutions) who were supporting a VET education programme. Data were analysed qualitatively, using a narrative synthesis procedure. Findings Detailed analysis of rich interview data indicated that strong institutional and pedagogical approaches were employed to support students throughout their VET education. According to the participants' perceptions, the school, training agency and businesses/institutions focused on stabilising each other in the process of supporting equity in VET. Continuing ongoing work and reconstruction of traditions and routines appeared to contribute to the integration of the different actors' work in organising equity in VET. Conclusions Our study highlights how, in a rural community, opportunities for all in VET may be constructed and reconstructed through ongoing work which is connected to the foundations of the local context. The reconstruction needs to be maintained through networks and connections within and between the school, training agency and the businesses/institutions. This, in turn, can contribute to support for culture and welfare in the community to thrive.

Rastrygina, A., & Ivanenko, N. (2023). **A pedagogy of freedom as a viable basis for implementing gender equality in Ukraine's educational institutions.** *International Review of Education*, 69(1), 143-174. <https://doi.org/10.1007/s11159-023-09995-9>

In the state policies of European Union (EU) member countries, gender issues have become one of the main priorities since the 1990s, and independent Ukraine and Ukrainian non-governmental organisations have also gradually joined this agenda. Over the past three decades, Ukraine has engaged in efforts to restructure its educational institutions and processes on the basis of democratic principles free from any form of discrimination, including gender-related discrimination. These efforts have been promoted through joint projects with UN Women and other international organisations. While gender equality improvement strategies are now reflected in Ukrainian legislation, they are not yet fully implemented on the ground. In the context of presenting their concept of a pedagogy of freedom as a viable basis for the implementation of gender equality in Ukraine's educational institutions, the authors analyse research literature devoted to addressing freedom and gender equality in educational policies. They conclude that individual learners' free self-determination, self-development and self-realisation can only be an effective factor in realising gender equality if pedagogical activity and learning spaces are designed to support the development of learners' full potential.

Santiago-Garabieta, M., Zubiri-Esnaola, H., García-Carrión, R., & Gairal-Casadó, R. (2023). **Inclusivity, friendship and language learning: boosting collaboration in interactive groups.** *Educational Research*, 65(2), 189-203. <https://doi.org/10.1080/00131881.2023.2189433>

Background In linguistically diverse contexts, language learning and the building of quality relationships are key – and intertwined – educational goals. These aspects are particularly important in learning communities where the language of instruction may represent an additional language for most students. It is, therefore, essential to identify activities that promote quality interactions in the language to be learnt. Interactive Groups (IGs) is an educational action that aims to create conditions conducive to promoting relationships of solidarity, collaborative interaction, and effective participation for all learners. There is a need to investigate how IGs may be most beneficially used with languages of instruction that represent minority languages within the given sociolinguistic context and are a second language for most students, as is the case with the Basque language in the Basque Country. **Purpose** This exploratory case study sought (1) to explore the influence of IGs on the learning of Basque (a minority language and the language of instruction at school) as a second language for most students, and (2) to investigate the IGs in relation to students' collegial relationships. **Methods** Data were collected via a total of 14 interviews with students, teachers, school staff and volunteers, along with the consideration of material from 28 IGs. In-depth qualitative analyses were conducted. **Findings** Analysis suggested that the increased opportunities to communicate in the classroom during IGs bolstered the levels of collaborative language learning interactions. In addition, the scaffolding and supportive exchanges between students contributed to the development of collegial friendships. **Conclusion** In our small-scale study, interaction in Basque and friendly collaboration between students developed and was enabled within the IGs. This highlights the potential of IGs to foster the learning of additional and minority languages, as well as to promote the growth and flourishing of positive relationships between students involved in the activities.

Sauder, R., & Pasquali, P. (2023). « **L'enjeu d'En nous est de montrer à quel point cette dégradation des services publics a un impact direct sur les jeunes** ». *Diversité. Revue*

d'actualité et de réflexion sur l'action éducative, (202 volume 2).
<https://doi.org/10.35562/diversite.3975>

Régis Guyon : Votre film documentaire « En nous » est sorti dans les salles il y a près d'un an, et il fait suite à « Nous, princesses de Clèves » sorti dix ans plus tôt. Quelle était votre intention en retournant vers ces jeunes lycéens, devenus adultes ? Régis Sauder : L'intention première n'était pas de prendre de leurs nouvelles, même si, d'une certaine manière, ce projet me permettait aussi de renouer un lien qui n'a jamais été distendu parce que j'ai gardé le contact avec eux, pour cert...

Serpell, R., & Nabuzoka, D. (2023). **Pratiques et perspectives de l'éducation inclusive en Zambie** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (92), 129-138.
<https://doi.org/10.4000/ries.13905>

Cet article décrit les cadres institutionnels et les pratiques pédagogiques actuellement en place pour les enfants ayant des besoins éducatifs particuliers dans un pays africain. Répondent-ils aux besoins et aux aspirations d'enfants dont les handicaps sont différents, ainsi qu'à ceux de leurs familles ? Trois approches stratégiques sont présentées : 1) l'éducation spécialisée des enfants à besoins particuliers, assurée par des professionnels qualifiés, afin d'améliorer ou de compenser des incapacités fonctionnelles ; 2) l'inclusion sociale des élèves à besoins éducatifs particuliers au sein de l'école ordinaire ; 3) le soutien au développement de ces élèves avec l'appui de la communauté, afin qu'ils puissent prendre toute leur part à la vie sociale. Les résultats de ces recherches menées à l'échelle locale permettent de souligner des réussites et des sources d'insatisfaction, et de formuler des recommandations pour les politiques publiques et en matière de formation professionnelle.

Simon, J. P. (2023). **Comprendre les structures associatives des Enseignements artistiques : oubliées, mal connues, indispensables !** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-comprendre-les-structures-associatives-des-enseignements-artistiques-oubliees-mal-connues-indispensables-jean-pierre-simon-9782140319938-76992.html>

Enfin un ouvrage facile à lire qui permet de mieux comprendre le fonctionnement et les problèmes des structures associatives des enseignements artistiques. Vous trouverez tous les rouages de ces établissements, ainsi que des propositions pour améliorer le quotidien de ces associations dans un futur proche. Ce livre est dédié à toutes les personnes intéressées par les enseignements artistiques. Les données chiffrées vont certainement évoluer dans le temps, mais ici, elles permettent d'expliquer la situation actuelle. Après avoir aidé et sauvé de nombreuses associations sur tout le territoire, mes propos sont argumentés par des exemples vécus qui, souvent, montrent bien toutes les difficultés que rencontre l'ensemble des acteurs de ces établissements.

Størksen, I., Rege, M., Solli, I. F., ten Braak, D., Lenes, R., & Geldhof, G. J. (2023). **The playful learning curriculum: A randomized controlled trial**. *Early Childhood Research Quarterly*, 64, 36-46. <https://doi.org/10.1016/j.ecresq.2023.01.015>

Early Childhood Education and Care (ECEC) in Norway has play, exploration, and discovery as foundations for children's learning, but lacks a curriculum that describes and supports principles of playful learning. The present study examines the effects of the Playful Learning Curriculum in ECEC on children's school readiness skills in the play-based ECEC context of Norway. A total of 96 ECEC centers signed up for the project and recruited 1,313 children. Centers were randomly assigned to an intervention (n = 49) and

a control group ($n = 47$). Intervention centers were asked to implement the curriculum for at least eight hours per week for nine months, and control centers continued as usual. Outcomes included the Ani Banani Math Test (ABMT), the Preschool Early Numeracy Skills Screener (PENS), the Norwegian Vocabulary Test (NVT), and the Weschler's Intelligence Digit Span Test (DS). Analyses clustered by centers and controlling for blocks showed a significant effect of the intervention on children's mathematics skills, ABMT ($d = .079$, $p = .03$) and PENS ($d = .104$, $p = .01$), but no significant effects on working memory assessed by DS ($d = .070$, $p = .14$) or expressive vocabulary assessed by NVT ($d = -.011$, $p = .65$). This study shows that a well-defined age-appropriate curriculum based on playful learning may strengthen children's preschool mathematics skills in a play-based ECEC context.

Thien, L. M., Liu, S., Yee, L. Q., & Adams, D. (2023). **Investigating a multiple mediated-effects model of instructional leadership and teacher professional learning in the Malaysian School Context: A partial least squares analysis.** *Educational Management Administration & Leadership*, 51(4), 809-830. <https://doi.org/10.1177/17411432211009892>
The poor student performance in the Programme for International Student Assessment has urged the Malaysian authorities to upskill teachers' professional learning. However, little is known about how instructional leadership contributes to teacher professional learning, especially in the Malaysian context. This study seeks to investigate the direct relationship between principal instructional leadership and teacher professional learning through the mediating effects of teachers' trust in the principal and self-efficacy in a multiple mediated-effects model. Data were collected from 335 primary and secondary school teachers in Penang, Malaysia. A partial least squares structural equation modelling approach was used for data analysis. The results found that the relationship between principal instructional leadership and teacher professional learning is mediated by teachers' trust in the principal and self-efficacy. Implications for theory and knowledge are presented.

Thompson, K. D., Umansky, I. M., & Rew, W. J. (2023). **Improving Understanding of English Learner Education Through an Expanded Analytic Framework.** *Educational Policy*, 37(5), 1315-1348. <https://doi.org/10.1177/08959048221087214>
Existing analytic frameworks used to analyze and report on English learner (EL) students have important limitations that complicate the efforts of policymakers, practitioners, and researchers to fully understand this group's experiences and outcomes and respond accordingly. To address this issue, we argue that education agencies should report and analyze outcomes for four categories of students: current ELs, former ELs, ever ELs (the combined group of current and former ELs), and never ELs. We present empirical data from six applications of our proposed four-category framework, illustrating the insights it provides.

Tian, M., & Nutbrown, G. (2023). **Retheorising distributed leadership through epistemic injustice.** *Educational Management Administration & Leadership*, 51(4), 774-790. <https://doi.org/10.1177/17411432211022776>
Existing distributed leadership (DL) theories tend to focus on distributing financial, material and human resources in order to enhance school performance. However, their impact appears controversial. Critical scholars assert that using DL to promote trust and democracy can be a self-fulfilling prophecy orchestrated by few formal leaders. When being misused as a managerial tool, DL can reinforce epistemic injustice in school. In this conceptual paper, we retheorise DL through the lens of epistemic injustice. Drawing on

the concepts of testimonial, hermeneutical and systemic injustice, we analyse how DL practices potentially marginalise, silence, and reject individuals as knowledge contributors due to their deflated credibility, the lack of concepts or language, and systemic discrimination. To build epistemic justice and reciprocity into DL, we propose three moves: building trust and self-trust; re-distributing epistemic resources; and reconfiguring relational justice. This paper makes a theoretical contribution by explicating why and how epistemic injustice is done to disadvantaged individuals in DL. It also serves as the theoretical foundation for future empirical investigations.

Tijmsma, G., Urias, E., & Zweekhorst, M. (2023). **Embedding engaged education through community service learning in HEI: a review**. *Educational Research*, 65(2), 143-169. <https://doi.org/10.1080/00131881.2023.2181202>

Background Higher education institutions (HEIs) are increasingly affording greater prominence to various forms of engaged education, including Community Service Learning (CSL). Embedding CSL into institutional cultures, climates and expectations so that it becomes a mainstream pedagogy is often referred to as institutionalisation. Given the growing significance of CSL within the higher education landscape, more needs to be understood about aspects that may contribute to its institutionalisation. **Purpose** This review study sought to gain insight into the factors that facilitate the institutionalisation of CSL, how they relate to each other, and how the institutionalisation process unfolds over time. **Design and methods** We conducted a systematic and configurative review of peer-reviewed literature that described the institutionalisation process in HEIs. Through a thematic analysis and synthesis, factors and related strategies that contributed to successful institutionalisation were identified and categorised. **Findings** Our literature analysis indicated that factors and strategies for institutionalisation of CSL can be categorised within three main phases: start-up, scale-up and sustaining. CSL can result from a top-down effort or might be initiated from the bottom up. Depending on the approach used, the strategies change accordingly. When scaling up CSL, various individuals need to decide if they want to adopt CSL; the review offers strategies to support adoption. Finally, the strategies related to the start-up and scale-up phases need to become formalised in order to sustain CSL within HEIs. **Conclusion** Our review resulted in a comprehensive overview of factors and related operational strategies that can contribute to the institutionalisation of CSL. By bringing the three phases and related strategies together, this review offers a synthesised view of how the institutionalisation process of CSL may be conceptualised.

To, K. H., Yin, H., Tam, W. W. Y., & Keung, C. P. C. (2023). **Principal leadership practices, professional learning communities, and teacher commitment in Hong Kong kindergartens: A multilevel SEM analysis**. *Educational Management Administration & Leadership*, 51(4), 889-911. <https://doi.org/10.1177/17411432211015227>

In response to the needs for kindergarten principals to foster teachers' capacities and commitment, this study examined the relationships between professional learning communities, principal leadership practices, and teacher commitment to kindergartens among 2106 teachers from 153 Hong Kong kindergartens, analyzing by using multilevel structural equation modeling. The result showed that principal leadership practices facilitated the development of professional learning communities at school and teacher levels, and exerted a direct effect on teacher commitment at the teacher level. However, the mediating effects of different professional-learning-community

components were found distinctive. Implications for leading kindergartens in the reform time are discussed.

Tribet, H., & Chaliès, S. (2023, mars 30). **L'hybridation des formations à l'université au service du développement de compétences des étudiants**. Présenté à L'hybridation des enseignements à l'Université : au-delà de l'impact sur l'apprentissage des étudiants, un levier de développement professionnel pédagogique des enseignants ? Consulté à l'adresse <https://hal.science/hal-04121505>

Actuellement l'enseignement supérieur se situe entre deux dynamiques. D'un côté, celle qui vise à (re)penser la formation selon une approche compétence (Chauvigné & Coulet, 2010) avec les référentiels qui y sont associés[1] et de l'autre, celle d'actualiser les formats d'enseignements proposés aux étudiants en exploitant notamment l'usage du numériques ou de dispositifs hybrides de formation (Charlier, Deschryver, & Pereya 2006). On constate néanmoins que ce changement de paradigme et de finalité institutionnelle ne semble pas fondamentalement impacter les pratiques d'enseignement (Cosnefroy, 2015 ; Tricot & Amadieu, 2017), là où, la mise à disposition de ressources numériques prime encore sur l'accompagnement pédagogique (Pereya, Charlier & Deschryver, 2014), ou sont trop souvent proximales aux pratiques pédagogiques traditionnelles (Kreber & Kanuka, 2006). L'enjeu de cette étude est de présenter une lecture singulière de la formation associée à la définition de ce qu'est une compétence et à l'aménagement des conditions de sa construction chez les étudiants. Pour se faire, le cadre théorique adopté est celui de l'anthropologie culturaliste (Chaliès & Bertone, 2017 ; 2022). Au sein de ce cadre, la compétence est le fruit d'un flux expérientiel nécessitant l'engagement par les formés, de diverses capacités permettant progressivement de soutenir les apprentissages, de multiplier leurs usages dans différents contextes de formation (à distance), pour enfin ouvrir aux conditions de leur développement dans des circonstances plus complexes (en stage). L'intérêt de cette définition c'est qu'elle présuppose la construction de dispositifs hybrides articulant plusieurs modalités de formation. Des situations articulant des temps de formation « sous tutelle » par l'enseignant en présentiel à l'université, « autonome » à distance sur une plateforme de formation, et « immergé » en stage par un tuteur de stage (Tribet & Chaliès, 2021). Ainsi, l'hybridation du parcours de professionnalisation des étudiants apparaît comme particulièrement heuristique pour le développement des compétences professionnelles d'intervention attendue des étudiants, mais aussi pour soutenir le travail d'analyse de pratique, de problématisation, d'exploitation des traces de pratiques professionnelles des formés et de construction de solutions nouvelles. La méthode de recueil de données de l'étude, a d'abord consisté à mener des enregistrements audio-vidéo de l'activité d'un enseignant universitaire et de ses étudiants de troisième année de licence STAPS (Sciences et techniques des activités physiques et sportives) durant un semestre de formation. Ils étaient engagés dans des enseignements de préprofessionnalisation au métier d'enseignant d'éducation physique et sportive au cours desquels des enseignements théoriques à l'université, des situations d'analyse de pratiques professionnelles à distance et une mise en oeuvre pratique en stage sont dispensés en alternance. Sur cette base, des entretiens d'auto confrontation ont été menés. Les données recueillies lors de ces entretiens ont ensuite été traitées selon la procédure proposée par Chaliès, Bertone, Flavier et Durand (2008) pour reconstituer le flux de l'expérience de formation ou d'enseignement de chacun des acteurs. Coté étudiants, les résultats mettent en avant que le dispositif, pensé dans son aménagement pour offrir les circonstances nécessaires à la construction de compétences, a eu une

utilité et une efficacité chez les étudiants, au sens où elle leur a offert la possibilité d'engager progressivement leurs capacités dans des circonstances de pratique alternées à distance, en présentiel et en stage. Coté enseignant, les résultats soulignent que le dispositif a un impact sur les pratiques enseignantes en transformant la nature de son intervention, et plus largement sur les modalités pédagogiques (synchrone et asynchrone) de l'activité d'accompagnement de l'enseignant dans le supérieur. L'activité innovante qu'il déploie concerne l'accompagnement des étudiants à distance lorsqu'il se saisit de leur activité autonome pour accompagner les premiers suivis en présentiel, ou lorsqu'il les accompagne suite aux premières tentatives en situation aménagées en stage. L'agencement de ces activités au sein du dispositif de formation apparaissent comme des modalités singulières de construction effective de compétences.

Wei, F., Ni, Y., & Yoon, I. H. (2023). **Understanding the role of local educational departments in school collaboration for improvement: Two districts in China.** *Educational Management Administration & Leadership*, 51(4), 986-1007. <https://doi.org/10.1177/17411432211015208>

As improving low-performing schools has become a critical strategy to achieve educational equity in China, local educational departments have implemented various school collaboration programs. Drawing on international literature and empirical data from in-depth interviews and policy documents in two Chinese urban districts, this multiple-case qualitative study examines local educational departments' roles in the school collaboration implementation. Our analysis shows that both local educational departments set clear district-wide expectations of school collaborations. While various strategies were implemented to improve low-performing schools, limited opportunities were provided for school-based educators to contribute to decision-making processes. Both districts relied more on structural changes to create conditions to improve teaching and learning, and lacked long-term investments in building professional capacity and fostering data-use cultures. Finally, local educational departments' goals of equity and school improvement were sometimes overshadowed by other political and economic priorities. This study offers new evidence on the leadership roles that local educational departments play in Chinese school reform implementation, thus responding to a scarcity of district-level empirical research in Chinese literature. It also expands the existing international research base that is largely Western-focused and not necessarily applicable to all countries, especially developing countries where school improvement efforts are often situated in conflicting policy systems.

Williams, J. A., Mallant, C., & Svajda-Hardy, M. (2023). **A Gap in Culturally Responsive Classroom Management Coverage? A Critical Policy Analysis of States' School Discipline Policies.** *Educational Policy*, 37(5), 1191-1216. <https://doi.org/10.1177/08959048221087213>

A signature item that beleaguers most teachers is classroom management. Recognizing the futility of punitive classroom management within school discipline practices, Weinstein and colleagues forged culturally responsive classroom management (CRCM). While nearly 20 years of scholarship highlights the importance of teachers employing CRCM to reduce their reliance on punitive discipline approaches, which are disproportionately skewed against students of color, there exists a gap between educational research and educational policies concerning the use of CRCM in schools. We employed a critical policy analysis to determine the existence of CRCM in student code-of-conduct policies, across all 50 states. Our findings highlight an absence of CRCM

in states' policies, and limited support for the incorporation of CRCM in schools and school districts. Ultimately, an opportunity awaits stakeholders (teachers, school districts, education preparation programs, and policymakers) to reform educational policies and the tools teachers can employ to affirm and sustain students' learning environments.

Pratiques enseignantes

Archieri, C. (2021). **La prise en compte du corps de l'enseignant dans la formation à distance : vers une nouvelle approche de la mise en scène de soi dans la relation pédagogique.** *Recherche et formation*, (97), 117-130.
<https://doi.org/10.4000/rechercheformation.8250>

L'étude de la prise en compte de la dimension corporelle au sens large du terme n'est pas une nouveauté dans la relation pédagogique. Souvent évoquée par les praticiens, parfois étudiée par les chercheurs, elle est longtemps restée un point aveugle en formation à distance (FOAD). La crise sanitaire a généralisé les cours en ligne et avec eux le cortège de mal-être professionnel, notamment chez les enseignants les moins habitués à la FOAD. Le propos de cet article est de proposer quelques pistes de développement professionnel en matière de relation pédagogique à distance et de mise en scène de soi numérique.

Barnes, E. M., Hadley, E. B., Lawson-Adams, J., & Dickinson, D. K. (2023). **Nonverbal supports for word learning: Prekindergarten teachers' gesturing practices during shared book reading.** *Early Childhood Research Quarterly*, 64, 302-312.
<https://doi.org/10.1016/j.ecresq.2023.04.005>

Children learn words through recruiting cues from verbal and nonverbal input, yet research in early childhood classrooms has focused almost exclusively on linguistic input. Nonverbal input, such as gestures, supports word learning for young children, particularly those with less linguistic knowledge, through capturing children's attention and enhancing semantic input. The present study investigates Head Start teachers' gesturing practices as a means for bolstering children's word-learning during shared book reading sessions. Teachers used an evidence-based curriculum supported by professional development. Using multimodal analysis of thirty-three videos of shared book reading, we coded five types of gestures: iconic, beat, representational, deictic, and behavioral. Our analyses controlled for children's nonverbal intelligence and linguistic input from the teacher and the text read aloud. Results from multi-level models indicate teachers gesture frequently, and that total gestures and meaning-focused gestures are related to children's end-of-year receptive vocabulary scores as measured by the PPVT. Teachers are providing additional support and scaffolding for word learning and meaning-making through nonverbal means above and beyond the provided linguistic input. Our results indicate a need to further utilize multimodal analysis to study the role of nonverbal supports during shared book reading to better support young word learners.

Bogler, R., & Somech, A. (2023). **Organizational citizenship behavior (OCB) above and beyond: Teachers' OCB during COVID-19.** *Teaching and Teacher Education*, 130, 104183.
<https://doi.org/10.1016/j.tate.2023.104183>

The study investigated teachers' organizational citizenship behavior (OCB) during the COVID-19 pandemic. The survey's quantitative analysis (N = 299) revealed that Israeli teachers reported more OCBs "during COVID-19" than "before COVID-19," mostly towards students, less towards the school and parents, and least towards colleagues. The

qualitative analysis enabled the identification of the unique construct of teacher OCB during the pandemic, composed of six categories: promoting academic achievement, investing extra time, providing support to students, use of technology, compliance with regulations, and compliance with role changes. These findings emphasize the importance of understanding OCB as a context-related phenomenon, especially during crises times.

Borremans, L. F. N., & Spilt, J. L. (2023). **Towards a curriculum targeting teachers' relationship-building competence: Results of a Delphi study.** *Teaching and Teacher Education*, 130, 104155. <https://doi.org/10.1016/j.tate.2023.104155>

Although teachers often refer to personal relationships with students as a motivating and fulfilling part of their job, they also report that building these relationships is one of the most difficult aspects of teaching. This Delphi study investigated which competencies beginning teachers need to build relationships with individual students. Thirty-six competencies related to the importance of teacher-student relationships, key concepts, attitudes, specific strategies, and student diversity, were identified as 'need to know' by a panel of teacher educators and researchers. For most competencies, an intermediate level of mastery was expected. Results of the study can inspire teacher training.

Bouckaert, M. (2023). **The assessment of students' creative and critical thinking skills in higher education across OECD countries: A review of policies and related practices.** <https://doi.org/10.1787/35dbd439-en>

Developed as one of the resources within the context of the OECD Centre for Educational Research and Innovation (CERI) project entitled "Fostering and assessing creativity and critical thinking skills in higher education", this paper reviews existing policies and practices relating to the assessment of students' creativity and critical thinking skills in higher education across OECD countries. Creativity and critical thinking are largely emphasised in policy orientations and qualification standards governing higher education in many countries. In contrast, these skills are sparsely integrated into the dimensions of centralised assessments administered at the level of systems. At the local level, because of the large degrees of institutional autonomy and academic freedom, there is little indication that policy orientations translate into actual transformation of assessment practices developed and implemented by faculty members. Based on this analysis, the paper provides recommendations for policy and decision makers in systems and institutions to further support the development and implementation of assessment strategies to measure and foster students' creativity and critical thinking in higher education.

Bourdier, P., & Pesce, S. (2023). **Les pratiques d'enseignement et de formation à l'épreuve des contextes: Questions épistémologiques et méthodologiques.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-les-pratiques-d-enseignement-et-de-formation-a-l-epreuve-des-contextes-questions-epistemologiques-et-methodologiques-philippe-bourdier-sebastien-pesce-9782360851263-77119.html>

La pédagogie comme réponse située aux questions que pose le terrain : une évidence pour les pédagogues, que la plupart des politiques publiques d'éducation ont su prendre en compte. La France échappe à la règle. Son modèle universaliste amène à considérer l'homogénéité de la pensée et de la pratique pédagogique comme, plus qu'une nécessité, une valeur. L'actualité récente des politiques publiques d'éducation

françaises a balayé l'espoir d'une remise en cause de «l'État éducateur» que décentralisation et politiques éducatives territoriales avaient initiée. Comment penser alors le rôle du contexte dans la détermination des choix didactiques et pédagogiques ? Vingt-huit auteurs interrogent les enjeux et les conditions d'une articulation des pratiques d'éducation et de formation aux contextes de leur mise en œuvre. La dimension internationale permet d'envisager autrement l'articulation entre politique publique d'éducation et territoires.

Brennan, A., & Canny, A. (2023). **Problematism Irish student-teachers' (dis)engagement with sociology of education in initial teacher education programmes.** *Teaching and Teacher Education*, 130, 104173. <https://doi.org/10.1016/j.tate.2023.104173>

In this paper, we argue that the foundation disciplines have experienced increased marginalisation within initial teacher education (ITE) in Ireland, even though they are acknowledged in policy, curriculum, and programme development. This marginalisation has occurred because of several developments. The reconceptualisation of ITE in Ireland in 2011, foregrounded a more practice-orientated approach which we argue has contributed to a more 'mono-dimensional conceptualisation' of teacher education (Winch et al., 2015). The continued division between the foundation studies and school placement has not helped the 'cause' of foundation disciplines, particularly as students are not afforded the opportunity to regularly integrate their learning and foundation studies are not assessed as part of the school placement experience. Drawing on a quantitative study of student teachers in one Irish ITE college, this paper explores their engagement with, and attitude toward sociology and most especially their application of sociological theory in practice. The study found that while students understand sociological concepts, and its importance in education, they do not embrace the transformative potential of sociological concepts for their own identity as a teacher or engage in any meaningful way to interrogate systematic inequality in either education or society. Our findings suggest that ITE students do not have the opportunity to engage in the deep conceptual analysis that is required to implement fully inclusive and culturally responsive pedagogies, a necessity in the face of a diverse society and homogenous teaching population. The data suggest that students have a utilitarian approach to sociology as a non-pedagogical discipline, and this has repercussions for both the teaching of sociology of education and for students own professional development. We need to reassert the value of the foundation disciplines, particularly sociology of education, as an important pillar of ITE students' professional development. It is incumbent upon foundation discipline teacher educators to reclaim their space, by highlighting the disconnect between theory and practice, and by creating authentic space for students to develop and employ a sociological lens in their journey to becoming open-minded, empathetic and culturally competent teachers.

Burguete, E., & Forgione, R. (2023, avril 18). **R&D d'un kit de scénarisation pédagogique pour instrumenter et former les enseignants à l'évaluation [POSTER]**. Présenté à Le printemps de la recherche en éducation 2023. Consulté à l'adresse <https://hal.science/hal-04126007>

Ce poster, qui a été présenté lors du printemps de la recherche en éducation 2023 lors du Prix Poster Doctorant – Jacques Ginestie a remporté le 1er prix le 8 juin 2023. Il présente la démarche de recherche et développement d'un kit de scénarisation pédagogique basé sur le concept de microlearning.

Buzick, H. M., Casabianca, J. M., & Gholson, M. L. (2023). **Personalizing Large-Scale Assessment in Practice**. *Educational Measurement: Issues and Practice*, 42(2), 5-11. <https://doi.org/10.1111/emip.12551>

The article describes practical suggestions for measurement researchers and psychometricians to respond to calls for social responsibility in assessment. The underlying assumption is that personalizing large-scale assessment improves the chances that assessment and the use of test scores will contribute to equity in education. This article describes a spectrum of standardization and personalization in large-scale assessment. Informed by a review of existing theories, models, and frameworks in the context of current and developing technologies and with a social justice lens, we propose steps to take, as part of assessment research and development, to contribute to the science of personalizing large-scale assessment in technically defensible ways.

Caspe, M., Melzi, G., Mesalles, V., Prishker, N., & Alvarado, C. (2023). **Latine Caregivers' Approaches to Engaging Young Children in Mathematics**. *Early Childhood Research Quarterly*, 64, 26-35. <https://doi.org/10.1016/j.ecresq.2023.01.014>

Young children's mathematical knowledge develops in the context of relationships with important caregivers as they engage in everyday activities and routines. The purpose of this study was to document how Latine families define mathematics and discuss using math in their everyday lives. Seventy-one primary caregivers of Latine heritage with preschool-aged children were asked to define mathematics, share how they use mathematics in a regular day, and describe how mathematics is present in the lives of their children. A k-means cluster analysis on emergent dimensions showed three main constellations of caregivers that differed in the number of math concepts mentioned, family-centered uses of math, and attitudes towards math. Findings offer insights into how Latine families understand and think about mathematics in the lives of their young children and suggest ways to approach the development of family math interventions.

Chang, S.-C., & Chang, K. L. (2023). **Cheating Detection of Test Collusion: A Study on Machine Learning Techniques and Feature Representation**. *Educational Measurement: Issues and Practice*, 42(2), 62-73. <https://doi.org/10.1111/emip.12538>

Machine learning has evolved and expanded as an interdisciplinary research method for educational sciences. However, cheating detection of test collusion among multiple examinees or sets of examinees with unusual answer patterns using machine learning techniques has remained relatively unexplored. This study investigates collusion on multiple-choice tests by introducing feature representation methodologies and machine learning algorithms that can be jointly used as a promising method; they can be used not only to detect individual examinees involved in the collusion but also to evaluate test collusion with or without the groups of potentially dishonest examinees identified a priori. Furthermore, using small-sample examples, the visual detection procedures of the current study were articulated to help identify questionable item response groups and simultaneously focus on the specific individuals providing anomalous answers.

Charamba, E. (2023). **Translanguaging as bona fide practice in a multilingual South African science classroom**. *International Review of Education*, 69(1), 31-50. <https://doi.org/10.1007/s11159-023-09990-0>

The call for improving students' academic achievement in science education has increased in urgency in recent years. It has also increased in complexity in the face of the growing cultural and linguistic diversity of present-day classrooms following inter- and

intra-state migration. Although translanguaging pedagogy, where languages of input and output are deliberately interchanged, remains a relatively young field of research, it has grown substantially in the past decade. The study presented in this article sought to explore the role language plays in the academic performance of multilingual students at a primary school in South Africa. Adopting an ethnographic research design, the author collected qualitative data through lesson observations video-recorded in a fifth-grade science class, supplemented with several interviews with the teacher. Data analysis involved a combination of both inductive and deductive methods, and the results affirm that translanguaging pedagogy is indispensable for effective learning in multilingual classrooms. The author's findings confirm insights from previous research that the ability and encouragement to use multiple languages in science class allows multilingual students to engage in a practice of generating and creating scientific explanations in their own voice, resulting in better academic performance.

Cramer, T., Cappella, E., Morris, P., & Ganimian, A. (2023). **Measuring and predicting teachers' commitment to implementing evidence-based programs.** *Early Childhood Research Quarterly*, 64, 405-415. <https://doi.org/10.1016/j.ecresq.2023.04.009>

Practical wisdom and empirical evidence indicate that teachers' commitment to learn and enact a practice (i.e., their commitment to implement) is a critical but overlooked mechanism for supporting changes in teacher practice. Shortcomings in this area of scholarship stem from research gaps regarding: (1) how to operationalize teachers' commitment to implementing new practices and (2) which factors predict whether teachers are committed to using new practices. To address these gaps, this study collected survey and open-ended response data from 107 early childhood education teachers implementing an evidence-based social-emotional learning program called Tools of the Mind (TotM). After comparing intention, planning, and motivation approaches for operationalizing teachers' commitment to implement, a motivation approach emerged as the most consistent and valid method. Teachers' belief that TotM would benefit children's development was identified as the strongest predictor of teachers' commitment to implement based on structural equation modeling and open-ended survey data. Findings are discussed in the context of implementation science and teacher workforce development.

Dai, C.-P., Ke, F., Dai, Z., & Pachman, M. (2023). **Improving teaching practices via virtual reality-supported simulation-based learning: Scenario design and the duration of implementation.** *British Journal of Educational Technology*, 54(4), 836-856. <https://doi.org/10.1111/bjet.13296>

Graduate Teaching Assistants (GTAs), or student instructors, are the crucial force in college for undergraduates' learning in Science, Technology, Engineering and Maths (STEM) disciplines. However, professional development of student instructors is often neglected. Providing adequate and appropriate teacher training for student instructors is a critical challenge. When the technology is available, open-source non-immersive virtual reality (VR) can be a cost-efficient and accessible platform for teacher training. Empirical research of designing and implementing VR for the training on teaching knowledge and skills development is inconclusive and thus warranted. In this ex post facto study, we investigated VR-based teacher training with 33 STEM student instructors to explore the effects on the participants' virtual teaching practices of two design factors: (1) the simulated teaching scenario and (2) the duration of training program implementation. We analysed 7604 event logs from the recordings of their virtual

teaching sessions. The results of ordinal logistic regression analyses showed two factors contributed to higher odds of appropriate teaching actions. The first is the simulated scenarios that induced a more dynamic balance of domain-specific and pedagogical knowledge for decision making in teaching; the second is the teacher training program with a longer duration. Practitioner notes What is already know about this topic Teacher training, especially for college graduate teaching assistants in Science, Technology, Engineering and Maths (STEM) disciplines, is a key for the success of undergraduate students in STEM. Virtual reality (VR)-supported simulation-based learning has been found effective for enhancing knowledge and skills development in diverse settings, including when being used for teacher training. What this paper adds A guiding framework for the investigation of scenario design and duration of implementation in VR-supported teacher training. VR scenarios that encourage more dynamic balance of domain-specific and pedagogical knowledge for decision making in teaching have higher odds for appropriate teaching acts. A longer duration of program implementation in VR can result in higher odds for appropriate teaching acts. Implications for practice We should carefully consider appropriate scenario designs in VR to enhance dynamic decision making and interactivity in simulation-based teaching practices for teacher training. We encourage extended duration of VR teacher training programs to facilitate teachers' observant, autonomous and attentive VR-based micro teaching practices.

de Bisschop, H., Loizon, A., & Veillard, L. (2023, juin 5). **Quand l'apprenant se fait formateur: les jeux didactiques transformés par les élèves-ingénieurs lors d'une simulation à l'activité d'encadrement en atelier technologique.** Présenté à Faire résultat(s) dans les recherches en éducation. Pourquoi ? Avec qui ? Comment ? Consulté à l'adresse <https://institut-agro-dijon.hal.science/hal-04118638>

La présente recherche ce centre sur un segment de curriculum de la dominante «MANPRO» qui prépare des élèves-ingénieurs aux métiers de la production industrielle agroalimentaire. Cette séquence de leur formation revêt la forme d'une simulation dont le scénario est simple : réaliser un ordre de production en encadrant des opérateurs professionnels sur une ligne de production véritable mais située en lycée professionnel. Une de ses originalités réside dans le fait que les élèves-ingénieurs sont invités à endosser des rôles professionnels (comme responsables de la production ou de la qualité ou encore comme auditeurs) qui, parce qu'ils répondent à des logiques métiers différentes et parfois antagonistes, génèrent des dynamiques de coopération plus ou moins favorables aux apprentissages. Pris par le scénario de la simulation et parfois confrontés à ses manques de précision, les élèves-ingénieurs se trouvent engagés dans des jeux épistémiques[1] par lesquels ils jouent, entre eux, à faire ce qui est à apprendre et participent par là même aux transformations des contrats et milieux didactiques imaginés et mis en place par les formateurs. Les premiers résultats de cette recherche empirique à visée compréhensive, s'attacheront à présenter les différents types de jeux à l'œuvre entre les apprenants ainsi que leurs effets sur les apprentissages. Il s'agira en particulier de (i) mettre en exergue sur quels types de capacités épistémiques les apprenants se focalisent et de (ii) décrire les différentes configurations d'équilibration des dialectiques didactiques observées. [1] En référence à la TACD : Théorie de l'action conjointe en didactique

Diebolt, C., & Altinok, N. (2023, juin 11). « **L'envers des mots** » : **Docimologie**. Consulté 12 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/lenvers-des-mots-docimologie-203861>

Malgré leur apparence objective, les notes sont influencées par des biais et des incertitudes souvent plus grands qu'on ne le pense. Zoom sur la docimologie, la science qui s'empare de cette question.

Dikilitaş, K., Bahrami, V., & Erbakan, N. T. (2023). **Bilingual education teachers and learners in a preschool context: Instructional and interactional translanguaging spaces.** *Learning and Instruction*, 86, 101754. <https://doi.org/10.1016/j.learninstruc.2023.101754>

This study explores how bilingual education teachers' flexible delivery of instructional translanguaging within a bilingual preschool in the predominately monolingual context of Turkey could provide children with a space for bilingual interaction. The research aim is to analyse the children's use of translanguaging in relation to translanguaging pedagogy of the teachers. These flexible practices involved two levels of translanguaging. One was teachers' design of the teaching materials, assigning either Turkish or English to each task as the instructional and interactional languages. The other was the facilitation of children's unenforced flexibility to alternate and shuttle between Turkish and English. Six co-teachers were interviewed online about their bilingual teaching experiences and their journals containing children's translanguaging utterances were obtained. Implications for teachers, teacher educators, and policy makers in bilingual education contexts are discussed.

Duret, C. (2022, septembre 12). **La conception de scénarios pédagogiques, un système d'activité central pour l'intégration du numérique dans l'enseignement-apprentissage.** Présenté à Semaine internationale de l'éducation et de la formation. <https://doi.org/10.13140/RG.2.2.23699.35360>

Cette communication aborde l'activité de conception comme système et levier de développement des enseignants favorisant l'intégration du numérique dans l'activité d'enseignement-apprentissage. A travers l'étude de plusieurs systèmes d'activité en interaction, l'activité de conception de scénarios pédagogiques intégrant le numérique est présentée comme une activité créative et agentive, susceptible de favoriser la reconfiguration de l'activité d'enseignement-apprentissage.

Falcon, S., Admiraal, W., & Leon, J. (2023). **Teachers' engaging messages and the relationship with students' performance and teachers' enthusiasm.** *Learning and Instruction*, 86, 101750. <https://doi.org/10.1016/j.learninstruc.2023.101750>

The current study examined the relation of students' performance and teachers' enthusiasm with teachers' use of engaging messages in class. These messages can focus on the benefits or disadvantages of engaging in a school task, and appeal to controlled (i.e., extrinsic, or introjected) or autonomous (i.e., identified, or intrinsic) incentives to engage students. Engaging messages were gathered through audio-recorded lessons of 39 teachers in 59 student groups during the second term of the academic year. Results showed that both students' performance and teachers' enthusiasm are related to teacher's use of engaging messages. The better the students' performance, and the higher the teachers' enthusiasm, the larger the number of messages used. Moreover, the better the students' performance, the greater the likelihood of using messages that appeal to extrinsic incentives. By assessing engaging messages through objective observations, we discovered relationships that can help us better understand teachers' use of engaging message.

Flegr, S., Kuhn, J., & Scheiter, K. (2023). **How to foster STEM learning during Covid-19 remote schooling: Combining virtual and video experiments.** *Learning and Instruction, 86*, 101778. <https://doi.org/10.1016/j.learninstruc.2023.101778>

Understanding scientific concepts is a fundamental aim of science education. Conceptual understanding can be fostered through inquiry learning with experiments. However, during the Covid-19 pandemic school closures hands-on experiments could hardly be realized. Fortunately, digital technologies allow for conducting experiments virtually by using interactive simulations or observing video recordings of hands-on experiments. In the present study, 154 seventh graders in remote schooling were involved in inquiry learning using either a combination of virtual and video experiments in two different orders or only virtual experiments. We hypothesized that in general inquiry learning fosters students' conceptual understanding in physics, which could be confirmed. Moreover, we expected the combinations to be more effective than learning with virtual experiments only due to the complementary roles of the prior, which was, however, not the case. We conclude that virtual and video experiments can be recommended to teachers if hands-on experimentation is not possible.

Freyssinet, I., & Pansu, P. (2023, mai 26). **Gérer les comportements perturbateurs en classe.** Présenté à 45e congrès annuel de la SQRP (Société Québécoise pour la Recherche en Psychologie). Consulté à l'adresse <https://hal.science/hal-04126122>

De nombreux travaux montrent que les comportements perturbateurs entravent la réussite scolaire et favorisent l'épuisement professionnel des enseignants. Une stratégie basée sur l'analyse appliquée du comportement (ABA) pour prévenir l'émergence des comportements perturbateurs consiste à les ignorer tout en renforçant les comportements appropriés. Pour optimiser ses effets et créer une nouvelle norme de classe, la stratégie doit être appliquée indifféremment auprès de tous les élèves. Pour évaluer son efficacité, la stratégie a été implantée dans une classe préscolaire et deux classes de primaire par comparaison à des classes contrôles. Les enseignants du groupe expérimental ont été formés durant quatre heures. La qualité d'implantation de la stratégie a été évaluée. Les comportements perturbateurs étaient codés à l'aide d'une grille une semaine avant et après deux semaines d'application de la stratégie. Les relations affectives entre élèves étaient mesurées avec un sociogramme. Ces mesures étaient également effectuées dans les classes contrôles. La qualité d'implantation du programme était satisfaisante. Les résultats révèlent une réduction des comportements perturbateurs dans les trois classes expérimentales et des effets mitigés sur les relations affectives entre élèves. Ils ont été inclus dans une méta-analyse comprenant 16 études utilisant cette stratégie, et dont les résultats montrent une taille d'effet importante de la réduction ($d = 2,53$, $p < 0,001$). Ignorer les comportements perturbateurs et féliciter les comportements appropriés de tous diminue les perturbations en classe. Appliquer cette stratégie sur le long terme semble bénéfique comme le révèlent les résultats différés d'une des études.

Geffard, P., Schlemminger, G., & Dubois, A. (2023). **Une pédagogie pour le XXI^e siècle - Pratiquer la pédagogie institutionnelle dans l'enseignement supérieur.** Consulté à l'adresse <https://champsocial.com/book-une-pedagogie-pour-le-xxie-siecle-pratiquer-la-pedagogie-institutionnelle-dans-l-enseignement-superieur,1288.html#couv>

À l'université comme dans tous les lieux de l'enseignement supérieur, des questions se répètent : comment mettre en oeuvre les conditions adéquates pour une véritable

appropriation individuelle des connaissances ? Comment conjuguer la mise en oeuvre de dispositifs collectifs avec la volonté de favoriser l'émergence des singularités ? Pratiquer la pédagogie institutionnelle dans l'enseignement supérieur, c'est possible, et cela permet de répondre en partie à ces défis. Ce livre s'adresse aux chercheuses et chercheurs qui enseignent dans le supérieur, aux professionnel·le·s des formations post-baccalauréat, à celles et ceux qui travaillent dans tous les secteurs de la formation aux « métiers du lien » ainsi qu'aux étudiant·e·s de ces diverses filières. Par ses mises au point sur les principales « institutions » de l'approche pédagogique fondée par Aïda Vasquez, Fernand Oury et quelques autres, ce livre se destine aussi à toutes celles et ceux qui s'intéressent à la pédagogie. Au fil des chapitres, les institutions sont définies, rapportées à leur origine et éclairées théoriquement, mais elles sont aussi présentées à travers des récits d'expériences et de situations, dans le but de faciliter leur appropriation. Cet ouvrage s'inscrit dans un mouvement international de renouveau de la pédagogie dans l'enseignement supérieur, actif depuis une vingtaine d'années. La pédagogie institutionnelle peut contribuer à ce renouveau, notamment par une meilleure prise en compte des processus intersubjectifs dans les pratiques d'enseignement. Arnaud Dubois est professeur des universités en sciences de l'éducation et de la formation à l'université de Rouen-Normandie. Il a fondé le Groupe de pédagogie institutionnelle Paris-Créteil (Gpipc) et co-fondé le « Réseau Pédagogie Institutionnelle International » et le réseau « Éducation et psychanalyse » de l'Association européenne de recherche en éducation (EERA). Patrick Geffard est professeur émérite en sciences de l'éducation et de la formation, il a été enseignant-chercheur à l'université Paris 8. Il a fondé le groupe Pédagogie institutionnelle Gironde et co-fondé le « Réseau Pédagogie Institutionnelle International » et le réseau « Éducation et psychanalyse » de l'Association européenne de recherche en éducation (EERA). Gérald Schlemminger est professeur des universités émérite, sa formation s'est faite en Sciences du langage et Sciences de l'éducation. Il a été titulaire d'une chaire de professeur à l'École supérieure de pédagogie de Karlsruhe (Allemagne), où il a conçu une formation en Français Langue étrangère basée sur les techniques Freinet et la pédagogie institutionnelle. Les trois auteurs sont des praticiens de la pédagogie institutionnelle qui proposent des formations à cette approche ainsi que des accompagnements d'équipes de professionnels des « métiers du lien ».

Gosselin, R., & Lefebvre, J. (Éd.). (2023). **La supervision de stage au collégial: Accompagner et évaluer le développement des compétences attendues chez les stagiaires**. Presses de l'Université du Québec.

La supervision de stage au collégial est un processus continu qui doit s'effectuer dans un climat de confiance entre la personne qui encadre les stages et les stagiaires afin de permettre à ces derniers de développer les compétences attendues. Le développement des compétences est au cœur même de cet ouvrage qui met en valeur l'expérience et la réalité de la supervision de stage. Ce livre se veut avant tout un guide pratique. Il présente brièvement les assises théoriques des différents thèmes clés de la supervision de stage et propose des exemples et des outils pertinents afin d'aider les enseignants et les enseignantes à mieux superviser leurs stagiaires. Ces exemples et outils peuvent être adaptés pour les programmes qui incluent des stages en formation professionnelle et pour le domaine universitaire. La supervision de stage au collégial : accompagner et évaluer le développement des compétences attendues chez les stagiaires s'adresse aux personnes qui enseignent, à celles qui supervisent les stages autant qu'à celles qui travaillent dans des programmes techniques au collégial. Il s'avèrera aussi pertinent pour

la formation sur le terrain ainsi que pour toutes les personnes qui souhaitent enseigner au collégial.

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

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

Güven, M., Babayiğit, B., Sever, D., Çam Aktaş, B., Kip Kayabaş, B., & Şenel, E. A. (2023). **What happens in 650 multicultural primary classrooms?: A critical incident technique.** *Teaching and Teacher Education*, 130, 104154. <https://doi.org/10.1016/j.tate.2023.104154>

This study explores the cultural diversity-related challenges in the primary classrooms, examines the reasons, effects of and solutions to these challenges, and identifies teacher profiles based on how they react to those challenges. Employing critical incident technique, we analyzed qualitative data from 650 primary teachers inductively. Results showed that primary teachers frequently faced challenges related to ethnicity, language, socioeconomic status and disability. The most salient challenges were identified as low academic achievement, student adaptation, bullying and challenges in implementing the curriculum. As a result of the analysis, three teacher profiles emerged as the strugglers, the dreamkeepers, and the color-evasive teachers.

Heiser, L., & Faller, C. (2022, octobre 27). **Quels discours doivent être portés par les formateurs des enseignants sur l'IA en éducation? Une réflexion au prisme des usages créatifs de l'IA (GTnum Scol_IA).** Présenté à 2èmes Assises de la Francophonie scientifique en Égypte. Sciences humaines et Intelligence artificielle. Quels impacts de l'IA sur les sciences humaines? Atelier scientifique n°3. Consulté à l'adresse <https://hal.science/hal-03832871>

Heyder, A., Steinmayr, R., & Cimpian, A. (2023). **Reflecting on their mission increases preservice teachers' growth mindsets.** *Learning and Instruction*, 86, 101770. <https://doi.org/10.1016/j.learninstruc.2023.101770>

When teachers believe that students' abilities are fixed, their students' motivation, well-being, and performance tend to suffer. While many interventions have been developed to reduce these so-called fixed mindsets in students and increase the belief that abilities are malleable (i.e., a growth mindset), there are no cost-effective, scalable interventions targeting teachers' mindsets. To address this need, we developed a brief intervention consisting of a reflection task in which teachers thought and wrote about their mission as educators. Two experiments with preservice teachers (total N = 576) revealed that this brief intervention increased their growth mindsets (meta-analytic $d = 0.25$). This increase did not dissipate over the course of a week (meta-analytic $d = 0.26$), suggesting the intervention's effects are not ephemeral. Although more work is needed to establish the

robustness and generalizability of this intervention's effects, it may ultimately become a useful tool for teacher education programs.

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

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

Hunter, S. B., & Redding, C. (2023). **Examining the Presence and Equitable Distribution of Instructional Coaching Programs and Coaches' Teaching Expertise Across Tennessee Schools.** *Educational Policy*, 37(4), 1151-1178. <https://doi.org/10.1177/08959048221087201>

Using unique statewide panel data from Tennessee, we describe instructional coach (IC) and teacher peer observer (TPO) distributions in terms of their teaching expertise and observable school and district characteristics. The evidence suggests ICs are more likely to work in districts with lower-performing teachers while working in schools with higher-performing teachers. District characteristics largely determine where TPOs work. We also find that ICs and TPOs possess relatively more teaching expertise than classroom teachers and that these positive differences grow in magnitude as the concentration of economically disadvantaged students in a school rises.

Hwang, N., Graff, P., & Berends, M. (2023). **Timing and Frequency Matter: Same Race/Ethnicity Teacher and Student Achievement by School Level and Classroom Organization.** *Educational Policy*, 37(5), 1349-1379. <https://doi.org/10.1177/08959048221087212>

Existing research examines whether studying with teachers of the same race/ethnicity affects student achievement, but little is known about whether those effects vary by timing and frequency. We use 7 years of administrative data from third through eighth graders in Indiana to estimate the heterogeneous links between same race/ethnicity teachers and achievement by school level (i.e., elementary vs. middle schools) and self-contained classroom (i.e., self-contained vs. departmentalized classrooms). We find that the positive links between same race/ethnicity teachers and improved achievement are stronger for elementary school students and students in self-contained classrooms, particularly for Black students. Our findings highlight the importance of timing and frequent exposure to same race/ethnicity teachers in academic trajectories.

Jacob, E., & Magnani, F. (2023, mai 8). **Approche pédagogique et gestionnaire du projet : Une alternative pour la formation des ingénieurs**. Présenté à Alterpédagogie et altergestion : de nouvelles approches pédagogiques, de nouvelles pratiques de gestion et de communication. Consulté à l'adresse <https://hal.science/hal-04110795>

Juma, J. J., Ndwiga, Z. N., & Nyaga, M. (2023). **Instructional leadership as a controlling function in secondary schools in Rangwe Sub County, Kenya: Influence on students' learning outcomes**. *Educational Management Administration & Leadership*, 51(4), 791-808. <https://doi.org/10.1177/17411432211015228>

This research article reports on instructional leadership as a controlling function in secondary schools. All the 41 secondary schools in Rangwe Sub County were included in the study and the targeted respondents were teachers and principals. A purposive sampling method was used to select the respondents from each school. A principal self-rating questionnaire, a teacher perception questionnaire, and a document analysis checklist were used for data collection. The collected data was analyzed using descriptive statistics, independent samples T-test, and regression analysis test. The study found that school principals engaged their deputies, heads of department, and directors of studies to conduct their day-to-day instructions in their schools. It was also revealed that classroom visits and observation of teaching and learning significantly influence student learning outcomes in secondary schools. The study concluded that involving the expertise of immediate juniors in day-to-day instructions is an effective way of implementing instructional leadership roles of the school principals in secondary schools. The study, therefore, advocates for the school principal becoming the overall instructional supervisor and instructional improvement catalyst.

Khong, T. D. H., Saito, E., Hardy, I., & Gillies, R. (2023). **Teacher learning through dialogue with colleagues, self and students**. *Educational Research*, 65(2), 170-188. <https://doi.org/10.1080/00131881.2023.2192226>

Background Although dialogue is often regarded as a vehicle for teacher professional development and learning, particularly in relation to verbal interactions between teachers, its uses remain limited. Deepening the understanding of dialogue in its fullest sense, and its potential applications in education, may help to unleash its power in supporting how teachers learn in various contexts. Purpose and sources This discussion paper aims to explore and conceptualise the complex construct of authentic dialogue for teacher professional learning. It draws on the notion of dialogue and other related concepts within the Bakhtinian tradition. For this purpose, it begins by situating this approach in the context of various views about dialogue. Forming the heart of the paper is the application of these concepts to a proposal for three channels of dialogue for teacher learning in professional contexts: dialogue with colleagues, dialogue with self, and dialogue with students. Main argument Diverging from the common notion of dialogue, Bakhtin's dialogue connotes complexity, involving multiple perspectives from those present or absent from the dialogue, including super-addressees. Dialogue and related concepts in Bakhtin's tradition can help us gain a fuller and more sophisticated understanding of how teachers learn through collaboration with different learning partners through space and time – including with self and students, in addition to colleagues. It is argued that adopting a Bakhtinian lens to dialogue can potentially engender complex but enriched teacher learning. Conclusion The paper offers an exploratory conceptual framework as a way of examining teacher learning through authentic dialogue. It promotes awareness of the need for researchers to sensitise

themselves to the meaning of teachers' utterances in particular contexts through time and space to better understand visible and invisible perspectives, as well as the voices influencing teachers' words. The proposed early-stage framework has the potential to be developed and refined further through future theoretical and empirical research.

Kondé, Z., Kovács, Z., & Kónya, E. (2023). **Modeling teachers' reactions to unexpectedness.** *Learning and Instruction*, 86, 101784. <https://doi.org/10.1016/j.learninstruc.2023.101784>

Background Even experienced teachers make inconsistent classroom decisions in unexpected situations. From the cognitive load theory perspective, the effective handling of the novel, unexpected events by teachers depends on the cognitive load of the task, the teaching context in which the unexpectedness appears, and the available cognitive capacity. **Aims** Teachers' reactions to unexpected mathematical events, in particular the unexpectedness of the arithmetic calculation, was modeled, investigated experimentally, and explained within the theoretical framework of cognitive load theory. **Sample** 64 mathematics teacher trainees took part in the experiment. **Methods** In a dual-task arrangement, participants verified alternative answers to simple mathematical questions while memorizing task-irrelevant information. The answers represented low (schematic good responses), and high (unexpected good responses) processing load conditions, and control condition (incorrect responses). The memory load was low or high representing levels of extraneous load. The participants' cognitive capacity was estimated by a complex working memory span task. **Results** The verification of unexpected but correct answers was slow and more error-prone as compared with the processing speed and accuracy of schematic answers, presumably due to elevated processing (intrinsic) load. The increase in memory load resulted in slower and more inaccurate verifications. However, working memory capacity was found to mediate the extraneous load effect. **Conclusions** The results stress the importance of well-organized schemas for effective reactions to unexpected classroom events. Furthermore, it highlights the importance of accurately understanding and being aware of the impact of cognitive load on teachers to improve teaching practice.

Kumi-Yeboah, A., & Amponsah, S. (2023). **An exploratory study of instructors' perceptions on inclusion of culturally responsive pedagogy in online education.** *British Journal of Educational Technology*, 54(4), 878-897. <https://doi.org/10.1111/bjet.13299>

The rapid growth of diverse learners in online learning has made it imperative for online instructors to incorporate multicultural resource curricula and instructional activities. This research aimed to explore online instructors' perceptions of culturally responsive pedagogy in online education; examine how instructors integrate culturally responsive pedagogy strategies in the online learning environment; and explore the challenges in facilitating cross-cultural collaborative learning for students from different cultural backgrounds. Data were collected following a qualitative multi-site case study method with five academic disciplines (Education, Social Sciences, Engineering, Physical Sciences and Health Sciences) in 12 colleges and universities in the United States of America. In all, 60 in-depth and semi-structured interviews with instructors (26 females and 34 males) were obtained and analysed following a constant comparative analysis approach. Results reflected that the instructors used cross-cultural interactions to facilitate students' engagement and incorporated culturally responsive teaching. Besides, the findings revealed that most of the instructors integrated diverse and internationalized learning content to support diverse students and addressed the impact

of multicultural education in online learning. It was, however, noted, that instructors in the physical science disciplines struggled to incorporate culturally diverse contents in their online classes. The findings of this study foster discourse on how best instructors could be aided to engage diverse students online more meaningfully. Practitioner notes What is already known about this topic Since studies of this nature are mostly undertaken in teaching and learning environments that are diverse in terms of student populations, both students and instructors are exposed to cultural differences in teaching and learning in multicultural/diverse online learning environments. Studies on multicultural/diverse online learning environments abound and have been undertaken for several years but the emphasis has mainly been to explore issues from the perspectives of students. Most online instructors assume that online learning provides equal opportunities to all students regardless of their cultural backgrounds and cultural differences; hence, instructors have mostly not been able to recognize cultural implications for students' learning to design inclusive instructional strategies to meet the learning needs of diverse students in online education. What this paper adds This study, unlike earlier ones with a similar focus, explored online instructors' perceptions of culturally responsive pedagogy (CRP), specifically with regards to the design, preparation and integration of multicultural learning contents and resources in online education. This study employed Scott et al.'s (2015) culturally responsive computing theory as a lens to connect students' prior learning experiences, knowledge, interests, strengths and weaknesses as a way to draw instructors' attention to how best diverse students can be aided to be innovative and succeed in the face of cross-cultural challenges they face studying online. The study also contributes to the instructors' understanding of culturally responsive pedagogical principles in online spaces that recognize global identities and cultural experiences to meet the needs of diverse students in an online learning environment. Implications for practice and/or policy Instructors must develop online courses with the focus to bridge students' geographical and cultural backgrounds so that students will have the opportunity to share and connect with peers in online classrooms for effective collaboration and communication. Institutions that offer online education must make concerted efforts to provide continuous professional development opportunities for instructors of online courses on impacts of culture/diversity in the online classroom, and strategies for creating conducive online learning environments that value cultural differences, and social/educational experiences in ways that support students' learning. Institutions and stakeholders, through policy initiatives, should make frantic efforts to afford instructors with comprehensive knowledge and understanding of CRP in online learning to avoid the assumption that students in online courses share similar learning characteristics and bring to the online learning the same experiences and cultural backgrounds.

Larosa, W. (2023). **La construction d'un partenariat situé en milieu scolaire : analyse de l'activité d'une triade d'intervenants pour l'enseignement du savoir-nager** (Phdthesis, Université de Montpellier). Consulté à l'adresse <https://theses.hal.science/tel-04127092>
Cette recherche rend compte de l'expérience d'un professeur des écoles, d'une bénévole et d'une maîtresse-nageuse engagés dans un partenariat pour enseigner la natation auprès d'élèves du premier degré. En nous inscrivant dans le cadre énoncé, nous avons étudié leur activité individuelle et collective en nous focalisant notamment sur leurs préoccupations et leurs savoirs. L'enjeu de notre travail est de déterminer comment des acteurs de statuts différents, engagés ensemble dans un partenariat, transforment leur expérience au cours de celui-ci. En référence au programme de

recherche du cours d'action (Theureau, 2004a, 2006, 2015) articulé avec la théorie de l'enquête (Dewey, 1938) nous avons analysé de manière longitudinale leur activité sur une séquence d'enseignement du savoir-nager. En filmant trois séances, en réalisant des entretiens d'auto-confrontation, nous avons recueilli des données permettant de caractériser l'activité de cette triade d'acteurs et de répondre aux questions suivantes : En quoi et comment les préoccupations et les savoirs issus de l'expérience contribuent-ils à construire l'activité individuelle de chacun ? Comment se compose l'activité collective des trois acteurs dans ce projet générique d'enseignement de la natation ? Sur la base d'un enchevêtrement de multiples processus, nos résultats révèlent une opposition entre une temporalité longue vécue par l'enseignant et une temporalité de « l'éphémère » expérimentée chez les autres acteurs. Cette opposition génère des perturbations et influence l'activité routinière de chacun. Les analyses soulignent également que les acteurs, en débordant de manière récurrente des prescriptions relatives à leur différence de statut, offrent des opportunités et des ressources significatives qui transforment l'activité de la triade. Ces résultats nous conduisent ainsi à défendre la thèse selon laquelle le partenariat entre des intervenants de statuts différents génère, dans le cadre scolaire, des processus coopératifs (pendant lesquels les acteurs s'entraident), tactiques (pendant lesquels les acteurs sont neutres) et compétitifs (pendant lesquels les acteurs s'opposent). Ces processus étroitement imbriqués entre eux transforment les savoirs de tous les acteurs. Par ailleurs, notre travail débouche sur des propositions d'enrichissement méthodologique pour le programme de recherche du cours d'action à travers les notions « d'éléments réflexifs et interprétatifs », « d'histoires » et « d'enquêtes ».

Lastrapes, R. E., Jain, P., & Fritz, J. N. (2023). **Effects of a Prompting Intervention on Teachers' Use of Behavior-Specific Praise in an Urban Preschool.** *Journal of Behavioral Education*, 32(2), 300-312. <https://doi.org/10.1007/s10864-021-09450-5>

The purpose of this study was to examine whether the use of a prompting technique increased pre-school teachers' use of behavior-specific praise (BSP) statements. Two early childhood teachers participated in the study; one served children aged three to four years, the other four to five years. Both classes consisted of students from low income neighborhoods and all were Black or African American. A single-subject research design was used to determine if an electronic prompting device called a MotivAider increased teachers' use of BSP statements. Rates of BSP statements, general praise statements, and corrective statements were scored. Results indicated that the use of the MotivAider increased BSP statements for both teachers, minimally increased general praise for one teacher and reduced the number of corrective statements by both teachers.

Le Clère, F. (2019). **Le travail du lien éducatif. Recherche socio-clinique d'orientation psychanalytique à partir d'interventions aux côtés de professionnels impliqués dans des dispositifs dédiés aux adolescents décrocheurs.** (Phdthesis, Université Vincennes Saint-Denis Paris 8). Consulté à l'adresse <https://hal.science/tel-04116180>

La thèse appréhende le décrochage scolaire à travers les théories sociologiques et les travaux psychopédagogiques, qui en même temps qu'ils cherchent à le définir et l'analyser, l'ont construit comme objet scientifique, politique et comme enjeu des pratiques d'enseignement et d'éducation. L'auteur se propose de construire de nouveaux éclairages sur cette situation éducative contemporaine que constitue le décrochage scolaire adolescent. Trois champs d'analyse du décrochage sont explorés et mis en discussion au fil de la thèse : un premier sur la notion de socialisation divergente

des adolescents, un second sur les entraves à la construction du rapport aux savoirs et un troisième autour de l'impasse de la relation éducative. La recherche a été menée à travers trois interventions aux côtés d'équipages éducatifs œuvrant dans le champ de la lutte contre le décrochage. Le chercheur appréhende les effets subjectifs, collectifs et institutionnels de ce qu'il qualifie de mésinscription adolescente. Il analyse ainsi les dynamiques psychosociales et inconscientes au sein des équipages et leurs effets sur l'accompagnement éducatif des dits « décrocheurs ». Se démarquant de la plupart des travaux sur le décrochage scolaire, l'approche socio-clinique d'orientation psychanalytique adoptée a permis de mettre en évidence, à chaque fois, les impasses d'une relation éducative et pédagogique dans sa confrontation aux problématiques de la construction adolescente. L'auteur élabore au fil de la thèse une réflexion sur ce qu'il appelle un « travail du lien éducatif » et soutient que le décrochage scolaire procède d'une difficulté de certains jeunes à entrer dans le travail adolescent et montre comment cette mésinscription génère une situation paradoxale productrice d'une « panne des interprétations » chez les adultes qui les accompagnent au quotidien ne faisant que renforcer une relation éducative en souffrance.

Marder, J., Thiel, F., & Göllner, R. (2023). **Classroom management and students' mathematics achievement: The role of students' disruptive behavior and teacher classroom management.** *Learning and Instruction*, 86, 101746. <https://doi.org/10.1016/j.learninstruc.2023.101746>

Establishing a well-organized classroom conducive to learning is a key element of high-quality teaching. However, less is known about the degree to which the classroom management process is affected by the specific students in the classroom. Using two large-scale datasets of German secondary school students, the present two studies examined the effectiveness of teachers' classroom management in mathematics while taking into account students' disruptive behavior in the classroom. When controlling for the average level of disruptions in the classroom, both students' disruptive behavior and teachers' monitoring activity were negatively associated with students' mathematics achievement, whereas no associations occurred for teachers' structure and rule clarity. The results suggest that teachers' monitoring activity needs to take into account students' disruptive behavior in the classroom, highlighting the complexity of effective classroom management.

Markowitz, A. J., & Seyarto, M. (2023). **Linking professional development to classroom quality: Differences by ECE sector.** *Early Childhood Research Quarterly*, 64, 266-277. <https://doi.org/10.1016/j.ecresq.2023.03.007>

Public investments in professional development (PD) as a key strategy to improve the quality of early care and education (ECE) are large and growing, yet little is known about whether PD for early educators is linked to quality, either outside of experimental contexts or across the various sectors in which children are served. We use data from a community sample of early educators working in state pre-k and child care to document the amount of PD teachers received in two content areas and to test for links between PD and teacher-child interaction quality both overall and by sector. We found that state pre-k teachers accessed more PD than those in child care. Moreover, using OLS models with a lagged measures of teacher-child interaction quality, we found that PD was positively linked to teacher-child interactions only among state pre-k teachers. Implications for research and policy are discussed.

Matsko, K. K., Ko, E. K., Bressman, S., Mozer, L., & Winter, J. S. (2023). **Two sides of a coin: Examining mentor and student teacher relationships during student teaching.** *Teaching and Teacher Education*, 130, 104139. <https://doi.org/10.1016/j.tate.2023.104139>

This qualitative study deconstructs the often taken for granted idea of “relationship building” between mentors and student teachers by examining how they are conceptualized and enacted during practice teaching. Data gathered from interviews and questionnaires reveal that mentors and student teachers hold different relational priorities. Mentor teachers prioritize personal exchanges rooted in respect and regard to build productive relationships with their student teachers, while student teachers identify their teachers’ instructional competence and mentoring commitment as more important considerations during early interactions. Findings suggest that mentoring relationships are built through a focus on learning teaching rather than expressions of care alone.

Mettraux, R. (2021). **La pratique réflexive de Camille comme stratégie de développement dans une démarche innovante : l'accompagnement pédagogique professionnel (AcPÉP). Étude de cas de l'activité professionnelle d'une enseignante primaire.** *Recherche et formation*, (97), 103-116. <https://doi.org/10.4000/rechercheformation.8240>

L'étude de cas présentée dans le cadre de cet article vise une finalité double. D'une part, elle cherche à comprendre la progression d'une jeune enseignante du canton de Fribourg (Suisse) – Camille – en difficulté dans l'exercice de son métier. D'autre part, elle vise à mettre en lumière la démarche d'accompagnement innovante (AcPÉP) qui a permis d'accompagner l'enseignante dans son processus de changement. Dans une perspective d'analyse critique, appréhendant le travail comme une production de soi qui participe en retour à la construction de soi, l'intention de notre article réside dans l'éclairage de ce co-cheminement comme un processus d'élucidation entre l'accompagnateur et la personne accompagnée.

Morizot, O., Bascaules, M., Chrétien, M., Reboh, J. T., Tonussi, G., Noûs, C., & Boulc'H, F. (2023). **Le dialogue interdisciplinaire clarifie l'enseignement disciplinaire.** *Journal of Interdisciplinary Methodologies and Issues in Science*, 11. <https://doi.org/10.46298/jimis.8897>

Depuis 2019, au sein de l'Institut de Recherche sur l'Enseignement des Sciences d'Aix-Marseille Université, nous animons un atelier visant à explorer des solutions aux difficultés régulièrement rencontrées dans l'enseignement interdisciplinaire. Cet atelier réunit à intervalles réguliers six enseignants de disciplines différentes — de l'université et du lycée — auxquels est simplement donné le temps de présenter et expliquer les uns aux autres les spécificités de la discipline qu'ils enseignent, à l'aide d'une grille catégorielle élémentaire, guidant l'analyse et permettant la comparaison. Or, nos premières conclusions indiquent que le premier bénéficiaire de ces rencontres interdisciplinaires est l'enseignement disciplinaire lui-même. De fait, ce travail introspectif et collectif a fait émerger des implicites fondamentaux spécifiques ou communs à ces disciplines dont les enseignants n'avaient pas conscience ; qu'ils n'avaient jamais partagé avec leurs élèves ; et qu'ils ont identifié comme la source de difficultés jusque-là inexprimables rencontrées par nombre d'entre eux. L'hypothèse défendue ici est donc que — par effet d'analogies et de contrastes — le dialogue interdisciplinaire peut être un formidable outil de renforcement et de clarification de l'enseignement disciplinaire, qui pourrait jouer un rôle clé dans la formation des enseignants.

Nind, M., & Katramadou, A. (2023). **Lessons for Teaching Social Science Research Methods in Higher Education: Synthesis of the Literature 2014-2020.** *British Journal of Educational Studies*, 71(3), 241-266. <https://doi.org/10.1080/00071005.2022.2092066>

The underdevelopment of a pedagogical culture for research methods education and the lack of a body of knowledge with the potential to influence practice have been highlighted by previous studies. This systematic review explores the pedagogic approaches and strategies evident in recent literature (2014–2020) on teaching social science research methods in higher education. It synthesises 55 papers offering a detailed rationale for the approach and strategies employed in doctoral/post-doctoral education. While dispersed across journals, there is a plethora of case studies and reflective accounts about teaching approach, strategy, tactics and tasks in research methods education. Most studies reviewed report on teaching qualitative methods and represent authors' own teaching practices. Consistent with previous studies, experiential, active learning and student-centred approaches are predominantly discussed, often overlapping or combined with other approaches. This paper illustrates a growing pedagogic culture, represented by an increased volume of papers and theoretical discussion of practices, rationale and reflection on how research methods are taught and learnt. It is concluded that clear intention to engage in dialogue and contribute to evidence-based practice and knowledge in research methods education is evident, and that the 'how to' element is richly articulated and justified.

Olivos, F., & Araki, S. (2023). **Cultural capital and perception of teacher-student relationships: Uncovering inequalities at schools in China.** *The British Journal of Sociology*, 74(3), 376-401. <https://doi.org/10.1111/1468-4446.13004>

A long tradition in stratification research argues students with higher cultural capital are likely to be treated by their teachers as possessing the "right culture," which positively affects their academic performance. Nevertheless, the literature has paid little attention to the role of students' perception in this process. Using two waves of the China Educational Panel Survey, we investigate how students' cultural capital affects their own understanding of teacher-student interactions, including its gender difference. Fixed effects regressions show a substantially positive effect of cultural capital on the perceived frequency of teachers praising and calling on students to answer questions across subjects. Nonetheless, we also find the lack of cultural capital is not punished and that the cultural capital's effect varies across its specific components and gender. These findings pave the way for elucidating the entire causal chain of intergenerational social inequality via cultural capital, teacher bias, students' perception, and their educational outcomes.

Peel, K. L., Kelly, N., Danaher, P. A., Harreveld, B., & Mulligan, D. (2023). **Analysing teachers' figurative language to shed new light on teacher resilience.** *Teaching and Teacher Education*, 130, 104175. <https://doi.org/10.1016/j.tate.2023.104175>

This paper analyses practising schoolteachers' use of figurative language, drawn from a set of semi-structured interviews with 42 Australian teachers, part of a wider, five-nation study of teachers' emotional experiences. The analysis is clustered around the teachers' talk about commitment (as manifesting motivation), agency (as a consequence of professional competence), relationships (as expressing social competence) and self-awareness (as a primer of emotional competence) that framed the teachers' experiences of effectiveness and wellbeing. More broadly, teachers' intuitive use of

figurative language to communicate their experiences sheds new light on the phenomenon of teacher resilience.

Penketh, C. (2023). **Education through the arts for well-being and community – The vision and legacy of Sir Alec Clegg**. *British Journal of Educational Studies*, 71(3), 349-351. <https://doi.org/10.1080/00071005.2023.2203401>

Pepin, M., & Maigret, J.-E. (2021). **L'éducation à l'esprit d'entreprendre appelle des enseignant·es entreprenant·es : une assertion à questionner ?** *Recherche et formation*, (97), 31-46. <https://doi.org/10.4000/rechercheformation.8150>

Pour développer l'esprit d'entreprendre des élèves, un consensus émergent dans la littérature scientifique laisse entendre que les enseignant·es devraient préalablement acquérir ce même esprit et, dès lors, développer les compétences qui lui sont liées. Or, si les compétences liées à l'esprit d'entreprendre sont probablement utiles à l'enseignant·e, on peut douter qu'elles constituent un socle suffisant pour accompagner pédagogiquement le développement de ces mêmes compétences chez les élèves. En partant de ce qui caractérise le projet entrepreneurial, comme pratique pédagogique associée à l'éducation à l'esprit d'entreprendre, cet article se propose de repérer les compétences professionnelles enseignantes nécessaires pour faciliter le développement de l'esprit d'entreprendre des élèves. Par là même, cette recherche questionne la formation initiale et continue des enseignant·es relative à l'éducation à l'esprit d'entreprendre.

Potocki, A., Ayroles, J., & Rouet, J.-F. (2023). **A short teacher-led intervention using direct instruction enhances 5th graders' purposeful reading skills**. *Learning and Instruction*, 86, 101781. <https://doi.org/10.1016/j.learninstruc.2023.101781>

Proficient readers use strategies in order to achieve various types of reading purposes. However, purpose-driven strategies are seldom taught in elementary schools. Based on current theories of purposeful reading and direct explicit instruction, the present study developed and tested an instructional program to promote fifth graders' purposeful reading skills. Teachers from five different schools (10 classes) were trained to implement the program. The intervention included two weekly 45-min workshops over a period of five weeks. Using a quasi-experimental design, participating classes were assigned to an experimental group (n = 78) or an active control group (n = 89). Trained students outperformed controls on post-tests assessing strategy components. However, the effects on an integrated reading task did not reach significance. The study suggests that the explicit teaching of purposeful reading strategies can effectively support students' skill acquisition. The conditions needed for innovative interventions to yield robust and lasting outcomes are discussed.

Pouzergues, P. (2023, juin 13). **Dispositif hybride en classe de FLE multiniveaux : un outil pour l'autonomisation des apprenants**. Présenté à Ecole de recherche pluridisciplinaire sur la réussite et l'autonomie étudiante. Consulté à l'adresse <https://hal.science/hal-04127152>

Les classes de langues étrangères multilingues et multiniveaux sont des situations didactiques complexes que l'on retrouve fréquemment dans les centres de langues universitaires. Les enseignants rencontrent des difficultés pour répondre correctement à l'hétérogénéité de niveau de ces groupes multiniveaux provoquant une certaine frustration et un ralentissement du rythme d'apprentissage chez les apprenants. Les

dispositifs hybrides, par leur articulation du travail en présentiel et distanciel, offrent une piste privilégiée pour proposer une différenciation pédagogique s'appuyant à la fois sur une individualisation et une personnalisation des apprentissages (Connac, 2012) mais aussi sur l'autonomie de l'apprenant (Rivens Mompean, 2013). Le poster que nous proposons explore cette piste, en se focalisant sur un dispositif élaboré en combinant les principes de la différenciation pédagogique en classe multiniveaux (David & Abry, 2018), de l'autonomisation (Rivens Mompean & Eisenbeis, 2009) et de l'hybride (Nissen, 2019). Notre but est de mener une étude empirique afin de contribuer à la réflexion en ingénierie pédagogique en répondant à la question générale : comment une dynamique de différenciation dans un cours hybride adapté à la classe multiniveaux peut-elle contribuer à l'autonomisation des apprenants ? La première partie de notre poster fournira les détails de l'ingénierie pédagogique ayant soutenu la conception du dispositif examiné. La deuxième partie du poster explicitera notre cadre méthodologique. La troisième partie montrera les résultats des analyses et les discutera pour formuler des observations d'une part sur les paramètres d'hybridation permettant une différenciation autonomisante, d'autre part sur les possibles dynamiques d'autonomisation observées.

Pyle, A., DeLuca, C., Wickstrom, H., Danniels, E., & Fesseha, E. (2023). **Play-based learning and assessment practices in early years: methodological explorations.** *Educational Research*, 65(2), 248-266. <https://doi.org/10.1080/00131881.2023.2181201>

Background Teachers' perspectives provide crucial insights into classroom practice in early childhood education settings. Although many kindergarten programmes emphasise play and assessment to support children's learning and development, recent research suggests that there are some disparities between teachers' articulated role of play and what they report assessing during periods of play. As a range of research designs can be used in efforts to probe the complex relationships between perspectives and practice, it is important to consider which methodological approach, or combination of approaches, may prove optimal in early years contexts. Purpose The study sought to explore the relative merits of using (1) semi-structured interview and (2) video-elicitation interview approaches to gain deeper understanding of the connections between teachers' perspectives and practices within kindergarten education. Methods An in-depth, qualitative enquiry was undertaken. This included classroom observations, semi-structured interviews, and video-elicitation interviews from 20 kindergarten classrooms in Ontario, Canada. Interview data were thematically analysed. Findings The analysis indicated that video-elicitation interviewing influenced the structure and content of participants' responses when compared with semi-structured interviews, providing additional and valuable insights into the ever-present negotiation between perspectives and practice. Conclusion The study highlights how semi-structured and video-elicitation interview approaches each offer particular strengths and limitations, and can be used independently or in combination to gain a deeper understanding of the connection between teachers' perspectives and their classroom practices. The selection of one approach, or combination of approaches, needs to be carefully aligned with the overarching research goals of a study.

Quesnay, P., & Poumay, M. (2022, juin 1). **Deux stratégies pour accompagner la mise en œuvre de l'approche par compétences dans les formations en santé.** 23. <https://doi.org/10.1051/pmed/2022011>

Objectifs d'apprentissage Cet atelier s'adresse à des personnes qui souhaitent amorcer un changement pédagogique vers l'approche par compétences (APC). Au moyen de cet atelier, les participants seront en mesure de : •Discerner les éléments clés et les conditions de mise en œuvre (freins et leviers) de deux stratégies de changement curriculaire (l'une institutionnelle, soutenue par une équipe d'accompagnateurs mandatés par une structure de formation, l'autre initiée par un individu-tercésateur interne à la structure) •Discuter la transférabilité de ces stratégies pour accompagner la mise en œuvre de l'APC dans leur contexte institutionnel Principes pédagogiques (100 mots max) L'animation de cet atelier s'inscrit dans une perspective socio-constructiviste, où l'apprentissage repose sur un processus actif au moyen de la participation du groupe. Ainsi, l'atelier s'appuiera sur un temps d'exposé interactif sur le thème des éléments clés et conditions des deux stratégies de changement vers l'APC. Puis les participants seront invités à des temps d'élaboration en groupe pour discuter la re-contextualisation de ces stratégies à leur propres contextes institutionnels. Il est conseillé aux participants d'être déjà familiarisés avec les principes de l'APC. Description de l'atelier Court argumentaire : Dans les instituts de formation en santé, la mise en œuvre d'une approche par compétences (APC) peut représenter une difficulté. En effet, l'APC nécessite une révision de l'ingénierie pédagogique et des apprentissages spécifiques pour les membres de l'équipe pédagogique, tant au niveau individuel, collectif qu'institutionnel. Des stratégies de changement curriculaire peuvent permettre d'accompagner la mise en œuvre de l'APC. Deux d'entre elles reposent sur des modalités complémentaires, l'une institutionnelle et soutenue par une équipe d'accompagnateurs mandatés par un institut de formation, l'autre initiée par un individu-tercésateur interne à l'institut. A travers cet atelier, nous vous proposons de discuter les caractéristiques et conditions de ces deux stratégies de changement curriculaire ainsi que leur applicabilité dans votre institut de formation. Références bibliographiques 1. Quesnay P, Poumay M, Gagnayre R. Accompagner la mise en œuvre de l'approche par compétences dans les formations en santé : perspectives d'une stratégie de changement pragmatique portée par un individu tercésateur dans un institut de formation en ostéopathie. *Pédagogie Médicale*. A paraître en 2022. 2. Henderson C, Beach AL, Finkelstein N. Four Categories of Change Strategies for Transforming Undergraduate Instruction. In: Tynjälä P, Stenström M-L, Saarnivaara M, éditeurs. *Transitions and Transformations in Learning and Education* [Internet]. Dordrecht: Springer Netherlands; 2012. p. 223-45. 3. Parent F, Aiguier G, Berkesse A, Reynaerts M, Rolland F, Wardavoit H, et al. Penser l'éthique des curriculums de formation professionnelle en santé au regard d'une perspective épistémologique de « l'agir-en-santé ». *Pédagogie Médicale*. 2018;19(3):127-35.

Radkowsch, A., Sommerhoff, D., Nickl, M., Codreanu, E., Ufer, S., & Seidel, T. (2023). **Exploring the diagnostic process of pre-service teachers using a simulation – A latent profile approach.** *Teaching and Teacher Education*, 130, 104172. <https://doi.org/10.1016/j.tate.2023.104172>

Assessing students' understanding is central for teachers. While research has focused on factors affecting accuracy as a main performance measure of diagnosing, less is known about teachers' diagnostic process. This study investigated the diagnostic process of pre-service teachers in a simulation using a person-centered approach. We examined the frequency of the diagnostic processes describing, explaining, and decision-making as well as their relation to dispositions and diagnostic performance. Findings show that participants' varying engagement in the diagnostic process is related to different levels

of knowledge, task value, and accuracy. We discuss consequences for the adaptive support of learning to diagnose.

Rakap, S., & Balikci, S. (2023). **Training preservice teachers to use evidence-based practices: Effects of coaching with performance feedback on teacher and child outcomes.** *Learning and Instruction*, 86, 101755. <https://doi.org/10.1016/j.learninstruc.2023.101755>

Three-term contingency trials (TCTs) involve planned/naturally occurring antecedents, child's demonstration of target behaviors, and planned/naturally occurring consequences. Positive relationships between teachers' frequent use of TCTs and children's learning were noted in literature. This study aimed to investigate impact of an intervention package including training and coaching with performance feedback on experienced and novice special education preservice teachers' use of TCTs and relationship between teachers' implementation and child outcomes through two single-case experiments using multiple baseline across participants design. Three special education preservice teachers and three children with disabilities participated in each study. Results indicated intervention package was effective in increasing preservice teachers' use of TCTs. Preservice teachers generalized their use and sustained it during maintenance sessions conducted after intervention ended. Furthermore, as frequency and accuracy of preservice teachers' implementation increased, percentage of children's correct responses in relation to target skills improved. Implications for future practice and research are discussed.

Rastrygina, A., & Ivanenko, N. (2023). **A pedagogy of freedom as a viable basis for implementing gender equality in Ukraine's educational institutions.** *International Review of Education*, 69(1), 143-174. <https://doi.org/10.1007/s11159-023-09995-9>

In the state policies of European Union (EU) member countries, gender issues have become one of the main priorities since the 1990s, and independent Ukraine and Ukrainian non-governmental organisations have also gradually joined this agenda. Over the past three decades, Ukraine has engaged in efforts to restructure its educational institutions and processes on the basis of democratic principles free from any form of discrimination, including gender-related discrimination. These efforts have been promoted through joint projects with UN Women and other international organisations. While gender equality improvement strategies are now reflected in Ukrainian legislation, they are not yet fully implemented on the ground. In the context of presenting their concept of a pedagogy of freedom as a viable basis for the implementation of gender equality in Ukraine's educational institutions, the authors analyse research literature devoted to addressing freedom and gender equality in educational policies. They conclude that individual learners' free self-determination, self-development and self-realisation can only be an effective factor in realising gender equality if pedagogical activity and learning spaces are designed to support the development of learners' full potential.

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

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

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

Roberts, G. J., Cote, B., Mehmedovic, S., Lerner, J., McCreadie, K., & Strain, P. (2023). **Integrating Behavior Support into a Reading Intervention for Fourth-Grade Students with Reading Difficulties and Inattention.** *Journal of Behavioral Education, 32*(2), 277-299. <https://doi.org/10.1007/s10864-021-09457-y>

Students with co-occurring reading difficulties and inattention tend to respond to reading interventions less favorably than those with reading difficulties without inattention. However, there is limited research on how to increase student engagement during reading instruction for these students. To support the engagement of students with co-occurring reading difficulties and inattention during reading instruction, the present study embedded antecedent- and consequence-based behavioral supports into an evidence-based reading curriculum to answer the following research question: What are the effects of integrating behavior supports into a reading intervention on student engagement relative to a reading intervention without behavior supports for fourth-grade students with co-occurring reading difficulties and inattention? The study used an ABAB withdrawal design. Study effects were evaluated by the What Works Clearinghouse visual analysis indicators and nonoverlapping data effect sizes. Results suggested the presence of a functional relation and large effect sizes for two of the three students in the study. Social validity data indicated that intervention was important and acceptable. Study findings suggest that embedding behavior supports into an evidence-based reading curriculum during small group reading instruction can be a feasible method for schools to address student engagement during reading instruction.

Roquet, P. (2021). **Professionalisation et évaluation: de nouvelles perspectives de recherche.** *Recherche et formation, (97), 91-102.* <https://doi.org/10.4000/rechercheformation.8230>

Questionner les processus d'évaluation dans la formation des enseignants n'est pas novateur en soi, mais tenter de relier cet ensemble de démarches théoriques et méthodologiques et de pratiques professionnelles sous l'angle de la professionnalisation, aiguise à la fois la curiosité intellectuelle, l'intérêt scientifique et permet d'explorer la diversité des pratiques éducatives et formatives. La cohérence conceptuelle et méthodologique des articles et la finalité scientifique déclarée par les...

Sarda, E., Kasatkina, O., & Vries, E. de. (2023). **How do lecturers conceptualise pedagogical innovations in higher education?** *Innovations in Education and Teaching International, 1.* <https://doi.org/10.1080/14703297.2023.2205871>

Sauret, O., & Coudert, M.-C. (2023). **Évaluons mieux, corrigeons moins**. Consulté à l'adresse <https://www.esf-scienceshumaines.fr/education/434-evaluons-mieux-corrigeons-moins.html>

Aujourd'hui, les notes et les évaluations sont sources de stress, voire de triche ou de stratégies d'évitement pour les élèves. En se focalisant sur les notes, les enseignants passent beaucoup de temps sur les copies, et ce au détriment des apprentissages. Pour redonner du sens aux apprentissages, Marie-Camille Coudert et Olivier Sauret proposent une nouvelle façon d'envisager et de construire l'évaluation: l'évaluation constructive. En s'appuyant sur une explicitation précise d'objectifs et de critères, elle donne ainsi des repères à l'élève qui sait quoi et comment apprendre. Celui-ci devient alors acteur de l'évaluation: il apprend à se tester, corriger ses erreurs, écrire son bilan... L'évaluation lui permet d'envisager l'apprentissage dans toutes ses dimensions, de la motivation à l'autorégulation. À travers une grille d'apprentissage réduite, l'évaluation constructive permet à l'enseignant de focaliser le dialogue sur les apprentissages et de dégager du temps pour les besoins individuels des élèves. Un livre-outil indispensable qui propose des pistes concrètes pour changer la dynamique de classe et redonner du sens aux notes.

Schmidt, K., Edelsbrunner, P. A., Rosman, T., Cramer, C., & Merk, S. (2023). **When perceived informativity is not enough. How teachers perceive and interpret statistical results of educational research**. *Teaching and Teacher Education*, 130, 104134. <https://doi.org/10.1016/j.tate.2023.104134>

Teachers are encouraged to inform their professional actions by evidence. Consequently, it is important to know how they perceive and understand statistical results. In a representative sample of 414 teachers, we presented typical descriptions of inferential statistics and effect sizes. Results suggest that teachers perceive the standard significance statement, Cohen's U_3 , and a combined description of inferential statistic and effect size as most informative. Overall, however, they do not disentangle inferential statistics and effect sizes correctly. Designing informative and easy-to-understand science communication appears to be challenging. Hence, we suggest to also foster teachers' research literacy to improve their evidence-informed actions.

Seisekeyeva, N. B., Chnane-Davin, F., Askarova, G. K., & Bokizhanova, G. K. (2022). **Pedagogical aspects of the formation of communication skills in French**. *Bulletin of the Karaganda University. Pedagogy Series*, 105(1), 153. <https://doi.org/10.31489/2022Ped1/153-160>

This article discusses the problems and prospects of the development and teaching of French as a second foreign language in the Republic of Kazakhstan. The necessity of the improvement of multilingualism in Kazakhstan is a priority for the evolution of the state in modern conditions. Special attention is paid to the contribution of the French Embassy in Kazakhstan to the active development of French as a second foreign language. The article deals with the historical moments of the development of the French language, the prospects of learning French, the current state of the French language in Kazakhstan. We provide the results of a scientific and analytical survey on the use of pedagogical platforms for the formation of communication skills. This qualitative study revealed methods for the development of students' oral communication in French. During our research, we have identified the need to develop the formation of communication skills in French through pedagogical platforms. The results of this scientific work will be available to teachers of French as a foreign language.

Sinharay, S. (2023). **Measuring the Uncertainty of Imputed Scores**. *Journal of Educational Measurement*, 60(2), 351-375. <https://doi.org/10.1111/jedm.12352>

Technical difficulties and other unforeseen events occasionally lead to incomplete data on educational tests, which necessitates the reporting of imputed scores to some examinees. While there exist several approaches for reporting imputed scores, there is a lack of any guidance on the reporting of the uncertainty of imputed scores. In this paper, several approaches are suggested for quantifying the uncertainty of imputed scores using measures that are similar in spirit to estimates of reliability and standard error of measurement. A simulation study is performed to examine the properties of the approaches. The approaches are then applied to data from a state test on which some examinees' scores had to be imputed following computer problems. Several recommendations are made for practice.

Son, S.-H. C., Baroody, A. E., & Opatz, M. O. (2023). **Measuring preschool children's engagement behaviors during classroom shared reading: Construct and concurrent validity of the shared reading engagement rating scale**. *Early Childhood Research Quarterly*, 64, 47-60. <https://doi.org/10.1016/j.ecresq.2023.02.001>

Young children's engagement in shared reading refers to the extent of children's attention, behavioral involvement, and enjoyment during shared reading and has been treated as an indicator of reading-related motivation. In this study, we examined the Shared Reading Engagement Rating Scale, a measure of young children's engagement in classroom shared reading, and tested its validity using data collected from Head Start children (n = 263). We conducted explorative factor analysis and identified two factors, active and interactive engagement. Confirmatory factor analysis validated the proposed constructs of children's shared reading engagement. Multilevel simultaneous modeling showed that children's interactive engagement (not active engagement) significantly predicted early literacy skills in letter-word identification, picture vocabulary, sound awareness, and print awareness. The levels of shared reading engagement and their predictability of early literacy did not differ by children's gender or their home language.

Šumatić, M., Malmberg, L.-E., Gregoriadis, A., Grammatikopoulos, V., & Zachopoulou, E. (2023). **Child, teacher and preschool characteristics and child-teacher relationships in Greek preschools**. *Early Childhood Research Quarterly*, 64, 355-367. <https://doi.org/10.1016/j.ecresq.2023.04.008>

Three dimensions of child-teacher relationships (derived from the Student-Teacher Relationship Scale) closeness, conflict and dependency have been conceptualized and investigated. In individualistic cultures a close relationship has been associated with children's academic performance and behavioural adjustment, conflictual relationships have been associated with maladjustment and externalising behaviours, and the dependency dimension has been negatively associated with closeness. We expand previous studies by first investigating the factor structure of the STRs amongst 2,130 preschool children and their 267 teachers in a collectivistic culture, Greece. Second, we investigated effects of child (gender, age, country of origin and special educational needs), teacher (teacher gender, age and affective well-being), and preschool characteristics (school-type, number of children, observed quality using the Early Childhood Environment Rating Scale-Revised (ECERS-R), on STRS. Using exploratory structural equation modelling (ESEM) adjusting for differences between preschools we

replicated the three-factor solution of the STRS. Consistent with previous studies in collectivistic cultures, closeness and dependency were positively (not negatively) associated. Children's gender and teachers' affective well-being were found to be consistently associated with all three dimensions of the STRS. In conclusion, the STRS can capture the relationship accurately in a Greek early years setting, and the analysis has demonstrated that the three STRS dimensions are associated with different child and teacher characteristics.

Tenglet, E. (2023). **Quiet in class? Exploring discourses on verbal participation.** *Educational Research*, 65(2), 230-247. <https://doi.org/10.1080/00131881.2023.2203138>

Background Verbal participation in the classroom is generally considered to contribute to positive student engagement and learning outcomes. Students are often required to demonstrate their learning in class by, for example, raising their hands and answering questions. However, there are students who remain quiet in the classroom, and are not responsive to invitations to participate. As quietness and low levels of verbal participation in class are often perceived and positioned as problematic in many educational systems and settings, more needs to be understood about the notion of students' verbal participation and the implications for supporting all students' learning journeys through school. Purpose The study sought to explore how students' verbal participation was constructed and positioned in the narratives of parent-teacher conferences. Method A Swedish corpus of audio recordings and transcriptions of parent-teacher conferences with 24 students in years 5 and 6 (approximate student ages 10–12) across five schools was utilised as the basis for the investigation. Through an interactionally-oriented narrative approach, a collection of stories about verbal participation was identified. These stories were analysed using the concept of narrative positioning. Three stories from the collection were selected to demonstrate, in greater depth, aspects of how students' verbal participation was constructed and how discourses unfolded. Findings The analysis demonstrated diversity in terms of how discourses were employed and how students were positioned in the narratives about verbal participation. Prevalent discourses drew on notions of learning, affect and assessment and were identified as pedagogical, psychological and performative discourses. Conclusions The study highlights how verbal participation tends to be constructed as an individual undertaking, with the implication being that students are assigned individual responsibility for this. As students are usually encouraged to make the most of their verbal participation in class, the study gives rise to important and complex questions in terms of challenging assumptions about how best to support student learning, particularly in the case of students who remain quiet in the classroom.

Thien, L. M., Liu, S., Yee, L. Q., & Adams, D. (2023). **Investigating a multiple mediated-effects model of instructional leadership and teacher professional learning in the Malaysian School Context: A partial least squares analysis.** *Educational Management Administration & Leadership*, 51(4), 809-830. <https://doi.org/10.1177/17411432211009892>

The poor student performance in the Programme for International Student Assessment has urged the Malaysian authorities to upskill teachers' professional learning. However, little is known about how instructional leadership contributes to teacher professional learning, especially in the Malaysian context. This study seeks to investigate the direct relationship between principal instructional leadership and teacher professional learning through the mediating effects of teachers' trust in the principal and self-efficacy in a multiple mediated-effects model. Data were collected from 335 primary and secondary

school teachers in Penang, Malaysia. A partial least squares structural equation modelling approach was used for data analysis. The results found that the relationship between principal instructional leadership and teacher professional learning is mediated by teachers' trust in the principal and self-efficacy. Implications for theory and knowledge are presented.

To, K. H., Yin, H., Tam, W. W. Y., & Keung, C. P. C. (2023). **Principal leadership practices, professional learning communities, and teacher commitment in Hong Kong kindergartens: A multilevel SEM analysis.** *Educational Management Administration & Leadership*, 51(4), 889-911. <https://doi.org/10.1177/17411432211015227>

In response to the needs for kindergarten principals to foster teachers' capacities and commitment, this study examined the relationships between professional learning communities, principal leadership practices, and teacher commitment to kindergartens among 2106 teachers from 153 Hong Kong kindergartens, analyzing by using multilevel structural equation modeling. The result showed that principal leadership practices facilitated the development of professional learning communities at school and teacher levels, and exerted a direct effect on teacher commitment at the teacher level. However, the mediating effects of different professional-learning-community components were found distinctive. Implications for leading kindergartens in the reform time are discussed.

Venara-Garçon, S. (2021). **Eveil à la diversité linguistique : comment améliorer les compétences de compréhension de l'oral des élèves et favoriser l'apprentissage des langues** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04123955>

Notre thèse porte sur le développement des compétences de compréhension de l'oral au sein de situations mises en oeuvre à l'école maternelle dans le cadre de l'éveil à la diversité linguistique et culturelle. Elles prennent appui sur les cultures et les langues familiales. L'objectif dans un premier temps est d'identifier les capacités incorporées par les élèves de l'école maternelle qui leur permettent d'entrer dans un travail de compréhension de l'oral d'une langue étrangère. Puis dans un second temps, d'étudier comment ces capacités peuvent être adaptées à de nouveaux problèmes intégrant un travail de compréhension de l'oral. À ces fins, nous étudions trois séquences didactiques, mises en oeuvre et analysées au sein d'une ingénierie coopérative. L'étude de la première séquence vise l'observation des mécanismes de compréhension de l'oral que de jeunes élèves activent dans des situations d'écoute en langue étrangère lors de la présentation de recettes. L'analyse des deux séquences suivantes consacrées à l'étude de comptines porte sur les effets des dispositifs d'enseignement-apprentissage sur le développement des stratégies de compréhension de l'oral I des élèves. Pour réaliser notre étude nous avons mobilisé divers cadres théoriques. Tout d'abord, nous nous sommes efforcées de définir le concept de comprendre selon une épistémologie de l'ascension de l'abstrait au concret en puisant dans le champ des sciences humaines et sociales. Puis, pour mener nos analyses des situations didactiques, nous avons mobilisé des notions issues de la psychologie cognitive, de la didactique des langues et des cultures et de la théorie de l'action conjointe en didactique.

Verbeek, L., Vissers, C., Kleemans, T., Scheper, A., & Verhoeven, L. (2023). **Early intervention of language and behavior in monolingual and bilingual preschoolers with**

Developmental Language Disorders. *Early Childhood Research Quarterly*, 64, 106-118.
<https://doi.org/10.1016/j.ecresq.2023.02.007>

In the present study, we investigated Dutch language and behavior progress in monolingual and bilingual preschoolers with developmental language disorders (DLD). All were enrolled in an early intervention program targeting language and communication in interaction. Following a pretest–posttest design, 100 monolingual children (MAGE = 3;5) and 50 bilingual children (MAGE = 3;6) were tested on receptive and expressive vocabulary, language comprehension, and sentence production in Dutch as L1 versus L2. Pedagogical therapists rated children’s internalizing and externalizing behavioral problems before and after the intervention. Results showed that monolingual and bilingual children improved their Dutch language abilities during the intervention, with no increase in behavioral problems. Bilingual children obtained lower Dutch language scores than monolingual peers. There was no evidence for differences in behavior problems between the groups. Furthermore, for both groups, better receptive vocabulary abilities, less progress in expressive vocabulary, and greater progress in language comprehension and sentence production during the intervention were related to fewer internalizing behaviors after the intervention. We conclude that strengthening Dutch language development during the intervention may also prevent the occurrence of internalizing behavioral problems in both monolingual and bilingual children with DLD.

Williams, J. A., Mallant, C., & Svajda-Hardy, M. (2023). **A Gap in Culturally Responsive Classroom Management Coverage? A Critical Policy Analysis of States’ School Discipline Policies.** *Educational Policy*, 37(5), 1191-1216. <https://doi.org/10.1177/08959048221087213>

A signature item that beleaguers most teachers is classroom management. Recognizing the futility of punitive classroom management within school discipline practices, Weinstein and colleagues forged culturally responsive classroom management (CRCM). While nearly 20 years of scholarship highlights the importance of teachers employing CRCM to reduce their reliance on punitive discipline approaches, which are disproportionately skewed against students of color, there exists a gap between educational research and educational policies concerning the use of CRCM in schools. We employed a critical policy analysis to determine the existence of CRCM in student code-of-conduct policies, across all 50 states. Our findings highlight an absence of CRCM in states’ policies, and limited support for the incorporation of CRCM in schools and school districts. Ultimately, an opportunity awaits stakeholders (teachers, school districts, education preparation programs, and policymakers) to reform educational policies and the tools teachers can employ to affirm and sustain students’ learning environments.

Wills, H. P., Caldarella, P., Williams, L., Fleming, K., & Chen, P.-Y. (2023). **Middle School Classroom Management: A Randomized Control Trial of Class-wide Function-Related Intervention Teams for Middle Schools (CW-FIT MS).** *Journal of Behavioral Education*, 32(2), 189-211. <https://doi.org/10.1007/s10864-021-09455-0>

Middle school is a cornerstone for success in high school. However, cognitive, emotional, and behavioral engagement of adolescents often decline as they transition from elementary to middle school, resulting in lower school grades and more challenging behaviors, especially for adolescents with or at risk for emotional and behavioral disorders (EBD). Class-wide function-related intervention teams (CW-FIT), a classroom management program based on school-wide positive behavior support, has been found to be effective in elementary general and special education classrooms. The present study, a randomized control trial of CW-FIT for middle schools (CW-FIT MS), evaluated the

effects on class-wide on-task behavior, as well as the on-task and disruptive behaviors of students identified as at risk for EBD. Participants included 629 students (70 identified as at risk) enrolled in 28 middle school classrooms across five Title I schools representing diverse geographic, ethnic, and socioeconomic areas. The study also addressed research questions regarding effects of the intervention on teacher praise and reprimands, as well as teacher and student social validity. Results suggested that CW-FIT MS was associated with improvements in class-wide and at-risk student on-task behavior, student disruptions, teacher praise, and teacher reprimand rates. Both teachers and students reported the intervention to be socially valid. Study limitations and areas for future research are addressed.

Zeeb, H., Ibach, A., Voss, T., & Renkl, A. (2023). **How does teachers' noticing of students' fixed mindsets relate to teachers' knowledge, beliefs, and experience? An exploratory study.** *Teaching and Teacher Education*, 130, 104170. <https://doi.org/10.1016/j.tate.2023.104170>

Students' belief that abilities are unchangeable (fixed mindset) can hamper learning. Teachers should thus be able to recognize such problematic beliefs. We explored whether teachers' skills to notice students' fixed mindset were related to teachers' knowledge about learners' beliefs, teachers' mindset, and their experience. Our sample included pre-service and in-service mathematics teachers (N = 112). Noticing (i.e., attending and interpreting) was measured with text scenarios. Results indicate that knowledge supported noticing, especially interpreting, whereas teachers' growth mindset was unrelated to noticing. Experience was associated with less declarative knowledge and, in turn, with less noticing.

Zhan, Y., Yan, Z., Wan, Z. H., Wang, X., Zeng, Y., Yang, M., & Yang, L. (2023). **Effects of online peer assessment on higher-order thinking: A meta-analysis.** *British Journal of Educational Technology*, 54(4), 817-835. <https://doi.org/10.1111/bjet.13310>

Online peer assessment (OPA) has been increasingly adopted to develop students' higher-order thinking (HOT). However, there has not been a synthesis of research findings on its effects. To fill this gap, 17 papers (published from 2000 to 2022) that reported either a comparison between a group using OPA (n = 7; k = 22) and a control group or a pre-post comparison (n = 10; k = 17) were reviewed in this meta-analysis. The overall effect of OPA on HOT was significant (g = 0.76). Furthermore, OPA exerted more significant effects on convergent HOT (eg, critical thinking, reasoning and reflective thinking; g = 0.97) than on divergent HOT (eg, creativity and problem-solving; g = 0.38). Reciprocal roles and anonymity were found to positively moderate the impacts of OPA on HOT, although their moderating effects were not statistically significant because of small sample size of studies in the analysis. The results of the meta-analysis reinforce the arguments for regarding OPA as a powerful learning tool to facilitate students' HOT development and reveal important factors that should be considered when adopting OPA to enhance students' HOT. Practitioner notes What is already known about this topic Online peer assessment (OPA) has significant positive impacts on learning achievement. OPA has been regarded as a potential approach to cultivating students' higher-order thinking (HOT) but has not been proved by meta-analysis. OPA should be carefully designed to maximise its effectiveness on learning. What this paper adds OPA has been proved to significantly positively influence students' HOT via meta-analysis. OPA exerted more significant effects on convergent HOT than on divergent HOT. The potential of reciprocal roles and anonymity for moderating the impacts of OPA on HOT should not be

underestimated. Implications for practice and/or policy OPA could be a wise choice for practitioners when they help students to achieve a balanced development of HOT dispositions and skills. Students' divergent HOT can be encouraged in their uptake of peer feedback and by allowing them autonomy in deciding assessment criteria. OPA with design elements of reciprocal roles and anonymity has great potential to promote students' HOT.

Relation formation-emploi

Caro, P., & Checcaglini, A. (Éd.). (2023). **Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ?** Consulté à l'adresse <https://www.cereq.fr/jdl2023>

Chaque année depuis 1994, les journées du longitudinal (JDL) constituent un temps fort de la vie scientifique du Céreq. Elles sont co-organisées par le Céreq et un des centres associés de son réseau implantés dans des laboratoires ou des unités de recherche. C'est le centre associé de Caen ESO (UMR Espaces et Sociétés) qui accueille les XXVIIIèmes journées. Elles sont l'occasion d'échanges autour de la relation formation-emploi à travers des méthodes longitudinales quantitatives et qualitatives. Le thème choisi, « territoire et parcours », illustre l'analyse des rapports entre société et espace qui mobilise les géographes dans un contexte interdisciplinaire. Le territoire est marqué par une importante variété de contextes économiques, sociaux, productifs, démographiques, etc. Leur combinaison produit des disparités territoriales dont la prise en compte favorise la production de connaissances nouvelles. Les XXVIIIèmes journées sont l'occasion de s'interroger sur la façon dont l'analyse longitudinale de la relation formation emploi au cœur des JDL peut s'enrichir de l'introduction d'une dimension spatiale.

Champy-Remoussenard, P., & de Miribel, J. (2021). **Entrepreneuriat et esprit d'entreprendre.** *Recherche et formation*, (97), 63-74. <https://doi.org/10.4000/rechercheformation.8200>

Si les usages du registre entrepreneurial sont très présents dans la société, ils reposent sur nombre d'ambiguïtés et d'ambivalences qui en caractérisent le lexique. Cet article revient sur les termes entreprendre, entrepreneuriat et entrepreneur, certains aspects de leur construction et de leurs usages, pour proposer un développement plus centré sur les possibilités analytiques qu'offre une entrée par les mots. Analysant la portée des ambiguïtés, des ambivalences et controverses dans ce champ lexical, l'article ouvre des perspectives d'analyse plurielles de l'éducation à l'esprit d'entreprendre.

Champy-Remoussenard, P., & Starck, S. (2021). **Comment et pourquoi l'éducation à l'esprit d'entreprendre questionne l'évolution du système éducatif français ?** *Recherche et formation*, (97), 9-15. <https://doi.org/10.4000/rechercheformation.8120>

Le développement de l'esprit d'entreprendre ou d'entreprise figure aujourd'hui à l'agenda des politiques éducatives et de formation d'une majorité de pays dans le monde et engage des changements notables dans leur offre éducative, même si cela s'observe sous des formes et à des degrés divers (Commission européenne/EACEA/Eurydice, 2016). Il revient dès lors au champ scientifique de rendre intelligible ce nouvel objet du paysage éducatif. Sa proximité avec les intérêts économiques, le poids et ...

de Miribel, J., & Sido, X. (2021). **Consensus et allants de soi dans les formes d'opérationnalisation de l'éducation à l'esprit d'entreprendre**. *Recherche et formation*, (97), 17-30. <https://doi.org/10.4000/rechercheformation.8125>

Cet article questionne des formes d'opérationnalisation de l'éducation à l'esprit d'entreprendre (EEE). Ce faisant, il discute trois dimensions implicites sur lesquelles reposent les principes pédagogiques privilégiés dans les démarches d'EEE : l'activité, le concret et le projet. Le texte examine trois dispositifs déployés dans l'enseignement secondaire et supérieur. Dans un contexte marqué par la volonté des pouvoirs publics de développer l'entrepreneuriat, la recherche présentée vise en extension à contribuer à l'analyse des tensions dans les relations entre éducation-formation et travail.

Geven, S., & Spörlein, C. (2023). **Who benefits from school-to-work linkages in the labour market? A comparison between natives, migrants educated abroad, and those educated domestically**. *European Sociological Review*, 39(3), 418-432. <https://doi.org/10.1093/esr/jcac038>

Recent research suggests that people with more occupation-specific qualifications (i.e. qualifications that link to a smaller set of occupations) experience greater benefits in the labour market. Based on human capital, signalling and credentialing theory, we argue that these benefits may vary between the native majority population, individuals with a migration background who hold a foreign qualification, and individuals with a migration background with a domestic qualification. Using data from the German Microcensus, we find that for both the native majority and immigrants with a domestic qualification, holding a more occupation-specific qualification relates to a higher chance of working in a position the individual is educated for in terms of both level and field. Holding a more occupation-specific qualification also relates to higher labour market returns (i.e. income and occupational status) for those who work in a job for which they are educated, yet is mostly negatively related to the labour market returns for those who do not work in a job for which they are educated. Migrants with a foreign qualification profit less from holding occupation-specific qualifications and suffer more from their associated disadvantages.

Kunegel, J.-R., & Revest, V. (2023, juin 8). **L'université doit-elle se mettre au service de l'économie ? Retour sur un débat vieux de plusieurs siècles**. Consulté 12 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/luniversite-doit-elle-se-mettre-au-service-de-leconomie-retour-sur-un-debat-vieux-de-plusieurs-siecles-206810>

L'intérêt des universités pour leur environnement économique est apparu au XI^e siècle avant un recentrage sur les missions de recherche et d'enseignement à partir de la Renaissance.

Réussite scolaire

Borgen, S. T. (2023). **Masked by the mean: immigrants in school and differential effects on student achievements**. *European Sociological Review*, 39(3), 333-351. <https://doi.org/10.1093/esr/jcac035>

Immigrant inflows to Europe have changed student compositions in and across schools. Despite the strong intuition that peers matter for student outcomes, a comprehensive literature finds nil or moderate effects of immigrant peers. This study explores three reasons for this mismatch. First, it uses quantile regressions to reveal whether estimates on the average of the outcome mask differential effects across the outcome distribution. Second, it estimates the effect of attending schools with different immigrant shares, which is a composite of peer effects and the effects of school traits. Third, it compares

the effects on teacher-assigned grades and objective standardized tests to explore whether the effects of immigrant share are influenced by teachers' grading practices. The results show that high achievers in schools with higher immigrant shares get better grades from their teachers, likely because they are assessed relative to peers with lower academic and socioeconomic levels. However, they show no sign of improved test scores. In contrast, low achievers obtain better test scores when having immigrant peers and this academic improvement is not explained by the general academic and socioeconomic level among peers. The findings demonstrate that effects on the mean outcome mask differential effects across outcome distributions.

Dollmann, J., Jonsson, J. O., Mood, C., & Rudolphi, F. (2023). **Is 'immigrant optimism' in educational choice a problem? Ethnic gaps in Swedish upper secondary school completion.** *European Sociological Review*, 39(3), 384-399. <https://doi.org/10.1093/esr/jcad023>

In many Western countries, researchers have documented ambitious educational choices among students of immigrant origin, for example, the tendency to choose academically more demanding routes than others at given levels of school achievement (e.g. grades, GPA). While this may indicate integration, some warn against an 'immigrant optimism trap', because choosing more demanding tracks at lower levels of GPA may increase risks of non-completion. Using longitudinal Swedish population data ($n \approx 90,000$), we estimate an upper secondary 'ethnic completion gap' of 12 per cent to the detriment of students of immigrant background. We then address the 'trap hypothesis' via two analyses. The first shows that if students of immigration background would make similar educational choices as other students at the same GPA, the completion gap would shrink by 3.4 percentage points. The second analysis, based on simulations, suggests that restricting admission to academic programmes based on prior GPA, would lead to a massive relocation of low- and mid-GPA students to—usually less demanding—vocational programmes, but would only reduce the completion gap by 2.2 percentage points. These changes must be considered marginal in view of the substantial restrictions of choice that either of these measures would entail. We conclude that completion gaps are not primarily a result of unfounded immigrant optimism, and that optimistic choices are likely to be a net positive for integration by improving the chances of immigrant youth to reach tertiary-level qualifications and professional occupations.

Ferrara, A. (2023). **Aiming too high or scoring too low? Heterogeneous immigrant–native gaps in upper secondary enrollment and outcomes beyond the transition in France.** *European Sociological Review*, 39(3), 366-383. <https://doi.org/10.1093/esr/jcac050>

The children of immigrants usually make more ambitious enrolment choices than native students with comparable socioeconomic status and academic achievement. Less is known about how ethnic choice effects vary by socioeconomic status and previous achievement simultaneously, and whether they only hold true for some immigrant–native comparisons. Moreover, few studies investigate outcomes after the educational transition, so the consequences of ambitious choices remain unclear. I investigate immigrant–native gaps in the decision to enroll in academic upper secondary education and in outcomes after the transition for two cohorts of French students. I find that ethnic choice effects are positive only for students with an intermediate or working class background, and are largest for those with lower to middle achievement from the working class. Migrant disadvantages in outcomes after the transition were reduced between cohorts. In the latest cohort, immigrant-origin and native students enrolled in

academic upper secondary were equally likely to complete the track and enroll in tertiary education. However, immigrant-origin students were still disadvantaged in terms of graduation track, grades, and timing. Using counterfactual reweighting strategies, I show that similar and substantial portions of these disadvantages were explained by the ambitious academic choices and lower prior performance of immigrant-origin students. However, while their ambitious choices also increase enrolment rates and hence overall attainment for immigrant-origin students, their lower prior performance reduces both. I suggest that policies should reduce immigrant disadvantages in early achievement to allow high-aspiring, yet often disadvantaged, immigrant-origin students to succeed in ambitious educational paths.

Hassan, S., Hvidtfeldt, C., Andersen, L. H., & Udsen, R. O. (2023). **Do refugee children impair the academic performance of native children in the school? Informative null results from Danish Register Data.** *European Sociological Review*, 39(3), 352-365. <https://doi.org/10.1093/esr/jcac059>

Discussions concerning the social impact of accepting refugee immigrants arise each time large numbers of refugees apply for protection in rich countries. However, little evidence exists on how the integration of refugees into core welfare institutions affects native citizens who depend on and interact with these institutions. In this paper, we focus on whether receiving refugees in a school cohort affects the academic performance of natives, using administrative data from Denmark, which contain test scores on all children in public schools. We exploit variation in the timing of refugees' entrance to schools to facilitate causal estimates. Our findings show that refugees tend to cluster in schools that had poorer performance even prior to the refugees' arrival. When we take this selection pattern into account, the effect of receiving refugees on the academic performance trajectory of natives is both statistically insignificant and substantially unimportant.

Hermansen, A. S. (2023). **Ethnic enclaves, early school leaving, and adolescent crime among immigrant youth.** *European Sociological Review*, 39(3), 400-417. <https://doi.org/10.1093/esr/jcac034>

Spatial concentration of immigrant minorities raises concerns about the intergenerational consequences of place-based ethnic inequalities. This study asks how socioeconomic properties of the ethnic neighbourhood environment during adolescence predict future criminal behaviour and early school leaving among immigrant youth using administrative data from Norway. The results show that immigrant youth's adolescent exposure to better-educated immigrant neighbours from the same origin country is related to lower risks of criminal engagement and higher likelihoods of completing upper-secondary education, while growing up in areas with less-educated coethnics is associated with adverse outcomes. Although effect sizes are modest, these relationships are robust to adjustment for a broad set of background characteristics and fixed effects at the level of neighbourhoods and national-origin groups. Coethnic neighbours' educational resources are more strongly associated with adolescent crime and early school leaving among immigrant youth from disadvantaged family backgrounds. Overall, these findings support the predictions of influential theories of assimilation which emphasize that access to social capital and socioeconomic resources found within local ethnic enclaves shape the future life chances of immigrant youth.

Hodge, J. D., & Cunningham, M. (2023). **Academic Self-esteem as a Buffer Between Negative Youth Experiences and Academic Achievement in African American Adolescents.** *Youth & Society*, 55(5), 824-847. <https://doi.org/10.1177/0044118X211063919>

The study examines if African American adolescents' academic self-esteem moderates relations between negative youth experiences and academic achievement. Grounded in a PVEST perspective, the study collected responses from 364 Black adolescents (69% girls) in a southern, urban city. The primary finding in the study confirmed the hypothesis that students who report more negative youth experiences would also report lesser achievement and that negative relations would be buffered by the presence of Academic Self-Esteem. The study also outlines sex differences as Black males appear to be more vulnerable to negative youth experiences. Despite reporting more encounters with neighborhood-based discrimination, Black males appear to benefit academically when negative experiences are coupled with high academic self-esteem. The highest achievement in our sample was reported by students with high academic self-esteem who also reported higher instances of negative youth experiences. Intervention efforts and suggestions for future directions are discussed.

Johnson, A. (2023). **Achievement and Growth for English Learners.** *Educational Policy*, 37(4), 1044-1069. <https://doi.org/10.1177/08959048211049419>

This study reports achievement and growth from kindergarten to fourth grade for three groups of English Learners (ELs): (a) ever-ELs; (b) ELs consistently eligible for service; and (c) EL and Special Education dually-identified students. All three EL groups had lower test scores than never-ELs throughout K-4. In math, ELs grew more than never-ELs during academic years but lost more during summers. In reading, ELs grew less than never-ELs in K-1 and grew more in later grades, but ELs also lost more during summers. These findings suggest summer support is required to help ELs maintain and develop academic skills.

Keppens, G. (2023). **School absenteeism and academic achievement: Does the timing of the absence matter?** *Learning and Instruction*, 86, 101769. <https://doi.org/10.1016/j.learninstruc.2023.101769>

A large body of research demonstrates that school absenteeism is detrimental to learning, academic achievement and educational outcomes. However, questions remain whether this relationship varies according to the timing and reasons of absenteeism. Using time-stamped administrative school attendance data among 62,841 students enrolled in secondary education, this study examined whether the association between school absenteeism and student's examination results at the end of the school year varies with the timing and reasons of absenteeism. The findings show that unexcused absenteeism, sickness absenteeism and school exclusion all have a negative impact on student's academic achievement. In addition, the findings suggested that unexcused absenteeism is more harmful at the beginning of the school year and at the end of the school year. Sickness absenteeism seems also more harmful at the end of the school year. In the discussion I elaborate on the implications of these findings for policy and practice.

Le Clère, F. (2019). **Le travail du lien éducatif. Recherche socio-clinique d'orientation psychanalytique à partir d'interventions aux côtés de professionnels impliqués dans des dispositifs dédiés aux adolescents décrocheurs.** (Phdthesis, Université Vincennes Saint-Denis Paris 8). Consulté à l'adresse <https://hal.science/tel-04116180>

La thèse appréhende le décrochage scolaire à travers les théories sociologiques et les travaux psychopédagogiques, qui en même temps qu'ils cherchent à le définir et

l'analyser, l'ont construit comme objet scientifique, politique et comme enjeu des pratiques d'enseignement et d'éducation. L'auteur se propose de construire de nouveaux éclairages sur cette situation éducative contemporaine que constitue le décrochage scolaire adolescent. Trois champs d'analyse du décrochage sont explorés et mis en discussion au fil de la thèse : un premier sur la notion de socialisation divergente des adolescents, un second sur les entraves à la construction du rapport aux savoirs et un troisième autour de l'impasse de la relation éducative. La recherche a été menée à travers trois interventions aux côtés d'équipages éducatifs œuvrant dans le champ de la lutte contre le décrochage. Le chercheur appréhende les effets subjectifs, collectifs et institutionnels de ce qu'il qualifie de mésinscription adolescente. Il analyse ainsi les dynamiques psychosociales et inconscientes au sein des équipages et leurs effets sur l'accompagnement éducatif des dits « décrocheurs ». Se démarquant de la plupart des travaux sur le décrochage scolaire, l'approche socio-clinique d'orientation psychanalytique adoptée a permis de mettre en évidence, à chaque fois, les impasses d'une relation éducative et pédagogique dans sa confrontation aux problématiques de la construction adolescente. L'auteur élabore au fil de la thèse une réflexion sur ce qu'il appelle un « travail du lien éducatif » et soutient que le décrochage scolaire procède d'une difficulté de certains jeunes à entrer dans le travail adolescent et montre comment cette mésinscription génère une situation paradoxale productrice d'une « panne des interprétations » chez les adultes qui les accompagnent au quotidien ne faisant que renforcer une relation éducative en souffrance.

Muamba, M. K., Mutatayi, M. K., & Frenay, M. (2023). **Comprendre la persévérance et la réussite à l'université : de la nécessité de diversifier les approches culturelles et méthodologiques.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (202 volume 2). <https://doi.org/10.35562/diversite.3994>

La recherche sur la transition de l'enseignement secondaire vers l'enseignement supérieur, et l'adaptation à ce dernier ont une longue tradition. Les recherches ont évolué progressivement d'une approche par facteurs isolés cherchant à expliquer les taux de réussite ou d'échec vers la prise en compte de modèles plus complexes pour comprendre les processus de persévérance et de réussite, élargissant également le type de variables prises en compte. Cependant, les études ont été menées, dans leur large majorité, en contexte occidental. Dans cet article – à partir d'études récentes menées en Afrique francophone (RDC et Burundi), nous pointons l'intérêt de diversifier les approches méthodologiques, en questionnant la pertinence culturelle des outils et des approches, pour tenir compte de la pluralité des contextes sociaux et culturels. Nos résultats invitent également à relativiser certains des résultats actuels et à les replacer dans une approche plus nuancée et contextualisée permettant de penser les dispositifs d'accompagnement de la transition vers l'enseignement supérieur, en tenant compte des contextes et réalités éducatives spécifiques.

Park, E. S., McPartlan, P., Solanki, S., & Xu, D. (2023). **When Expectation Isn't Reality: Racial Disparities in Overestimation and STEM Attrition Among First-Year Students in College.** *The Journal of Higher Education*, 94(4), 526-556. <https://doi.org/10.1080/00221546.2022.2146570>

Existing research indicates that underrepresented-in-STEM racially minoritized students with similar academic preparation are less likely than their counterparts to persist in STEM, raising the question of factors that may contribute to racial disparities in STEM participation beyond academic preparation. We extend the current literature by first

examining race-based differences in what students expect to receive and their actual grades in introductory STEM college courses, a phenomenon termed as overestimation. Then, we assess whether overestimation differentially influences STEM interest and persistence in college. Findings indicate that first-year STEM students tend to overestimate their performance in general, and the extent of overestimation is more pronounced among racially minoritized students. Subsequent analyses indicate that students who overestimate are more likely to switch out of STEM, net of academic preparation. Results from regression models suggest that race-based differences in overestimation can be explained by pre-college academic and contextual factors, most notably the high school a student attended.

Pouzergues, P. (2023, juin 13). **Dispositif hybride en classe de FLE multiniveaux : un outil pour l'autonomisation des apprenants**. Présenté à Ecole de recherche pluridisciplinaire sur la réussite et l'autonomie étudiante. Consulté à l'adresse <https://hal.science/hal-04127152>

Les classes de langues étrangères multilingues et multiniveaux sont des situations didactiques complexes que l'on retrouve fréquemment dans les centres de langues universitaires. Les enseignants rencontrent des difficultés pour répondre correctement à l'hétérogénéité de niveau de ces groupes multiniveaux provoquant une certaine frustration et un ralentissement du rythme d'apprentissage chez les apprenants. Les dispositifs hybrides, par leur articulation du travail en présentiel et distanciel, offrent une piste privilégiée pour proposer une différenciation pédagogique s'appuyant à la fois sur une individualisation et une personnalisation des apprentissages (Connac, 2012) mais aussi sur l'autonomie de l'apprenant (Rivens Mompean, 2013). Le poster que nous proposons explore cette piste, en se focalisant sur un dispositif élaboré en combinant les principes de la différenciation pédagogique en classe multiniveaux (David & Abry, 2018), de l'autonomisation (Rivens Mompean & Eisenbeis, 2009) et de l'hybride (Nissen, 2019). Notre but est de mener une étude empirique afin de contribuer à la réflexion en ingénierie pédagogique en répondant à la question générale : comment une dynamique de différenciation dans un cours hybride adapté à la classe multiniveaux peut-elle contribuer à l'autonomisation des apprenants ? La première partie de notre poster fournira les détails de l'ingénierie pédagogique ayant soutenu la conception du dispositif examiné. La deuxième partie du poster explicitera notre cadre méthodologique. La troisième partie montrera les résultats des analyses et les discutera pour formuler des observations d'une part sur les paramètres d'hybridation permettant une différenciation autonomisante, d'autre part sur les possibles dynamiques d'autonomisation observées.

Qi, M., Luo, Y., Chen, F., Xuan, X., Li, Y., & Wang, Y. (2023). **Longitudinal trajectories of approaches to learning among Chinese preschoolers: Family predictors and academic outcomes**. *Early Childhood Research Quarterly*, 64, 345-354. <https://doi.org/10.1016/j.ecresq.2023.04.011>

Considering the beneficial effects associated with approaches to learning (ATL) and the need to better understand its occurrence and development, this study examined the trajectories of ATL, as well as family predictors and academic outcomes in a longitudinal study in China. It followed 417 preschoolers (55.9% males; M=42 months, SD=4 months) for three years and noted three main findings. First, latent curve modeling revealed an initially above-average level and linear increase trajectories of ATL with interindividual variations. Second, although socioeconomic status (SES) predicted children's ATL in early

kindergarten, home learning environment (HLE) trajectories had a uniquely positive effect on ATL trajectories. Third, ATL trajectories predicted an improvement in language skills and cognitive skills. These results help to effectively guide ATL for improving children's academic outcomes.

Rawlings, A. M., Niemivirta, M., Korhonen, J., Lindskog, M., Tuominen, H., & Mononen, R. (2023). **Achievement emotions and arithmetic fluency – Development and parallel processes during the early school years.** *Learning and Instruction, 86*, 101776. <https://doi.org/10.1016/j.learninstruc.2023.101776>

This study investigated the developmental trajectories and interrelationships of mathematics-related achievement emotions and arithmetic fluency from first to third grade, and the effects of these on third grade mathematics performance. Participants were 232 Norwegian students. Students' emotions and arithmetic fluency were measured four times and mathematics performance once. Applying latent growth curve modeling, developmental patterns of decreasing enjoyment and increasing boredom were observed over time. The mean level of enjoyment remained fairly high, and of both boredom and anxiety quite low. Individual differences were observed in both the initial levels and development of all emotions and arithmetic fluency, indicating differences in developmental trajectories. Only the initial levels and rate of change in arithmetic fluency predicted mathematics performance at the third grade.

Rudolf, R., & Lee, J. (2023). **School climate, academic performance, and adolescent well-being in Korea: The roles of competition and cooperation.** *Child Indicators Research, 16*(3), 917-940. <https://doi.org/10.1007/s12187-022-10005-x>

Using nationally representative student assessment data from PISA 2018 for South Korea, this study analyzes the effects of between-student competition and cooperation at the school level on individual academic performance and adolescent well-being. Instrumental variables regressions were used to address potential endogeneity. Findings indicate that a more competitive school climate induces higher academic performance in mathematics, reading, and science. Student competition, however, comes at the cost of reduced individual life satisfaction. We find that competition is stronger at schools with a higher proportion of male and single children, and where mothers have higher education levels. Competition is found to increase the investment into after-school private tutoring. In contrast to competition, cooperation among students shows no significant effect on academic performance, while it has a positive effect on individual life satisfaction. Students at schools with higher levels of cooperation also show more positive affect, less negative affect, and perceive greater meaning in life.

Schudde, L., Bickel, I., & Meghan, S. (2023). **Getting to the Core of Credit Transfer: How Do Pre-Transfer Core Credits Predict Baccalaureate Attainment for Community College Transfer Students?** *Educational Policy, 37*(4), 1014-1043. <https://doi.org/10.1177/08959048211049415>

The majority of community college entrants aspire to earn a bachelor's degree; yet fewer than a third do. States use several strategies to support community college's transfer function, including a transferrable core curriculum, a block of pre-major coursework universally accepted at public postsecondary institutions. In this study, we used statewide administrative data from Texas—a state with a transferable core—to examine pre-transfer credit accumulation and how pre-transfer core credits predict bachelor's degree attainment and time to degree for community college transfer students. Our

results illuminate high variation in pre-transfer core credit accumulation among community college transfer students. Each additional pre-transfer core credit improves students' probability of earning a bachelor's degree, but only up to core completion status. Soon after students are core complete—at which point universities are no longer required to transfer in additional core credits, students experience a negative relationship between core credits and bachelor's degree attainment.

Shimizutani, S., Taguchi, S., & Yamada, H. (2023). **Do TV-aided model lessons in class improve student performance? Evidence from public primary schools in Papua New Guinea.** *Australian Economic Papers*, 62(2), 349-361. <https://doi.org/10.1111/1467-8454.12285>

Lack of access to high-quality education remains a serious concern in many developing countries. This is especially the case for rural areas, including islands suffering from a shortage of skilled teachers and sufficient educational equipment. We examine the impact of introducing TV-aided model lessons in class to enhance the quality of teaching (the EQUITV project) on the national examination test scores of Mathematics and "Combined Subject" (a comprehensive subject comprising 30% science and 70% social studies and other topics) as well as English in the final year of primary education in Papua New Guinea. We employ a panel event study to capture the different timings of the intervention across schools over multiple time periods. We find that the project significantly and robustly improved test scores for girls only in English 3 years after the introduction of the project, but no improvement was seen for boys.

Stanczak, A., Aelenei, C., Pironom, J., Toczec-Capelle, M.-C., Rohmer, O., & Jury, M. (2023). **Can students with special educational needs overcome the "success" expectations?** *Social Psychology of Education*. <https://doi.org/10.1007/s11218-023-09806-x>

The present study examines the poor fit between the idea of school meritocracy and the successful inclusion of students with special educational needs (SEN). Because students with SEN are assigned negative stereotypes related to suffering, failure, and difficulty regarding their school achievement, we argue that, if they succeed at levels comparable to those of regular students, they may experience backlash, a sanction for challenging the status quo. The results of two studies show that backlash can manifest itself in the form of lower assigned competence to students with special educational needs who succeed. More precisely, across a pilot and a main study, our findings indicate that while performing as well as students without special educational needs, the perceived competence of students with special educational needs was evaluated as lower by participants (pre- and in-service teachers), particularly when these students benefitted from an accommodation perceived as "unfair". Due to its potential role in justifying inequities within educational contexts, the backlash effect is discussed as an ideological barrier to the inclusion of students with special educational needs.

Wassmer, R., & Galloway, M. (2023). **Evidence That a Greater Presence of Latinx Faculty or Administrators Raises the Completion Rates of Various Cohorts of Community College Students.** *Educational Policy*, 37(5), 1380-1419. <https://doi.org/10.1177/08959048221090152>

Only a quarter of full-time U.S. students complete their desired goal from community college attendance, with the rate of success even lower for Latinx students. This panel-data regression study looks for evidence regarding the expected influence of increasing

the presence of Latinx faculty or administrators on cohort completion rates for all students, only Latinx students, and sub-samples of these two cohort types divided further by economic advantage or college preparation. We find that a one-percentage-point increase in Latinx faculty among full-time instructors or a similar increase in Latinx representation among administrators positively influences nearly all cohort completion rates.

Whatley, M. (2023). **A Quasi-Experimental Approach to Understanding Study Abroad's Impact on Academic Success Among Community College Students.** *The Journal of Higher Education*, 94(4), 498-525. <https://doi.org/10.1080/00221546.2022.2134684>

The purpose of this study is to provide robust estimates of the potential link between study abroad participation and community college students' academic outcomes, namely academic qualifications (GPA), progression toward degree (credits passed), and credential completion. Theoretically, study abroad is thought to impact students' outcomes, academic and otherwise, through its value as an educational experience that disrupts students' normal learning routines. Using both propensity score modeling and difference-in-differences analysis, I find limited evidence of a causal connection between study abroad participation and any of the three outcomes explored in this study. While a consistent significant positive relationship between study abroad and both GPA and percentage of credits passed was observed in propensity score matching models, this relationship was not found in difference-in-differences models, suggesting residual selection bias in the former set of models. While this study's results are likely to be viewed as problematic by practitioners in international education who champion the benefits of international education, it is important to note that study abroad may be related to outcomes that are more proximal to the abroad experience itself (e.g., gains in intercultural competence) and that study abroad does not appear to harm students' academic prospects.

Valeurs

Bogler, R., & Somech, A. (2023). **Organizational citizenship behavior (OCB) above and beyond: Teachers' OCB during COVID-19.** *Teaching and Teacher Education*, 130, 104183. <https://doi.org/10.1016/j.tate.2023.104183>

The study investigated teachers' organizational citizenship behavior (OCB) during the COVID-19 pandemic. The survey's quantitative analysis (N = 299) revealed that Israeli teachers reported more OCBs "during COVID-19" than "before COVID-19," mostly towards students, less towards the school and parents, and least towards colleagues. The qualitative analysis enabled the identification of the unique construct of teacher OCB during the pandemic, composed of six categories: promoting academic achievement, investing extra time, providing support to students, use of technology, compliance with regulations, and compliance with role changes. These findings emphasize the importance of understanding OCB as a context-related phenomenon, especially during crises times.

Fernandez, A., & Giraudeau-Barthet, H. (2023). **Journée défense et citoyenneté 2022 : plus d'un jeune Français sur dix en difficulté de lecture.** *Note d'Information*, (23.22), 1-4. <https://doi.org/10.48464/ni-23-22>

En 2022, 11,2 % des jeunes participants à la Journée défense et citoyenneté (JDC) rencontrent des difficultés dans le domaine de la lecture.

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

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

McQuillan, M. T. (2023). **Scaling Gender and Sexual Diversity Policies in K-12 Schools.** *Educational Policy*, 37(4), 910-952. <https://doi.org/10.1177/08959048211058461>

As policy debates concerning LGBTQ+ students and staff continue across the American education system, there is not a clear description of the prevalence of local policy protections, even in states with legislative mandates, nor a strong understanding of how to expand reform initiatives. After conducting a document analysis of policies with a statewide, representative sample of districts, this study uses Illinois as a case study to describe several educational policy levers to scale gender and sexual diversity (GSD) reforms across federal, state, intermediary, and local institutions. The results indicate all districts complied with top-down legislative mandates, but few policies referenced gender or sexual diversity if not state-mandated. A minority of districts enacted policies through administrative guidance (27%), often using language from a state intermediary organization. Results from the regression analysis suggest local factors, such as district size, per pupil spending, and rurality, contribute to adopting guidance, but not policy protections. This study indicates both top-down and bottom-up pathways matter for expanding GSD-related reforms.

Polewka, A. (2023). **Enseigner le changement climatique : perspectives dans l'enseignement supérieur.** *Revue internationale d'éducation de Sèvres*, (92), 11-15. <https://doi.org/10.4000/ries.13586>

Cet article propose une suite de la thématique abordée dans un numéro récent de cette revue, concernant l'enseignement scolaire du changement climatique, et élargit la perspective à l'enseignement supérieur. Après avoir abordé la question du rôle essentiel que les universités ont à jouer dans le domaine, l'article s'intéresse aux apprentissages et laisse entendre la voix des jeunes. La dernière section présente les cas de mise en œuvre de l'action climatique dans les systèmes de l'enseigne...

Ravier, S. **Proposition de loi visant à interdire le port de vêtements religieux « par destination » à l'école.** , (2023).

Roberts, P. (2023). **Education and the Ethics of Attention: The Work of Simone Weil.** *British Journal of Educational Studies*, 71(3), 267-284. <https://doi.org/10.1080/00071005.2022.2109589>

This paper argues that the influential French thinker, Simone Weil, has something distinctive and important to offer educational and ethical inquiry. Weil's ethical theory is considered against the backdrop of her life and work, and in relation to her broader

ontological, epistemological and political position. Pivotal concepts in Weil's philosophy – gravity, decreation and grace – are discussed, and the educational implications of her ideas are explored. The significance of Weil's thought for educationists lies in the unique emphasis she places on the development of attention, a notion elaborated here via the key themes of truth, beauty and love.

Robinson-Pant, A. (2023). **Literacy: A lever for citizenship?** *International Review of Education*, 69(1), 15-30. <https://doi.org/10.1007/s11159-023-09998-6>

Within citizenship education, literacy is often promoted in a narrow functional sense of skills for civic engagement or is used synonymously with “knowledge” to refer to an awareness-raising process around rights. Through an analysis of evolving models of citizenship, this article moves beyond literacy for citizenship to consider the ways in which literacy learning can emerge through active citizenship. Drawing on published ethnographic studies of literacy in everyday life to analyse both the symbolic and instrumental meanings of literacy in specific contexts, the author introduces a social practice lens on literacy and citizenship. She explores the pedagogical implications for literacy within citizenship education, particularly in relation to informal learning of “real literacies”, critical digital literacy to distinguish “fake news” and literature as a way of entering someone else’s experiences. UNESCO’s current vision for global citizenship education as nurturing empathy and understanding between peoples implies that literacy providers need to recognise participants as not only consumers, but as co-constructors of texts.

Romainville, M. (2023). **À l'école du doute: Apprendre à penser juste en découvrant pourquoi l'on pense faux.** Consulté à l'adresse <https://www.puf.com/content/%C3%80%C3%A9cole-du-doute>

Internet est un incubateur idéal de la pensée approximative. Il profite habilement de certaines de nos prédispositions cognitives pour capter notre attention et nous attirer dans les filets des fake news et des théories complotistes ou « alternatives ». Nous finissons par ne plus savoir où est la vérité. L'école a donc, plus que jamais, la mission cruciale de développer l'esprit critique des jeunes, pour qu'ils se construisent des idées justes et nuancées du monde qui les entoure. Se trouve proposée ici une méthode innovante de développement de l'esprit critique pour l'ère numérique. Le principe en est simple : la domination de sa pensée exige de comprendre les mécanismes de traitement de l'information numérique qui expliquent notre crédulité à son égard. Enseigner aux jeunes à penser juste, à partir d'une meilleure connaissance du pourquoi ils pensent souvent faux sur Internet, fera d'eux des citoyens digitaux prudents, nuancés et critiques, condition essentielle au bon fonctionnement de nos démocraties.

Thacker, I. (2023). **Climate change by the numbers: Leveraging mathematical skills for science learning online.** *Learning and Instruction*, 86, 101782. <https://doi.org/10.1016/j.learninstruc.2023.101782>

The purpose of this preregistered study was to test an online intervention that presents participants with novel numbers about climate change after they estimate those numbers. An experimental study design was used to investigate the impact of the intervention on undergraduate students' climate change understanding and perceptions that human caused climate change is plausible. Findings revealed that posttest climate change knowledge and plausibility perceptions were higher among those randomly assigned to use the intervention compared with those assigned to a

control condition, and that supplementing this experience with numeracy instruction was linked with the use of more explicit estimation strategies and greater learning gains for people with adaptive epistemic dispositions. Findings from this study replicate and extend prior research, support the idea that novel data can support knowledge revision, identify estimation strategies used in this context, and offer an open-source online intervention for sharing surprising data with students and teachers.