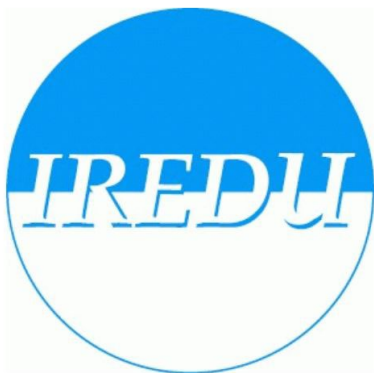


Veille de l'IREDU



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Acquisition de compétences

Acton, R. (2023). **Doing knowledge work differently: problem-based projects as encounters in coming-to-know.** *Higher Education*, 86(1), 225-242. <https://doi.org/10.1007/s10734-022-00910-z>

International education scholars often theorise alternative models of knowledge work in the university. These imagine the transformation of teaching and learning and a more inclusive society. This article presents the case of a university in Denmark, where problem-oriented, interdisciplinary, collaborative project work has been the pedagogic norm for over forty years. It draws on a theoretical basis that asserts the value of a different onto-epistemological paradigm for doing knowledge work, one that engages students in knowing as troublesome (stimulated through a personally-interesting complex issue) and contested (subject to different perspectives and purposes) to enact immersive and multifaceted learning processes. Mixed-method data from the case illustrate plural outcomes of the approach. While quantitative achievement data reveal a general pattern of higher achievement in problem-focused projects when compared to coursework, teasing into qualitative statements reveals a matrix of co-existing outcomes and epistemic dispositions for graduates. While a singular case, the study illuminates the ways that learning outcomes entwine with the ways students encounter and generate knowledge in a university setting. Through processes of inquiry, students are invited to develop epistemic dispositions for engaging willingly with complexity, knowledge, others, and the world.

Adams, S. R., & Maki, K. E. (2023). **Differential effectiveness, efficiency, and acceptability of drill-based interventions targeting multiplication facts.** *Psychology in the Schools*, 60(7), 2520-2539. <https://doi.org/10.1002/pits.22880>

Math facts are foundational for later math skill development, but many students demonstrate difficulties with math facts in early schooling. Drill-based interventions have been shown to effectively target foundational academic skills; however, there is limited research examining drill-based interventions for teaching math facts compared to basic reading skills. The purpose of this study was to compare the effects of incremental rehearsal (IR), traditional drill (TD), and strategic incremental rehearsal (SIR) on multiplication fact retention, fluency, and maintenance outcomes with 36 fourth and fifth graders. The study also examined intervention efficiency and treatment acceptability. Results showed no differences in retention, maintenance, or treatment acceptability across the interventions. There were significant differences in fluency at posttest, with IR resulting in the greatest fluency scores. Furthermore, TD was the most efficient intervention overall. Implications for practice and future research are also discussed.

Ahmed, R. B. A., & Al-Enezi, E. H. (2023). **An ESP Approach to Teaching Nursing Students the Quality of Clinical Nursing Notes Writing.** *British Journal of Education*, 11(7), 70-95. <https://doi.org/10.37745/bje.2013/vol11n77095>

For nursing students in the education system in Saudi Arabia, English-language writing skills, whether for general or specific purposes, have long been ignored, which may jeopardize their success in medical-oriented courses and their future careers. This study designed clinical nursing note-writing course (CNNWC) for university nursing students and explored the teaching outcomes of its implementation. The three main objectives were to (a) examine the effectiveness of the CNNWC in enhancing learners' competencies; (b) survey learners' satisfaction with the CNNWC, and (c) investigate learners'

perceptions of the CNNWC. In this action research, 47 students practiced four writing tasks while guided with four teaching tools, namely, multiple revisions, peer review activities, and direct and indirect teacher feedback, for a semester. External examiners included a language teacher and a nursing professional, and the data-collection instruments used included a writing competence scale and a course satisfaction questionnaire. The results showed that the learners' writing competence significantly improved after the CNNWC. They also demonstrated a fair level of satisfaction toward the CNNWC. The learners indicated a preference for feedback from the teacher rather than from peers, and they perceived vocabulary capability to be crucial. ESP/ENP teachers are advised to consider the implementation of the CNNWC when designing syllabi.

Alyami, A., Pileggi, S. F., & Hawryszkiewicz, I. (2023). **Knowledge development, technology and quality of experience in collaborative learning: a perspective from Saudi Arabia universities.** *Quality & Quantity*, 57(4), 3085-3104. <https://doi.org/10.1007/s11135-022-01476-9>

Technology has recently gained relevance within collaborative learning environments to provide robustness, agility and flexibility. Several recent studies have investigated the role of technology, as well as researchers have defined different metrics to assess learning outcomes and experience along the collaborative knowledge development process. More recently, technology has played a key role to face the new challenges related to COVID-19, which forced to move on remote or hybrid learning. This research focuses on the quality of learning experience in terms of academic performance and perceived satisfaction. From a methodological point of view, a conceptual framework has been proposed and a quantitative study has been conducted among undergraduate and postgraduate students that are undertaking programs related to System Design in Saudi Arabia universities. 152 responses have been collected through an online survey and analysed using SPSS and SmartPLS. Results show a positive impact of technology along the collaborative knowledge development process and a strong correlation among the different quality of learning experience parameters considered. Indeed, despite some challenges, an integrated use of technology seems to properly support the most pressing needs in terms of quality experience, while the well-known social/educational issues related to the COVID-19 pandemic are not object of this study. Those findings are expected to contribute to the Saudi Arabia's vision 2030 and, more holistically, to the assessment of collaborative learning environments that extensively rely on technology.

Andreu, S., Bret, A., Durand de Monestrol, H., Lacroix, A., Paul, A., Persem, É., ... Vourc'h, R. (2023). **Résultats du test de positionnement en « littératie » et « numératie » des élèves de première année CAP à la rentrée 2022.** *Note d'information*, (23.31), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/media/156437/download>

Andreu, S., Conceicao, P., Desclaux, J., Eteve, Y., Gill-Sotty, C., Laskowski, C., ... Vourc'h, R. (2023). **Évaluations point d'étape à mi-CP 2022-2023 En français, les élèves reviennent au niveau de 2020 alors qu'en mathématiques ils le dépassent.** *Note d'information*, (23.30), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-point-d-etape-mi-cp-2022-2023-en-francais-les-eleves-reviennent-au-niveau-de-2020-alors-378557>

Awanbor, J. E. (2023). **Investigating French Teachers' Professional Pedagogical Skills for Quality Basic Education in Edo State.** *British Journal of Education*, 11(7), 1-13. <https://doi.org/10.37745/bje.2013/vol11n7113>

The French language is the second foreign language in Nigeria and its curriculum is core at the basic school level. Teachers' professional pedagogical skills are important for quality basic education at this level; hence, this study was carried out. Two research questions were formulated with one hypothesis to guide this study. Descriptive survey research design ... Investigating French Teachers' Professional Pedagogical Skills for Quality Basic Education in Edo State Read More »

Balas, S. (2023). **De l'investissement dans les savoirs à la certification des compétences.** *Éducation Permanente*, 234-235(1-2), 153-162. <https://doi.org/10.3917/edpe.234.0153>

Si Pierre Caspar a pensé de manière originale et riche la formation des adultes, que nous reste-t-il de son héritage ? En 2023, la formation est confrontée à des questions inédites, en particulier au changement de repère entre durée de formation et certification qui habille d'un nouveau jour les contradictions entre champ éducatif et champ économique. Ce repère même est aujourd'hui questionné par l'émergence de nouveaux outils de certification portés par les acteurs du numérique. Comment concilier enjeux de certification des compétences et agilité des dispositifs ?

Balmon, T., & Garnier, B. (2023). **Espaces culturels de formation: nouveaux rapports aux savoirs.** Consulté à l'adresse <https://www.istegroup.com/fr/produit/espaces-culturels-de-formation/>

Ben Hamouda, L. (2023, juin 26). **Michel Develay : Les compétences de vie.** Consulté 28 juin 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/26/michel-develay-les-competences-de-vie-2/>

Appelées soft skills en anglais, les compétences de vie permettent d'installer l'élève dans de bonnes conditions pour apprendre et lui permettent de s'initier à la coopération. Michel Develay, professeur de sciences de l'éducation à Lyon 2, donne des pistes de réflexion et de mise en pratique dans son livre « Les compétences de vie en...

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.** *Documents de Travail de l'OCDE Sur l'éducation*, (293), 1-46. <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.

Bournaveas, V., & Gueye, M. L. (2023a). **Objet d'apprentissage**. Consulté à l'adresse <https://hal-univ-pau.archives-ouvertes.fr/hal-04139076>

Bournaveas, V., & Gueye, M. L. (2023b). **Référentiel de compétences**. Consulté à l'adresse <https://hal-univ-pau.archives-ouvertes.fr/hal-04139060>

Un référentiel de compétences est une cartographie, un inventaire, qui répertorie l'ensemble des compétences attendues par un apprenant en termes de savoirs, de savoir-faire et de savoir-être à la fin d'une formation, et qui se distingue par ses usages normatif et explicatif. Depuis quelques années, le terme « référentiel » a envahi le discours de l'analyse, de l'action et de l'administration. Cette notion appartient à une famille de mots qui révèle une inflation normative dans le sens où leur « point commun est de rapporter une chose à autre chose, avec une certaine force conférée à l'acte » (Chauvière, 2006). Largement déployée dans le monde de la formation professionnelle et du travail social, le substantif « référentiel » s'est petit à petit développé dans l'enseignement supérieur avec l'application des recommandations européennes sur l'approche par compétences. Dans ce contexte de certification de compétences et de validation d'acquis d'expérience, l'adoption des référentiels de compétences a été motivée par une volonté de mettre en place un outil pour favoriser l'organisation des changements liés aux réformes (Postiaux, Bouillard & Romainville, 2010).

Boutigny, F. (2021). **La compétence empêchée : étude en immersion dans une industrie de process sur l'organisation du travail et ses invisibles dysfonctionnements qui bloquent le pouvoir d'agir du collectif** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-04141690>

Le contexte actuel des entreprises est caractérisé notamment par la recherche éperdue de gains de productivité au moyen d'une mobilisation continue du travail individuel et collectif ; le développement de l'autonomie passe ainsi par l'exploitation constante des ressources très ambivalentes de la compétence et de la responsabilisation des salariés. Réalisée dans le cadre d'une CIFRE, notre étude questionne ce contexte du développement de la compétence et la capacité qu'ont les entreprises à le rendre possible. Notre cadre théorique se nourrit principalement des démarches d'analyse de l'activité, de la sociologie des organisations et de l'approche systémique. Cette multi-référentialité est nécessaire pour comprendre à la fois le point de vue des acteurs, l'impact des conditions d'organisation de la production sur le pouvoir d'agir des personnes, les tensions qui traversent l'ordre productif et concourent à encadrer les espaces professionnels respectifs. Nos résultats se condensent principalement dans l'idée de compétence empêchée. Ceci recouvre à la fois la question des savoirs légitimes par rapport aux savoirs incarnés, mais également la tension entre les savoirs du management, les savoirs des consultants, et les savoirs des opérateurs. L'empêchement à la compétence est au coeur d'une configuration des savoirs particulière et d'une organisation du pouvoir qui reposent la question de la possibilité de se former dans, par et pour la production quand elle est soumise aux exigences du marché. Les savoirs formels sont au service du pouvoir, y compris le pouvoir de l'opérateur sur lui-même, incapable de s'extraire des normes antécédentes pour devenir effectivement compétent.

Buser, T., Ahlskog, R., Johannesson, M., Koellinger, P., & Oskarsson, S. (2023). **Using Genes to Explore the Relationship of Cognitive and Non-cognitive Skills with Education and Labor Market Outcomes** (IZA Discussion Paper N° 16125). Consulté à l'adresse Institute of Labor Economics (IZA) website:

<https://econpapers.repec.org/paper/izaizadps/dp16125.htm>

A large literature establishes that cognitive and non-cognitive skills are strongly correlated with educational attainment and professional achievement. Isolating the causal effects of these traits on career outcomes is made difficult by reverse causality and selection issues. We suggest a different approach: instead of using direct measures of individual traits, we use differences between individuals in the presence of genetic variants that are associated with differences in skills and personality traits. Genes are fixed over the life cycle and genetic differences between full siblings are random, making it possible to establish the causal effects of within-family genetic variation. We link genetic data from individuals in the Swedish Twin Registry to government registry data and find evidence for causal effects of genetic differences linked to cognitive skills, personality traits, and economic preferences on professional achievement and educational attainment. Our results also demonstrate that education and labor market outcomes are partially the result of a genetic lottery.

Bushati, B., Kedia, G., Rotter, D., Christensen, A. P., Krammer, G., Corcoran, K., & Schmölder-Eibinger, S. (2023). **Friends as a language learning resource in multilingual primary school classrooms.** *Social Psychology of Education*, 26(3), 833-855. <https://doi.org/10.1007/s11218-023-09770-6>

Interactions with classroom friends may be an important contributor to first and second language development, but to date this hypothesis has not been tested. Using a longitudinal design, the current study investigated the relationship between classroom friendships and oral language development in children. In 8 classrooms, we assessed the relationship between oral language skills and classroom social networks. Across the classrooms, 165 primary school children in Austria (83 boys; 119 L2 learners; age: 6–10) were assessed on oral language proficiency at the beginning of the school year (T1) and 6–7 months later (T2). Results indicated that the more reciprocal best friendships at T1, the greater language improvement at T2. Language improvement was strongest among friends with moderate differences in language proficiency, regardless of whether students were first or second language learners. These results underline the importance of positive social relations at school for language learning broadly.

Carlo, M. E. D., Castellani, A., Corrieri, L., Mattiacci, G., & Batini, F. (2023). **La parola agli studenti! Un'esperienza di Focus Group a scuola sul tema della lettura nell'ambito della politica educativa «Leggere: Forte! Ad alta voce fa crescere l'intelligenza».** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 25-45. <https://doi.org/10.7358/ecps-2023-027-deca>

The Floor To The Students! A Focus Group Experience At School On The Subject Of Reading As Part Of The Educational Policy «Leggere: Forte! Ad Alta Voce Fa Crescere L'Intelligenza» This descriptive survey, conducted as part of «Leggere: Forte! Ad alta voce fa crescere l'intelligenza» an educational policy promoted by Region of Tuscany to introduce intensive and systematic reading aloud by teachers in schools of all levels, aims to explore how exposure to reading aloud influences students' perceptions toward reading itself. 16 Focus Groups were conducted in Primary and Secondary Schools both

with adhering (LF) and not-adhering (NLF) classes to the «Leggere: Forte!» policy. Data analysis included a triangular categorization of the transcribed corpus among three independent researchers and an in-depth investigation of emotional-affective evidence, using Mood Meter (Brackett, Caruso, & Stern, 2006; Nathanson et al., 2016) as a reference model. The study showed differences in category occurrences between LF and NLF groups. Emotional mapping analysis, in particular, found a significantly larger expressed emotional repertoire in LF classes. The evidence suggests that exposure to narrative training promotes the acquisition of greater emotional competence, a relevant variable for academic success.

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

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

Cembrani, V., Serbati, A., & Mulatti, C. (2023). **Metodo e strategie di studio: cosa sanno gli studenti? Un'indagine all'Università di Trento**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 101-119. <https://doi.org/10.7358/ecps-2023-027-cemb>

Study Methods And Learning Strategies: What Do Students Know? A Survey At The University Of Trento. How do students study? What do students know about study methods and learning strategies? Recent research has shown that most students rely on ineffective study methods. This behavior could be ascribed to a limited knowledge about learning strategies: students might rely on ineffective study methods because they have erroneous views about which learning strategies are effective. The aim of our research has been to further address this topic at the University of Trento. Here, we present and discuss the results of a survey study that investigates the students' knowledge of some common learning strategies, the beliefs about their utility, and how much students intended to use them during the semester. Our results confirm that students are often not aware of which learning strategies are most effective. Furthermore, our data suggests that even when students do know how they should study, they do not always reflect it in their study activities. These conclusions requires appropriate considerations and intervention in educational contexts.

Chartier, M. (2022). « **Nous les apprentis, on n'est pas des stagiaires !** » : comprendre les différences de construction des professionnalités aux métiers de l'éducation spécialisée. *Pensée plurielle*, 56(2), 84-96. <https://doi.org/10.3917/pp.056.0084>

Se former à un métier de l'éducation spécialisée peut se faire à partir de différents dispositifs de formation en alternance. Nous proposons une réflexion sur les apprentis et les étudiants en formation initiale, deux statuts qui témoignent d'organisations distinctes de formation pour accéder à un même diplôme. Nous partons de l'hypothèse que des professionnalités différentes s'y construisent. Dans les deux premières parties, le parcours avant l'entrée en formation d'éducateur spécialisé, les épreuves de sélection et l'organisation de l'alternance sont étudiés pour chacune des deux modalités de formation. Puis dans un troisième temps, nous analysons comment se construisent les professionnalités dans ces dispositifs de formation.

Chimbutane, F., & Reinikka, R. (2023). **Language and student learning: Evidence from an ethnographic study in Mozambique** (WIDER Working Paper Series N° wp-2023-62). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: <https://econpapers.repec.org/paper/unuwpaper/wp-2023-62.htm>

This ethnographic study explores the implementation of bilingual education in Mozambique: how it is understood, adapted, and resisted by school directors, teachers, and local officials. Bilingual education uses local languages in early grades before a gradual shift into Portuguese, which most Mozambican children do not speak when entering school. Our study confirms that students participate actively and understand content better in bilingual classes. Regardless of education policy, school directors decide whether or not to form bilingual classes.

Chung-Oi, K. (2023). **Learning science through the Artec robotics program for preschools in Singapore**. *The Journal of Educational Research*, 116(2), 113-123. <https://doi.org/10.1080/00220671.2023.2207185>

Preschool children (aged 5–6 years) in Singapore learn science by discovering, inquiring, and investigating things that interest them in their daily lives. One approach involves learning science through building and exploring robots based on the Artec robotics curriculum, developed by an established Japanese education provider, Artec Co., Ltd. This paper presents the findings from a research project that aimed to observe and identify the learning of a group of six preschool children (5 years) in science through an hour-long Artec robotics lesson, The Catch of the Day; this involved building a robotic fishing rod that mimics a real fishing rod. In terms of learning outcomes, the preschool children built, explored, and examined the science concepts and principles behind a real fishing rod by exploring the robotic version. This qualitative and quantitative research incorporates the research methods of documentary analysis and classroom observation. The results indicate that through the inquiry and investigation of the robotic fishing rod, the preschool children discovered the science concepts and principles of the spool, reel, and handle. The children learned that each fishing rod has a reel-to-reel fishing line to catch a fish. The preschool children observed that the reel's handle and spool were connected by the spool's gears, and upon turning the handle, the spool would spin to reel in the fishing line. The study demonstrates that it is productive for preschool children to learn science concepts and principles by building, exploring, and examining robots. The Artec robotic curriculum comprises various robotic themes for children to learn science and is a useful learning platform for preschool children in Singapore.

Cignetti, M., & Rabella, M. F. (2023). **How are education systems integrating creative thinking in schools?** *PISA in Focus*, (122), 1-7. <https://doi.org/10.1787/f01158fb-en>

Creative thinking matters. It is consistently ranked among the top skills employers value and, when students think creatively, their motivation to learn increases and their learning becomes deeper and more transferable. As more education systems formally recognise the key role that education can play in nurturing creative thinking skills, the question is: what policies are needed to ensure that, systematically, all young people have the opportunity to develop these skills as part of their formal education? To what extent are education systems supporting their students and teachers in promoting the kinds of learning environments where creative thinking can flourish? This brief addresses these questions by reporting and analysing responses to an online policy survey from 90 national and sub-national education jurisdictions participating in PISA 2022.

Clonan-Roy, K., Naser, S., Fuller, K., & Goncy, E. (2023). **Sexual and gender diverse youth's marginalization in school based sex education and development of adaptive competencies.** *Psychology in the Schools*, 60(7), 2592-2609. <https://doi.org/10.1002/pits.22881>

One uniquely marginalizing school environment for sexual and gender diverse (SGD) youth is school based sex education (SBSE). While research has documented the negative sexual and mental health impacts these marginalizing environments can have for SGD youth, we know less about the developmental competencies that this population of youth exercises to survive in and cope with these environments. In this paper, we aim to answer the following question: What are the developmental competencies that SGD youth exercise in sex education spaces? We conducted focus groups with SGD youth (n = 17) in a Midwestern metropolitan region. Our study documents youth exercising six adaptive competencies to persevere through oppressive SBSE. Our data holds several scholarly and practical implications. In our discussion section, we present recommendations for creating inclusive and affirming school environments and nurturing these competencies in youth.

Cornand, R., & Bettaieb, H. (2022). **Comment savoir ? Les rapports aux sciences sociales des étudiants en formation en travail social.** *Pensée plurielle*, 56(2), 34-46. <https://doi.org/10.3917/pp.056.0034>

Cet article présente les résultats d'une recherche portant sur les rapports aux sciences sociales d'étudiants en formation de travail social. L'enquête s'est appuyée sur la mobilisation de deux types de matériaux empiriques : des observations réalisées dans le cadre d'enseignements en sciences sociales et des données issues d'un questionnaire distribué à des étudiants d'un institut de formation. Notre travail montre que ce qui fait prioritairement obstacle à l'accès aux savoirs produits par les sciences sociales n'est pas un quelconque désintérêt lié à l'incompréhension de l'utilité de ces savoirs, mais plutôt la difficulté à identifier où ces savoirs sont publiés, voire à distinguer clairement ce qu'est un savoir scientifique.

Cury, P., & Simar, C. (2023). **Formation de professionnels pluri-catégoriels en matière de compétences psychosociales : perspectives andragogiques, professionnalisation et développement professionnel.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11855>

Cet article analyse les tensions entre professionnalisation et développement professionnel de professionnels pluri-catégoriels intervenant auprès de jeunes de 7 à 12 ans engagés dans un dispositif de formation d'adulte en matière de compétence psychosociale (CPS). Les CPS sont un des objets emblématiques afin de développer la

promotion de la santé et le bien-être des enfants. Cet article vise à interroger la pertinence du déploiement de formations d'adulte afin de professionnaliser en matière de CPS et si tel est le cas, à identifier leurs caractéristiques et effets. Le cadre théorique repose sur l'analyse de l'activité en référence à la psychologie ergonomique et convoque trois autres notions : andragogie, professionnalisation et développement professionnel. Une méthodologie qualitative reposant sur la conduite d'entretiens semi-directifs (30) auprès des professionnels pluri-catégoriels impliqués dans ce dispositif a été mise en œuvre. Des indices de développement professionnel ont été identifiés en fonction des caractéristiques andragogiques et de professionnalisation des formations déployées.

Dardanou, M., Hatzigianni, M., Kewalramani, S., & Palaiologou, I. (2023). **Professional development for digital competencies in early childhood education and care: A systematic review.** <https://doi.org/10.1787/a7c0a464-en>

Digitalisation places new demands on the early childhood education and care (ECEC) workforce to navigate the care and well-being of children in the digital age. This literature review examines frameworks for digital competencies (DC) in education, with a focus on ECEC, as well as variation in DC requirements for ECEC staff with different responsibilities. It explores strategies for a successful integration of DC in ECEC workforce development programmes. The review shows there has been limited research and policy support regarding the development of DC in ECEC and discusses the importance for the ECEC workforce to understand how digital technologies may be incorporated to their work, encompassing both technical aspects and responsible use, as well as the social and collaborative dimensions of professional development in this area. The review examines also how attitudes towards technology use with young children condition skills development in the sector.

Dennis, J. L., & Somerville, M. P. (2023). **Supporting thinking about thinking: examining the metacognition theory-practice gap in higher education.** *Higher Education*, 86(1), 99-117. <https://doi.org/10.1007/s10734-022-00904-x>

Metacognition is the knowledge and regulation of one's cognition and has been associated with academic performance across all levels of education, including higher education (HE). Previously, a gap has been reported between extensive metacognition research and elaboration of theory versus minimal inclusion of metacognition in teaching practice in primary and secondary education. The present study investigated whether this theory-practice gap extends to HE. Furthermore, we took a novel approach to evaluating academics' broad and implicit inclusion of metacognitive supportive practices (MSPs) in their teaching practice. A questionnaire and semi-structured interviews were used to evaluate awareness of metacognition and inclusion of 16 MSPs in undergraduate teaching among 72 academics in scientific disciplines at a UK research-intensive university. We found that a minority of academics (27/72, 37.5%) were familiar with metacognition and, of those who were, they typically emphasised knowledge of cognition, rather than regulation of cognition. Nonetheless, all respondents incorporated at least two MSPs in their teaching, although typically in a limited fashion, emphasising knowledge and understanding of discipline content rather than cognitive regulation. Compared to academics without a teaching qualification, respondents holding or working towards a teaching qualification used significantly more MSPs, earlier in their career, and used significantly more MSPs aligned with regulation of cognition. This study demonstrates that the metacognition theory-practice gap extends to HE and

highlights the scope for staff development programmes to better support students' metacognitive development relevant for their studies and post-graduation careers.

Ducouret, G. (2023). « **Faire et se faire** » ingénieur-manager. *Éducation et socialisation. Les Cahiers du CERFEE*, (68). <https://doi.org/10.4000/edso.23959>

Les ingénieurs au travail sont régulièrement confrontés à des situations opposant les enjeux de productivité et les enjeux socio-écologiques. Pour statuer sur les questions éthiques qui en découlent et trouver un compromis satisfaisant, ils mobilisent leurs connaissances scientifiques mais également leur subjectivité. Notre article a pour but de proposer des pistes pour comprendre et certifier ce nouvel aspect de la compétence des ingénieurs qui doivent, d'une part, être en mesure de percevoir davantage la dimension humaine du travail et d'autre part, donner des repères à leurs collaborateurs pour mieux appréhender les enjeux de la RSE et adapter leurs pratiques.

Dussaux, M. (2022, octobre 19). **Pouvoir d'agir: créer les conditions de l'apprentissage**. Présenté à Association reconnaître, mouvement pour la reconnaissance ouverte. Consulté à l'adresse <https://hal.science/hal-04131474>

Présenté dans le cadre d'un colloque organisé par le mouvement de la reconnaissance ouverte qui avait pour thème reconnaissance et pouvoir d'agir, cet article propose de montrer que le développement du pouvoir d'agir ne va pas de soi et qu'il y a lieu des créer des situations éducatives spécifiques qui sont ici nommées « situations éducatives capacitances ». La réflexion s'appuie sur le dispositif " convention citoyenne étudiante " de L'UPEC. Il permet de croiser les théories sur la délibération et celles sur l'éducation émancipatrice.

Dussaux, M. (2023). **L'assemblée délibérative, espace d'apprentissage**. Consulté à l'adresse <https://hal.science/hal-04131538>

Cette présentation a été faite le 30 septembre 2022 lors d'une journée d'étude consacrée aux conventions citoyennes. L'objectif de cette journée était de dégager des pistes de recherche dans le cadre de la convention citoyenne étudiante qui s'est déroulée à L'UPEC au cours de l'année scolaire 2022-2023. Lors de cette journée, nous avons présenté la convention citoyenne comme une innovation pédagogique et montré les différents courants de recherche en éducation qui pourraient être mobilisés pour analyser ce dispositif de formation.

Emen-Parlatan, M., Ördek-İnceoğlu, S., Gürgah-Oğul, İ., & Aslan, D. (2023). **Technology and early mathematics skills: Effectiveness of I Love Math with Robots**. *The Journal of Educational Research*, 116(2), 90-99. <https://doi.org/10.1080/00220671.2023.2203092>

Technological tools facilitate mathematical learning and make children love mathematics, thanks to their structures and ways of working. In this context, educational robots appear as a very attractive alternative. Studies show that the use of these devices provides positive cognitive outcomes. This research aimed to investigate the effect of using robotic devices on the early math skills of preschool children. Participants consisted of 24 children aged between 50-68 months. In the study, quasi-experimental model was used. Children in the experimental group attended the 8-week "I Love Math with Robots" designed by the researchers whereas those in the control group engaged in activities without technologic robots including the same objectives. Early math skills of children in both groups were assessed individually before and after the intervention. The results

indicated that changes in math scores of children in the experimental group were significantly different from those in the control group.

Graf, L., & Marques, M. (2023). **Towards a European model of collective skill formation? Analysing the European Alliance for Apprenticeships.** *Journal of Education Policy*, 38(4), 665-685. <https://doi.org/10.1080/02680939.2022.2097317>

While the literature in skill formation systems has paid considerable attention to inter-variation between types of national skill formation systems and intra-variation among individual types as in the case of collective skill formation systems, less is known about the role of the European Union in establishing a European model of skill formation. Building on studies in educational governance and decentralised cooperation, this paper analyses the European Alliance for Apprenticeships (EAfA) and explores its relationship to national skill formation systems. We analyse the emergence of a European model of collective skill formation and offer case studies of Ireland and France to understand how this European model relates to these two contrasting skill formation systems. Through deductive qualitative content analysis of official documents, we show that (a) the EAfA, in resembling characteristics of national collective skill formation systems, promotes the emergence of a European model of collective skill formation, and (b) that Ireland and France show signs of moving further towards adopting elements of a collectivist training model centred on apprenticeship training although mediated by path-dependencies of a liberal (Ireland) and statist (France) skill formation model.

Hanushek, E. A., Jacobs, B., Schwerdt, G., Van der Velden, R., Vermeulen, S., & Wiederhold, S. (2023). **Where Do STEM Graduates Stem From? The Intergenerational Transmission of Comparative Skill Advantages** (IZA Discussion Paper N° 16117). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16117.htm>

The standard economic model of occupational choice following a basic Roy model emphasizes individual selection and comparative advantage, but the sources of comparative advantage are not well understood. We employ a unique combination of Dutch survey and registry data that links math and language skills across generations and permits analysis of the intergenerational transmission of comparative skill advantages. Exploiting within-family between-subject variation in skills, we show that comparative advantages in math of parents are significantly linked to those of their children. A causal interpretation follows from a novel IV estimation that isolates variation in parent skill advantages due to their teacher and classroom peer quality. Finally, we show the strong influence of family skill transmission on children's choices of STEM fields.

Hofmeyr, A. S. (2023). **Intercultural Competence Development Through Cocurricular and Extracurricular At-Home Programs in Japan.** *Journal of Studies in International Education*, 27(3), 363-386. <https://doi.org/10.1177/10283153211070110>

The rapid development of international education has occurred alongside a growing demand for higher education institutions to educate globally competent graduates. Yet, mobility remains a distant opportunity for most students, and Japanese undergraduate students often cite financial, safety, and job-hunting concerns as obstacles to studying abroad. Internationalisation-at-home has emerged as a viable alternative to mobility in Japan through government-funded internationalisation programs. This article will discuss the impact of cocurricular and extracurricular programs on the development of intercultural competence among 164 first-year Japanese students at two Top Global

universities in Japan. Results from a one-year longitudinal, mixed methods study reveal that while formal programs positively affect intercultural competence development, informal intercultural contact on campus negatively affects students' intercultural attitudes. Findings also indicate that student perceptions of intercultural competence at the pre-intervention stage affect engagement with intercultural opportunities on campus, suggesting the importance of introducing interventions prior to higher education.

Houtin, L., Brun, C., Metaldi, A., Steinbruckner, M.-L., Terriot, K., Akinyemi, A., & Loarer, E. (2023). **Orienter les élèves en difficulté en s'appuyant sur leurs compétences personnelles et professionnelles.** *L'orientation scolaire et professionnelle*, (52/2), CCCXCV. <https://doi.org/10.4000/osp.17574>

L'orientation professionnelle des élèves de collèges et lycées, notamment des publics à besoins éducatifs spécifiques (i.e., SEGPA, ULIS), demeure un problème récurrent en France. Nous avons évalué dans quelle mesure un outil numérique facilitant l'identification des expériences personnelles et professionnelles ayant permis le développement de compétences transversales (Diagoriente) s'avérerait pertinent pour l'accompagnement à l'orientation scolaire et professionnelle d'élèves de collèges et lycées, notamment de filières spécialisées. D'après 19 entretiens auprès de professionnels de l'orientation scolaire, Diagoriente serait pertinent pour accompagner la construction du projet professionnel des élèves, y compris ceux à besoins spécifiques. La principale force de Diagoriente résiderait dans sa démarche unique d'identification des compétences via les expériences professionnelles et personnelles qui favorisent la valorisation des jeunes. Les outils numériques accessibles et polyvalents comme Diagoriente représentent une des opportunités que les professionnels scolaires peuvent saisir pour lutter contre les inégalités sociales qui, encore aujourd'hui, déterminent grandement les choix d'orientation.

Huang, R., & Siraj, I. (2023). **Profiles of Chinese preschoolers' academic and social-emotional development in relation to classroom quality: A multilevel latent profile approach.** *Child Development*, 94(4), 1002-1016. <https://doi.org/10.1111/cdev.13916>

Linking classroom quality to separate domains of child development might neglect the transactional interactions across developmental domains. This research utilized latent profiles across academic and social-emotional development to explore which aspects of classroom quality can predict children's profiles at the classroom level. Data were drawn from 96 preschool classrooms and 547 children (3–5 years old) in China in 2020. Multilevel latent profile analysis identified three profiles (entitled low-, average- and high-level development at the individual level), and two classes (entitled average and below-, average and above) at the classroom level. Multinomial logistic regression analyses revealed that instructional quality in math, science, and diversity, and the interactional quality in supporting children's learning and critical thinking, predicted children's profiles.

Ji, P. (2023). **A Rasch analysis of a rubric that measures the quality of school-level variables that support a school's implementation of a social and emotional learning program over time.** *Psychology in the Schools*, 60(7), 2209-2236. <https://doi.org/10.1002/pits.22854>

A Rasch analysis was conducted to assess a rubric that measures the quality of school-level variables that support the implementation of a social and emotional learning (SEL) program. SEL planning teams from 84 schools rated the quality of school-level variables

(e.g., principal support, available funds, and resources) that support the implementation of an SEL program in their schools. A Rasch analysis suggested that the rubric was a two-dimensional solution, Planning and Activity. Ratings were collected for 3 years. Cluster analysis demonstrated that there were five groups of schools with different trends in their implementation process. The analysis demonstrated that the rubric can be improved by revising items and writing additional items to measure the full range of implementation quality.

Kasirye, F., & Wok, S. (2023). **Factors influencing the usage of web-based video conferencing platforms in knowledge acquisition among students.** *International Social Science Journal*, 73(248), 261-277. <https://doi.org/10.1111/issj.12392>

Learning through online systems is currently being used by universities to help students continue to engage in their studies for knowledge acquisition. The core function of web-based learning platforms is to help students worldwide continue receiving their education even in situations like the current COVID-19 crisis. This study examines the factors influencing the usage of web-based video conferencing platforms for knowledge acquisition by determining the relationship between the following topics: types of web-based video conferencing platforms, exposure to web-based video conferencing platforms, awareness of web-based video conferencing platforms, perception of web-based video conferencing platforms, attitude toward web-based video conferencing platforms, and behavioural usage toward web-based video conferencing platforms when acquiring knowledge among students. The study utilises the theory of reasoned action to explain the relationships between the study's variables. A quantitative research design using the survey as the method and the questionnaire as the tool for data collection was used in this research. 290 respondents from a public university in Malaysia participated in the study. The study's findings reveal that attitude, perception, and awareness are the most influential factors that lead to students' usage of web-based video conferencing platforms for knowledge acquisition. The study's results also reveal that attitude is the best predictor of the platform's usage for knowledge acquisition. Additionally, students tend to consider specific web-based video conferencing platforms like Google Meet, Zoom, Skype, and more as their preferred platforms for online learning to acquire knowledge. The findings also show significant relationships among the study's variables. The theory of reasoned action is also supported in this study.

Khiatani, P. V., She, M. H. C., Ho, O. Y. Y., & Liu, J. K. K. (2023). **Service-learning under COVID-19: A scoping review of the challenges and opportunities for practicing service-learning in the 'New Normal'.** *International Journal of Educational Development*, 100, 102813. <https://doi.org/10.1016/j.ijedudev.2023.102813>

Service-learning collaborations have the potential to effectively respond to community needs, students' needs, and institutional priorities. However, natural and man-made crises oftentimes throw these arrangements into disarray. The coronavirus (COVID-19) is one such significant crisis that continues to challenge service-learning collaborations worldwide. Based on a systematic scoping review of scholarship on service-learning programs conducted during COVID-19, this study aimed to explore thematic similarities and differences between them, elucidating key observations and insights for future action. Overall, findings from 13 peer-reviewed articles indicated that, although not immune to the wide-ranging adverse effects of COVID-19, service-learning has proven itself to be an effective responsive pedagogy in times of crisis.

Koca, D. B., Sart, Z. H., Sakiz, H., & Albayrak-Kaymak, D. (2023). **Self-advocacy experiences of students with specific learning disabilities.** *Social Psychology of Education, 26*(3), 709-733. <https://doi.org/10.1007/s11218-023-09771-5>

Discussions about students with specific learning disabilities (SLD) often center on finding solutions for the difficulties they face in school. However, there is a lack of emphasis on the self-advocacy experiences of these students. Self-advocacy can empower students with SLD to pursue their interests, understand their rights, and effectively address any violations of those rights. Drawing on self-advocacy, which encompasses four domains (knowledge of self, knowledge of rights, communication, and leadership), this study explores the self-advocacy experiences of students with SLD enrolled in vocational high schools in Istanbul, Turkey. Twelve students (50.0% females; Mage = 15.91 years; SD = 1.08; range = 14–18 years) participated in semi-structured interviews. The findings revealed that: (i) the students had limited knowledge of their SLD conditions, characteristics, and rights, despite having some self-awareness; (ii) they emphasized the difficulties and negative aspects when describing themselves and their school experiences; (iii) they were able to communicate their needs and preferences to school staff, but they were not frequently understood or responded to; and (iv) they rarely demonstrated leadership behaviors when advocating for others. These findings suggest that students with SLD may lack self-advocacy skills and are not effectively advocating for themselves and others in vocational high schools in Turkey.

Kolodner, J. L. (2023). **Learning engineering: What it is, why I'm involved, and why I think more of you should be.** *Journal of the Learning Sciences, 32*(2), 305-323. <https://doi.org/10.1080/10508406.2023.2190717>

Leander, K., Carter-Stone, L., & Supica, E. (2023). **"We got so much better at reading each other's energy": Knowing, acting, and attuning as an improv ensemble.** *Journal of the Learning Sciences, 32*(2), 250-287. <https://doi.org/10.1080/10508406.2022.2154157>

Background Long-form dramatic improvisation has been investigated as an accomplishment of emergent creativity among an ensemble of "players," focusing on how the group achieves "group flow" in performance. Methods This article employs ethnographic methods (focus group, interviews, and video-assisted self-interviews) to investigate the case of a musical theater improv group. The analysis focuses on how the group describes its shared modes of knowing, drawing on the group's history and their interpreted enactment of these modes in an improvised scene. Findings Improvisation in this group requires two inter-related forms of knowing: Shared Social Practice (SSP) and Collaborative Affective Attunement (CAA), where SSP involves definable repertoires, resources, conventions, and techniques, and CAA involves affective sensibility of in-the-moment responding, or affective attunement. These two forms of knowing develop over the course of a group's history and are entangled in complex ways over the course of performance. Contribution Through a case study of a musical theater improv ensemble, the paper contributes to ongoing efforts to theorize the relationship between embodied experience, social practice, and affect in group knowing with special consideration for the significant role of collaborative affective attunement.

Lee, V. R. (2023). **Learning sciences and learning engineering: A natural or artificial distinction?** *Journal of the Learning Sciences, 32*(2), 288-304. <https://doi.org/10.1080/10508406.2022.2100705>

“Learning engineering” has gained popularity as a term connected to the work of learning sciences. However, the nature of that connection is not entirely clear. For some, learning engineering represents distinct, industry-inspired practices enabled by data abundance and digital platformization of learning technologies. That view is presented as one where learning engineers apply learning research that has resided in experimental studies. For others, learning engineering should refer to the use of the full breadth of knowledge developed within the learning sciences research community. This second view is more inclusive of the fundamentally situated, design-oriented, and real-world commitments that are the backbone of the learning sciences, as reflected in this journal. The two views differ even as far as whether the academic field is labeled “learning science” or “learning sciences”. This article examines and articulates these differences. It also argues that without course correction, many who identify with learning engineering will conduct technology-supported learning improvement work that, at its own risk, will neglect the full and necessary scope of what has already been and continues to be discovered in the learning sciences. Moreover, it behooves all to consider recently elevated, but deeply fundamental questions being asked in the learning sciences about what is important to learn and toward what ends. With some more clarity around what is actually encompassed by the learning sciences and how all interested in design and educational improvement can build upon that knowledge, we can make greater collective progress to understanding and supporting human learning.

Leplat, J. (2023). **À propos des compétences incorporées.** *Éducation Permanente*, 234-235(1-2), 217-229. <https://doi.org/10.3917/edpe.234.0217>

McKnight, L., & Nicholas, M. (2023, juillet 2). **Pourquoi continuer d'apprendre à écrire à la main dans un monde d'IA.** Consulté 3 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/pourquoi-continuer-dapprendre-a-ecrire-a-la-main-dans-un-monde-dia-208766>

Faut-il abandonner l'écriture manuscrite ? Face aux progrès de l'intelligence artificielle, des voix s'élèvent en ce sens. Mais l'écriture manuscrite dote les élèves de compétences précieuses.

Minea-Pic, A. (2023). **Catching up on lost learning opportunities: Research and policy evidence on key learning recovery strategies.** *Documents de Travail de l'OCDE Sur l'éducation*, (292), 1-26. <https://doi.org/10.1787/a69c5909-en>

Climate change and natural disasters, the COVID-19 pandemic, and geopolitical shocks have increasingly disrupted school education around the world in recent years. Whether leading to school closures, school destructions or repeated interruptions in students' learning experiences, these external shocks have translated into lost learning opportunities for students. In this context, education systems face heightened pressure to become ever more resilient, enhance the efficiency of public spending and address emerging learning gaps. This working paper highlights key education strategies for helping students catch up on lost learning opportunities and bridge learning gaps, based on a review of research and policy evidence from OECD and non-OECD countries. It examines a range of academic strategies to address learning gaps, including i) adapting instructional strategies and pedagogies to individual needs, ii) extending and adapting the time of instruction, and iii) providing curricular flexibility and enabling fluid learning pathways within the school system. It provides research evidence on the effectiveness of such strategies, together with examples of their large-scale implementation and cost-

effectiveness considerations. While this paper presents programmes of general interest for all countries, a separate policy brief targets learning recovery strategies for students in Ukraine.

Miras, G. (2023, juin 20). **Réussite scolaire : faut-il croire au don pour les langues étrangères ?** Consulté 21 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/reussite-scolaire-faut-il-croire-au-don-pour-les-langues-etrangeres-207247>

L'idée que certains élèves auraient un don pour les langues est courante. Mais est-elle juste ? Et permet-elle vraiment de mettre en place de bonnes conditions d'apprentissage ?

Nivet, B., Petit, J., & Falzon, P. (2023). **Des démarches capacitanes pour développer les compétences des managers.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/24226>

Les formations au management sont peu fondées sur une analyse de l'activité des managers et sur les conditions réelles d'exercice de leur activité. Ce texte s'appuie sur trois cas de formation ou d'intervention visant à transformer l'activité des managers. Le traitement de situations réelles, complexes, sert de support à un travail réflexif permettant de mettre à distance ce qui se passe ou s'est passé, de le prendre comme objet d'analyse et d'en tirer un savoir-faire réutilisable. L'analyse de ces trois cas souligne d'une part le rôle crucial du collectif et de l'interactionnel dans ces processus réflexifs, d'autre part le rôle mixte de l'intervenant-formateur : aide à la résolution des difficultés et soutien au travail réflexif.

N'Sanman, R. (2023). **La pédagogie des compétences dans le primaire catholique ivoirien.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/24140>

Du fait de la mondialisation en Afrique subsaharienne, une entreprise managériale est à l'œuvre dans ses espaces scolaires. L'efficacité requise par la Banque Mondiale, c'est l'école formatée par la pédagogie des compétences. Au regard de ses rendements, le primaire catholique ivoirien apparaît exemplaire. Son personnel enseignant semble faire preuve d'un certain zèle, malgré des conditions jusqu'ici précaires. Ce phénomène conforte la posture managériale de la hiérarchie qui laisse croire à une simple docilité des salariés. Mais à l'analyse, cette réalité est loin d'être évidente. Dans les faits, pour être efficaces, les enseignants tordent par endroits le prescrit. Ils engagent dans leurs actes professionnels des raisons et valeurs singulières, pour une application alternative mais efficace de la pédagogie des compétences qui interroge sa prescription et son management.

OCDE: Organisation de coopération et de développement économiques. (2023). **Schools as hubs for social and emotional learning: Are schools and teachers ready?** Consulté à l'adresse <https://www.oecd.org/education/schools-as-hubs-for-social-and-emotional-learning-f6d12db7-en.htm>

Les écoles, lieux d'apprentissage socio-émotionnel, sont-elles prêtes pour cette tâche ? Ce document rapporte des résultats non publiés de l'Enquête de l'OCDE sur les compétences sociales et émotionnelles (SSES) et discute de leurs implications pour les politiques et les pratiques en matière d'éducation. Les SSES renforcent l'auto-efficacité des enseignants, l'utilisation de pédagogies d'apprentissage actif ainsi que la qualité des

relations à l'école. Il souligne également des différences importantes entre les élèves de 10 et 15 ans, les plus jeunes bénéficiant plus souvent des éléments clés d'une éducation sociale et émotionnelle efficace à l'école.

OECD. (2023). **OECD Skills Strategy Bulgaria: Assessment and Recommendations**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/oecd-skills-strategy-bulgaria_c2eb2f34-en

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

Orakci, Ş. (2023). **Structural relationship among academic motivation, academic self-efficacy, problem solving skills, creative thinking skills, and critical thinking skills**. *Psychology in the Schools*, 60(7), 2173-2194. <https://doi.org/10.1002/pits.22851>

This study investigates the structural relationship among academic motivation, academic self-efficacy (ASE), problem solving skills (PSS), creative thinking skills (CRTS), and critical thinking skills (CTS). Structural Equation Model was utilized to compute the relationships between these variables. The sample of the study was comprised of 575 student teachers studying in Faculties of Education in Turkey in the academic year 2021–2022. The findings underline that academic motivation had a significant direct effect on CRTS and self-efficacy had a significant direct effect on CRTS. In addition, the present study revealed that PSS had a significant direct effect on both creative thinking and CTS as well as revealing that creative thinking had a significant direct effect on CTS. Finally, in the present study, creative thinking significantly partially mediated the relationships between academic motivation, ASE, PSS, and CTS. These findings suggest implications for teacher training within the context of raising qualified teachers because the quality in the learning-teaching process is positively expected to be influenced by the variables explored in the current study.

Özdeniz, Y., Aktamış, H., & Bildiren, A. (2023). **The effect of differentiated science module application on the scientific reasoning and scientific process skills of gifted students in a blended learning environment**. *International Journal of Science Education*, 45(10), 827-849. <https://doi.org/10.1080/09500693.2023.2175627>

The aim of this study is to examine the effect of the science module which was designed using the problem-based learning method on the basis of the Integrated Curriculum Model and applied in the blended learning environment on the scientific reasoning and scientific process skills of gifted students. The study was carried out with 9 gifted 5th grade students studying in an institution that provides support education for the gifted in Turkey. The case study method was used in the study which lasted 8 weeks. The science module was implemented in a blended learning environment. Qualitative data were obtained through reflective diaries and semi-structured interview form. In addition to the qualitative method, a single group pre-test post-test experimental design was used as a quantitative method, quantitative data were obtained with the 'Scientific Process Skills Test' and 'Lawson Scientific Reasoning Test' and analyzed with a statistical program. In the research findings, it was observed that there was a significant difference in favour of the post-test in the pre-test and post-test scores. The students stated that they used reasoning in identifying a problem in the activities, thinking about ways to solve the problem, and developing a design for the solution.

Richard-Bossez, A. (2023). **L'entrée dans les apprentissages scolaires et ses inégalités: Lecture sociologique de la construction des savoirs à l'école maternelle**. Consulté à l'adresse <https://www.pur-editions.fr/product/9286/l-entree-dans-les-apprentissages-scolaires-et-ses-inegalites>

Depuis la rentrée 2019, l'âge de l'instruction obligatoire est passé de 6 à 3 ans afin de favoriser la réussite scolaire de tous les enfants et de lutter contre les inégalités d'apprentissage. Pourtant, depuis les années 1990, les 3-6 ans fréquentent déjà l'école maternelle sans que cela ne réduise les inégalités pointées régulièrement par différents travaux de recherche. Dès lors, on peut s'interroger sur la manière dont l'école maternelle fait entrer les enfants qui lui sont confiés dans les savoirs : quels savoirs sont visés ? Comment les enseignants les présentent-ils aux élèves ? Comment les élèves s'en saisissent-ils ? En quoi ce qui se joue dans les pratiques pédagogiques permet-il à l'ensemble des enfants d'accéder aux apprentissages visés ? Autant de questions auxquelles cet ouvrage propose d'apporter des éléments de réponse à partir des résultats d'une enquête de terrain par observation dans six classes de grande section situées dans des milieux sociaux variés et en se centrant plus particulièrement sur les apprentissages relatifs à l'écrit. S'inscrivant dans une sociologie du curriculum, croisant sociologie de l'éducation et sociologie de la connaissance, le propos saisit les savoirs scolaires dans leur double dimension, à la fois sociale et cognitive, et souligne comment ces deux dimensions se fissent mutuellement. Si l'analyse met en évidence la construction d'inégalités d'apprentissage à l'école maternelle, elle montre également que des opérations de révision de ces inégalités sont également discernables dans les classes, même si elles interviennent de manière plus ponctuelle.

Sun, Z., & Yang, Y. (2023). **The mediating role of learner empowerment in the relationship between the community of inquiry and online learning outcomes**. *The Internet and Higher Education*, 58, 100911. <https://doi.org/10.1016/j.iheduc.2023.100911>

The COVID-19 pandemic has necessitated a rapid shift to online learning, making the Community of Inquiry (CoI) framework increasingly relevant for creating meaningful and effective online learning experiences. However, the impact of CoI presences (i.e., teaching, social, and cognitive presence) on students' learning outcomes has been inconsistent in the literature, and a recent meta-analysis has identified a publication bias in this relationship, suggesting the need for a further investigation. This study aimed to enhance our understanding of how the CoI presences influence students' actual learning outcomes by incorporating learner empowerment as an essential learner characteristic. This study was conducted in two undergraduate courses that were abruptly shifted online due to the COVID-19 lockdown. Structural equation modeling was used to examine the relationship between the CoI presences, learner empowerment, and actual learning outcomes. The results show that learner empowerment has a direct and positive impact on students' actual learning outcomes, and partially mediates the relationship between CoI presences and learning outcomes. The findings highlight the significant mediating role of learner empowerment within the CoI framework and offer valuable insights into the design of productive online learning communities.

UNESCO. IPE Pôle de Dakar. (2023). **Développer les compétences : huit grands enjeux de l'EFTP en Afrique d'ici 2030 : dossier**. *PôleMag La lettre d'information du Pôle de Dakar*, (32), 13-22. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000385325_fre/PDF/385325fre.pdf.multi

La formation professionnelle des jeunes est un maillon fort de la croissance économique du continent africain. Mais les défis en matière d'employabilité et d'EFTP sont nombreux et complexes. Quels sont les enjeux dont les acteurs publics et privés veulent se saisir en priorité pour accélérer la transformation et l'impact de l'EFTP et comment l'IPE-UNESCO Dakar entend-il y contribuer à leurs côtés ? Le dossier du numéro comprend un article qui répond à ces questions et une interview d'Amidou Bancé, le secrétaire permanent du cadre de concertation des ministres en charge de l'emploi formation professionnelle de l'espace UEMOA (CCMEFP-UEMOA).

Wiederhold, S., & Langer, C. (2023). **The Value of Early-Career Skills** (CID Working Paper N° 143a). Consulté à l'adresse Center for International Development at Harvard University website: <https://econpapers.repec.org/paper/cidwpcfau/143a.htm>

We develop novel measures of early-career skills that are more detailed, comprehensive, and labor-market-relevant than existing skill proxies. We exploit that skill requirements of apprenticeships in Germany are codified in state-approved, nationally standardized apprenticeship plans. These plans provide more than 13,000 different skills and the exact duration of learning each skill. Following workers over their careers in administrative data, we find that cognitive, social, and digital skills acquired during apprenticeship are highly – yet differently – rewarded. We also document rising returns to digital and social skills since the 1990s, with a more moderate increase in returns to cognitive skills.

Zárate, R. A. (2023). **Uncovering Peer Effects in Social and Academic Skills**. *American Economic Journal: Applied Economics*, 15(3), 35-79. <https://doi.org/10.1257/app.20210583>

This paper studies the impact of adolescent peers who are central in their social network on the formation of social skills and academic performance of fellow students. I conduct a novel large-scale field experiment at selective public boarding schools in Peru with two treatments: (i) more socially central versus less socially central peers, and (ii) higher-achieving versus lower-achieving peers. Peer effects are more pronounced for social skills than academic performance, and both vary by gender. While socially central peers lead boys to better social skills, higher-achieving peers decrease girls' test scores. Gender differences in self-confidence can explain both findings.

Zeng, H., & Bao, Z. (2023). **Understanding continuance intention of social Q&A communities for informal learning among university students**. *Psychology in the Schools*, 60(7), 2156-2172. <https://doi.org/10.1002/pits.22859>

Social Q&A refers to the process of information seeking based on questioning-and-answering in natural language through social networks. It facilitates knowledge gathering and interacting, and thus can be regarded as an appropriate environment for informal learning. This study intends to explore factors affecting continuance intention of using social Q&A communities for informal learning and meanwhile reveal the underlying mechanism among these factors. Data were obtained from 257 university students through an online survey. By using partial least squares based structural equation model, the proposed hypotheses and research model were analyzed. The findings show that homophily, interactivity and social presence are three determinants of collaborative learning and community identification in social Q&A community which further influences university students' continuance intention for informal learning. Our research extends the understanding of informal learning in social Q&A communities and indicates how to promote continuous informal learning in such environment.

Zhao, L., Zheng, Y., Zhao, J., Li, G., Compton, B. J., Zhang, R., ... Lee, K. (2023). **Cheating among elementary school children: A machine learning approach.** *Child Development*, 94(4), 922-940. <https://doi.org/10.1111/cdev.13910>

Academic cheating is common, but little is known about its early emergence. It was examined among Chinese second to sixth graders (N = 2094; 53% boys, collected between 2018 and 2019) using a machine learning approach. Overall, 25.74% reported having cheated, which was predicted by the best machine learning algorithm (Random Forest) at a mean accuracy of 81.43%. Cheating was most strongly predicted by children's beliefs about the acceptability of cheating and the observed prevalence and frequency of peer cheating at school. These findings provide important insights about the early development of academic cheating, and how to promote academic integrity and limit cheating before it becomes entrenched. The present research demonstrates that machine learning can be effectively used to analyze developmental data.

Aspects économiques de l'éducation

Ben Hamouda, L. (2023, juin 29). **Hausse des frais d'inscription pour les élèves français de l'étranger.** Consulté 3 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/29/hausse-des-frais-dinscription-pour-les-eleves-francais-de-letranger/>

Alors que les frais de scolarité dans les établissements français connaissent une hausse importante – 42% sur 10 ans, les budgets alloués aux bourses à destination des familles les plus populaires restent quant à eux constants. Un dossier dont s'est saisi le député Karim Ben Cheikh dans une question au gouvernement. Depuis une dizaine...

Bos, S. (2023, juin 15). **De plus en plus d'étudiants internationaux paient l'université au prix fort.** Consulté 3 juillet 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/de-plus-plus-detudiants-internationaux-paient-luniversite-prix-fort/00107211>

Majoritairement exonérés jusqu'alors, de plus en plus d'étudiants étrangers pourraient payer plus cher leurs frais d'inscription à l'université. Cela risque de les fragiliser, alors que beaucoup de ces jeunes sont déjà précaires.

Buser, T., Ahlskog, R., Johannesson, M., Koellinger, P., & Oskarsson, S. (2023). **Using Genes to Explore the Relationship of Cognitive and Non-cognitive Skills with Education and Labor Market Outcomes** (IZA Discussion Paper N° 16125). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16125.htm>

A large literature establishes that cognitive and non-cognitive skills are strongly correlated with educational attainment and professional achievement. Isolating the causal effects of these traits on career outcomes is made difficult by reverse causality and selection issues. We suggest a different approach: instead of using direct measures of individual traits, we use differences between individuals in the presence of genetic variants that are associated with differences in skills and personality traits. Genes are fixed over the life cycle and genetic differences between full siblings are random, making it possible to establish the causal effects of within-family genetic variation. We link genetic data from individuals in the Swedish Twin Registry to government registry data and find evidence for causal effects of genetic differences linked to cognitive skills, personality traits, and

economic preferences on professional achievement and educational attainment. Our results also demonstrate that education and labor market outcomes are partially the result of a genetic lottery.

Bussolo, M., Checchi, D., & Peragine, V. (2023). **Long-term evolution of inequality of opportunity: Educated parents still matter**. *The Journal of Economic Inequality*, 21(2), 277-323. <https://doi.org/10.1007/s10888-022-09562-6>

Inequality of opportunity (IOp) in the four largest economies in Europe – France, Germany, Italy, and the United Kingdom – around 2015 accounts for a significant share of inequality of incomes, between 30 and 50 percent, depending on the inequality index and using a parametric approach. Mirroring the reduction of inequality of incomes over the last three decades, the long-term trend of IOp, the focus of this paper, has been declining for all countries but Italy. Declining trends are also observed for IOp estimated for age, gender, and birth cohorts sub-groups of the national populations. The closing of the gender gap accounts for a large share of the reduction of the IOp of the overall population. When decomposing age and birth cohort effects, the age effect of IOp exhibits an inverted U shape and, at the same age, IOp experienced by most recent cohorts is lower than preceding ones. To guide the interpretation of the observed declining trends, we use a theoretical framework describing the mechanisms through which changes in circumstances may be correlated to changes of inequality of opportunity. Three variables are considered by this framework: a) intergenerational persistence in educational attainment, b) return of education, and c) social origins. The first two variables are declining in all countries and are consistent with the reduction of IOp. However, 'higher' social origins seem to become increasingly more correlated with higher (labor) incomes and, in some countries (notably Italy), increasing relevance of this third variable slows down the overall reduction of IOp. Social origins, proxied by educated parents, remain significant even after controlling for parental resources (books at home when aged 14) or children' skills (numeracy and literacy).

Calkins, A., Binder, A. J., Shaat, D., & Timpe, B. (2023). **When Sarah Meets Lawrence: The Effects of Coeducation on Women's College Major Choices**. *American Economic Journal: Applied Economics*, 15(3), 1-34. <https://doi.org/10.1257/app.20210692>

We leverage variation in the adoption of coeducation by US women's colleges to study how exposure to a mixed-gender collegiate environment affects women's human capital investments. Our event-study analyses of newly collected historical data find a 3.0–3.5 percentage point (30–33 percent) decline in the share of women majoring in STEM fields. While coeducation caused a large influx of male peers and a modest increase in male faculty, we find no evidence that it altered the composition of the female student body or other gender-neutral inputs. Extrapolation of our main estimate suggests that coeducational environments explain 36 percent of the current gender gap in STEM majors.

Cassagneau-Francis, O. (2021). **The Role of Earnings, Financial, and other Factors in University Attendance** [Working Paper]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/halwpaper/hal-04067182.htm>

Why do some people choose to attend university, and enjoy state-subsidised benefits, while others do not? We shed new light on this key issue by comparing and quantifying the roles of earnings, financial, and non-pecuniary factors in the educational decisions of young people in the UK. We investigate changes in these factors over time, and their

implications for social mobility. We specify a model of educational choice, explicitly including expectations about earnings, financial, and non-pecuniary factors. Our estimation strategy exploits panel survey data on young people's expectations about key outcomes both at, and after, university, linked to their realised outcomes. Income maximisation, despite its prevalent role in the literature, is only a small part of the story: other factors are four times as important as earnings in determining whether someone goes to university. Non-pecuniary factors also drive both the SES-gap in educational attainment, and the huge growth in degree attainment between the 1980s and 2010s.

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

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

Chimbutane, F., & Reinikka, R. (2023). **Language and student learning: Evidence from an ethnographic study in Mozambique** (WIDER Working Paper Series N° wp-2023-62). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: <https://econpapers.repec.org/paper/unuwpaper/wp-2023-62.htm>

This ethnographic study explores the implementation of bilingual education in Mozambique: how it is understood, adapted, and resisted by school directors, teachers, and local officials. Bilingual education uses local languages in early grades before a gradual shift into Portuguese, which most Mozambican children do not speak when entering school. Our study confirms that students participate actively and understand content better in bilingual classes. Regardless of education policy, school directors decide whether or not to form bilingual classes.

Collins, W. J., & Zimran, A. (2023). **Working Their Way Up? US Immigrants' Changing Labor Market Assimilation in the Age of Mass Migration**. *American Economic Journal: Applied Economics*, 15(3), 238-269. <https://doi.org/10.1257/app.20210008>

Whether immigrants advance in labor markets during their life- times relative to natives is a fundamental question in the economics of immigration. We examine linked census records for five cohorts spanning 1850–1940, when immigration to the United States was at its peak. We find a U-shaped pattern of assimilation: immigrants were « catching up » to natives in the early and later cohorts, but not in between. This change was not due to shifts in immigrants' source countries. Instead, it was rooted in men's early-career occupations, which we associate with structural change, strengthening complementarities, and large immigration waves in the 1840s and 1900s.

Cowan, B., Jones, T. R., & Swigert, J. (2023). **Parental and Student Time Use around the Academic Year** (CESifo Working Paper Series N° 10391). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10391.htm>

We demonstrate how mothers, fathers, and 15–17-year-old students alter their schedules around the K-12 academic year. Using regression discontinuity (RDD) methods, combined with dates on school year start and end dates by locality, we document several notable results. First, mothers are substantially more affected by the school year than are fathers. When school is in session, mothers sleep less, spend more time caring for family members and driving them around, and spend less time on eating, free time and exercise. Fathers see changes that are generally similar in sign but smaller in magnitude compared to mothers. 15–17-year-olds naturally reduce time spent in educational pursuits when school is out (a decrease of about 5.5 hours per day on weekdays), and most of that time is substituted toward free time (an additional 2+ hours per day) and sleep (1+ hours per day). Our results provide a holistic picture of how families build their days around the K-12 school calendar and have implications for policies targeted toward women's and teenage children's health and well-being.

D'Agostino, T. J., & Madero, C. (2023). **The Machuca experience: A retrospective case study of school-based socio-economic integration**. *International Journal of Educational Development*, 100, 102790. <https://doi.org/10.1016/j.ijedudev.2023.102790>

This paper explores the experiences of former low-income children that, in the late 1960s and early 1970s, were integrated into Saint George's College, an elite private school in Santiago, Chile. Using a primarily qualitative, retrospective case study design, we focus on the experiences and perceptions of former students to explore lessons from this evocative case study of socio-economic integration. Findings point to key situational differences in low-income students' integration experiences and sense of belonging. Heterogeneous experiences ranged from negative, such as bullying, discrimination, and experiences that deepened class-based identities, to experiences of support, inclusion, and friendship. Factors affecting the level and nature of integration experiences are considered in relation to contact theory and refinements to the theory are proposed to account for developmental differences in integration experiences.

De Gasparo, S., & Demissy, R. (2023). **Les investissements immatériels en contexte de transition : quelle économie de la formation ?** *Éducation Permanente*, 234-235(1-2), 191-210. <https://doi.org/10.3917/edpe.234.0191>

La notion d'«investissement immatériel», développée par Pierre Caspar, s'avère particulièrement utile pour penser une économie de la formation à la hauteur des enjeux contemporains de la transition écologique et sociétale. À condition néanmoins de la revisiter à partir des enjeux du travail vivant, d'une conception renouvelée du modèle de développement économique et des dynamiques collectives à l'échelle des territoires de vie. Après une présentation de l'actualité du travail de Pierre Caspar, sont présentés et discutés deux témoignages d'organisations engagées depuis de nombreuses années dans des dispositifs d'appui au développement de compétences au service de la transition. La conclusion propose une perspective s'appuyant sur l'expérience du travail pour penser une économie de la formation en contexte de transition.

Di Gioacchino, D., Sabani, L., & Usai, S. (2023). **The Geography of Intergenerational Education Mobility in Italy: Trends and Mediating Factors** (Working Papers in Public Economics N° 240). Consulté à l'adresse University of Rome La Sapienza, Department of

Economics and Law website:
<https://econpapers.repec.org/paper/sapwpaper/wp240.htm>

Using survey data, we contribute to the literature on temporal evolution of educational attainment by parental background by providing the estimates of the intergenerational education mobility in Italian regions across seven birth cohorts. Results of intergenerational correlation between parents and children's education show that in the last fifty years mobility increased in almost all regions, although for the youngest cohorts this decline seems to have ended. Northeast regions and Central regions are the most mobile, followed by Northwest and South regions. This pattern is robust to alternative measures of relative mobility. As expected, we find that - at least for the youngest cohorts - there is a negative correlation between mobility and economic factors such as unemployment and poverty. This suggests that credit constraints explain bottom tail persistence in education. A positive correlation between the intergenerational education mobility and the degree of inequality as measured by the GINI coefficient exists across Italian regions, consistent with the « Great Gatsby curve » documented across countries. In addition, we find a positive association between mobility, indexes of social capital and the number of graduates in the regions. Measures of school quality (PISA test) are positively correlated with regional educational mobility.

Enke, B., Graeber, T., & Oprea, R. (2023). **Confidence, Self-Selection, and Bias in the Aggregate.** *American Economic Review*, 113(7), 1933-1966.
<https://doi.org/10.1257/aer.20220915>

The influence of behavioral biases on aggregate outcomes depends in part on self-selection: whether rational people opt more strongly into aggregate interactions than biased individuals. In betting market, auction and committee experiments, we document that some errors are strongly reduced through self-selection, while others are not affected at all or even amplified. A large part of this variation is explained by differences in the relationship between confidence and performance. In some tasks, they are positively correlated, such that self-selection attenuates errors. In other tasks, rational and biased people are equally confident, such that self-selection has no effects on aggregate quantities

Gagne Chabrol, C. (2023, juin 17). **Dans les écoles de commerce, malgré l'envol des frais de scolarité, la demande ne faiblit pas: « J'ai investi sur moi-même ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/06/17/dans-les-ecoles-de-commerce-malgre-l-envol-des-frais-de-scolarite-la-demande-ne-faiblit-pas-j-ai-investi-sur-moi-meme_6178029_4401467.html

Une étude récente montre que près de 45 % des 18-30 ans estiment que le coût de la scolarité est un frein à l'accès aux écoles de commerce. Les établissements le justifient par la garantie d'une bonne insertion professionnelle à l'issue du cursus.

Gérard, E. (2023). **Universités privées: la fabrique des inégalités: Leçons d'Afrique, d'Amérique latine et d'Asie.** Consulté à l'adresse <https://www.karthala.com/hommes-et-societes-sciences-economiques-et-politiques/3483-universites-privées-la-fabrique-des-inegalites-lecons-d-afrique-d-amerique-latine-et-d-asie-9782384090006.html>

La marchandisation et la privatisation de l'éducation constituent, depuis plusieurs décennies, des processus en forte expansion. Les pays émergents et en développement sont particulièrement sujets à cette évolution, notamment dans l'enseignement supérieur. Dans ces pays, la création des universités privées est liée à des déterminants

économiques, politiques et sociologiques, tout autant qu'historiques. Ces universités, dont la croissance ressortit principalement à l'adoption des politiques néolibérales qui ont investi le champ éducatif, sont désormais de plus en plus hétérogènes et différenciées par des modes complexes de fonctionnement et de régulation. Cette hétérogénéité des universités privées, qui se double d'une forte hiérarchie sociale, économique et politique entre elles, concerne tout autant leur offre éducative que leurs modes de financement, leurs fondateurs et dirigeants, leurs personnels académiques, enfin leurs populations étudiantes. Impliquées dans une forte concurrence – entre elles et avec leurs homologues publiques –, ces universités multiplient des stratégies offensives d'attraction et de captation des clientèles étudiantes, au rang desquelles comptent en premier lieu la sélection, le soutien ou l'accompagnement de ces étudiants. Elles favorisent certes l'élargissement de l'accès à l'enseignement supérieur, mais elles participent aussi et surtout à l'accroissement et à la diversification des inégalités sociales, spatiales ou économiques à ce niveau. Sur la base d'enquêtes conduites auprès des différentes catégories d'acteurs de très nombreuses universités privées, cet ouvrage analyse la fabrique et la reproduction de ces inégalités, dans des pays aussi divers que l'Argentine, le Mexique, le Pérou, la République Démocratique du Congo, le Sénégal et le Vietnam.

Hanushek, E. A., Jacobs, B., Schwerdt, G., Van der Velden, R., Vermeulen, S., & Wiederhold, S. (2023). **Where Do STEM Graduates Stem From? The Intergenerational Transmission of Comparative Skill Advantages** (IZA Discussion Paper N° 16117). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16117.htm>

The standard economic model of occupational choice following a basic Roy model emphasizes individual selection and comparative advantage, but the sources of comparative advantage are not well understood. We employ a unique combination of Dutch survey and registry data that links math and language skills across generations and permits analysis of the intergenerational transmission of comparative skill advantages. Exploiting within-family between-subject variation in skills, we show that comparative advantages in math of parents are significantly linked to those of their children. A causal interpretation follows from a novel IV estimation that isolates variation in parent skill advantages due to their teacher and classroom peer quality. Finally, we show the strong influence of family skill transmission on children's choices of STEM fields.

Ideland, M., & Serder, M. (2023). **Joy, pride, and shame: on working in the affective economy of edu-business.** *British Journal of Sociology of Education*, 44(5), 860-878. <https://doi.org/10.1080/01425692.2023.2203846>

This study focuses on what people working in edu-business want to achieve. The aim is to explore (1) how the edu-business sector is discursively constructed as a work-place and part of the education system, and (2) how this discourse is organized within an affective economy – that is how the valuation of emotions distinguish what are considered as 'good' or 'bad' subjectivities, practices, and institutions. The analysis draws on interviews with 22 people working in Sweden's edu-business sector. The results illuminate three discourses: a bureaucratic, an entrepreneurial, and a profit discourse. Emotions attached to the bureaucratic discourse are anxiety, guilt, and boredom. Connected to the entrepreneurial discourse are joy, creativity, and well-being. Shame and pride are attached to the profit discourse. The affective economy constructs the business sector

as desirable and the public sector as its opposite. Studying 'the bright side' of neoliberalism helps us to understand its power.

Kuzmanic, D., Valenzuela, J. P., Claro, S., Canales, A., Cerda, D., & Undurraga, E. A. (2023). **Socioeconomic disparities in the reopening of schools during the pandemic in Chile.** *International Journal of Educational Development*, 100, 102805. <https://doi.org/10.1016/j.ijedudev.2023.102805>

The COVID-19 pandemic produced the most significant disruption in education in history. More than 190 countries suspended in-person instruction, affecting an estimated 1.6 billion students. The reopening of schools has been unequal. Schools in more affluent areas reopened sooner than poorer ones, exacerbating preexisting inequalities. There is limited research about the reopening processes in Latin America, where schools were closed for extended periods. Using a rich administrative dataset, we investigate the gaps in the resumption of in-person instruction in Chilean schools across socioeconomic groups in the fall of 2021. Schools with lower socioeconomic status were significantly less likely to offer in-person instruction. Disparities in reopening decisions were associated with administrative factors rather than economic or local epidemiological conditions.

Lan, Y., Li, I. W., Chai, Z. K., & Clements, K. W. (2023). **The Market for Economics and Finance PhDs.** *Australian Economic Review*, 56(2), 163-191. <https://doi.org/10.1111/1467-8462.12509>

This paper presents new information about the post-graduation activities of those with a PhD in economics and finance from an Australian university. Approximately 40 per cent have an academic job, while the other 60 per cent work elsewhere or engage in other activities. The analysis includes origin–destination networks for both the academic and non-academic markets, the determinants of earnings and measures of overqualification and underemployment. The findings of the paper can provide guidance for those completing or contemplating PhD studies.

Li, C., & Sun, D. (2023). **Women's bargaining power and spending on children's education: Evidence from a natural experiment in China.** *International Journal of Educational Development*, 100, 102787. <https://doi.org/10.1016/j.ijedudev.2023.102787>

How women's bargaining power affects children's education remains an open question. This paper explores the impact of women's bargaining power on children's educational expenditure, using a sample comprising 5099 couples from China Family Panel Studies. The Difference-in-Differences approach is applied based on the natural experiment of an amendment to the Chinese Marriage Law concerning intrahousehold property ownership. We find that the decline in women's bargaining power caused by the law amendment significantly reduces couples' expenses on children's education. Holding all the characteristics of the couple and time and regional factors constant, when women are deprived of their housing property, expenditure on children's education drops by an average 35.9%. Further analysis shows that when the husband has a larger advantage in education and income, and stronger patriarchal beliefs, the wife's bargaining power is affected more by the law amendment, with a larger significant negative effect on spending on children's education. This paper suggests that policies that deteriorate gender equality can affect not only women's status within the household but also household's investment in child education.

Longuet, G. **Projet de loi de règlement du budget et d'approbation des comptes de l'année 2022 : Enseignement scolaire.** , Pub. L. No. 771 (2022-2023), tome II, annexe 14 (2023). <https://www.senat.fr/rap/l22-771-214/l22-771-214.html>

Loviglio, A. (2023). **School Quality beyond Test Scores: The Role of Schools in Shaping Educational Outcomes** (IZA Discussion Paper N° 16111). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16111.htm>

I study how schools impact student performance and educational attainment throughout secondary education, and show that school quality cannot be easily captured by any type of rankings because students with differing characteristics and abilities benefit from different school inputs. To do so, I estimate a dynamic structural model of cognitive skills accumulation and schooling decision using rich administrative data from middle schools in Barcelona. I then simulate the outcomes that each student would have achieved in every school in the sample. Notably, the school environment has a crucial impact on the educational attainment of students from less advantaged family background and low-ability students who are at greater risk of leaving school. Moreover, the schools that would yield the highest final test scores for these students – provided they do not drop out – are not the ones that would maximize their likelihood of graduating and enrolling in further education. The results suggest that evaluating and comparing schools using only standardized assessments is insufficient for serving the needs of disadvantaged students, who require schools that enhance educational attainment rather than just test scores.

Marín Llanes, L., Rodríguez Pico, M., Maldonado, D., & García, S. (2023). **Learning inequality during Covid-19: Evidence from secondary schools in Colombia.** *International Journal of Educational Development*, 100, 102788. <https://doi.org/10.1016/j.ijedudev.2023.102788>

During 2020, the Covid-19 pandemic unleashed a socioeconomic crisis in most countries, as well as strict restrictions on mobility and social distancing were implemented. The pandemic brought a severe socioeconomic shock -decreasing economic activity- and forced policy responses that affected the education sector -notably school closures-. There is scarce evidence on the implications of the pandemic and its socioeconomic consequences on learning inequality, particularly in the Latin-American context. The aim of this paper is to measure the change in learning inequality during the years of the pandemic (2020–2021) in Colombia. To measure learning inequality, we use the results of a standardized exam taken by all upper secondary education graduates in the country. To capture inequality, we use secondary-level students' characteristics, their households, and schools' characteristics. Our econometric results suggest an increase in learning inequality between 48% and 372% depending on the dimension studied, except for gender where learning inequality decreased. Moreover, through dynamic specifications, we determine that for all the analyzed dimensions the 2020–2021 period represents a change in the trend of learning inequality as in the periods prior to the pandemic inequality gaps decreased or, at least, remained constant. We conclude with concrete and immediate policy recommendations to target the learning processes of vulnerable students and bridge learning gaps.

Michaut, C. (2023). **État des recherches en économie et en sociologie sur la réussite universitaire.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11961>

Cet état des recherches est issu d'un chapitre de mon habilitation à diriger des recherches (Michaut, 2020) et d'une synthèse produite pour l'observatoire de la réussite universitaire de Nantes Université. Depuis une cinquantaine d'années, de nombreuses recherches en sociologie et en économie de l'éducation ont cherché à établir les facteurs individuels et contextuels de la réussite dans l'enseignement supérieur. Cet article dresse un état de ces recherches à partir d'une revue critique de la...

Monarrez, T. E. (2023). **School Attendance Boundaries and the Segregation of Public Schools in the United States.** *American Economic Journal: Applied Economics*, 15(3), 210-237. <https://doi.org/10.1257/app.20200498>

School segregation is determined both by residential sorting and local policies, such as the drawing of attendance boundaries and school siting. This paper develops an approach to understanding the relative importance of these factors by calculating the distance-minimizing assignment of students to schools and assessing whether actual assignments differ systematically by race. Using census data and attendance boundary maps for nearly 1,600 school districts, I find that attendance boundaries create 5 percent more integration than a distance-minimizing baseline, while school siting plays almost no role. Residential segregation alone explains more than 100 percent of school segregation in the United States.

Mussida, C., & Sciulli, D. (2023). **Being poor and being NEET in Europe: Are these two sides of the same coin?** *The Journal of Economic Inequality*, 21(2), 463-482. <https://doi.org/10.1007/s10888-022-09561-7>

We implement a dynamic bivariate probit model to explore the possible relation between at-risk-of-poverty and NEET (Not in Employment, Education or Training) in 21 European countries using 2016–2019 European Union Statistics on Income and Living Conditions panel data. We identify genuine state dependence and account for possible feedback effects from past poverty to the NEET status. We also consider two alternative definitions of NEET, i.e. unemployed and inactive NEET and inactive NEET only. We find that both poverty and NEET are characterized by significant genuine state dependence. We also observe a vicious circle between the phenomena, especially when adopting the definition that includes unemployed and inactive NEETs. This suggests a leading role of unemployment in the detrimental effect of being NEET on poverty. We offer supplementary analyses and further insights on country heterogeneity by looking at the role of social protection expenditure. Finally, we stress that for young NEETs living outside of the family of origin, the NEET condition is not detrimental for poverty, conditional on the provision of adequate youth support.

Oh, B., & Kim, C. (2023). **Changing Undergraduate Funding Mix and Graduate Degree Attainment.** *The Journal of Higher Education*, 94(5), 664-689. <https://doi.org/10.1080/00221546.2023.2171210>

Previous studies of the role of college students' funding sources in their educational outcomes have focused on individual funding sources and have not paid much attention to the mixing of multiple sources. As rising college tuition has heightened the financial burden on college students, the use of multiple funding sources has become an adaptive funding strategy for completing a college degree. Using discrete funding-source information from the National Survey of College Graduates, this study offers the first exploration of the change in funding mixes across three cohorts — born in 1953–1962, 1963–1972, and 1973–1982 respectively — and their association with graduate degree

attainment. The proportion of students who utilized only one or two funding sources decreased, while those who juggled three or more sources increased. Contrary to the oldest cohort, for whom the association between undergraduate funding mix and graduate degree attainment was relatively weak, in the recent cohort, students mobilizing multiple sources became less likely to obtain a graduate degree compared to those fully funded by their families.

Paluszynski, R., & Yu, P. C. (2023). **Efficient Consolidation of Incentives for Education and Retirement Savings**. *American Economic Journal: Macroeconomics*, 15(3), 153-190. <https://doi.org/10.1257/mac.20200181>

We study optimal tax policies with human capital investment and retirement savings for present-biased agents. Agents are heterogeneous in their innate ability and make risky education investments, which determines their labor productivity. We demonstrate that the optimal distortions vary with education status. In particular, the optimal policy encourages human capital investment with savings incentives. Our implementation uses income-contingent student loans and existing retirement policies, augmented by a new tax instrument that subsidizes retirement savings for college graduates. The instrument mimics the latest policy proposals by allowing employers to offer 401(k) matching contributions proportional to student loans repayment.

Romuald, N. K. (2023). **An analysis of inequalities in school performance between public and private students in sub-Saharan Africa**. *International Journal of Educational Development*, 100, 102802. <https://doi.org/10.1016/j.ijedudev.2023.102802>

This paper investigates which micro factors among student, classroom, teacher, and school characteristics explain inequalities in public-private school achievement at the end of primary school in 14 sub-Saharan African (SSA) countries. Using data from the 2019 CONFEMEN Education Systems Analysis Program (PASEC) assessment and an empirical strategy that leverages an educational production function, an Oaxaca-Blinder, Juhn Murphy, and Pierce decomposition, the main findings are as follows. Private schools provide a higher quality of education than public schools. The variables gender of the student, age and gender of the teacher, and number of inspections contribute to reducing inequalities between the two groups, while the variables home language, kindergarten attendance, socioeconomic level of the student's family, age of the student, and location and infrastructure of the school contribute to maintaining educational inequalities. Students who do less well in private schools are less likely to succeed in public schools. Those who do well in public schools are equally likely to do well in private schools.

Swaner, L. E., Eckert, J., Ellefsen, E., & Lee, M. H. (2023). **Innovative structural and financial models in U.S. Christian education**. *International Journal of Educational Development*, 100, 102784. <https://doi.org/10.1016/j.ijedudev.2023.102784>

Financial sustainability is one of the greatest challenges facing private Christian schools. However, scant research has been conducted to identify innovative structural practices and financial models that may help sustain the mission of Christian schools. This study helps close that gap with a mixed methods inquiry into approaches like mergers and acquisitions, micro- and hybrid school models, third source income and entrepreneurship, and inclusive education, with a focus on 11 exemplars in the Christian school sector across the United States.

Tilley, L. (2023). **School resources, peer inputs, and student outcomes in adult education** (Working Paper Series N° 2023:9). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2023_5f009.htm

This paper studies a large-scale educational expansion to evaluate whether shocks to school inputs have an impact on the academic achievement of adult education students. I analyze the spillover effects of a Swedish policy that temporarily doubled enrollment in adult education, thus putting considerable strain on school inputs. Since the policy targeted individuals age 25 and over, my analysis focuses on individuals under age 25 to mitigate concerns that changes in student composition drive my findings. First, I establish that students in regions subject to larger enrollment shocks experienced stronger negative shocks to peer quality and school resources such as teacher credentials and per pupil expenditure. Then, I show that the stronger negative shocks to peer quality and school resources coincided with larger increases in course dropout. Taken together, the two sets of results suggest a causal link between school inputs and course dropout.

Wiederhold, S., & Langer, C. (2023). **The Value of Early-Career Skills** (CID Working Paper N° 143a). Consulté à l'adresse Center for International Development at Harvard University website: <https://econpapers.repec.org/paper/cidwpfacu/143a.htm>

We develop novel measures of early-career skills that are more detailed, comprehensive, and labor-market-relevant than existing skill proxies. We exploit that skill requirements of apprenticeships in Germany are codified in state-approved, nationally standardized apprenticeship plans. These plans provide more than 13,000 different skills and the exact duration of learning each skill. Following workers over their careers in administrative data, we find that cognitive, social, and digital skills acquired during apprenticeship are highly – yet differently – rewarded. We also document rising returns to digital and social skills since the 1990s, with a more moderate increase in returns to cognitive skills.

Yao, Y., & Li, Z. (2022). **The Impacts of Industry Wage Premiums and Education Levels on Gender Inequality: Evidence from Five Developed Countries** (LIS Working Paper N° 832). Consulté à l'adresse LIS Cross-National Data Center in Luxembourg website: <https://econpapers.repec.org/paper/lisliwps/832.htm>

In contrast to most prior studies of gender inequality focusing on a specific country or a specific year, this paper uses cross-nationally comparable data from the Luxembourg Income Study (LIS) to examine the impacts of wage premiums in male- and female-dominated industries and education levels on gender inequality in five developed countries- the United States, the United Kingdom, Germany, Ireland, and Belgium from 2004 to 2017. To the best of our knowledge, there are no attempts in the prior empirical literature studying the effects of wage premiums in male- and female-dominated industries on gender inequality. To guarantee continuity and stability, we run the regression year by year separately for 14 consecutive periods for each of five advanced countries. The timeline covers the before, during, and after the great recession to rule out the possible effects of historical contingency. Thus, this is the first empirical paper to investigate the causal relationship between male- and female-dominated industries and gender inequality across countries over a continuous period. We raise and answer three research questions: (1) Do the wage premiums among male- and female-dominated industries affect the gender wage gap? (2) Is there a cross-country variation in the relationship between education levels and the gender wage gap? (3) Is there an impact

of education levels on the gender employment gap? As for empirical analysis, for the first two questions, we run the multivariate linear regression; for the third question, we estimate the probit model, marginal effects, and the delta method standard errors. We find that: 1) There is a significant correlation between the wage premiums in female- and male-dominated industries and gender wage gap; 2) There is a crosscountry variation in the relationship between education levels and the gender wage gap; 3) There is also a cross-country variation in the relationship between education levels and the gender employment gap.

Zárate, R. A. (2023). **Uncovering Peer Effects in Social and Academic Skills**. *American Economic Journal: Applied Economics*, 15(3), 35-79.
<https://doi.org/10.1257/app.20210583>

This paper studies the impact of adolescent peers who are central in their social network on the formation of social skills and academic performance of fellow students. I conduct a novel large-scale field experiment at selective public boarding schools in Peru with two treatments: (i) more socially central versus less socially central peers, and (ii) higher-achieving versus lower-achieving peers. Peer effects are more pronounced for social skills than academic performance, and both vary by gender. While socially central peers lead boys to better social skills, higher-achieving peers decrease girls' test scores. Gender differences in self-confidence can explain both findings.

Aspects psychologiques de l'éducation

Ackerman, R. (2023). **Bird's-Eye View of Cue Integration: Exposing Instructional and Task Design Factors Which Bias Problem Solvers**. *Educational Psychology Review*, 35(2), 55.
<https://doi.org/10.1007/s10648-023-09771-z>

Solving problems in educational settings, as in daily-life scenarios, involves constantly assessing one's own confidence in each considered solution. Metacognitive research has exposed cues that may bias confidence judgments (e.g., familiarity with question terms). Typically, metacognitive research methodologies require examining misleading cues one-by-one, while recent research has revealed the integration of multiple cues stemming from the same stimuli. However, this research leaves open important questions about including the weight balance among cues and their changes across task design (e.g., instructions) and/or population characteristics (e.g., background knowledge). The present study presents the Bird's-Eye View of Cue Integration (BEVoCI) methodology. It is based on hierarchical multiple regression models, allowing efficient exposure of multiple biases at once, their relative weights, and their malleability across task designs and populations. Notably, the BEVoCI can be applied both to planned studies and to existing datasets. I demonstrate its application in both ways. In Experiment 1 and Experiment 2, I introduce two nonverbal problem-solving tasks, the Comparison of Perimeters (CoP) and the novel Missing Tan Task (MTT), while Experiment 3 reanalyzes data collected by others, comprising algebra problems solved by children and adults. The experiments demonstrate exposing biases, their malleability across conditions, and the non-straightforward association between performance improvement and overcoming biases, and the results of Experiment 3 provide strong support for the generalizability of the methodology. Pinpointing sources of bias is essential for guiding educational design efforts.

Adams, S. R., & Maki, K. E. (2023). **Differential effectiveness, efficiency, and acceptability of drill-based interventions targeting multiplication facts.** *Psychology in the Schools, 60*(7), 2520-2539. <https://doi.org/10.1002/pits.22880>

Math facts are foundational for later math skill development, but many students demonstrate difficulties with math facts in early schooling. Drill-based interventions have been shown to effectively target foundational academic skills; however, there is limited research examining drill-based interventions for teaching math facts compared to basic reading skills. The purpose of this study was to compare the effects of incremental rehearsal (IR), traditional drill (TD), and strategic incremental rehearsal (SIR) on multiplication fact retention, fluency, and maintenance outcomes with 36 fourth and fifth graders. The study also examined intervention efficiency and treatment acceptability. Results showed no differences in retention, maintenance, or treatment acceptability across the interventions. There were significant differences in fluency at posttest, with IR resulting in the greatest fluency scores. Furthermore, TD was the most efficient intervention overall. Implications for practice and future research are also discussed.

Aghebati, A., Javaherirenani, R., Amin, R., Pazhooyan, M., Farahani, H., & Ahadianfard, P. (2023). **Psychometric properties of Persian version of child and youth resilience measure-revised in adolescents.** *Psychology in the Schools, 60*(7), 2257-2269. <https://doi.org/10.1002/pits.22860>

Purpose This study explores the psychometric properties of the Persian version of the Child and Youth Resilience Measure–Revised (CYRM-R) in adolescent population. **Method** A sample of 323 Iranian adolescents (12–18 years old) completed the CYRM-R, Resilient Scale (RS), Beck Depression Inventory (BDI-II), and Mental Health Continuum Short Form (MHC-SF). Confirmatory factor analysis was conducted to investigate the goodness of fit. Face, content, concurrent validity, and internal consistency were evaluated. **Results** The results showed acceptable face and content validity. Goodness-of-fit was adequate and internal consistency (Cronbach's α exceeded .883) was strong. The CYRM-R score correlated positively to the RS and MHC-SF total score and negatively to the total score of BDI-II, supporting the scale's concurrent validity. In addition, Factor analysis confirmed the two-factor structure of this measure. **Conclusion** The Persian version of the CYRM-R presents adequate psychometric properties. It is a reliable and valid instrument that can be used to assess resilience in adolescents.

Akaeze, H. O., Wu, J. H.-C., Lawrence, F. R., & Weber, E. P. (2023). **Validation of the Child Observation Record Advantage 1.5 Assessment Tool for Preschool Children: A Multilevel Bifactor Modeling Approach.** *Journal of Psychoeducational Assessment, 41*(5), 556-574. <https://doi.org/10.1177/07342829231158671>

This paper reports an investigation into the psychometric properties of the COR-Advantage 1.5 (COR-Adv1.5) assessment tool, a criterion-referenced observation-based instrument designed to assess the developmental abilities of children from birth through kindergarten. Using data from 8534 children participating in a state-funded preschool program for disadvantaged 4-year-olds, we employed a multilevel bifactor model to show that CORAdv1.5 has some potential as an unbiased assessment tool for tracking developmental progress in pre-kindergarten children, under a bifactor model parameterization, with fewer dimensions than were proposed by the test developer, HighScope. Examination of factor adequacy indices revealed that, despite the multidimensional structure, CORAdv1.5 items overwhelmingly reflect variance due to the general factors at the child and classroom levels. Evidence for multilevel reliability,

response process validity, predictive validity, longitudinal measurement invariance, and generalizability of the items are also reported. The findings of this study have important implications for the use of COR-Adv1.5.

Alexander, P. A. (2023). **"Here Be Dragons!" Mapping the Realm of Higher-Order, Critical, and Critical-Analytic Thinking.** *Educational Psychology Review*, 35(2), 42. <https://doi.org/10.1007/s10648-023-09762-0>

The goals of this article are three-pronged. The first is to consider the perspectives and insights collectively offered by the four contributions to this special issue dealing with higher-order, critical, and critical-analytic thinking. The second is to build on the content of those contributions and on the literature from philosophy and educational psychology to establish meaningful distinctions among higher-order, critical, and critical-analytic thinking. Those distinctions are then used to map the relative position of these three forms of mental engagement within the realm of "valued" thinking. Valued thinking is an omnibus label for reflective and intentional thinking prized over reactive or intuitive thinking. Third, this treatise sets forth cautions for those seeking to navigate the realm of valued thinking or to guide others toward that destination.

Arslan, D., & Sak, U. (2023). **Factorial Invariance of the Anadolu Sak Intelligence Scale Across Gender.** *Journal of Psychoeducational Assessment*, 41(5), 542-555. <https://doi.org/10.1177/07342829231158834>

The purpose of this study was to examine the factorial invariance of the ASIS (Anadolu Sak Intelligence Scale) across gender. Raw scores from the ASIS standardization study (N = 4641) were used in the analyses. Factorial invariance was analyzed by gender across three age groups: 4–7 (N = 2528), 8–9 (N = 848), and 10–12 (N = 1265) using the Multisample Confirmatory Factor Analysis. Six models were developed from unconstrained to more constrained to test the factorial invariance. Each model tested one hypothesis. The findings showed that the second-order g model of the ASIS was invariant in all age groups. In addition, the first-order and second-order factor loadings and g variance were invariant across gender. A partial subtest intercept invariance was found for ages 4–7. Findings imply that ASIS factor scores mean the same latent variable for boys and girls in different age groups.

Badali, S., Rawson, K. A., & Dunlosky, J. (2023). **How do Students Regulate Their Use of Multiple Choice Practice Tests?** *Educational Psychology Review*, 35(2), 43. <https://doi.org/10.1007/s10648-023-09761-1>

Multiple-choice practice tests are beneficial for learning, and students encounter multiple-choice questions regularly. How do students regulate their use of multiple-choice practice testing? And, how effective is students' use of multiple-choice practice testing? In the current experiments, undergraduate participants practiced German-English word pairs. Students started with an initial study trial for each pair. Then, they had the options to restudy an item, take a practice test, or remove it from further practice. For comparison to students' use of multiple-choice practice questions, we included a second self-regulated group that had access to cued-recall practice questions. Participants chose to complete multiple-choice questions until they correctly answered each item about one time during practice, similar to students' use of cued-recall questions. We also included experimenter-controlled groups in which participants completed practice tests until they reached a higher number of correct answers during practice. As compared to the experimenter-controlled groups, participants who regulated their use of multiple-

choice questions scored lower on final tests but also spent less time practicing items. Thus, when considering final test performance in relation to time spent practicing, students' choices to use multiple-choice practice questions to about one correct answer per item was comparatively effective.

Bahari, A., Wu, S., & Ayres, P. (2023). **Improving Computer-Assisted Language Learning Through the Lens of Cognitive Load**. *Educational Psychology Review*, 35(2), 53. <https://doi.org/10.1007/s10648-023-09764-y>

A contemporary review (over a 10-year period) was conducted into studies that used computer-assisted language learning (CALL) strategies to learn a second language (L2) by considering the impact of cognitive load. Twelve affordances were identified that led to enhanced learning, namely, online annotations and glosses, captioning, digital game-based language learning, videoconferencing and video feedback, visualization-based learning approaches, online instructional content and features, online machine translation tools, online interactive collaborative learning, (meta)cognitive learning strategies argument mapping, computer-mediated dictionary assisted learning, and multiple display screens. Associated with these affordances were a number of conditions and learner characteristics that modified the effectiveness of the affordances such as L2 proficiency. Most learning strategies were used to reduce cognitive load, although a limited number fostered germane cognitive load through generative learning practices. A number of issues associated with measuring cognitive load, multimedia learning, and research designs are also discussed.

Baumsteiger, R., Hoffmann, J. D., Seibyl, J., Rose, B., & Brackett, M. A. (2023). **A Systematic Review of Secondary School Climate Assessments**. *Educational Psychology Review*, 35(2), 47. <https://doi.org/10.1007/s10648-023-09748-y>

A systematic review was conducted to identify emergent trends in the assessment of secondary school climate. Comparisons of assessments published in the past 6 years (2016–2021) and those published prior to 2016 (total N = 46) revealed recent shifts related to conceptualization, validity, accessibility, and recommendations for improving school climate. Notably, newer assessments were more likely than older assessments to use technology to administer surveys and disseminate reports. Based on a general lack of psychometric data, we call for more attention towards the validation of school climate assessments, especially with attention towards school climate as reflecting both school-level and individual-level differences. As an exploratory analysis, we also compared features between assessments that were published in peer-reviewed journals (n = 33) to those published in the gray literature (whitepapers, evaluation reports; n = 10). More of the peer-reviewed assessments had undergone psychometric testing (88%) than those that were not peer-reviewed (60%), but fewer peer-reviewed assessments offered reports (49%) than those that were not peer-reviewed (80%), likely reflecting differing goals. Integrating features from across assessments could serve to create a single omnibus assessment with maximum utility for both research and practice.

Beckmann, E. A., & Jastrowski Mano, K. E. (2023). **Initial development and validation of the School Anxiety Inventory–College Version (SAI-CV)**. *Psychology in the Schools*, 60(7), 2540-2563. <https://doi.org/10.1002/pits.22879>

To develop the School Anxiety Inventory–College Version (SAI-CV)—a measure of school anxiety specifically tailored for college students—and provide initial reliability and validity evidence. College undergraduates (N = 1004) from a large Midwestern University.

Participants completed the SAI-CV as well as measures of test anxiety, fear of negative evaluation, and college self-efficacy. SAI-CV total and subscale scores indicated excellent internal consistency reliability (Cronbach's $\alpha = .94-.97$). Confirmatory factor analysis supported a three-factor model for each domain: school situations (academic failure, social evaluation, peer aggression) and anxiety symptoms (cognitive, behavioral, physiological). The SAI-CV also exhibited strong evidence of convergent and discriminant validity. Findings support strong initial psychometric evidence of the SAI-CV. Given that school anxiety is a prevalent and debilitating health concern among college students, future efforts should establish the clinical utility of the SAI-CV and development of targeted interventions.

Bedoin, D., Méloni, D., Lescouarch, L., Lemoine, M., Ponnou, S., & Briffault, X. (2023, juin 20). **Pratiques pédagogiques : des alliées sous-estimées pour lutter contre les souffrances psychiques de l'enfant**. Consulté 21 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/pratiques-pedagogiques-des-alliees-sous-estimees-pour-lutter-contre-les-souffrances-psychiques-de-lenfant-207645>

En amont de toute prise en charge thérapeutique, la pédagogie recèle déjà de nombreux dispositifs prometteurs pour lutter contre la souffrance psychique des enfants. Comment et pourquoi ?

Ben Hamouda, L. (2023, juin 22). **13% des élèves de primaire souffriraient de troubles de santé mentale**. Consulté 28 juin 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/22/13-des-eleves-de-primaire-souffriraient-de-troubles-de-sante-mentale/>

Le 20 juin dernier, Santé Publique France publiait les résultats de la première étude nationale sur le bien-être des enfants – Enabee. 13 % des enfants en élémentaire présentent un trouble probable de santé mentale selon l'agence nationale de santé publique. Les résultats de cette étude ne sont absolument pas cliniques mais se fondent sur...

Bergstrom, K., & Özler, B. (2023). **Improving the Well-Being of Adolescent Girls in Developing Countries**. *The World Bank Research Observer*, 38(2), 179-212. <https://doi.org/10.1093/wbro/lkac007>

This paper conducts a large, narrative review of interventions that might plausibly (a) increase educational attainment, (b) delay childbearing, and/or (c) delay marriage for adolescent girls in low- and middle-income countries (LMICs). Using 108 interventions from 78 studies, predominantly in LMICs, the paper summarizes the performance of 15 categories of interventions in improving these outcomes. Transfer programs emerge as broadly effective in increasing educational attainment but their effects on delaying fertility and marriage remain mixed and dependent on context. Construction of schools in underserved areas and the provision of information on returns to schooling and academic performance also increase schooling. No category of interventions is found to be categorically effective in delaying pregnancies and reducing child marriages among adolescent girls. While targeted provision of sexual and reproductive health services, including vouchers and subsidies for family planning, and increasing job opportunities for women seem promising, more research is needed to evaluate the longer-term effects of such interventions. We propose that future studies should aim to measure short-term outcomes that can form good surrogates for long-term welfare gains and should collect detailed cost information.

Berthet, V. (2023, juin 29). **Trois mythes sur les biais cognitifs, ces raccourcis mentaux qui peuvent nous induire en erreur.** Consulté 3 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/trois-mythes-sur-les-biais-cognitifs-ces-raccourcis-mentaux-qui-peuvent-nous-induire-en-erreur-206644>

Non, tout le monde n'est pas victime des biais cognitifs et il existe des techniques pour s'en défaire.

Berti, S., Grazia, V., & Molinari, L. (2023). **Active Student Participation in Whole-School Interventions in Secondary School. A Systematic Literature Review.** *Educational Psychology Review*, 35(2), 52. <https://doi.org/10.1007/s10648-023-09773-x>

This review presents a reasoned synthesis of whole-school interventions seeking to improve the overall school environment by fostering active student participation (ASP) in school activities and decision-making processes. The aims are to describe the selected programs, assess their methodological quality, and analyze the activities soliciting ASP. Among the 205 publications initially provided by the literature search in the academic databases PsycINFO and Education Research Complete, 22 reports met the inclusion criteria of presenting whole-school interventions that solicit ASP in secondary schools, and were thus included in the review. Such publications referred to 13 different whole-school programs, whose implemented activities were distinguished on a 5-point scale of ASP levels, ranging from Very high ASP, when students were involved in a decision-making role, to Very low ASP, when students were the passive recipients of content provided by adults. This review contributes to the literature by proposing an organizing structure based on different levels of ASP, which provides clarity and a common ground for future studies on student participation. Overall, the in-depth description of activities offers a framework to researchers and practitioners for planning interventions aimed at improving the learning environment and contributing meaningfully to the far-reaching goal of encouraging student participation in school life.

Bittermann, A., McNamara, D., Simonsmeier, B. A., & Schneider, M. (2023). **The Landscape of Research on Prior Knowledge and Learning: a Bibliometric Analysis.** *Educational Psychology Review*, 35(2), 58. <https://doi.org/10.1007/s10648-023-09775-9>

Understanding the role of prior knowledge in human learning is essential for predicting, improving, and explaining competence acquisition. However, the size and breadth of this field make it difficult for researchers to glean a comprehensive overview. Hence, we conducted a bibliometric analysis of 13,507 relevant studies published between 1980 and 2021. Abstracts, titles, and metadata were analyzed using text mining and network analysis. The studies investigated 23 topics forming five communities: Education, Learning Environments, Cognitive Processes, Nonacademic Settings, and Language. The investigated knowledge was diverse regarding its types, characteristics, and representations, covering more than 25 academic and non-academic content domains. The most frequently referenced theoretical backgrounds were the 3P Model, Cognitive Load Theory, and Conceptual Change approaches. While our results indicate that prior knowledge is a widely used cross-sectional research topic, there remains a need for more integrative theories of when and how prior knowledge causally affects learning.

Bouissou, C. (2022). **L'aventure développementale, un chemin commun.** Présenté à Agir ensemble dans l'enseignement supérieur : enjeux et perspectives. Consulté à l'adresse <https://shs.hal.science/halshs-04133504>

A la recherche d'un ensemble de principes fondateurs d'une psychodynamique de l'agir ensemble en pédagogie et recherche universitaires, nous présentons des réflexions quant à l'encadrement (psychosocial et réflexif, personnel et collectif) de l'action universitaire. L'accroche de la réflexion se fait par une étude menée dans le cadre de la Loi ORE (2018). Puis une expérience de transformation pédagogique et psychodynamique en cours de Licence est présentée et ouvre à un fonds de réflexions autour de l'action, de l'acteur en développement et en transformation. Nos réflexions concernent à la fois « soi-même », les collectifs ou les communautés professionnelles et les étudiants en formation initiale. A la lumière des réflexions et des travaux de quelques grandes figures inspiratrices telles que Erikson, Arendt, Canguilhem, Follett, Fleury, nous avancerons des éléments de compréhension de la question du développement individuel et social, de l'action et de la transformation en tant que processus vitaux ; nous nous attachons à montrer la capacité de ces appuis théoriques à se voir réactualisés dans la conception et la mise en œuvre d'un cours en distanciel (dans une temporalité et un environnement spécifiques que nous présenterons), et propres à offrir des ancrages renouvelés au développement d'une recherche « située ». Nous visons ici à soutenir l'intégrité de l'expérience universitaire, à dépasser les routines comportementales et à organiser des milieux capacitants (pensés et animés comme tels). Il s'agit de circonscrire une forme universitaire qui ne se laisse pas capter ni limiter par des enjeux seulement descriptifs et qui prend la forme d'une recherche et d'une démarche transformatrices des pratiques. Nous proposons quelques repères d'aide au développement de qualités de volition, d'implication (persévérance, audace), pour l'implication dans l'action collective et sa transformation. Nous nous appuyons sur l'idée que le processus de la formation de l'identité se situe au croisement de l'individu et de sa communauté de sorte qu'il devient impossible de séparer la croissance personnelle des changements sociaux : entre le social et le psychologique, entre l'histoire personnelle et l'histoire collective, les entrelacements sont constants. « La relation du vivant à son milieu ne présente donc pas le caractère d'un fait immuable, objectivement donné, mais elle est tendancielle, en cours d'effectuation, jamais achevée ; c'est pourquoi son allure est celle d'un devoir-être dont la réalisation, soumise aux conditions de la précarité, n'est pas garantie » (Macherey 2016). Nous nous appuyons sur des retours d'expérience (conception de dispositifs, co-intervention en formation des nouveaux enseignants-chercheurs). Nous proposons une réflexion sur les représentations sous-jacentes aux actions de formation (mais non moins déterminantes quant aux réalités qu'on contribue à forger) pour les mettre au jour, les faire évoluer, les réinventer.

Bremond, C. (2023). **Comment aborder les émotions en formation ?** *Éducation Permanente*, 234-235(1-2), 239-244. <https://doi.org/10.3917/edpe.234.0239>

Bushati, B., Kedia, G., Rotter, D., Christensen, A. P., Krammer, G., Corcoran, K., & Schmolzer-Eibinger, S. (2023). **Friends as a language learning resource in multilingual primary school classrooms.** *Social Psychology of Education*, 26(3), 833-855. <https://doi.org/10.1007/s11218-023-09770-6>

Interactions with classroom friends may be an important contributor to first and second language development, but to date this hypothesis has not been tested. Using a longitudinal design, the current study investigated the relationship between classroom friendships and oral language development in children. In 8 classrooms, we assessed the relationship between oral language skills and classroom social networks. Across the classrooms, 165 primary school children in Austria (83 boys; 119 L2 learners; age: 6–10)

were assessed on oral language proficiency at the beginning of the school year (T1) and 6–7 months later (T2). Results indicated that the more reciprocal best friendships at T1, the greater language improvement at T2. Language improvement was strongest among friends with moderate differences in language proficiency, regardless of whether students were first or second language learners. These results underline the importance of positive social relations at school for language learning broadly.

Chen, O., Paas, F., & Sweller, J. (2023). **A Cognitive Load Theory Approach to Defining and Measuring Task Complexity Through Element Interactivity**. *Educational Psychology Review*, 35(2), 63. <https://doi.org/10.1007/s10648-023-09782-w>

Educational researchers have been confronted with a multitude of definitions of task complexity and a lack of consensus on how to measure it. Using a cognitive load theory-based perspective, we argue that the task complexity that learners experience is based on element interactivity. Element interactivity can be determined by simultaneously considering the structure of the information being processed and the knowledge held in long-term memory of the person processing the information. Although the structure of information in a learning task can easily be quantified by counting the number of interacting information elements, knowledge held in long-term memory can only be estimated using teacher judgment or knowledge tests. In this paper, we describe the different perspectives on task complexity and present some concrete examples from cognitive load research on how to estimate the levels of element interactivity determining intrinsic and extraneous cognitive load. The theoretical and practical implications of the cognitive load perspective of task complexity for instructional design are discussed.

Chen, X., Allen, J. L., & Hesketh, T. (2023). **The influence of individual, peer, and family factors on the educational aspirations of adolescents in rural China**. *Social Psychology of Education*, 26(3), 735-759. <https://doi.org/10.1007/s11218-023-09765-3>

Educational aspirations are an important predictor of academic outcomes. While there has been considerable research on educational aspirations in the West, there has been little research in East Asia, and the investigation of factors influencing adolescent aspirations has been neglected, particularly in rural areas. Drawing on ecological systems theory and social cognitive career theory, this study investigated the associations between educational aspirations and factors at the individual, peer, and family levels among rural Chinese adolescents. A total of 606 students (Mage = 14.85 years; 50% boys) from a rural town in Central China completed questionnaires assessing their educational aspirations, individual factors (academic performance, academic self-perception, academic self-regulation, attitudes toward teachers, and goal valuation), and contextual factors (family socioeconomic status, parent and peer relationship quality, and parental and close friends' aspirations). Individual factors and aspirations of others had significant direct effects on adolescents' educational aspirations, while parent and peer attachments were significantly related to educational aspirations via individual factors. Family socioeconomic status was not significantly related to adolescents' educational aspirations. The findings highlight the importance of individual factors as mechanisms explaining the link between contextual factors and rural Chinese adolescents' educational aspirations. Our results suggest that interventions can be designed to increase and maintain the aspirations of rural Chinese youth by targeting multiple domains of influence.

Chu, X., Li, Q., Fan, C., & Jia, Y. (2023). **Life Stress and Cyberbullying: Examining the Mediating Roles of Expressive Suppression and Online Disinhibition.** *Journal of Youth and Adolescence*, 52(8), 1647-1661. <https://doi.org/10.1007/s10964-023-01791-w>

Life stress is a significant predictor of cyberbullying. However, previous studies have not investigated the roles of emotional and cognitive characteristics, such as expressive suppression and online disinhibition, in explaining the associations between life stress and cyberbullying perpetration/victimization. To fill this gap, a two-wave longitudinal design was used to investigate these two mediating variables as the underlying mechanisms among adolescents after controlling for possible covariates. A total of 724 Chinese adolescents (female: 41.2%) aged 12 to 16 years old ($M = 13.36$, $SD = 0.77$) participated in this survey. They completed self-report questionnaires on life stress, expressive suppression, online disinhibition (including benign and toxic disinhibition), cyberbullying perpetration, and cyberbullying victimization. The survey was conducted in two waves, six months apart. The correlational analyses showed that life stress was positively associated with cyberbullying perpetration/victimization cross-sectionally and longitudinally. After controlling other variables, life stress did not predict cyberbullying perpetration cross-sectionally or longitudinally, but cross-sectionally predicted cyberbullying victimization. The results only revealed the significant mediation effects of expressive suppression and online disinhibition at the first time point. Specifically, toxic disinhibition mediated the relationship between life stress and cyberbullying perpetration/victimization, and benign disinhibition mediated the relationship between life stress and cyberbullying victimization. In addition, life stress cross-sectionally and positively predicted cyberbullying victimization through the serial mediating roles of expressive suppression and benign disinhibition. The results of the multi-group analysis showed that there was no significant difference in the hypothesized model for the male and female groups. This study reveals how life stress is related to cyberbullying perpetration/victimization. Reducing expressive suppression and online disinhibition may be effective in preventing cyberbullying among adolescents.

Clonan-Roy, K., Naser, S., Fuller, K., & Goncy, E. (2023). **Sexual and gender diverse youth's marginalization in school based sex education and development of adaptive competencies.** *Psychology in the Schools*, 60(7), 2592-2609. <https://doi.org/10.1002/pits.22881>

One uniquely marginalizing school environment for sexual and gender diverse (SGD) youth is school based sex education (SBSE). While research has documented the negative sexual and mental health impacts these marginalizing environments can have for SGD youth, we know less about the developmental competencies that this population of youth exercises to survive in and cope with these environments. In this paper, we aim to answer the following question: What are the developmental competencies that SGD youth exercise in sex education spaces? We conducted focus groups with SGD youth ($n = 17$) in a Midwestern metropolitan region. Our study documents youth exercising six adaptive competencies to persevere through oppressive SBSE. Our data holds several scholarly and practical implications. In our discussion section, we present recommendations for creating inclusive and affirming school environments and nurturing these competencies in youth.

Danielson, M. L., Kassab, H. D., Lee, M., Owens, J. S., Evans, S. W., Lipton, C., ... Cuffe, S. P. (2023). **The utility of the Behavior Assessment System for Children-2 Behavioral and Emotional Screening System and Strengths and Difficulties Questionnaire in predicting**

mental disorders in the Project to Learn About Youth-Mental Health. *Psychology in the Schools*, 60(7), 2320-2341. <https://doi.org/10.1002/pits.22856>

We examined the predictive utility of the Behavior Assessment System for Children-2 Behavioral and Emotional Screening System (BASC-2-BESS) and Strengths and Difficulties Questionnaire (SDQ) in identifying students with a mental disorder. Data were collected in a two-stage study over 34 months with kindergarten-12th grade (K–12) students (aged 5–19 years) in four US school districts. In Stage 1, teachers completed the BASC-2-BESS and the SDQ. In Stage 2, parents of 1054 children completed a structured diagnostic interview to determine presence of a mental disorder. Results suggest that teacher versions of the BASC-2-BESS and SDQ have modest utility in identifying children meeting criteria for a mental disorder based on parent report. Area under the curve (AUC) statistics representing prediction of any externalizing disorder (0.73 for both measures) were higher than the AUCs predicting any internalizing disorder (0.58 for both measures). Findings can inform the use of teacher report in mental health screening, specifically the selection of measures when implementing screening procedures.

de Bruin, A. B. H., Biber, F., Hui, L., Onan, E., David, L., & Wiradhany, W. (2023). **Worth the Effort: the Start and Stick to Desirable Difficulties (S2D2) Framework.** *Educational Psychology Review*, 35(2), 41. <https://doi.org/10.1007/s10648-023-09766-w>

Desirable difficulties are learning conditions that are often experienced as effortful, but have a positive effect on learning results and transfer of knowledge and skills (Bjork & Bjork, 2011; Bjork, 1994). Learners often do not appreciate the beneficial effects of desirable difficulties, and the negative experiences of high effort and perceived low learning make them resistant to engage in desirable difficulties (Biber et al., 2020a). This ultimately limits learning outcomes and academic achievement. With the increasing emphasis on self-regulation in education, characterized by higher learner agency and abundant choices in what, when, and how to study, the field of educational psychology is in need of theoretical and empirically testable assumptions that improve self-regulation in desirably difficult learning conditions with the aim to foster self-regulation abilities, learning outcomes, and academic achievement. Here, we present a framework that describes how to support self-regulation of effort when engaging in desirable difficulties: the “Start and Stick to Desirable Difficulties (S2D2)” framework. The framework builds on the Effort Monitoring and Regulation model (de Bruin et al., 2020). The aim of this framework is (1) to describe evidence for the central role of perceived effort and perceived learning in (dis)engagement in desirable difficulties, and (2) to review evidence on, and provide an agenda for research to improve learners' self-regulated use of desirable difficulties to help them start and persist when learning feels tough, but is actually effective.

Di, W., Nie, Y., Chua, B. L., Chye, S., & Teo, T. (2023). **Developing a Single-Item General Self-Efficacy Scale: An Initial Study.** *Journal of Psychoeducational Assessment*, 41(5), 583-598. <https://doi.org/10.1177/07342829231161884>

General self-efficacy represents the global sense of personal capability across various situations and tasks. The aim of the present study was to develop and validate a single-item general self-efficacy scale which balances practical demands and psychometric concerns. The psychometric properties of the proposed Single-Item General Self-Efficacy Scale (GSE-SI) were examined among 231 Singaporean adults. Results based on three statistical methods demonstrated good reliability (.594 .607 and .726, respectively, $M = .642$), as compared with the reliability scores from other single-item scales. It also showed

satisfactory criterion-related validity evidence (i.e., correlation with a multiple-item general self-efficacy scale, $r = .795$). Validity evidence based on relationships with other constructs was supported by the correlations between the scores of general self-efficacy and the scores of six relevant constructs (i.e., positive correlations with life satisfaction and positive emotions, negative correlations with negative emotions, task and perceived stress, and illness symptoms). More importantly, the GSE-SI and multiple-item scale scores showed consistent correlation patterns with their relevant constructs. Both GSE-SI and multiple-item scale scores significantly discriminated between the three clusters in a similar pattern. The present results show that the GSE-SI is a reliable and valid measure of general self-efficacy and can be recommended in future research to complement the constraints of multiple-item scales.

Dignath, C., van Ewijk, R., Perels, F., & Fabriz, S. (2023). **Let Learners Monitor the Learning Content and Their Learning Behavior! A Meta-analysis on the Effectiveness of Tools to Foster Monitoring.** *Educational Psychology Review*, 35(2), 62. <https://doi.org/10.1007/s10648-023-09718-4>

Self-monitoring is an integral part of self-regulated learning. Tools that foster learners' monitoring, such as learning journals, portfolios, or rubrics, are supposed to promote self-regulation and to improve performance. The aim of this meta-analysis was to examine the effectiveness of tools designed to foster monitoring on learning-related variables (academic achievement, self-regulated learning, and motivation). As these tools vary greatly in their design and the addressed components, this meta-analysis aims to uncover how such tools should be implemented to foster monitoring most effectively. The results of this meta-analysis, integrating 109 effect sizes with 3492 participants from 32 intervention studies, supported a reactivity effect by revealing a moderate effect size on academic achievement ($d = 0.42$), and low effects on self-regulated learning ($d = 0.19$) and motivation ($d = 0.17$). These effects were moderated by characteristics of the tool and their implementation. Effect sizes were highest for tools that (1) focused on the monitoring of both learning content as well as learning behavior, (2) stimulated metacognitive monitoring, and (3) were implemented in shorter studies. On a descriptive level, higher effects were found in favor of monitoring interventions that included teacher feedback on self-monitoring entries and allowed learners to directly revise their work based on this feedback. The findings show that there is substantial variation across tools, which yield theoretical and methodological implications on how to foster monitoring as important parts of the self-regulation cycle.

Dong, X., Sanchez, L., Burke, M. D., & Bowman-Perrott, L. (2023). **Evidence from single case research on social skills interventions for preschoolers at-risk for EBD: A scoping review and application of quality indicators.** *Psychology in the Schools*, 60(7), 2270-2295. <https://doi.org/10.1002/pits.22855>

Research suggests that 10%–20% of preschoolers have emotional and behavioral problems that would place them at-risk for development of emotional and behavioral disorders (EBD). Preschool children who exhibit early onset of antisocial and externalizing problem behaviors require early social-behavioral interventions focused on social skills. A scoping review was conducted that identified 33 single-case research design studies on social skills interventions for preschoolers. Quality indicators were used to examine the design quality of the studies included. A total of 19 studies met quality standards with reservation or met standards without reservations. 43 participants in 11 studies conducted by 10 research teams showed evidence to support social skills interventions as effective

interventions. The majority of the evaluated studies (97%) reported IOA. These findings contribute to the growing literature base underscoring social skills interventions in early childhood settings.

Dong, Y., Dumas, D., Clements, D. H., Day-Hess, C. A., & Sarama, J. (2023). **Evaluating the Consequential Validity of the Research-Based Early Mathematics Assessment.** *Journal of Psychoeducational Assessment*, 41(5), 575-582. <https://doi.org/10.1177/07342829231165812>

Consequential validity (often referred to as “test fairness” in practice) is an essential aspect of educational measurement. This study evaluated the consequential validity of the Research-Based Early Mathematics Assessment (REMA). A sample of 627 children from PreK to second grade was collected using the short form of the REMA. We conducted two sets of analyses with different foci (item- or scale-level) for validation: differential item functioning (DIF) and consequential validity ratio (CVR) analyses. The analyses focused on the demographic subgroups of gender, English Language Learner status, and race/ethnicity. We found a low percentage of DIF items (less than 3%) and high CVRs (ranging from 96 to 98%). Both findings support the consequential validity and thus “fairness” of the REMA.

Dumas, D., & Edelsbrunner, P. (2023). **How to Make Recommendations for Educational Practice from Correlational Data Using Structural Equation Models.** *Educational Psychology Review*, 35(2), 48. <https://doi.org/10.1007/s10648-023-09770-0>

In this commentary, we outline a five-phase process by which recommendations for educational practice can be distilled from correlational data using structural equation modeling (SEM). First, meta-theoretical beliefs associated with latent variables—that mental attributes cause behavior and can therefore be measured indirectly by observing multiple indicators of that behavior—must be adopted and made explicit. Next, an SEM must be formulated with relevant pathways and covariates that exhaustively represent our theoretical knowledge and assumptions about the structure of the psychological phenomena being studied. Third, model-data-fit indices and estimated parameters associated with the SEM should be carefully interpreted. Fourth, the model should be replicated across educational contexts, and any necessary changes should be incorporated into the relevant psychological theory. Fifth, the results of multiple studies can then be interpreted together with other sources of evidence as a basis for communicating our current theoretical understanding and caveats to practitioners. We also point out that educational recommendations should likely never be entirely prescriptive, and instead lie on a continuum of specificity based on the strength of the evidence.

Enke, B., Graeber, T., & Oprea, R. (2023). **Confidence, Self-Selection, and Bias in the Aggregate.** *American Economic Review*, 113(7), 1933-1966. <https://doi.org/10.1257/aer.20220915>

The influence of behavioral biases on aggregate outcomes depends in part on self-selection: whether rational people opt more strongly into aggregate interactions than biased individuals. In betting market, auction and committee experiments, we document that some errors are strongly reduced through self-selection, while others are not affected at all or even amplified. A large part of this variation is explained by differences in the relationship between confidence and performance. In some tasks, they are positively correlated, such that self-selection attenuates errors. In other tasks,

rational and biased people are equally confident, such that self-selection has no effects on aggregate quantities

Erarslan, A. (2023). **Cognitive flexibility and grit during times of crisis for Turkish EFL teachers.** *Psychology in the Schools*, 60(7), 2296-2319. <https://doi.org/10.1002/pits.22852>
Due to the COVID-19 pandemic, the abrupt transition to virtual learning environments based on Emergency Remote Teaching (ERT) has posed significant challenges for teachers at all levels of education. The challenges of the pandemic revealed the significance of cognitive flexibility as a cognitive skill and grit as a noncognitive skill for teachers to adapt to the ERT conditions and to sustain their passion and perseverance. This study investigated whether the cognitive flexibility and grit levels of Turkish EFL (English as a Foreign Language) teachers significantly differed based on demographic variables and also explored how cognitive flexibility as a cognitive skill and grit as a noncognitive skill were associated with each other. Using a sequential, exploratory, mixed-method design, qualitative, and quantitative data were collected from 589 Turkish EFL teachers during the school closures. The collected data were analyzed qualitatively and quantitatively, and structural equation modeling was used to determine the relationship between cognitive flexibility and grit. The findings showed that cognitive flexibility and grit differed more in terms of profession-related variables (teaching experience and school type) than personal demographic variables (age and gender). Also, structural equation modeling showed that both cognitive flexibility and grit significantly correlated with each other as a novel finding contributing to the literature. The qualitative findings showed that teachers used cognitive flexibility and grit-based strategies to overcome the difficulties caused by the pandemic.

Fabjański, M., Carrus, G., & Tiberio, L. (2023). **Presence-Centered Flourishing: A Proposal of Alternative Strategies to Promote Sustainable Living.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 121-136. <https://doi.org/10.7358/ecps-2023-027-fabj>

Flourishing has been identified as a central concept in the new approaches based on the idea of positive psychology emerging at the end of the 20th and beginning of the 21st centuries. A culture based on the idea of harmony may never have existed among the large public in the history of human thought. An educational system of this type could be based on what we propose here as a «presence-centered» pedagogy (in contrast to the contemporary «information-centered» and «skill-centered» pedagogies). The alternative education process that we propose is also particularly fitted to be conducted amongst nature and outdoor spaces rather than within a classroom, based on the extensive literature on the positive effects of contact with nature for human health and wellbeing. From a philosophical perspective, a presence-centered pedagogy would result in the promotion of a new sense of agency: an identity developed by exercising our co-dependence with the rest of the ecosystemic processes and life-support systems, as opposed to an identity conceived as being separated from the external environment. We argue here that such a revolutionary change of human's self-definition could result in higher likelihood of changing our lifestyles in the direction of sustainability and collective wellbeing.

Fernández, D. P., Ryan, M. K., & Begeny, C. T. (2023). **Recognizing the diversity in how students define belonging: evidence of differing conceptualizations, including as a**

function of students' gender and socioeconomic background. *Social Psychology of Education*, 26(3), 673-708. <https://doi.org/10.1007/s11218-023-09761-7>

Sense of belonging is a fundamental human motivation and, in higher education settings, has been associated with students' motivation and academic outcomes. However, less is known about the nuances of how students define belonging within a university context, and how their gendered and socio-economic identity-based experiences inform these definitions. Using a qualitative approach, we interviewed 36 UK university students to better understand (1) students' definitions of belonging to university, and (2) how these conceptualizations are shaped by their experiences in terms of their gender, their socioeconomic status, and the intersection of these two identities. Interviews showed that students defined belonging in terms of social belonging. These definitions were shaped by their (a) cultural capital about university, (b) socioeconomic or gender identity experiences and (c) perceived similarity with other students. Indeed, despite the fact that students' definitions of belonging were associated with how they have experienced belonging to university, identity-based experiences were mostly mentioned when they perceived they did not belong, which was framed as a "sense of anti-belonging". Otherwise, students defined belonging as (a) being authentic, considering—for example—gender identity-based experiences of acceptance in university, or (b) sharing similar experiences with others, considering the importance of perceiving similarity with other students to feel they belong and, in some cases, being necessary to learn about university culture to perceive similarity with others. Theoretical and practical implications are discussed in terms of how belonging conceptualisations are bound up in identity and context, opening questions about the consequences of inclusion and diversity policies in higher education.

Fiorella, L. (2023). **Making Sense of Generative Learning.** *Educational Psychology Review*, 35(2), 50. <https://doi.org/10.1007/s10648-023-09769-7>

How do learners make sense of what they are learning? In this article, I present a new framework of sense-making based on research investigating the benefits and boundaries of generative learning activities (GLAs). The generative sense-making framework distinguishes among three primary sense-making modes—explaining, visualizing, and enacting—that each serve unique and complementary cognitive functions. Specifically, the framework assumes learners mentally organize and simulate the learning material (via the visualizing and enacting modes) to facilitate their ability to generalize the learning material (via the explaining mode). I present evidence from research on GLAs illustrating how visualizations and enactments (instructor-provided and/or learner-generated) can facilitate higher quality learner explanations and subsequent learning outcomes. I also discuss several barriers to sense-making that help explain when GLAs are not effective and describe possible ways to overcome these barriers by appropriately guiding and timing GLAs. Finally, I discuss implications of the generative sense-making framework for theory and practice and provide recommendations for future research.

Flanigan, A. E., Brady, A. C., Dai, Y., & Ray, E. (2023). **Managing Student Digital Distraction in the College Classroom: a Self-Determination Theory Perspective.** *Educational Psychology Review*, 35(2), 60. <https://doi.org/10.1007/s10648-023-09780-y>

Undergraduate student misuse of mobile technology (e.g., smartphones, laptops, tablets) for non-class purposes (e.g., texting, scrolling social media, playing games) has become ubiquitous in college classrooms across the globe. In addition, research has suggested that these digital distractions can negatively impact learning and

performance. The prevalence and negative consequences of student digital distraction in the classroom require college instructors to proactively regulate student use of digital devices to protect the integrity of the learning environment. The present article aims to provide college instructors with a framework of strategies to curb student digital distraction. Specifically, the present article draws from the tenets of Self-Determination Theory (SDT) to illustrate how and why common policies and strategies intended to curb student digital distraction can inadvertently threaten students' basic psychological needs for autonomy, competence, and relatedness in the classroom and, subsequently, alienate students against instructors. The article concludes by presenting evidence-based digital distraction prevention strategies that can buffer against student digital distraction without threatening students' basic psychological needs or alienating students against their instructors.

Fraser, R., & Hordern, J. (2023). **How to manage feelings and emotions in a pandemic? the importance of affective containment.** *Management in Education*, 37(3), 154-156. <https://doi.org/10.1177/08920206211044158>

In this short reflective piece, we first outline how feelings and emotions (or 'affections') are understood in psychodynamic approaches, and briefly discuss how these may be controlled or 'contained' in organisational contexts. We then reflect on the recent experiences of one of us (Rachael) as a school leader seeking to contain feelings and emotions during the COVID-19 pandemic.

Gil, F., Sharon, B., Shlomi, H., Tirtzha, C., Lilach, B.-M., Ariela, G., ... Riki, T. (2023). **After school: Volunteering in community emergency services and substance use among Israeli adolescents.** *Psychology in the Schools*, 60(7), 2579-2591. <https://doi.org/10.1002/pits.22878>

Volunteering can serve as a protective factor against substance abuse. Yet, it is unclear whether volunteering in specific community organizations, such as emergency services, promotes or protects against substance use. We aimed to (1) describe community volunteering characteristics among adolescents; (2) investigate differences in the prevalence of substance use according to community volunteering type; and (3) determine whether volunteering type was a predictor of substance use. We analyzed data from the 2018–2019 Health Behavior in School-aged Children survey among Israeli adolescents aged 11–17 years (N = 3972). Most participants (N = 2452; 61.7%) did not volunteer at all, 27.1% (N = 1077) volunteered in youth movements/councils, and 11.2% (N = 443) volunteered in community emergency services. In comparison to the emergency services group, there was a higher volunteering frequency among the youth movements/councils group. Of the three groups (nonvolunteering, volunteering in youth movements/councils, and volunteering in community emergency services), those in the community emergency services group reported a significantly higher prevalence of weekly alcohol use, lifetime cannabis use, and new psychoactive drug use, while no significant between-group differences were observed in smoking tobacco prevalence. Volunteering in the community emergency services has been linked to substance use, requiring the development of intervention programs by the school staff, before their active volunteering (e.g., guidance on emotional stress and substance abuse). Also, teachers can act as a protective factor for students, and identify emotional distress and anxiety in their students to prevent substance abuse. Furthermore, emergency services workers and instructors should also be aware of the higher risk of substance use among

volunteering youth and should be given tools to better collaborate with parents and teachers in dealing with it.

Grosz, M. P. (2023). **Should researchers make causal inferences and recommendations for practice on the basis of nonexperimental studies?** *Educational Psychology Review*, 35(2), 57. <https://doi.org/10.1007/s10648-023-09777-7>

Recommendations for practice have become increasingly common in educational psychology articles in recent decades, according to a review by Brady et al. (2023). At the same time, the proportion of experimental studies has decreased. This led Brady et al. to warn against under-supported recommendations for practice. Researchers who read their article might get the impression that evidence from experimental studies is the only acceptable basis for practice recommendations. In the current commentary, I argue that both experimental and nonexperimental designs can inform us to some degree about cause-effect relationships, and that even studies that hardly inform us about causal effects can have practical implications. Thus, in order to enhance the transfer from research to practice, I recommend that educational researchers talk about practical implications in their articles regardless of the design and analysis they used. At the same time, researchers should clearly and transparently communicate the limitations and assumptions of their findings and how they affect the practical implications. Equipping educators, teachers, and policy makers with this information would enable them to make decisions in line with scientific evidence.

Hernandez, I. A., Silverman, D. M., Rosario, R. J., & Destin, M. (2023). **Concern about experiencing downward socioeconomic mobility generates precarious types of motivation among students of color.** *Social Psychology of Education*, 26(3), 761-792. <https://doi.org/10.1007/s11218-023-09763-5>

Students' beliefs about whether they will experience changes in their socioeconomic status influence their academic motivation. We propose that students who are concerned about downward socioeconomic mobility will focus their attention on negative academic outcomes and exhibit motivational goals oriented towards preventing negative possibilities and that this relationship will be particularly pronounced among students of color. Two studies investigated the relationship between college students' concerns about downward socioeconomic mobility and their adoption of academic achievement goals. The more that students of color expressed concerns about experiencing downward socioeconomic mobility, the more they adopted academic mastery-avoidance goals ($\beta = 0.76$), whereas there was no significant relationship between concerns about downward socioeconomic mobility and mastery-avoidance goals among White students ($\beta = -0.24$; Study 1). Experimentally induced concerns about downward socioeconomic mobility increased academic mastery-avoidance goals among students of color ($\beta = -0.58$) but decreased mastery-avoidance goals among White students ($\beta = 0.46$; Study 2). Together, results indicate that there is a strong relationship between concerns about downward socioeconomic mobility and mastery-avoidance goals among students of color, highlighting the importance of understating how students of color make sense of their future socioeconomic prospects in order to most effectively support their academic trajectories positively.

Hoch, E., Sidi, Y., Ackerman, R., Hoogerheide, V., & Scheiter, K. (2023). **Comparing Mental Effort, Difficulty, and Confidence Appraisals in Problem-Solving: A Metacognitive**

Perspective. *Educational Psychology Review*, 35(2), 61. <https://doi.org/10.1007/s10648-023-09779-5>

It is well established in educational research that metacognitive monitoring of performance assessed by self-reports, for instance, asking students to report their confidence in provided answers, is based on heuristic cues rather than on actual success in the task. Subjective self-reports are also used in educational research on cognitive load, where they refer to the perceived amount of mental effort invested in or difficulty of each task item. In the present study, we examined the potential underlying bases and the predictive value of mental effort and difficulty appraisals compared to confidence appraisals by applying metacognitive concepts and paradigms. In three experiments, participants faced verbal logic problems or one of two non-verbal reasoning tasks. In a between-participants design, each task item was followed by either mental effort, difficulty, or confidence appraisals. We examined the associations between the various appraisals, response time, and success rates. Consistently across all experiments, we found that mental effort and difficulty appraisals were associated more strongly than confidence with response time. Further, while all appraisals were highly predictive of solving success, the strength of this association was stronger for difficulty and confidence appraisals (which were similar) than for mental effort appraisals. We conclude that mental effort and difficulty appraisals are prone to misleading cues like other metacognitive judgments and are based on unique underlying processes. These findings challenge the accepted notion that mental effort appraisals can serve as reliable reflections of cognitive load.

Hsiao, Y.-Y., Qi, C. H., Dale, P. S., Bulotsky-Shearer, R., & Wang, Q. (2023). **Measuring Behavior Problems in Children from Low-Income Families: A Rasch Analysis of the Child Behavior Checklist for Ages 1½–5.** *Journal of Psychoeducational Assessment*, 41(5), 526-541. <https://doi.org/10.1177/07342829231162216>

The Child Behavior Checklist for Ages 1.5–5 (CBCL/1½–5) has been widely used by researchers and clinicians in the field of special education and psychology. The purpose of this study was to examine the psychometric properties of the CBCL/1½–5 with a sample of preschool children from low-income families using the Rasch model. Participants included 244 children enrolled in a Head Start program. Findings suggested that both the Internalizing and Externalizing subscales are unidimensional and demonstrated local independence successfully, after misfit items were removed to fit the Rasch model. Both subscales operated well with high item reliability and low to medium person reliability, indicating that both subscales have stable item difficulty orders from sample to sample but weaker capacity to distinguish children with mild problem behaviors from those with more severe problems. Differential item functioning was found for a few items across child gender. Considering the length of the item sets, it is appropriate to use the subscale scores to compare the differences in problem behaviors between boys and girls. Overall, the CBCL/1½–5 has adequate psychometric properties for detecting problem behaviors in preschool children from low-income families. Implications were discussed.

Huang, R., & Siraj, I. (2023). **Profiles of Chinese preschoolers' academic and social-emotional development in relation to classroom quality: A multilevel latent profile approach.** *Child Development*, 94(4), 1002-1016. <https://doi.org/10.1111/cdev.13916>

Linking classroom quality to separate domains of child development might neglect the transactional interactions across developmental domains. This research utilized latent profiles across academic and social-emotional development to explore which aspects

of classroom quality can predict children's profiles at the classroom level. Data were drawn from 96 preschool classrooms and 547 children (3–5 years old) in China in 2020. Multilevel latent profile analysis identified three profiles (entitled low-, average- and high-level development at the individual level), and two classes (entitled average and below-, average and above) at the classroom level. Multinomial logistic regression analyses revealed that instructional quality in math, science, and diversity, and the interactional quality in supporting children's learning and critical thinking, predicted children's profiles.

Ideland, M., & Serder, M. (2023). **Joy, pride, and shame: on working in the affective economy of edu-business.** *British Journal of Sociology of Education*, 44(5), 860-878. <https://doi.org/10.1080/01425692.2023.2203846>

This study focuses on what people working in edu-business want to achieve. The aim is to explore (1) how the edu-business sector is discursively constructed as a work-place and part of the education system, and (2) how this discourse is organized within an affective economy – that is how the valuation of emotions distinguish what are considered as 'good' or 'bad' subjectivities, practices, and institutions. The analysis draws on interviews with 22 people working in Sweden's edu-business sector. The results illuminate three discourses: a bureaucratic, an entrepreneurial, and a profit discourse. Emotions attached to the bureaucratic discourse are anxiety, guilt, and boredom. Connected to the entrepreneurial discourse are joy, creativity, and well-being. Shame and pride are attached to the profit discourse. The affective economy constructs the business sector as desirable and the public sector as its opposite. Studying 'the bright side' of neoliberalism helps us to understand its power.

Iqbal, F., Iqbal, F., & Humayun, G. K. (2023). **Factor structure of the Five Facets Mindfulness Questionnaire (FFMQ) (15 items) in a collectivist society—Pakistan.** *Psychology in the Schools*, 60(7), 2502-2519. <https://doi.org/10.1002/pits.22875>

Despite several theoretical, structural, and statistical issues reported against Five Facets Mindfulness Questionnaire (FFMQ), most studies in the educational sector of Pakistan use it without analyzing its factor structure. Since culture might change the structure, this first systematic study filled the gap and explored the factor structure of the least researched FFMQ (15 items) among nonmeditator university students in collectivist society Pakistan while employing optimal statistical techniques. We interpreted our results culturally and also conducted a cross-cultural examination with the Spanish sample. We employed polychoric data to conduct exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The EFA extracted a four-factor (10 items) solution without the Describe facet and showed good inter-item correlation. The CFA exhibited a theory-based two-factor hierarchical model (self-regulation, orient to experience) with good fit indices, acceptable factor loadings, correct directions, and strong reliabilities (coefficient H > 0.8). The multivariate analysis showed no difference in mindfulness between males and females, except for Nonreact. The first multigroup CFA (MGCFA) showed metric invariance while examining the polarity of items across gender. In cross-cultural multivariate analysis, we found no difference in mindfulness between Pakistan and Spanish samples, except for Nonjudge, but the second MGCFA showed metric invariance in the correlated model only. Our data suggest that the two-factor hierarchical structure, without Describe facet, provides a more parsimonious and culturally accepted structure among nonmeditators in Pakistan. However, due to the independent nature of the two factors, the total score cannot be computed. The FFMQ

(15 items) appears individualistic, and including culturally acceptable items will improve its universality.

Ji, P. (2023). **A Rasch analysis of a rubric that measures the quality of school-level variables that support a school's implementation of a social and emotional learning program over time.** *Psychology in the Schools*, 60(7), 2209-2236. <https://doi.org/10.1002/pits.22854>

A Rasch analysis was conducted to assess a rubric that measures the quality of school-level variables that support the implementation of a social and emotional learning (SEL) program. SEL planning teams from 84 schools rated the quality of school-level variables (e.g., principal support, available funds, and resources) that support the implementation of an SEL program in their schools. A Rasch analysis suggested that the rubric was a two-dimensional solution, Planning and Activity. Ratings were collected for 3 years. Cluster analysis demonstrated that there were five groups of schools with different trends in their implementation process. The analysis demonstrated that the rubric can be improved by revising items and writing additional items to measure the full range of implementation quality.

Jiang, N., Gao, R., DiStefano, C., Liu, J., Weist, M., Splett, J. W., & Halliday-Boykins, C. A. (2023). **Social-Emotional and Behavioral Functioning Profiles and Demographic Factors: A Latent Profile Analysis in Elementary Students.** *Journal of Psychoeducational Assessment*, 41(5), 483-500. <https://doi.org/10.1177/07342829231167726>

A growing interest has been given to examining the heterogeneity of children's health to provide for their particular needs. This study examined subgroups of elementary school children's social, emotional, and behavioral functioning (SEB) using teacher ratings of children with the Behavioral and Emotional Screening System. A Latent Profile Analysis (LPA) was conducted with 5,150 students aged from kindergarten to fifth grade. Subscale scores in the areas of externalizing risk, internalizing risk, and adaptive skills risk were used to identify profiles. Students' grade level, sex, race, and status of receiving special education services were added to investigate the impact of covariates on the classification of latent profiles. Four profiles of risk were identified: Well Development (60.5%), Normal Development (25.8%), Externalizing and Adaptive Skills Risk (9.1%), and Elevated Risk (4.6%). Significant differences of covariates including sex, race, and status of receiving special education services were identified. Specifically, males and African American students were more likely to be classified into the "Elevated Risk" profile than other profiles. Students who did not receive special education services were more in the "Well Development" profile. The results may have important implications for the stakeholders to allocate intervention and treatment resources effectively and accurately.

Káčovský, P., Snětinová, M., Chvál, M., Houfková, J., & Koupilová, Z. (2023). **Predictors of students' intrinsic motivation during practical work in physics.** *International Journal of Science Education*, 45(10), 806-826. <https://doi.org/10.1080/09500693.2023.2175626>

In this study, we focused on students' intrinsic motivation towards practical work, more specifically the strength of predictors for intrinsic motivation. As a research tool, we used a modified Intrinsic Motivation Inventory supplemented by additional questions on attitudes towards physics. The respondents were more than 2000 Czech upper secondary students who had visited the Interactive Physics Laboratory (a lab offering hands-on experimenting for school groups). Using structural equation modelling, the data were

examined with respect to the gender of the respondents, their intention to study STEM and their diligence in physics. For all three criteria mentioned, the perceived value and usefulness of activity emerge as the strongest predictor of intrinsic motivation, followed by effort invested into experimenting. The issue of effort is more strongly addressed by students who feel less diligent in physics and do not plan to study STEM. Both the students' perceived competence and felt pressure have a rather marginal influence on intrinsic motivation. Though the strength of predictors of intrinsic motivation is gender-similar, we found boys feel more competent and less stressed when experimenting. Further, diligent students and those who intend to study STEM feel more competent, perceive greater usefulness and feel less pressure during practical work.

Kang, Y., Ha, H., & Lee, H. S. (2023). **When More Is Not Better: Effects of Interim Testing and Feature Highlighting in Natural Category Learning.** *Educational Psychology Review*, 35(2), 51. <https://doi.org/10.1007/s10648-023-09772-y>

Natural category learning is important in science education. One strategy that has been empirically supported for enhancing category learning is testing, which facilitates not only the learning of previously studied information (backward testing effect) but also the learning of newly studied information (forward testing effect). However, in category learning, such benefits of testing have mostly been examined without explicit instructions. This is not aligned with a real educational practice where teachers often provide students with explicit instructions that highlight the diagnostic features of the category. Thus, we investigated the effect of interim testing and feature highlighting on rock category learning and whether the provision of feature highlighting further enhances testing benefits. The participants learned 12 rock categories, which were divided into two sections (Sections A and B). They studied a series of rock images with or without feature highlighting and were given an interim test or not on Section A before proceeding to Section B. After Section B, all the participants took a final test in which they had to classify both old and new rock images of the studied categories. Three experiments demonstrated the benefits of interim testing (compared to restudy) for both previously and newly studied categories. However, feature highlighting did not further enhance learning and sometimes even impeded learning. The findings suggest that providing more information is not always better than providing less information in natural category learning.

Kiewra, K. A., & Kauffman, D. (2023). **John Glover: a Long Overdue Account of His Productive Scholarship Methods.** *Educational Psychology Review*, 35(2), 56. <https://doi.org/10.1007/s10648-023-09778-6>

Kindelbeger, C., & Safont-Mottay, C. (2023). **Trajectoires d'élaboration d'un projet vocationnel au cours du lycée: interrelations avec les processus identitaires, la motivation et les indicateurs de décrochage scolaire.** *L'orientation scolaire et professionnelle*, (52/2), 307. <https://doi.org/10.4000/osp.17450>

Se projeter dans un avenir scolaire et/ou professionnel constitue un enjeu majeur que les lycéens négocient différemment. La présente étude avait pour objectif principal de mettre en évidence la diversité des trajectoires dans la construction de projet vocationnel au cours du lycée et d'en identifier les spécificités identitaires et motivationnelles. Deux cent quatre-vingt-onze lycéens (cent quatre-vingt-dix filles) ont indiqué leur projet en début de seconde (T1), puis en fin de terminale (T2), et ont répondu à des questionnaires mesurant les processus identitaires et la motivation autodéterminée

à T2. Différents indicateurs de décrochage scolaire ont aussi été collectés à T2. Les résultats mettent en lumière six trajectoires de projet vocationnel, qui varient en termes de degré de précision et de stabilité ou non des projets. Ces profils présentent des configurations identitaires et motivationnelles spécifiques, ainsi que des risques de décrochage scolaire différents, soulignant la place de l'élaboration du projet vocationnel dans la dynamique scolaire. projet d'avenir scolaire et professionnel, adolescence, processus identitaires, motivation autodéterminée, évolution des projets

Koca, D. B., Sart, Z. H., Sakız, H., & Albayrak-Kaymak, D. (2023). **Self-advocacy experiences of students with specific learning disabilities.** *Social Psychology of Education, 26*(3), 709-733. <https://doi.org/10.1007/s11218-023-09771-5>

Discussions about students with specific learning disabilities (SLD) often center on finding solutions for the difficulties they face in school. However, there is a lack of emphasis on the self-advocacy experiences of these students. Self-advocacy can empower students with SLD to pursue their interests, understand their rights, and effectively address any violations of those rights. Drawing on self-advocacy, which encompasses four domains (knowledge of self, knowledge of rights, communication, and leadership), this study explores the self-advocacy experiences of students with SLD enrolled in vocational high schools in Istanbul, Turkey. Twelve students (50.0% females; Mage = 15.91 years; SD = 1.08; range = 14–18 years) participated in semi-structured interviews. The findings revealed that: (i) the students had limited knowledge of their SLD conditions, characteristics, and rights, despite having some self-awareness; (ii) they emphasized the difficulties and negative aspects when describing themselves and their school experiences; (iii) they were able to communicate their needs and preferences to school staff, but they were not frequently understood or responded to; and (iv) they rarely demonstrated leadership behaviors when advocating for others. These findings suggest that students with SLD may lack self-advocacy skills and are not effectively advocating for themselves and others in vocational high schools in Turkey.

Kristensen, S. M., Jørgensen, M., Meland, E., & Urke, H. B. (2023). **The effect of teacher, parental, and peer support on later grade point average: The mediating roles of self-beliefs.** *Psychology in the Schools, 60*(7), 2342-2359. <https://doi.org/10.1002/pits.22865>

The present study investigates how perceived support from peers, parents, and teachers influences later academic performance and if academic self-efficacy and entity intelligence beliefs mediate this association in a sample of early secondary school students. Data were collected from 750 Norwegian students in lower secondary school at two-time points (8th and 10th grade). All support variables were positively associated with academic self-efficacy but not entity intelligence beliefs. Academic self-efficacy was positively associated with GPA in 10th grade, while entity intelligence beliefs were negatively associated. The only mediation effect observed was between teacher support and GPA through academic self-efficacy. The study offers knowledge about mechanisms of support and later GPA, emphasizing the vital role of teachers in promoting academic self-efficacy and, in turn, improving academic performance for young adolescents. Entity intelligence beliefs hamper GPA, but more research is needed to ascertain its effect on academic performance.

LaLonde, K., VanDerwall, R., Truckenmiller, A. J., & Walsh, M. (2023). **An evaluation of a decision-making model on preservice teachers' instructional decision-making from**

curriculum-based measurement progress monitoring graphs. *Psychology in the Schools*, 60(7), 2195-2208. <https://doi.org/10.1002/pits.22863>

The current study used a randomized control trial to evaluate a decision-making model on special education preservice candidates' instructional decision-making and self-reported confidence ratings when analyzing graphed student data. Thirty-two special education preservice candidates viewed authentic curriculum-based measurement (CBM) graphs and selected an instructional decision based on the data. Half of the participants received a decision-making model (i.e., flowchart) to guide instructional decision-making and all participants were asked to rate their level of confidence analyzing graphs pre- and poststudy. Statistically significant and large differences in the accuracy of instructional decisions and confidence ratings were observed for the participants who used the decision-making model relative to the control group. The results of the study suggest that a simple, cost-effective intervention that does not require training from an expert can have a positive impact on teachers' data-based decision-making.

Lin, W., Zaman, S. I., Jamil, S., & Khan, S. A. (2023). **Students engagement in distant learning: How much influence do the critical factors have for success in academic performance?** *Psychology in the Schools*, 60(7), 2373-2394. <https://doi.org/10.1002/pits.22858>

This research identifies the critical factors of student engagement and distance learning that will improve academic performance during a pandemic. The fuzzy Delphi method and fuzzy analytical hierarchy process method are applied to this research, which is a multicriteria decision-making technique. A survey is conducted and evaluated based on experts' opinions. The social constructivism theory was selected to be applied here; it supports student engagement and distance-learning factors' relationships with academic performance. After the analysis, the six most significant factors are evaluated. It is observed that Social isolation (C1), Technology effectiveness (C2), Social status enhancement (C3), Student Competency (C4), Motivation (C5), and Satisfaction (C6) are the highest-ranking factors that increase academic performance. On the basis of the results, it is suggested that management's primary responsibility is to provide training and guidance to instructors/teachers to enhance, motivate the students, and create opportunities for every student to improve their academic performance in a pandemic situation through distance learning.

List, A., & Sun, Y. (2023). **To Clarity and Beyond: Situating Higher-Order, Critical, and Critical-Analytic Thinking in the Literature on Learning from Multiple Texts.** *Educational Psychology Review*, 35(2), 40. <https://doi.org/10.1007/s10648-023-09756-y>

For this systematic review, learning from multiple texts served as the specific context for investigating the constructs of higher-order (HOT), critical (CT), and critical-analytic (CAT) thinking. Examining the manifestations of HOT, CT, and CAT within the specific context of learning from multiple texts allowed us to clarify and disentangle these valued modes of thought. We begin by identifying the mental activities underlying the processes and outcomes of learning from multiple texts. We then juxtapose these mental activities with definitions of HOT, CT, and CAT drawn from the literature. Through this juxtaposition, we define HOT as multi-componential, including evaluation; CT as requiring both evaluation and its justification or substantiation; and CAT as considering the extent to which evaluation and justification may be consistently and systematically applied. We further generate a number of insights, described in the final section of this article. These include

the frequent manifestations of HOT, CT, and CAT within the context of students learning from multiple texts and the co-occurring demand for these valued modes of thinking. We propose an additional mode of valued thought, that we refer to as devising, when learners synthetically and systematically use knowledge and strategies gained within one multiple text learning situation to produce an original product or solution in another novel learning situation. We consider such devising to demand HOT, CT, and CAT.

Lockwood, A. B., Klatka, K., Parker, B., & Benson, N. (2023). **Administration and Scoring Errors on the Woodcock–Johnson IV Tests of Achievement: Before and During COVID-19.** *Journal of Psychoeducational Assessment*, 41(5), 501-513.
<https://doi.org/10.1177/07342829231166725>

Eighty Woodcock–Johnson IV Tests of Achievement protocols from 40 test administrators were examined to determine the types and frequencies of administration and scoring errors made. Non-critical errors (e.g., failure to record verbatim) were found on every protocol ($M = 37.2$). Critical (e.g., standard score, start point) errors were found on 98.8% of protocols ($M = 15.3$). Additionally, a series of paired samples t-test were conducted to determine differences in total, critical, and non-critical errors pre- and during-COVID-19. No statistic differences were found. Our findings add to a growing body of research that suggests that errors on norm-referenced tests of achievement are pervasive. However, the frequency of errors did not appear to be affected by COVID-19 stressors or social distancing requirements. Implications of these findings for training and practice are discussed. Suggestions for future research are also provided.

Lombardi, D. (2023). **On the Horizon: the Promise and Power of Higher Order, Critical, and Critical Analytical Thinking.** *Educational Psychology Review*, 35(2), 38.
<https://doi.org/10.1007/s10648-023-09763-z>

The information flood—ever present in today's society—requires students, teachers, and the general public to think at a higher level, critically and analytically. However, higher order, critical, and critical analytic thinking lack practical and precise definitions, and therefore, researchers and practitioners have adopted disparate characterizations of these constructs. This special issue presents a collaboration of international scholars invested in documenting the growth and development of human thinking and reasoning through their different perspectives and disciplinary frameworks. The special issue illustrates the similarities and differences of higher order, critical, and critical analytic thinking from these varied perspectives and frameworks. The final paper integrates these perspectives to sketch a map of higher order, critical, and critical analytic thinking that researchers, educators, and policymakers can use when navigating this conceptual murkiness.

Loyens, S. M. M., van Meerten, J. E., Schaap, L., & Wijnia, L. (2023). **Situating Higher-Order, Critical, and Critical-Analytic Thinking in Problem- and Project-Based Learning Environments: A Systematic Review.** *Educational Psychology Review*, 35(2), 39.
<https://doi.org/10.1007/s10648-023-09757-x>

Critical thinking (CT) is widely regarded as an important competence to obtain in education. Students' exposure to problems and collaboration have been proven helpful in promoting CT processes. These elements are present in student-centered instructional environments such as problem-based and project-based learning (P(j)BL). Next to CT, also higher-order thinking (HOT) and critical-analytic thinking (CAT) contain elements that are present in and fostered by P(j)BL. However, HOT, CT, and CAT definitions are often ill-

defined and overlap. The present systematic review, therefore, investigated how HOT, CT, and CAT were conceptualized in P(j)BL environments. Another aim of this study was to review the evidence on the effectiveness of P(j)BL environments in fostering HOT, CT, or CAT. Results demonstrated an absence of CAT in P(j)BL research and a stronger focus on CT processes than CT dispositions (i.e., trait-like tendency or willingness to engage in CT). Further, while we found positive effects of P(j)BL on HOT and CT, there was a lack of clarity and consistency in how researchers conceptualized and measured these forms of thinking. Also, essential components of P(j)BL were often overlooked. Finally, we identified various design issues in effect studies, such as the lack of control groups, that bring the reported outcomes of those investigations into question.

Luo, Y., Deng, Y., Ma, T., & Jiang, Y. (2023). **The influence of gratitude on depressive symptoms among Chinese college students during the COVID-19 pandemic: The moderating effect of psychological capital.** *Psychology in the Schools, 60*(7), 2447-2459. <https://doi.org/10.1002/pits.22867>

The coronavirus disease 2019 outbreak has the potential to trigger declines in individual mental health, potentially in the form of depressive symptoms. However, few studies have explored factors protective of mental health during the ongoing pandemic. For the sustainable development of individual health, this study was conducted during the pandemic and examines the relationship between gratitude and symptoms of depression, as well as the moderating effect of psychological capital. Latent variable structural equation modeling was used to analyze depressive symptoms and protective factors in 3123 college students. This study measures gratitude, depressive symptoms, and psychological capital, using the Gratitude Scale, Patient Health Questionnaire-9, and the Positive Psychological Capital Questionnaire, respectively. Gratitude was negatively related to depressive symptoms, with psychological capital as a moderator of the relationship. Specifically, psychological capital had a powerful protective effect against depressive symptoms. Students with high psychological capital had lower depressive symptoms than those with low psychological capital, regardless of their level of gratitude. In students with low psychological capital, gratitude had a protective effect against depressive symptoms. These findings suggest that psychological capital is a powerful protective factor against depressive symptoms during a pandemic and improving psychological capital could enhance mental health.

Ma, P., Yu, J., Qiao, Y., & Zhang, L. (2023). **Developing and validating a scale to measure teachers' emotional labor strategy in classrooms.** *Social Psychology of Education, 26*(3), 557-577. <https://doi.org/10.1007/s11218-022-09752-0>

Teachers' emotional labor is essential to teachers' instructional quality, psychological health, and students' learning effectiveness in classrooms. To assess how teachers manage their emotions to match the display rules of classrooms, this study developed and validated a self-report scale—the Teachers' Emotional Labor Strategy in Classrooms (TELS)—through three rounds of investigation with secondary school teachers. First, strategies and item statements were collected through existing scales, an open-ended questionnaire, and interviews. Second, the pilot study was conducted, and the results of content validity and exploratory factor analysis confirmed the 17-item formal scale with four dimensions: surface acting, deep acting, expression of naturally felt emotions, and emotion termination. The third round investigated 491 teachers and validated the scale: confirmatory factor analyses verified the four-factor structure; correlations among the four subscales and average variance extracted indicated good discriminant validity;

correlations between subscales and emotional exhaustion, teacher efficacy, and years of teaching showed good criterion validity; and Cronbach's α showed good reliability. Overall, the TELSC scale is an efficient instrument to measure the strategies that teachers use to manage their emotions in classrooms, and it can be applied to understand and improve teachers' professional competence in teaching and emotional interaction.

Madden, M. (2023). **Dear Students: 10 Letters to Empower and Transform Your Higher Education Journey.** Consulté à l'adresse <https://www.peterlang.com/document/1297589>

Dear Students: 10 Letters to Empower and Transform Your Higher Education Journey is a higher education guide that prepares students to authentically ...

Marraccini, M. E., Griffard, M. K. R., Whitcomb, C. E., Wood, C., Griffin, D. C., Pittleman, C., & Sartain, L. (2023). **School-based mental health supports during COVID-19: School professional perspectives.** *Psychology in the Schools*, 60(7), 2460-2482. <https://doi.org/10.1002/pits.22869>

The present study explored the ways school professionals adapted school-based mental health supports and services for remote delivery during the coronavirus disease 2019 (COVID-19) pandemic. We surveyed 81 school professionals (e.g., counselors, psychologists, and social workers) and conducted in-depth interviews with a subsample of professionals ($n = 14$) to explore their perceptions and experiences of supporting youth with mental health concerns and suicide-related risk during the fall and winter of the 2020–2021 school year. Commonly endorsed school-based mental health interventions (e.g., counseling services and checking in), ways of communicating (phone and email), and individuals delivering support and services to students with suicide-related risk (e.g., counselors and teachers) were identified based on school professional survey responses. Qualitative findings point to facilitators (e.g., specific platforms for connecting with students and families) and barriers (e.g., limited communication) to successful service delivery during COVID-19. Findings highlight the creative ways school support professionals adapted to provide school-based mental health supports. Implications for remote school-based mental health services during and following the pandemic are discussed.

Marsh, H. W., Guo, J., Parker, P. D., Pekrun, R., Basarkod, G., Dicke, T., ... Devine, E. K. (2023). **Peer Victimization: an Integrative Review and Cross-National Test of a Tripartite Model.** *Educational Psychology Review*, 35(2), 46. <https://doi.org/10.1007/s10648-023-09765-x>

School victimization issues remain largely unresolved due to over-reliance on unidimensional conceptions of victimization and data from a few developed OECD countries. Thus, support for cross-national generalizability over multiple victimization components (relational, verbal, and physical) is weak. Our substantive–methodological synergy tests the cross-national generalizability of a three-component model (594,196 fifteen-year-olds; nationally -representative samples from 77 countries) compared to competing (unidimensional and two-component) victimization models. We demonstrate the superior explanatory power of the three-component model—goodness-of-fit, component differentiation, and discriminant validity of the three components concerning gender differences, paradoxical anti-bullying attitudes (the Pro-Bully Paradox) whereby victims are more supportive of bullies than of other victims, and multiple indicators of well-being. For example, gender differences varied significantly

across the three components, and all 13 well-being indicators were more strongly related to verbal and particularly relational victimization than physical victimization. Collapsing the three components into one or two components undermined discriminant validity. Cross-nationally, systematic differences emerged across the three victimization components regarding country-level means, gender differences, national development, and cultural values. These findings across countries support a tripartite model in which the three components of victimization—relational, verbal, and physical—relate differently to key outcomes. Thus, these findings advance victimization theory and have implications for policy, practice, and intervention. We also discuss directions for further research: the need for simultaneous evaluation of multiple, parallel components of victimization and bullying, theoretical definitions of bullying and victimization and their implications for measurement, conceptual bases of global victimization indices, cyberbullying, anti-bullying policies, and capitalizing on anti-bullying attitudes.

Marsh, H. W., Pekrun, R., Guo, J., Hattie, J., & Karin, E. (2023). **Too Much of a Good Thing Might Be Bad: the Double-Edged Sword of Parental Aspirations and the Adverse Effects of Aspiration-Expectation Gaps.** *Educational Psychology Review*, 35(2), 49. <https://doi.org/10.1007/s10648-023-09768-8>

Conventional wisdom suggests that parents' educational expectations (how far they expect their children to go) and aspirations (how far they want their children to go) positively impact academic outcomes and benefits from attending high-ability schools. However, here we juxtapose the following: largely positive effects of educational expectations (of parents, teachers, and students); small, mixed effects of parent aspirations; largely adverse effects of parental aspiration-expectation gaps; and negative effects of school-average achievement on expectations, aspirations, and subsequent outcomes. We used a large, nationally representative longitudinal sample (16,197 Year-10 students from 751 US high schools).

Martin, A. J. (2023). **Integrating Motivation and Instruction: Towards a Unified Approach in Educational Psychology.** *Educational Psychology Review*, 35(2), 54. <https://doi.org/10.1007/s10648-023-09774-w>

Motivation and instruction are two major substantive domains in educational psychology. Theory and research relevant to each of these domains tend to be diffuse and fragmented. This presents challenges for scholars and practitioners seeking to implement parsimonious and cohesive approaches to help students to learn. This review articulates a two-step integration process that is an illustrative effort towards tackling these challenges and unifying two psycho-educational domains: intra-domain integration (within each of motivation and instruction) and inter-domain integration (between motivation and instruction). With respect to motivation, the Motivation and Engagement Wheel (Martin, 2007) is presented as an example of intra-domain integration of key facets of motivation (Step 1a). With respect to instruction, Load Reduction Instruction (LRI; Martin, 2016; Martin & Evans, 2018) is an example of intra-domain integration of explicit instruction and guided independent learning (Step 1b). The review then proposes an inter-domain integration of motivation and instruction (Step 2), arguing that each domain is tied to the other. The joint operation of intra- and inter-domain integration of motivation and instruction holds potential for more coherent theorizing, measurement, and practical application.

Masson, J., & Darlington, E. (2023). **Bien-être et motivation avant et pendant la crise de la covid-19 chez les collégiens.** *Carrefours de l'éducation*, (55), 109-122. <https://doi.org/10.3917/cdle.055.0110>

L'objet de cet article est d'examiner les interactions entre le bien-être et la motivation des élèves de collège pendant le confinement que la crise sanitaire de la covid19 a provoqué. Ces deux concepts étant théoriquement liés et dépendants du contexte, nous avons fait l'hypothèse que cette situation particulière de confinement a potentiellement bouleversé les interactions entre motivation et bien-être. Pour vérifier cela, nous avons utilisés deux échelles de motivation (sentiment d'efficacité personnelle et intérêt) et une échelle de bien-être administrées à 377 élèves de collèges (âge moyen = 12.8 ans). Après traitement statistique, nous avons pu constater que leur bien-être ressenti à l'école, avant la crise de la covid-19 a eu un effet protecteur sur le bien-être général et la motivation pendant les 55 jours de confinement. Le bien-être étant un élément constitutif de la santé, cette recherche permet de réaffirmer l'extrême importance de son développement à l'école puisque les élèves semblent capitaliser le bien-être pour en bénéficier même en dehors de l'école et lors de situations anxieuses comme cet épisode de confinement.

Matthes, B., & Stoeger, H. (2023). **Getting into the university track: Parents' implicit theories about ability predict which type of secondary school their children are tracked into.** *Social Psychology of Education*, 26(3), 857-880. <https://doi.org/10.1007/s11218-023-09769-z>

The few studies about whether parents' implicit theories about ability (ITs) predict their children's academic success and relevant parental behavior have produced mixed results. In response, research suggested that parents' ITs might be more important in contexts that make children's intellectual potential salient. Therefore, we investigated the role of parents' ITs in such a situation: After fourth grade in Bavaria, Germany, students are tracked into one of three secondary school types (one university-track and two non-university-track) depending on their grades (in mathematics, German, and basic science). First, we examined if parents' ITs predicted whether their children achieved the required grade average for a university-track school (that requires the highest grades). Second, because not all parents whose children achieved this threshold sent them to university-track schools, we investigated among the parents whose children had achieved the university-track threshold grade average whether parents' ITs predict their track choice. Participants were 578 fourth-graders and their parents. Parents' educational level was controlled for in all analyses. As expected, children of parents with a more incremental theory were more likely to achieve the university-track threshold grade average. For those children who achieved that threshold, parents with a more incremental theory were more likely to actually send their children to university-track schools. This effect was moderated by grade average. These results suggest that parents' ITs may indeed be more important in contexts that make children's intellectual potential salient, such as tracking decisions—especially if children's achievement raises even slight doubts about whether they will succeed.

Mayer, R. E. (2023). **How to Assess Whether an Instructional Intervention Has an Effect on Learning.** *Educational Psychology Review*, 35(2), 64. <https://doi.org/10.1007/s10648-023-09783-9>

This commentary critiques Brady et al.'s (2023) paper, "How scientific is educational psychology research? The increasing trend of squeezing causality and

recommendations from non-intervention studies" and analyzes six research methods for assessing whether an instructional intervention affects learning outcomes.

Mokaya, A. G., Kikuvi, G. M., Mutai, J., Khasakhala, L. I., & Memiah, P. (2023). **Predictors of depression among adolescents joining selected public secondary schools in Nairobi County, Kenya.** *Psychology in the Schools*, 60(7), 2564-2578. <https://doi.org/10.1002/pits.22873>

Depression is common among adolescents more so during the transition to secondary school, and the psychosocial and emotional changes that accompany adolescence. This study sought to assess the prevalence and predictors of depression among students joining public secondary schools in Nairobi County. The study was carried out at five selected public secondary schools in Nairobi County covering 539 students between the ages of 11 and 18 years. The Patient Health Questionnaire-Adolescent version (PHQ-A) was used to collect data on depression. For suicidal behavior, the Suicide Behavior Questionnaire-revised version was used. The Adolescent Peer Relations Instrument was used to assess bullying victimization. These were augmented by a sociodemographic questionnaire. Depression prevalence rates were generated using a generalized linear model customized with a log link and a Poisson distribution for a common binary outcome. The prevalence of depression was found to be 14.5%, with a mean PHQ-A score of 6.16 (SD = 3.16). Predictors of depression were suicide risk (adjusted prevalence ratio [aPR] = 3.07, confidence interval, CI [1.94–4.88]; $p < .001$) and lifetime alcohol use (aPR = 2.24, CI [1.36–3.68]; $p = .001$). Depression is prevalent among adolescents joining secondary schools in Nairobi County. Counselor-led school-based cognitive behavioral therapy could be a sustainable strategy for reducing depression symptoms and guiding preventive efforts among adolescents in this context.

Nnamani, O., Hadebe-Ndlovu, B. N., Okeke, C. I., & Ede, M. O. (2023). **Effect of Jigsaw and Team Pair-Solo cooperative learning strategies on interest in Basic Science of primary school children with visual impairment.** *Psychology in the Schools*, 60(7), 2430-2446. <https://doi.org/10.1002/pits.22866>

This study investigated the effect of the Jigsaw and Team-Pair Solo cooperative learning strategies on interest in Basic Science of primary school children with visual impairment. This is a pretest–posttest control group with a follow-up design study. A total of 56 students in Enugu State of Nigeria were randomized into one of two groups, $n = 27$ (male: $n = 18$; female: $n = 9$) for the treatment group and $n = 29$ for the control group (male: $n = 20$; female: $n = 9$). A Learner's Interest Rating Scale was used as an outcome measure. The results showed that there was a significant difference in the interest of students with visual impairment exposed to intervention strategies and those exposed to conventional-lecture strategy in favor of those exposed to intervention strategies. This concluded that Jigsaw and Team Pair-Solo cooperative learning strategies are effective treatment strategies that enhance the interest of students with visual impairment in Basic Science.

Noipom, R., Lim, A., & Sittichai, R. (2023). **Determinants of cyberbullying perpetration on Facebook among secondary school students in Southern Thailand.** *Social Psychology of Education*, 26(3), 793-809. <https://doi.org/10.1007/s11218-023-09766-2>

This study examined the common forms of Facebook bullying perpetration and the factors associated with it among secondary school students in southern Thailand. The participants in this study were 600 secondary school students in Pattani province, southern Thailand, ranging in age from 13 to 18. The data were gathered through a

questionnaire survey. The associations between the factors and the perpetration of Facebook (FB) bullying were investigated using Chi-squared test. The strength of association between factors and outcome was assessed using multiple logistic regression. The majority of the participants (71.2%) were females, and 51.8% were 15 years or younger. According to the findings, exclusion (28.55%), flaming (24.71%), and cyberstalking (9.16%) were the most common forms of FB bullying. Students having GPA less than 3, students who used FB extensively, spent more than 3 h per day on FB, shared personal information with others, and students who had a high peer attachment were more likely to be FB bullying perpetrators. In conclusion, to prevent cyberbullying, monitoring and supervision of proper internet usage should be implemented, with a focus on academic accomplishment rather than being tied to peers.

Onyema-Obioma, O. (2023). **Psychosocial Predictors of Secondary School Students' Attitude Towards Cheating in Examination in Emuoha Local Government Area, Rivers State.** *British Journal of Education*, 11(7), 14-27. <https://doi.org/10.37745/bje.2013/vol11n71427>

The study investigated Psychosocial Predictors of Secondary School Students' Attitude Towards Cheating In Examination In Emuoha Local Government Area, Rivers State. Five research questions and five corresponding hypotheses were formulated for the study. Correlational and descriptive research design was used for the study. The population of the study consisted of all the senior secondary school students in the 20 public schools in Obio-Akpor Local Government Area of Rivers State. A sample of 125 senior secondary school II students was drawn for the study using the multi-stage sampling technique. The instruments used for data collection in this study were the Students' Attitude Cheating Scale (SACS) and the Psychosocial Predictors Scale (PPS). The validity of both instruments was done using experts' assessment while their reliability was determined through Cronbach Alpha method. The reliability coefficient of 0.78 was realized for Students' Attitude Cheating Scale (SACS) and 0.82 was realized for Psychosocial Predictors Scale (PPS) respectively. Analysis of the instruments was done using simple regression as well as t-test. Finding showed that achievement motivation ($p=0.001<0.05$) and self-efficacy ($p=0.000<0.05$) all had significant relationship with secondary school student's attitude towards cheating. On the contrary, there was insignificant differences ($p=0.22>0.05$) between the attitude of male and female students. Based on this, it was recommended among others that school authorities should encourage the student to get involved in educational and social clubs which will help them academically and morally.

Orakci, Ş. (2023). **Structural relationship among academic motivation, academic self-efficacy, problem solving skills, creative thinking skills, and critical thinking skills.** *Psychology in the Schools*, 60(7), 2173-2194. <https://doi.org/10.1002/pits.22851>

This study investigates the structural relationship among academic motivation, academic self-efficacy (ASE), problem solving skills (PSS), creative thinking skills (CRTS), and critical thinking skills (CTS). Structural Equation Model was utilized to compute the relationships between these variables. The sample of the study was comprised of 575 student teachers studying in Faculties of Education in Turkey in the academic year 2021–2022. The findings underline that academic motivation had a significant direct effect on CRTS and self-efficacy had a significant direct effect on CRTS. In addition, the present study revealed that PSS had a significant direct effect on both creative thinking and CTS as well as revealing that creative thinking had a significant direct effect on CTS. Finally, in the present study, creative thinking significantly partially mediated the relationships

between academic motivation, ASE, PSS, and CTS. These findings suggest implications for teacher training within the context of raising qualified teachers because the quality in the learning-teaching process is positively expected to be influenced by the variables explored in the current study.

Pap, Z., Maricuțoiu, L., Vîrgă, D., Ilie, M., Mladenovici, V., Popescu, B., & Valache, D. (2023). **Happy teacher, healthy class? Linking teachers' subjective well-being to high-school and university students' physical and mental health in a three-level longitudinal study**. *Social Psychology of Education*, 26(3), 811-831. <https://doi.org/10.1007/s11218-023-09768-0>

This study focused on the relationships between teachers' subjective well-being, perceived teacher support and students' subjective mental and physical health. We surveyed students at the beginning, halfway, and at the end of the second semester, collecting 1230 observations clustered within 410 students. Additionally, 66 of their teachers rated their subjective well-being (teaching self-efficacy and life satisfaction) at the beginning of the semester. We used multilevel modeling to link teachers' subjective well-being to students' health and perceived teacher support, controlling for the effects of time. Teaching self-efficacy positively predicted students' mental health. Moreover, perceived teacher support had a positive association with both subjective physical and mental health reported by students across the semester. We found inconclusive results in testing the associations between teachers' subjective well-being and perceived teacher support. We also found non-significant associations between teaching self-efficacy and students' physical health, as well as life satisfaction and students' mental health.

Polo, C., Simonian, S., & Chaker, R. (2022). **Affording Emotional Regulation of Distant Collaborative Argumentation-Based Learning at University**. *Educational Technology International*, 23(1), 1-39. <https://doi.org/10.23095/ETI.2022.23.1.001>

We study emotion regulation in a distant CABLE (Collaborative Argumentation Based-Learning) setting at university. We analyze how students achieve the group task of synthesizing the literature on a topic through scientific argumentation on the institutional Moodle's forum. Distinguishing anticipatory from reactive emotional regulation shows how essential it is to establish and maintain a constructive working climate in order to make the best out of disagreement both on social and cognitive planes. We operationalize the analysis of anticipatory emotional regulation through an analytical grid applied to the data of two groups of students facing similar disagreement. Thanks to sharp anticipatory regulation, group 1 solved the conflict both on the social and the cognitive plane, while group 2 had to call out for external regulation by the teacher, stuck in a cyclically resurfacing dispute. While the institutional digital environment did afford anticipatory emotional regulation, reactive emotional regulation rather occurred through complementary informal and synchronous communication tools. Based on these qualitative case studies, we draw recommendations for fostering distant CABLE at university.

Polonyi, T., Balajthy, D., Abari, K., Szabó, F., Pásku, J., & Buda, M. (2023). **Learners' motivation at schools in low SES regions in Hungary**. *International Journal of Inclusive Education*, 27(5), 636-651. <https://doi.org/10.1080/13603116.2020.1866687>

Our research attempts to explore the learning motivation patterns of Hungarian pupils from a low SES environment in order to develop an innovative foreign language teaching application. Pupils aged 10–14 were selected from 11 schools in a disadvantaged, low

SES region of Hungary (N = 523). We used online questionnaires: a demographic questionnaire, the School Climate Questionnaire and the Learning Motivation Questionnaire. Higher achieving students seem to be less competitive. The difference in motivation regarding maternal educational qualifications is insignificant. Motivational patterns are not affected by low SES, but by the pupils' affective bonding and attachment to their school. Schools' motivational profiles differ from each other significantly; however, this does not correlate with the number of low SES pupils.

Pools, E. (2023). **Test-taking motivation in PISA cognitive tests: Evidence from timing data**. Consulté à l'adresse <https://orbi.uliege.be/handle/2268/301298>

Redouani, A. (2022). **L'impact de l'usage pédagogique du Tableau Blanc Interactif (TBI) sur l'engagement scolaire des élèves dans le cadre de l'enseignement de la langue arabe à l'école élémentaire en France: cas du département du Bas-Rhin** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-04137370>

Dans un contexte marqué par l'implantation massive des tableaux blancs interactifs (TBI) dans les établissements scolaires en France, comme dans plusieurs pays du monde, l'objectif de cette recherche est d'étudier l'impact de l'usage pédagogique de ce dispositif sur l'engagement scolaire des élèves dans le cadre de l'enseignement de la langue arabe à l'école élémentaire en France. Ce sont 135 élèves et 16 enseignants, dans 18 écoles élémentaires du Bas-Rhin (France), qui ont été interrogés et/ou observés pour cette recherche. Quatre instruments de collecte de données ont été utilisés : des observations directes en classe, un questionnaire quantitatif et des entretiens en focus groups auprès des élèves ainsi que des entretiens semi directifs individuels auprès des enseignants. Les résultats de notre enquête montrent que les interactions créées par l'usage du TBI, en tant que dispositif à part entière, permettent d'améliorer l'engagement scolaire des élèves selon les dimensions à la fois cognitives, affectives et comportementales.

Sacchi, D., Pasini, A., Muti, M., Roverselli, C., & Spiridigliozzi, S. (2023). **The Effects of Lock-down 2020 on the Behaviour and Mood of Children Aged Three to Six in Italy**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 47-72. <https://doi.org/10.7358/ecps-2023-027-sacc>

The aim of this research was to trace an association between the lock-down caused by the Covid-19 pandemic in Italy (March-May 2020) and possible short- and long-term behavioral and mood changes in 1,000 children aged three to six years. With the data collected through the administration of two questionnaires, an account of the psychoattitudinal performance of the subjects examined during the aforementioned period was obtained. The results showed that during the lock-down nearly 60% of the sample exhibited negative feelings; 11.2% of the sample also exhibited symptoms attributable to situational depression. With the return to normalcy, the percentage of negative feelings recorded in the sample decreased to 11%; a significant association was also found between the mood state and temperament of the subjects. Behavioral changes such as increased onychophagy and eating changes during lock-down were recorded, which can be associated with stress. It was possible to reveal problems in the long term, such as difficulty in modulating anxiety, controlling aggression, and social adjustment.

Sarhangi, N., Rostami, M., Abbasirad, R., Fasihi, M., & Ahmadboukani, S. (2023). **Cyber victimization and suicidal behavior in high school students: The mediating role of psychological problems and perceived social support.** *Psychology in the Schools, 60*(7), 2395-2408. <https://doi.org/10.1002/pits.22868>

Students who are abused in various ways are at a higher risk for psychological problems such as depression and suicidal ideation. Accordingly, this study aimed to investigate the mediating role of psychological problems and perceived social support in the relationship between cyber victimization and suicidal behavior. The participants in this cross-sectional study were 250 adolescents, tenth, eleventh, and twelfth-grade students (aged 13–18 years) in Bushehr, Iran. The instruments used to collect the data were the Depression, Anxiety and Stress Scale-21 (DASS-21), Multidimensional Scale of Perceived Social Support (MSPSS), Suicide Behaviors Questionnaire-Revised (SBQ-R), and Cyberbullying/Victimization Experiences Questionnaire. SPSS-25 and AMOS-24 software were used for data analysis. The indirect and negative effects of perceived social support showed that support (from family members and significant others) is associated with reduced suicidal behavior in students experiencing cyber victimization. Moreover, the indirect and positive effects of psychological problems showed that cyber victimization increases the risk of students experiencing symptoms of depression, anxiety, and stress, and may lead to increased suicidal behavior in them. The experience of cyberbullying victimization in students is associated with their suicidal behavior. These students need treatment through psycho-educational interventions or even psychotherapy in some cases.

Schindler, J., & Richter, T. (2023). **Text Generation Benefits Learning: a Meta-Analytic Review.** *Educational Psychology Review, 35*(2), 44. <https://doi.org/10.1007/s10648-023-09758-w>

Learning can be made more efficient when learners generate the to-be-learned text contents instead of passively receiving them. A multi-level meta-analysis was conducted to provide an overall estimate of the text generation effect's magnitude and to identify theoretically and practically relevant moderators. Overall, generation interventions improved learning with texts compared to reading them (Hedges' $g = .41$). This benefit was not attributable to time-on-task and was found across several learning conditions and settings (e.g., narratives and expository texts, multiple generation, and learning assessment tasks). The meta-analysis further suggests that generation benefits learning most strongly if the cognitive processes stimulated by the generation task complement those processes already stimulated by the text. In sum, the findings suggest that text generation can be suitable for educational applications especially if certain conditions are observed.

Schuh, K. L., Meiners, A. J., Ferguson, C., Hageman, K., George, S., Cox, M., ... Lin, C.-J. (2023). **Junior high school students' self-confidence during transition to above-grade-level mathematics courses.** *The Journal of Educational Research, 116*(2), 61-76. <https://doi.org/10.1080/00220671.2023.2186338>

This qualitative study examined the mathematics self-confidence of eight junior high school students who were moved to an above-grade-level mathematics class through a nontraditional process. Teachers were concerned about how this transition may impact students' beliefs about their abilities to succeed in mathematics. Data were collected through interviews that included solving challenging mathematical tasks as a means to consider how students expressed their self-confidence in mathematics in general. Using

a socio-constructivist lens with a focus on mediation, findings included themes about tensions given students' initial placement, changes in the role of self-confidence as a mediator, feelings of belonging as having multiple mediator roles, workarounds as mediators, and self-regulation strategies as internalized mediators that students brought with them to their transition. These findings point to solutions and supports for students who enroll in above-grade-level courses to view themselves as successful.

Sedlacek, Q. C., & Murdock-Perriera, L. A. (2023). **Quantifying elementary teachers' foreknowledge about their students.** *Social Psychology of Education, 26*(3), 639-672. <https://doi.org/10.1007/s11218-023-09764-4>

Teachers sometimes learn information about their students prior to teaching them, a phenomenon we call "teacher foreknowledge." This information may be useful, but it may also bias teacher expectations for students in harmful ways. To date, few studies have quantitatively documented the types of foreknowledge teachers receive. When, where, and from whom do teachers commonly acquire foreknowledge? Are some sources or types of foreknowledge perceived to be more influential than others? We explore these questions through a survey of elementary teachers (N = 414) in one U.S. state. Most respondents received foreknowledge about at least some of their students months or even years prior to teaching them, and foreknowledge was primarily transmitted within school settings. Fellow teachers and students themselves were generally characterized as the most influential sources of foreknowledge. Foreknowledge about student behavior and character was considered more influential than foreknowledge about other topics. Some of these patterns covaried with classroom-, school- and teacher-level demographic or contextual variables. We discuss implications for research and practice with a focus on educational equity.

Slaton, C. R., Lammers, W., & Park, A. (2023). **How school belongingness in diverse students moderates student perceptions of teachers' cultural humility in predicting student-teacher working alliance.** *Psychology in the Schools, 60*(7), 2360-2372. <https://doi.org/10.1002/pits.22862>

Student-teacher relationships and school belongingness are both strong predictors for students' academic success (Goodenow & Grady, 1993; Hattie, 2009). Experiences related to their cultural identities also inform how they perceive their educational environment (Kutsyruba et al., 2015) and may also predict academic success. Although current literature supports all three constructs as separate predictors of academic success, the current study examined the relationship between student perceptions of their teacher's cultural humility and student-teacher working alliance, with student perceptions of school belonging as a moderator. Sixth-grade students from an urban, central Arkansas middle school (n = 334) considered a teacher with whom they had prolonged contact (e.g., two interactions a day, including mentoring and academic instruction), and responded to questions from three scales, the Cultural Humility Scale (predictor), the Classroom Working Alliance Inventory (outcome), and the Psychological Sense of School Membership (moderator). Results showed that student perceptions of teacher's cultural humility predicted student-teacher working alliance and that this relationship was slightly stronger for those students with low levels of school belongingness. The importance of all three variables in understanding student success has implications for teacher and school psychologist training programs.

Staples, J. K., Zapata, S., Fredrickson, M., Quinn, H. E., Cyr, L. R., Gavian, M. E., ... Gordon, J. S. (2023). **A mind-body medicine curriculum for student peer counselors following a school shooting: A qualitative study.** *Psychology in the Schools, 60*(7), 2483-2501. <https://doi.org/10.1002/pits.22871>

This qualitative study investigated high school student peer counselors' experience of a mind-body medicine curriculum incorporated into a peer counseling program following a school shooting. A series of focus groups were held with peer counselors in 10th–12th grade ($n = 24$, mean age = 16.5 [SD = 1.0]; 71% female) participating in the mind-body medicine curriculum. Data analysis was conducted using a thematic analysis. Peer counselors reported that the mind-body medicine curriculum decreased their stress and helped them regulate their emotions. Other interview themes included feeling closer to other students, improved relationships with their parents, increased resilience and self-confidence, working harder for their goals, not stressing over small things, and choosing supportive friends. The themes related to their peer counseling work were that the mind-body skills would help them be less reactive and more patient with other students and that the skills would also be helpful for these other students. This study has important implications for practitioners in the schools because the mind-body medicine curriculum can effectively complement the communication, problem-solving, and decision-making skills taught in peer counseling programs.

Stensen, K., Lydersen, S., Ranøyen, I., Klöckner, C. A., Buøen, E. S., Lekhal, R., & Drugli, M. B. (2023). **Psychometric Properties of the Student-Teacher Relationship Scale-Short Form in a Norwegian Early Childhood Education and Care Context.** *Journal of Psychoeducational Assessment, 41*(5), 514-525. <https://doi.org/10.1177/07342829231166251>

The Student-Teacher Relationship Scale-Short Form (STRS-SF) is one of the most frequently used instruments globally to measure professional caregivers' perceptions of the relationship quality with a specific child. However, its psychometric properties for children younger than 3 years of age enrolled in early childhood education and care (ECEC) centers are largely unknown. Thus, this study aimed to investigate and evaluate the factorial validity of the STRS-SF and measurement invariance across children's gender and age by combining two large Norwegian community samples ($N = 2900$), covering the full age range of children enrolled in ECEC (1–6 years olds). Our findings indicate promising psychometric properties for the STRS-SF; thus, its applicability is supported for both younger and older children indiscriminate of their gender. However, some caution is advised when comparing latent means between older and younger ECEC children because professional caregivers interpret the STRS-SF differently based on children's age.

Stiehl, K. A. M., Krammer, I., Schrank, B., Pollak, I., Silani, G., & Woodcock, K. A. (2023). **Children's perspective on fears connected to school transition and intended coping strategies.** *Social Psychology of Education, 26*(3), 603-637. <https://doi.org/10.1007/s11218-023-09759-1>

The transition from primary to secondary school comes with major changes in the lives of children. There is a shortage of in-depth analyses of young people's perspectives concerning their fears and strategies to address these. This qualitative study aims to gain first-hand understanding of children's fears and the intended coping strategies used during school transition. Data from 52 workshops were analysed, with a total of 896 students (M age = 10.40, $SD = .839$) in lower Austria. First, in the classroom setting, a vignette story about a child facing fears about school transition from primary to

secondary school was developed with pupils in a brainstorming session. This was followed by self-selected small group discussions, where pupils proposed strategies to help cope with these fears. A thematic analysis was carried out. Major thematic clusters distinguished between four types of fears: peer victimisation, being alone, victimisation by authority figures, and academic failure. Three additional thematic clusters described strategies for countering the fears: enacting supportive networks, personal emotion regulation, and controlling behaviour. In addition to these connected clusters, two further themes were identified: strategy outcomes and consequences, i.e., personal experiences with using specific strategies, and the discussion of participants about contradictions and questionable usefulness of identified strategy outcomes. In conclusion, the children in our study reported more social fears as compared to academic fears. Children seem reasonably competent at naming and identifying strategies; however, maladaptive strategies, as well as controversies within the described strategies may indicate a lack of certainty and competence at engaging with these strategies on a practical level.

Tali, F., Ratinaud, P., Jmel, S., & Gaudron, J.-P. (2023). **Relations entre les profils d'auto-efficacité vocationnelle et ses sources chez les élèves de terminale au moment du choix d'orientation post-bac.** *L'orientation scolaire et professionnelle*, (52/2), 341-384. <https://doi.org/10.4000/osp.17489>

Cette recherche vise à repérer les facteurs qui participent à des choix d'orientation de 2 299 lycéens en terminale au moment de l'élaboration de leurs vœux pour Parcoursup en France, en se centrant en particulier sur l'auto-efficacité vocationnelle (AEV) et des variables vocationnelles qui sont liées. Une classification hiérarchique descendante menée sur les réponses aux items d'une échelle d'AEV identifie quatre classes qui se différencient sur ces scores d'auto-efficacité. Les analyses des profils dégagent différentes variables vocationnelles supplémentaires qui sont sur-représentées ou sous-représentées dans ces classes et qui peuvent être interprétées comme des sources de l'AEV, telles les expériences d'exploration antérieures et les soutiens sociaux des parents, des pairs et de professionnels. Certaines modalités relatives à la recherche d'informations et aux prises de décision discriminent les classes en y étant sous ou sur-représentées. Des implications pour la recherche et la pratique sont discutées.

Tang, H., Dai, M., Du, X., Hung, J.-L., & Li, H. (2023). **Understanding college students' cognitive engagement in online collaborative problem-solving: A multimodal data analysis.** *Distance Education*, 44(2), 306-323. <https://doi.org/10.1080/01587919.2023.2209025>

Laboratory experience is critical to foster college students' collaborative problem-solving (CPS) abilities, but whether students stay cognitively engaged in CPS tasks during online laboratory sessions remains unknown. This study applied multimodal data analysis to examine college students' (N = 36) cognitive engagement in CPS during their online experimentation experience. Groups of three collaborated on CPS tasks via shared worksheets and computer-based simulations on videoconferences. Portable electroencephalogram instruments were used to determine students' levels of cognitive engagement in CPS activities. The multimodal data analysis (e.g., electroencephalogram, surveys, and artifacts) results showed a significant difference in students' cognitive engagement between different phases of CPS. The students' cognitive engagement significantly differed between groups who did and did not complete the task. Additionally, intrinsic motivation predicted students' cognitive

engagement in the completion groups while self-efficacy was the primary predictor of cognitive engagement for the groups who did not complete the task.

Tilley, M. A., & Montreuil, T. (2023). **Acceptability, implementation, and perceived utility of a school-based cognitive-behavioral intervention: A qualitative feasibility study.** *Psychology in the Schools*, 60(7), 2409-2429. <https://doi.org/10.1002/pits.22870>

Understanding how cognitive-behavioral therapy programs can be best implemented within the school environment is critical for ensuring that preventative mental health efforts reach all children and are most effective. The purpose of this study was to provide a qualitative analysis of students and school-based facilitators' perspectives of a cognitive-behavioral school-based intervention. Thematic analysis was used to evaluate the feasibility of the program, with a focus given to acceptability, implementation, and perceived utility. School-based facilitators (n = 10) provided data via weekly checklists. At the end of the program, facilitators also completed an online survey, and elementary students (n = 186) completed a questionnaire and open-ended worksheet. Results indicated that the program was feasible for teaching important coping skills to elementary school students. While there were specific challenges and barriers reported regarding program implementation, the program was deemed useful, engaging, and beneficial for students overall. These findings provide invaluable information from key stakeholders that will permit revisions and improvements to the program post-validation. This study also serves to further bridge the research-to-practice gap by incorporating facilitator and student perspectives into existing interventions to ensure the successful and sustained transfer of clinical practice into the school setting.

Urhahne, D., & Wijnia, L. (2023). **Theories of Motivation in Education: an Integrative Framework.** *Educational Psychology Review*, 35(2), 45. <https://doi.org/10.1007/s10648-023-09767-9>

Several major theories have been established in research on motivation in education to describe, explain, and predict the direction, initiation, intensity, and persistence of learning behaviors. The most commonly cited theories of academic motivation include expectancy-value theory, social cognitive theory, self-determination theory, interest theory, achievement goal theory, and attribution theory. To gain a deeper understanding of the similarities and differences among these prominent theories, we present an integrative framework based on an action model (Heckhausen & Heckhausen, 2018). The basic model is deliberately parsimonious, consisting of six stages of action: the situation, the self, the goal, the action, the outcome, and the consequences. Motivational constructs from each major theory are related to these determinants in the course of action, mainly revealing differences and to a lesser extent commonalities. In the integrative model, learning outcomes represent a typical indicator of goal-directed behavior. Associated recent meta-analyses demonstrate the empirical relationship between the motivational constructs of the six central theories and academic achievement. They provide evidence for the explanatory value of each theory for students' learning.

Vasilopoulos, F., Jeffrey, H., Wu, Y., & Dumontheil, I. (2023). **Multi-Level Meta-Analysis of Physical Activity Interventions During Childhood: Effects of Physical Activity on Cognition and Academic Achievement.** *Educational Psychology Review*, 35(2), 59. <https://doi.org/10.1007/s10648-023-09760-2>

There is evidence that physical activity positively influences cognition and academic outcomes in childhood. This systematic review used a three-level meta-analytic approach, which handles nested effect sizes, to assess the impact of physical activity interventions. Ninety-two randomised control trials in typically developing children (5–12 years old, $N = 25,334$) were identified. Control group type and intervention characteristics including duration, frequency, and teacher qualification were explored as potential moderators. Results showed physical activity interventions improved on-task behaviour with a large effect size ($g = 1.04$, $p = 0.03$ (95% CI: 0.08–2.00), very low-certainty evidence) and led to moderate improvements in creativity ($g = 0.70$, $p < 0.01$ (0.20–1.20), low-certainty evidence). Small beneficial effects were found for fluid intelligence ($g = 0.16$, $p = 0.03$ (0.02, 0.30), moderate-certainty evidence) and working memory ($g = 0.18$, $p = 0.01$ (0.07–0.29), very low-certainty evidence), but no overall benefit was observed for attention, inhibitory control, planning, cognitive flexibility or academic outcomes. Heterogeneity was high, and moderator analyses indicated beneficial effects of physical activity (PA) with academic instruction of 6–10-week duration with moderate or moderate to vigorous intensity on mathematics outcomes and enriched PA programmes on language outcomes. In contrast, aerobic PA with moderate to vigorous intensity benefitted executive function outcomes. These results therefore suggest differential mechanisms of impact of different types of PA on different aspects of cognition.

Woods, B., Miller, C. F., Wheeler, L. A., & Reisslein, M. (2023). **Children's engineering-related achievement beliefs and career aspirations: The role of gender.** *Psychology in the Schools*, 60(7), 2135-2155. <https://doi.org/10.1002/pits.22848>

This study examined the association between elementary students' ($N = 1627$; 51.3% girls, ages 4–12) engineering-related ability beliefs (competence), task-value beliefs (interest, importance), and career aspirations. Findings suggest that mean levels of children's engineering-related beliefs did not vary by gender. High levels of competence, interest, and importance beliefs were related to higher engineering-related career aspirations. Findings also revealed that the association of competence and interest with career aspirations was stronger for girls than boys; whereas, the association of importance with career aspirations was stronger for boys than girls. Last, results provide evidence of importance as a moderator of the link between competence and career aspirations, suggesting that there was a stronger positive association between competence and career aspirations under high levels of importance. Against the backdrop of the increasing urgency to teach engineering in elementary schools, this study highlighted the salience of examining children's engineering-related motivational beliefs. The study has practical implications for teachers and school psychologists on promoting inclusive instruction in elementary schools. Specifically, the implications of the results for instructional strategies as well as assessments and interventions in elementary schools are discussed.

Woods, S., Sebastian, J., Herman, K. C., Huang, F. L., Reinke, W. M., & Thompson, A. M. (2023). **The relationship between teacher stress and job satisfaction as moderated by coping.** *Psychology in the Schools*, 60(7), 2237-2256. <https://doi.org/10.1002/pits.22857>

The present study investigated the relationship between teacher stress and job satisfaction, and examined the role of coping as a moderator. Based on the transactional and Coping-Competence-Context models of stress we expected that coping would serve as a protective factor in the relationship between teacher stress and

their job satisfaction. Stress, coping, and satisfaction were measured using single-item scales which are cost-effective and practical instruments for measuring and monitoring teacher stress. A total of 2347 teachers from 93 schools formed the sample for this study. Regression analysis with job satisfaction as the outcome, and stress, coping, and their interaction entered separately were used to test the primary hypothesis. Results showed that there was a negative correlation between stress and job satisfaction, and coping had a significant moderating effect. Increasing levels of stress had less of a negative impact on job satisfaction for teachers with high coping ratings compared to those with average or low coping ratings. Overall, our results suggest that the development of coping skills could be beneficial for mitigating the effects of stress on job satisfaction.

Yılmaz Bodur, Z., Kılıç, A. F., & Aktan, S. (2023). **Perceived instructional environment and English achievement: The mediating role of student engagement.** *The Journal of Educational Research*, 116(2), 100-112. <https://doi.org/10.1080/00220671.2023.2203093>

This study examined the mediating role of student engagement in the relationship between students' perception of the instructional environment and English course achievement. The study sample consisted of 456 volunteer students studying in the 6th grade of secondary school in Türkiye. Structural equation modeling was used to examine the mediation relationship between variables. According to the analysis, REACT explains 66% of the SES variance, and both REACT and SES explain 37% of the achievement variance. Moreover, mediational pathways going through SES significantly predicted achievement. In addition, the study determined that SES played a partial mediating role in the relationship between REACT and English achievement. Based on the finding in this study that 90% of the total effect of REACT on achievement is realized through SES, it can be said that teachers can increase students' achievements in English by supporting their participation in lessons.

Zeng, H., & Bao, Z. (2023). **Understanding continuance intention of social Q&A communities for informal learning among university students.** *Psychology in the Schools*, 60(7), 2156-2172. <https://doi.org/10.1002/pits.22859>

Social Q&A refers to the process of information seeking based on questioning-and-answering in natural language through social networks. It facilitates knowledge gathering and interacting, and thus can be regarded as an appropriate environment for informal learning. This study intends to explore factors affecting continuance intention of using social Q&A communities for informal learning and meanwhile reveal the underlying mechanism among these factors. Data were obtained from 257 university students through an online survey. By using partial least squares based structural equation model, the proposed hypotheses and research model were analyzed. The findings show that homophily, interactivity and social presence are three determinants of collaborative learning and community identification in social Q&A community which further influences university students' continuance intention for informal learning. Our research extends the understanding of informal learning in social Q&A communities and indicates how to promote continuous informal learning in such environment.

Zitzmann, S., Machts, N., Hübner, N., Schaubert, S., Möller, J., & Lindner, C. (2023). **The Yet Underestimated Importance of Communicating Findings from Educational Trials to Teachers, Schools, School Authorities, or Policy Makers (Comment on Brady et al. (2023)).** *Educational Psychology Review*, 35(2), 65. <https://doi.org/10.1007/s10648-023-09776-8>

This article is a comment on Brady et al. (Educational Psychology Review 35:36–37, 2023) with which we largely agree. We add to this important discussion by pointing to the underestimated importance of communicating findings to stakeholders, which is important because recommendations are derived from them, and a correct understanding is essential for stakeholders to evaluate the usefulness of recommendations and strengthen stakeholders' beliefs in their added value. Moreover, we suggest that in addition to an effect size, responder rates may be communicated so that stakeholders can better understand the consequences of implementing a treatment.

Živković, M., Pellizzoni, S., Doz, E., Cuder, A., Mammarella, I., & Passolunghi, M. C. (2023). **Math self-efficacy or anxiety? The role of emotional and motivational contribution in math performance.** *Social Psychology of Education*, 26(3), 579-601. <https://doi.org/10.1007/s11218-023-09760-8>

Various studies have highlighted the important influence of math ability in a numerate society. In this study, we investigated the influence of emotional (math anxiety and math enjoyment) and cognitive-motivational (math self-efficacy) factors on math performance. Participants were 145 fifth-grade students (84 boys and 61 girls). The results showed that math performance was negatively correlated with math anxiety and positively correlated with math enjoyment and math self-efficacy. Moreover, math anxiety was negatively associated with enjoyment in math and math self-efficacy, whereas math enjoyment was positively correlated with math self-efficacy. Hierarchical regression analysis showed a significant influence of math anxiety and math self-efficacy on math performance in fifth-grade students. Results are discussed in terms of a new perspective in emotional and motivational factors to train in school contexts.

Aspects sociaux de l'éducation

Archer, L., Francis, B., Henderson, M., Holmegaard, H., Macleod, E., Moote, J., & Watson, E. (2023). **Get lucky? Luck and educational mobility in working-class young people's lives from age 10–21.** *British Journal of Sociology of Education*, 44(5), 843-859. <https://doi.org/10.1080/01425692.2023.2211234>

Scant sociological attention has been given to the role of luck within social mobility/reproduction. This paper helps address this conceptual gap, drawing on insights from over 200 longitudinal interviews conducted with 20 working-class young people and 22 of their parents over an 11-year period, from age 10–21. We explore the potential significance of luck within the trajectories of 13 educationally mobile young people who were the first in family to go to university, six young people who achieved similar educational levels to their parents and one young person whose status was less clear cut. Our analysis suggests that particular forms of luck may be instrumental in creating opportunities for social mobility, although the consequentiality of these are mediated through interplays of agency, structure, habitus and capital. We conclude that paying further attention to luck may help augment sociological understandings of structure/agency and Bourdieusian understandings of social reproduction.

Arslan, D., & Sak, U. (2023). **Factorial Invariance of the Anadolu Sak Intelligence Scale Across Gender.** *Journal of Psychoeducational Assessment*, 41(5), 542-555. <https://doi.org/10.1177/07342829231158834>

The purpose of this study was to examine the factorial invariance of the ASIS (Anadolu Sak Intelligence Scale) across gender. Raw scores from the ASIS standardization study (N = 4641) were used in the analyses. Factorial invariance was analyzed by gender across three age groups: 4–7 (N = 2528), 8–9 (N = 848), and 10–12 (N = 1265) using the Multisample Confirmatory Factor Analysis. Six models were developed from unconstrained to more constrained to test the factorial invariance. Each model tested one hypothesis. The findings showed that the second-order g model of the ASIS was invariant in all age groups. In addition, the first-order and second-order factor loadings and g variance were invariant across gender. A partial subtest intercept invariance was found for ages 4–7. Findings imply that ASIS factor scores mean the same latent variable for boys and girls in different age groups.

Azaola, M. C. (2023). **Challenges of working in undervalued technical schools. A continuum between discourses of deficit and trust.** *British Journal of Sociology of Education*, 44(5), 927-943. <https://doi.org/10.1080/01425692.2023.2203357>

This paper focuses on the perceptions of technical high school tutors in Mexico about students from lower socioeconomic backgrounds in the context of global curriculum reforms and institutional hierarchies. Through two novel concepts in education, culture of poverty and cultural deficiency, the paper explores: (a) how structural constraints shape tutors' perceptions and practices with students, and (b) how tutors' perceptions contribute to reconceptualise discourses of deficit and the culture of poverty in a more comprehensive way. Through in-depth semi-structured interviews with nine tutors working in Tijuana, Mexico City and Tuxtla Gutierrez, the main themes of analysis are: tutors' working conditions, their perceptions of and relationships with students, the quality of education on offer, curricular reforms, and behaviour management. Even if systemic factors contribute to tutors' perceptions of deficit amongst students, we found valuable experiences of empathy, trust, and encouragement amongst tutors that show both their agency and resilience.

Barhoumi, M. (2023). **Le travail scolaire des jeunes en dehors de la classe : quelles pratiques et quelles disparités ?** *Note d'information*, (23.32), 1-4. <https://doi.org/10.48464/ni-23-32>

Barthes, A. (2023). **Évolution des éducations environnementales au prisme des finalités sociales égalitaires.** *Éducation, Santé, Sociétés*, 9(2), 147. <https://doi.org/10.17184/eac.7726>

Nous explicitons notre compréhension de la prise en charge des enjeux globaux d'actualité par l'éducation, dites « éducations à », (à la santé, à l'environnement etc..) dans une éventuelle déconstruction de la reproduction sociale des inégalités. Notre investigation portera sur les éducations environnementales et de développement et ses différents courants historiquement constitués entre 1960 et 2020. Dans les nouveaux récits (transitions écologiques, anthropocène, changements climatiques), les questions environnementales et de santé évoluent vers la complexité et l'idée de globalité. Nous nous proposons d'aborder l'histoire de ces éducations simples puis de plus en plus complexes et holistiques et de les examiner au travers ses incidences sur la question de l'égalité. Nous postulons que le technicisme dominant autour duquel s'instaure des rapports de pouvoir et une formation élitiste va dans le sens de la reproduction des inégalités. Nous l'opposons à la multidimensionnalité de la réalité sociale et donc dans

celle de l'acte d'éduquer. La démocratisation des savoirs et les finalités d'égalité sociale, culturelle et territoriale en éducation propose des modes de socialisation politique.

Behtoui, A. (2023). **Empowerment not racialised segregation**. *British Journal of Sociology of Education*, 44(5), 912-926. <https://doi.org/10.1080/01425692.2023.2211232>

The aim of this paper is to investigate the 'equalising effect of schools' in general and two concrete interventions that have been carried out recently in Sweden in particular. The first of these interventions is the closing down of schools in deprived neighbourhoods and moving pupils to other schools. The second is 'empowerment' – i.e., creating an inclusive and supportive pedagogical school environment for students with working-class and immigrant backgrounds. As findings from previous Swedish studies regarding the first intervention show, an equalising effect will not be achieved without considering the 'school climate' of mixed schools. The findings from this case study of a school located in a deprived suburb of Stockholm County indicate that even schools in these areas are able to equalise educational opportunities through building an alliance between students, parents and community activists on the one hand and bi-class and bi-cultural brokers like teachers and social workers on the other.

Bergstrom, K., & Özler, B. (2023). **Improving the Well-Being of Adolescent Girls in Developing Countries**. *The World Bank Research Observer*, 38(2), 179-212. <https://doi.org/10.1093/wbro/lkac007>

This paper conducts a large, narrative review of interventions that might plausibly (a) increase educational attainment, (b) delay childbearing, and/or (c) delay marriage for adolescent girls in low- and middle-income countries (LMICs). Using 108 interventions from 78 studies, predominantly in LMICs, the paper summarizes the performance of 15 categories of interventions in improving these outcomes. Transfer programs emerge as broadly effective in increasing educational attainment but their effects on delaying fertility and marriage remain mixed and dependent on context. Construction of schools in underserved areas and the provision of information on returns to schooling and academic performance also increase schooling. No category of interventions is found to be categorically effective in delaying pregnancies and reducing child marriages among adolescent girls. While targeted provision of sexual and reproductive health services, including vouchers and subsidies for family planning, and increasing job opportunities for women seem promising, more research is needed to evaluate the longer-term effects of such interventions. We propose that future studies should aim to measure short-term outcomes that can form good surrogates for long-term welfare gains and should collect detailed cost information.

Bilodeau, K., Giguère, É., & St-Arnaud, L. (2023). **Le processus de « fragmentation + imbrication » du travail salarié et domestique : des attentes sociales sexuées en enseignement préscolaire et primaire**. *L'orientation scolaire et professionnelle*, (52/2), 225-249. <https://doi.org/10.4000/osp.17346>

Cet article explore l'organisation du temps de travail des femmes qui s'intègrent en éducation préscolaire et en enseignement primaire. Il s'appuie sur la sociologie des rapports sociaux de sexe pour comprendre la part invisible du travail (salarié et domestique). Cette recherche qualitative s'appuie sur des données narratives basées sur des entretiens individuels et collectifs et sur une méthode d'inspiration « photovoix ». Notre échantillon comprend vingt-cinq enseignantes du préscolaire et du primaire exerçant au Québec. Les résultats montrent les débordements du travail domestique et

salarié des enseignantes et le processus de « fragmentation + imbrication » permettant de les invisibiliser de l'organisation du travail. Ils montrent également comment ce processus est normalisé, créant un double rapport d'exploitation du travail des femmes dans ce métier traditionnellement féminin. Enfin, les résultats soulèvent la nécessité de reconceptualiser l'organisation du temps de travail salarié et domestique pour mieux appréhender l'intégration et le maintien au travail.

Bonnard, C. (2023). **Pupils' school mobility during elementary school: what motives and results?** *British Journal of Sociology of Education*, 0(0), 1-17. <https://doi.org/10.1080/01425692.2023.2225212>

In France, a quarter of pupils change schools during their elementary education. In this article, we analyse families' motives in changing schools. Using a rich longitudinal database, we distinguish different motives for mobility: strategic mobility (search for a better school), reactive mobility (due to school difficulties) and residential mobility (due to a move). These different mobilities concern different academic and social student profiles. We then examine the extent to which school mobility influences later school performance. Using matching methods, we show that mobile pupils have significantly higher academic achievement than non-mobile pupils at the end of elementary school. These results are nevertheless heterogeneous with a neutral influence of strategic mobility, a negative influence of reactive mobility and a positive influence of residential mobility.

Borne, S., & Moliner, P. (2023). **La représentation de la réussite sociale chez les étudiants : contenus, structuration et variabilités interindividuelles.** *L'orientation scolaire et professionnelle*, (52/2), 279. <https://doi.org/10.4000/osp.17421>

Dans cette recherche, nous nous sommes intéressés aux contenus de la représentation de la réussite sociale chez des étudiants de première année (étude 1 : n = 921), à la structuration de cette représentation et à l'impact des variabilités interindividuelles sur la structuration de cette représentation (étude 2 : n = 2022). La recherche a été menée dans le cadre théorique de l'approche structurale des représentations sociales et selon les méthodologies issues de ce cadre théorique. Au niveau des contenus de la représentation, nous observons la présence de cinq thématiques traditionnellement rencontrées dans les précédents travaux sur les conceptions de la réussite (dimensions personnelle, sociale, professionnelle, scolaire et matérielle). Au niveau de la structuration de la représentation, les résultats montrent que les dimensions personnelle, sociale et professionnelle sont centrales, tandis que les dimensions scolaire et matérielle sont périphériques. Enfin, il apparaît que les variabilités interindividuelles (e.g. sexe, milieu social, etc...) n'impactent que la périphérie de la représentation de la réussite sociale.

Bowman, N. A., Stroup, N. R., & Fenton-Miller, S. (2023). **The Enrollment of Racially Minoritized Students in Law School: Factors Predicting Within-School Changes Over Time.** *The Journal of Higher Education*, 94(5), 557-580. <https://doi.org/10.1080/00221546.2022.2134688>

Given the substantial lack of racial diversity within the U.S. legal profession, it is important to understand how to improve the representation of racially minoritized students at law schools. This study uses panel data from the 2010s to consider several types of factors that may shape the number and percentage of incoming law school students from several racially minoritized groups: finances (regarding financial aid and cost of attendance), demographic representation (of current students, faculty, and community members),

and rankings (from U.S. News). The results of fixed effects analyses revealed that increases in the representation of Latinx and Asian students as well as Faculty of Color predict subsequent decreases in the percentage of incoming racially minoritized students, which suggests that law schools' efforts to recruit racially minoritized students may depend on recent changes in student and faculty representation. Moreover, increases in the ingroup racial representation within the state (in which the law school is primarily housed) and U.S. News rankings are both associated with greater subsequent numbers of incoming Black and Latinx law students; the provision of conditional scholarships and the combined total of tuition and fees are also significant predictors. These findings have salient implications for policy and practice.

Bréant, H., & Durand, M. (2023). **Grandir en Polynésie française et se projeter dans l'avenir. Les aspirations éducatives et professionnelles des élèves de troisième.** *Agora débats/jeunesses*, 94(2), 117-138. <https://doi.org/10.3917/agora.094.0117>

Les préoccupations sociales concernant la jeunesse dans les Outre-mer ne sont pas nouvelles et portent sur différents aspects interdépendants les uns des autres tels que la scolarité et la formation, l'insertion professionnelle, la précarité ou encore l'émigration. Ce dossier propose de s'intéresser « aux jeunes » de ces territoires en s'interrogeant sur la manière dont elles se vivent in situ, comment elles s'y déploient et avec quelles perspectives d'avenir. À partir d'approches méthodologiques et disciplinaires variées, les articles rendent compte du passage à l'âge adulte, du rôle et du fonctionnement des institutions, mais aussi de la famille, des aspirations, des projets de mobilités, voire des immobilités. Les données exposées portent sur une grande partie des territoires d'outre-mer et suggèrent qu'ils méritent d'être appréhendés dans leur complexité, sans être réduits ni à leurs points communs ni à leurs « spécificités », réelles ou revendiquées.

Calkins, A., Binder, A. J., Shaat, D., & Timpe, B. (2023). **When Sarah Meets Lawrence: The Effects of Coeducation on Women's College Major Choices.** *American Economic Journal: Applied Economics*, 15(3), 1-34. <https://doi.org/10.1257/app.20210692>

We leverage variation in the adoption of coeducation by US women's colleges to study how exposure to a mixed-gender collegiate environment affects women's human capital investments. Our event-study analyses of newly collected historical data find a 3.0–3.5 percentage point (30–33 percent) decline in the share of women majoring in STEM fields. While coeducation caused a large influx of male peers and a modest increase in male faculty, we find no evidence that it altered the composition of the female student body or other gender-neutral inputs. Extrapolation of our main estimate suggests that coeducational environments explain 36 percent of the current gender gap in STEM majors.

Coles, J. A. (2023). **Black desire: Black-centric youthtopias as critical race educational praxis.** *International Journal of Qualitative Studies in Education*, 36(6), 981-1002. <https://doi.org/10.1080/09518398.2021.1888163>

Through the conception of Black desire, a Black-specific rendering of Eve Tuck's researching for desire, I argue that educational research lacking critiques of antiblackness can cultivate damage-centered narratives that misguidedly identify brokenness in Black youth, rather than brokenness in society. Drawing from a yearlong critical race ethnography, rooted in BlackCrit, I demonstrate how four Black high school students' critical engagements with literacy reveal the ways antiblackness operationalizes in their lives and how they compose counter structures to this oppressive

regime. Through critical literacy artifacts and interview data, I analyze the utility of centering a critique of antiblackness in researching for Black desire as revealed through the voices of the Black youth. Through the findings, I contend that Black students asserting ownership over their reality demonstrates the ways Black desire, through a pointed critique of antiblackness, can function as a tool for critical race educational praxis.

Conus, X., & Durler, H. (2023). **L'appel à la « continuité éducative », creuset des inégalités ? Le vécu des parents en suisse.** *Carrefours de l'éducation*, (55), 173-190. <https://doi.org/10.3917/cdle.055.0174>

Au printemps 2020, la fermeture des écoles due à la pandémie de coronavirus a entraîné le passage à un enseignement à distance mis en place dans l'urgence. À partir d'une enquête par questionnaire en ligne auprès de 1280 parents d'élèves scolarisés à l'école primaire en Suisse, cet article explore comment l'enseignement à distance et le principe de « continuité éducative » l'accompagnant se sont insérés dans le quotidien des familles. Nos résultats montrent que les parents se sont trouvés en première ligne dans l'accompagnement du travail scolaire, avec pour corollaire un accroissement des inégalités. Les élèves en difficulté scolaire ont rencontré davantage de problèmes à travailler de façon autonome, tout en ayant une probabilité accrue de se trouver dans des contextes familiaux peu en mesure de les aider efficacement. Cela nous mène à interroger le rapport des enseignant·e·s et des acteurs de l'école dans leur ensemble à l'externalisation du travail scolaire vers le milieu familial.

Cushing, I. (2023). **“Miss, can you speak English?”: raciolinguistic ideologies and language oppression in initial teacher education.** *British Journal of Sociology of Education*, 44(5), 896-911. <https://doi.org/10.1080/01425692.2023.2206006>

Racism is pervasive within the lives of racially minoritised pre-service teachers in England, but little work has explored how perceptions about language feature here. Based on interviews and workshops with 26 racially minoritised pre-service teachers, I describe their experiences of language oppression whilst on school experience placements, where they were instructed by mentors to modify, flatten, and completely abandon their ways of talking if they were to be perceived as legitimate. I show how language oppression gets justified by mentors in reference to national policy, and how perceptions about the quality of speech are ideologically anchored to perceptions about the quality of teaching. I show how language oppression often materialises under seemingly benevolent and humanitarian guises, but inevitably maintains the raciolinguistic status quo because it instructs racialised teachers to adapt their speech so that it appropriates whiteness. I argue that language oppression is a key reason why England continues to fail to retain racially marginalised teachers.

D'Agostino, T. J., & Madero, C. (2023). **The Machuca experience: A retrospective case study of school-based socio-economic integration.** *International Journal of Educational Development*, 100, 102790. <https://doi.org/10.1016/j.ijedudev.2023.102790>

This paper explores the experiences of former low-income children that, in the late 1960s and early 1970s, were integrated into Saint George's College, an elite private school in Santiago, Chile. Using a primarily qualitative, retrospective case study design, we focus on the experiences and perceptions of former students to explore lessons from this evocative case study of socio-economic integration. Findings point to key situational differences in low-income students' integration experiences and sense of belonging. Heterogenous experiences ranged from negative, such as bullying, discrimination, and

experiences that deepened class-based identities, to experiences of support, inclusion, and friendship. Factors affecting the level and nature of integration experiences are considered in relation to contact theory and refinements to the theory are proposed to account for developmental differences in integration experiences.

Di Gioacchino, D., Sabani, L., & Usai, S. (2023). **The Geography of Intergenerational Education Mobility in Italy: Trends and Mediating Factors** (Working Papers in Public Economics N° 240). Consulté à l'adresse University of Rome La Sapienza, Department of Economics and Law website: <https://econpapers.repec.org/paper/sapwpaper/wp240.htm>

Using survey data, we contribute to the literature on temporal evolution of educational attainment by parental background by providing the estimates of the intergenerational education mobility in Italian regions across seven birth cohorts. Results of intergenerational correlation between parents and children's education show that in the last fifty years mobility increased in almost all regions, although for the youngest cohorts this decline seems to have ended. Northeast regions and Central regions are the most mobile, followed by Northwest and South regions. This pattern is robust to alternative measures of relative mobility. As expected, we find that - at least for the youngest cohorts - there is a negative correlation between mobility and economic factors such as unemployment and poverty. This suggests that credit constraints explain bottom tail persistence in education. A positive correlation between the intergenerational education mobility and the degree of inequality as measured by the GINI coefficient exists across Italian regions, consistent with the « Great Gatsby curve » documented across countries. In addition, we find a positive association between mobility, indexes of social capital and the number of graduates in the regions. Measures of school quality (PISA test) are positively correlated with regional educational mobility.

Duru-Bellat, M. (2023, juin 30). **Désinvoltures scolaires**. Consulté 3 juillet 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/desinvoltures-scolaires/00107452>

C'est devenu tellement habituel qu'on ne s'en offusque plus guère : dès la mi-juin, on croise dans les rues de plus en plus de jeunes qu'on imaginerait encore à l'école, au collège ou au lycée

Fernández, D. P., Ryan, M. K., & Begeny, C. T. (2023). **Recognizing the diversity in how students define belonging: evidence of differing conceptualizations, including as a function of students' gender and socioeconomic background**. *Social Psychology of Education*, 26(3), 673-708. <https://doi.org/10.1007/s11218-023-09761-7>

Sense of belonging is a fundamental human motivation and, in higher education settings, has been associated with students' motivation and academic outcomes. However, less is known about the nuances of how students define belonging within a university context, and how their gendered and socio-economic identity-based experiences inform these definitions. Using a qualitative approach, we interviewed 36 UK university students to better understand (1) students' definitions of belonging to university, and (2) how these conceptualizations are shaped by their experiences in terms of their gender, their socioeconomic status, and the intersection of these two identities. Interviews showed that students defined belonging in terms of social belonging. These definitions were shaped by their (a) cultural capital about university, (b) socioeconomic or gender identity experiences and (c) perceived similarity with other students. Indeed, despite the fact

that students' definitions of belonging were associated with how they have experienced belonging to university, identity-based experiences were mostly mentioned when they perceived they did not belong, which was framed as a "sense of anti-belonging". Otherwise, students defined belonging as (a) being authentic, considering—for example—gender identity-based experiences of acceptance in university, or (b) sharing similar experiences with others, considering the importance of perceiving similarity with other students to feel they belong and, in some cases, being necessary to learn about university culture to perceive similarity with others. Theoretical and practical implications are discussed in terms of how belonging conceptualisations are bound up in identity and context, opening questions about the consequences of inclusion and diversity policies in higher education.

Gérard, E. (2023). **Universités privées : la fabrique des inégalités: Leçons d'Afrique, d'Amérique latine et d'Asie**. Consulté à l'adresse <https://www.karthala.com/hommes-et-societes-sciences-economiques-et-politiques/3483-universites-privées-la-fabrique-des-inegalites-lecons-d-afrique-d-amerique-latine-et-d-asie-9782384090006.html>

La marchandisation et la privatisation de l'éducation constituent, depuis plusieurs décennies, des processus en forte expansion. Les pays émergents et en développement sont particulièrement sujets à cette évolution, notamment dans l'enseignement supérieur. Dans ces pays, la création des universités privées est liée à des déterminants économiques, politiques et sociologiques, tout autant qu'historiques. Ces universités, dont la croissance ressortit principalement à l'adoption des politiques néolibérales qui ont investi le champ éducatif, sont désormais de plus en plus hétérogènes et différenciées par des modes complexes de fonctionnement et de régulation. Cette hétérogénéité des universités privées, qui se double d'une forte hiérarchie sociale, économique et politique entre elles, concerne tout autant leur offre éducative que leurs modes de financement, leurs fondateurs et dirigeants, leurs personnels académiques, enfin leurs populations étudiantes. Impliquées dans une forte concurrence – entre elles et avec leurs homologues publiques –, ces universités multiplient des stratégies offensives d'attraction et de captation des clientèles étudiantes, au rang desquelles comptent en premier lieu la sélection, le soutien ou l'accompagnement de ces étudiants. Elles favorisent certes l'élargissement de l'accès à l'enseignement supérieur, mais elles participent aussi et surtout à l'accroissement et à la diversification des inégalités sociales, spatiales ou économiques à ce niveau. Sur la base d'enquêtes conduites auprès des différentes catégories d'acteurs de très nombreuses universités privées, cet ouvrage analyse la fabrique et la reproduction de ces inégalités, dans des pays aussi divers que l'Argentine, le Mexique, le Pérou, la République Démocratique du Congo, le Sénégal et le Vietnam.

Główczewski, M., & Burdziej, S. (2023). **(In)justice in academia: procedural fairness, students' academic identification, and perceived legitimacy of university authorities**. *Higher Education*, 86(1), 163-184. <https://doi.org/10.1007/s10734-022-00907-8>

A considerable body of literature has documented the significance of fair treatment in terms of generating trust towards decision-makers across different institutional contexts. It has also been demonstrated that even young children are sensitive to procedural justice, and that experiences of both fairness and unfairness help shape young people's wider attitudes towards authority. In this paper, we seek to extend these findings into the academic context. We use data from two separate studies of university students in Poland. In study 1 (N = 315), using a survey to capture students' actual experiences, we

find that fair treatment was a stronger predictor of perceived legitimacy of university authorities than were fair outcomes. In study 2 (N = 751), also using a survey of a nationally representative sample of university students, we demonstrate that this procedural effect is mediated by students' identification with their university, and that trust in academic authorities translates into higher levels of engagement and lower levels of burnout. Academic identification fully mediated the relationship between both procedural and distributive fairness and engagement and partly mediated the relationship between the two dimensions of fairness and burnout. We conclude that the experience of procedural fairness leads students to more strongly identify with their university and thereby enhances their trust in university authorities.

Guo, J., & Chen, J. (2023). **Can China's Higher Education Expansion Reduce the Educational Inequality Between Urban and Rural Areas?** *The Journal of Higher Education*, 94(5), 638-663. <https://doi.org/10.1080/00221546.2023.2168408>

China's higher education expansion policy implemented in 1999 has substantially increased higher education opportunities. This paper investigates whether rural students do benefit more from the expansion policy and achieve educational equity between urban and rural areas. Based on the four waves of nationwide micro survey data, collected in 2000, 2005, 2010 and 2015, we find that the expansion policy increases the rural-urban gap in higher education participation in the short- and medium-term, but reduces the educational inequality in the long-term. However, when we examine the impact of the expansion policy on access to elite higher education, the results show that the expansion policy is not conducive to reducing the rural-urban gap in elite higher education participation. Therefore, to achieve educational equity between rural and urban areas, compensation policies should be designed to benefit rural students.

Haddad, M. (2023). **Les projets de mobilité des jeunes réunionnais es : une affaire de famille.** *Agora débats/jeunesses*, 94(2), 139-153. <https://doi.org/10.3917/agora.094.0139>

Les préoccupations sociales concernant la jeunesse dans les Outre-mer ne sont pas nouvelles et portent sur différents aspects interdépendants les uns des autres tels que la scolarité et la formation, l'insertion professionnelle, la précarité ou encore l'émigration. Ce dossier propose de s'intéresser « aux jeunesses » de ces territoires en s'interrogeant sur la manière dont elles se vivent in situ, comment elles s'y déploient et avec quelles perspectives d'avenir. À partir d'approches méthodologiques et disciplinaires variées, les articles rendent compte du passage à l'âge adulte, du rôle et du fonctionnement des institutions, mais aussi de la famille, des aspirations, des projets de mobilités, voire des immobilités. Les données exposées portent sur une grande partie des territoires d'outre-mer et suggèrent qu'ils méritent d'être appréhendés dans leur complexité, sans être réduits ni à leurs points communs ni à leurs « spécificités », réelles ou revendiquées.

Hauber-Özer, M., Call-Cummings, M., Hassell-Goodman, S., & Chan, E. (2023). **Counter-storytelling: toward a critical race praxis for participatory action research.** *International Journal of Qualitative Studies in Education*, 36(6), 1175-1190. <https://doi.org/10.1080/09518398.2021.1930252>

As university-based educational researchers who have engaged in participatory methods with marginalized populations, we have rising concerns about how interpersonal and institutional power dynamics affect co-researchers from racial and ethnic minority groups. In this manuscript, we use critical race and critical whiteness theory and counter-storytelling methodology to examine three experiences of the same

event, which occurred in the context of an ongoing participatory action research project with youth of color, from the perspectives of three female, early career scholars: an Asian American doctoral candidate, a Black doctoral candidate, and a White junior faculty member. Our goals are to encourage increased reflexivity about racial dynamics in participatory research and to grapple with the ways in which educational institutions often subtly perpetuate colorblind ideologies and prop up White privilege. We conclude with considerations for enacting a critical race praxis in intergenerational and multiracial educational research.

Helin, J., Jokinen, J., Koerselman, K., Nokkala, T., & Räikkönen, E. (2023). **It runs in the family?** *Higher Education*, 86(1), 1-20. <https://doi.org/10.1007/s10734-022-00897-7>

Family background has been shown to be a strong determinant of educational attainment, yet relatively little is known about the role that family background plays in PhD attainment or in the selection into academic careers. In this study, we estimate sibling correlations from Finnish full population register data to comprehensively assess the importance of family background in selection into academia. Our results show that family background accounts for over a third of the overall variation in becoming a PhD and subsequently an academic — a share which is up to four times as large as implied by conventional comparisons by parental education. However, we did not find evidence that family background would be an exceptionally strong determinant of doctoral outcomes when compared to other educational outcomes. Our findings further suggest that sibling similarities in PhD attainment and academic careers may largely be attributed to sibling similarities in prior educational achievement rather than to other family background characteristics.

Hernandez, I. A., Silverman, D. M., Rosario, R. J., & Destin, M. (2023). **Concern about experiencing downward socioeconomic mobility generates precarious types of motivation among students of color.** *Social Psychology of Education*, 26(3), 761-792. <https://doi.org/10.1007/s11218-023-09763-5>

Students' beliefs about whether they will experience changes in their socioeconomic status influence their academic motivation. We propose that students who are concerned about downward socioeconomic mobility will focus their attention on negative academic outcomes and exhibit motivational goals oriented towards preventing negative possibilities and that this relationship will be particularly pronounced among students of color. Two studies investigated the relationship between college students' concerns about downward socioeconomic mobility and their adoption of academic achievement goals. The more that students of color expressed concerns about experiencing downward socioeconomic mobility, the more they adopted academic mastery-avoidance goals ($\beta = 0.76$), whereas there was no significant relationship between concerns about downward socioeconomic mobility and mastery-avoidance goals among White students ($\beta = -0.24$; Study 1). Experimentally induced concerns about downward socioeconomic mobility increased academic mastery-avoidance goals among students of color ($\beta = -0.58$) but decreased mastery-avoidance goals among White students ($\beta = 0.46$; Study 2). Together, results indicate that there is a strong relationship between concerns about downward socioeconomic mobility and mastery-avoidance goals among students of color, highlighting the importance of understating how students of color make sense of their future socioeconomic prospects in order to most effectively support their academic trajectories positively.

Hillekens, J., Baysu, G., & Phalet, K. (2023). **How School and Home Contexts Impact the School Adjustment of Adolescents from Different Ethnic and SES Backgrounds During COVID-19 School Closures.** *Journal of Youth and Adolescence*, 52(8), 1549-1565. <https://doi.org/10.1007/s10964-023-01772-z>

Many schools worldwide closed to contain the spread of the COVID-19 virus. However, the consequences of school closures for the school adjustment of adolescents from different ethnic and SES backgrounds remain unclear. This study examined how school adjustment changed before, during, and after school closure across adolescents from different ethnic and SES backgrounds; and which factors in home and school contexts served as resources. Early adolescents (N = 124, Mage = 12.86, 58.8% boys) from different ethnic and SES backgrounds were repeatedly assessed 1 week before (March 2020), during (June 2020), and 1 year after (February 2021) the first school closure in Belgium. The results revealed that school closure augmented ethnicity- and SES-based inequalities in school adjustment. Moreover, factors in the school context—and not the home context—served as resources. Specifically, the quality of online instruction and teacher-pupil relationships buffered against reduced school adjustment during school closure, particularly among youth from ethnic minority and lower SES backgrounds. The findings corroborate unequal school adjustment consequences of school closures, but also highlight the role of teachers to buffer against them. The study design, hypotheses, and analyses were preregistered in the following link: https://osf.io/6ygcu/?view_only=c77cfb46028447bdb7844cd2c76237aa.

Holvoet, N., & Dewachter, S. (2023). **Unpacking Transnational Social Capital and its Effects: Insights from an International Study Experience in Belgium.** *Journal of Studies in International Education*, 27(3), 427-446. <https://doi.org/10.1177/10283153211070114>

This paper studies (trans)national social capital gained through an international study experience in Belgium. Drawing upon a multi-method alumni study, we explore different types of (inter)national networks of male and female graduates, the extent to which different networks remained after graduation as well as effects on personal and professional development and organizational performance. Findings show that graduates have particularly gained networks with non-co-nationals which evolve from bridging relations at the outset to bonding relations while particularly networks with the host population remain limited. After returning home, bonding social interaction relations remain most important, irrespective of the nationality of the graduates, whereas information sharing and collaboration networks survive better among co-nationals, particularly when these are triggered through national alumni chapters. Our study finds network effects on individual's intercultural skills, knowledge and attitudes, their professional career and organizational performance, with intercultural gains being particularly high for networks with non-co-nationals from other continents.

Ideland, M., & Serder, M. (2023). **Joy, pride, and shame: on working in the affective economy of edu-business.** *British Journal of Sociology of Education*, 44(5), 860-878. <https://doi.org/10.1080/01425692.2023.2203846>

This study focuses on what people working in edu-business want to achieve. The aim is to explore (1) how the edu-business sector is discursively constructed as a work-place and part of the education system, and (2) how this discourse is organized within an affective economy – that is how the valuation of emotions distinguish what are considered as 'good' or 'bad' subjectivities, practices, and institutions. The analysis draws on interviews with 22 people working in Sweden's edu-business sector. The results illuminate three

discourses: a bureaucratic, an entrepreneurial, and a profit discourse. Emotions attached to the bureaucratic discourse are anxiety, guilt, and boredom. Connected to the entrepreneurial discourse are joy, creativity, and well-being. Shame and pride are attached to the profit discourse. The affective economy constructs the business sector as desirable and the public sector as its opposite. Studying 'the bright side' of neoliberalism helps us to understand its power.

INSEE. (2023, juin 27). **Logements, individus, activité, mobilités scolaires et professionnelles, migrations résidentielles en 2020 - Fichier détail à sommaire**. Consulté 28 juin 2023, à l'adresse INSEE website: <https://www.insee.fr/fr/statistiques/7637890>

Ireland, A., Russell-Mayhew, S., Wulff, D., & Strong, T. (2023). **'One-size-fits-none': a situational analysis of weight-related issues in schools**. *International Journal of Qualitative Studies in Education*, 36(6), 1155-1174. <https://doi.org/10.1080/09518398.2021.1930253>

Many researchers have explored the impact or effectiveness of eating disorder (ED) and obesity (OB) prevention in schools. Few, however, have investigated integrated prevention, and despite recommendations to shift the individual focus of prevention to environmental or systemic change, even fewer researchers have considered the broader situation. In this study, we explored how weight-related issues are negotiated in Canadian schools, and what institutional and social practices influence their construction. Situational analysis (SA) was used to develop a broad picture of the complexities of the situation and the differences or tensions extant. Data such as research literature, participant interviews, and educational curricula/policy documents contributed to a comprehensive understanding of the situation. Mapping processes indicated multiple tensions and highlighted the importance of opening up conversations. Findings emphasized the importance of exploring ways to (a) promote acceptance of all bodies and (b) change policies or practices that contribute to the stigmatization of individuals based on body size.

Ivemark, B., & Ambrose, A. (2023). **From doxic breach to cleft habitus: affect, reflexivity and dispositional disjunctures**. *British Journal of Sociology of Education*, 44(5), 944-961. <https://doi.org/10.1080/01425692.2023.2209286>

Previous research has examined how mismatched dispositions within a divided or 'cleft' habitus are subjectively experienced but has not adequately explored nor theorized the variety of ways in which the dispositional disjunctures that progressively give rise to a cleft habitus are initially generated. Combining recent sociological work on ontological ruptures with an affective reading of Bourdieu's social theory, we use an empirical case to illustrate how subtle processes of social influence set in motion by affective ties can come to sever the ontological bond between the habitus and the social space that initially shaped it, setting an affectively driven and reflexively negotiated process of habitus change in motion. By shedding light upon some of the sufficient conditions underpinning the development of dispositional disjunctures and the psychosocial forces that mediate this process, we extend the literature on habitus change and conflict in several ways.

Jensen, S. (2023). **'The Danes are rich and live in the villas; the others live in the blocks of flats': on the social and material character of diversity in children's school life in Denmark**. *International Journal of Qualitative Studies in Education*, 36(6), 1123-1138. <https://doi.org/10.1080/09518398.2021.1900620>

In post-structurally informed research, the answer to the widely documented 'achievement gap' among ethnic minorities has been a critique of educational institutions' monocultural discourse and its exclusionary effects, thus highlighting a contingent, discursive conception of diversity. However, in this empirical article, 10- to 15-year-old students from two ethnically mixed schools in Denmark point to a much more concrete, social and material diversity that is laid out in terms of patterns of residence, leisure activities, and socio-economic resources at home. Over the school years, however, this social and material diversity is gradually transformed to a question of ethnicity that explains why students' opportunities for educational participation ultimately differ. From a dialectical materialist reading of Hall's concept of articulation, this article explores how this transformation is made possible in everyday school life, thus arguing that ethnic diversity is more than a contingent, discursive construction; it is closely connected to ingrained patterns of material inequity in educational practice.

Jiang, N., Gao, R., DiStefano, C., Liu, J., Weist, M., Splett, J. W., & Halliday-Boykins, C. A. (2023). **Social-Emotional and Behavioral Functioning Profiles and Demographic Factors: A Latent Profile Analysis in Elementary Students.** *Journal of Psychoeducational Assessment*, 41(5), 483-500. <https://doi.org/10.1177/07342829231167726>

A growing interest has been given to examining the heterogeneity of children's health to provide for their particular needs. This study examined subgroups of elementary school children's social, emotional, and behavioral functioning (SEB) using teacher ratings of children with the Behavioral and Emotional Screening System. A Latent Profile Analysis (LPA) was conducted with 5,150 students aged from kindergarten to fifth grade. Subscale scores in the areas of externalizing risk, internalizing risk, and adaptive skills risk were used to identify profiles. Students' grade level, sex, race, and status of receiving special education services were added to investigate the impact of covariates on the classification of latent profiles. Four profiles of risk were identified: Well Development (60.5%), Normal Development (25.8%), Externalizing and Adaptive Skills Risk (9.1%), and Elevated Risk (4.6%). Significant differences of covariates including sex, race, and status of receiving special education services were identified. Specifically, males and African American students were more likely to be classified into the "Elevated Risk" profile than other profiles. Students who did not receive special education services were more in the "Well Development" profile. The results may have important implications for the stakeholders to allocate intervention and treatment resources effectively and accurately.

Kanaan, D. Z. (2023). **Social Disorganization, Community Engagement, and Public High School Performance.** *Education and Urban Society*, 55(6), 718-743. <https://doi.org/10.1177/00131245221092746>

This study examines whether community-level social disorganization and community engagement initiatives are associated with public high school performance. Analyzing data from the National Center for Education Statistics (NCES) School Attendance Boundary Survey (SABS), a latent variable measuring community-level social disorganization is examined within a structural equation model for 302 traditional public high schools in Florida. The study finds a statistically significant and large negative association between community-level social disorganization and a latent variable representing Florida Department of Education performance metrics. Correspondingly, the recognition of receiving the Florida Five Star School award for satisfying recommended community engagement criteria is positively associated with high school

performance with social disorganization factors simultaneously considered. This research hopes to further provide an emphasis for recognizing and engaging community within the context of addressing disparities in public education performance.

Kisfalusi, D. (2023). **Roma students' academic self-assessment and educational aspirations in Hungarian primary schools.** *British Journal of Sociology of Education*, 44(5), 879-895. <https://doi.org/10.1080/01425692.2023.2206003>

Using a unique database from Hungarian primary schools, this study investigates whether academic self-assessment and educational aspirations differ between Roma minority and non-Roma majority students with similar cognitive skills and abilities. I find that Roma students have lower self-assessment, on average, than their non-Roma classmates with similar competences. In addition, although there are no ethnic differences in educational aspirations two years before secondary school application, Roma students are less likely to actually apply to a secondary school track that provides the possibility to enter tertiary education. Roma students' lower socioeconomic status can partly explain these differences. The analysis also shows that students' self-assessment is more strongly related to teacher-given grades than to blind standardised test scores. The study highlights important mechanisms that can contribute to educational inequalities between minority and majority students.

Kuzmanic, D., Valenzuela, J. P., Claro, S., Canales, A., Cerda, D., & Undurraga, E. A. (2023). **Socioeconomic disparities in the reopening of schools during the pandemic in Chile.** *International Journal of Educational Development*, 100, 102805. <https://doi.org/10.1016/j.ijedudev.2023.102805>

The COVID-19 pandemic produced the most significant disruption in education in history. More than 190 countries suspended in-person instruction, affecting an estimated 1.6 billion students. The reopening of schools has been unequal. Schools in more affluent areas reopened sooner than poorer ones, exacerbating preexisting inequalities. There is limited research about the reopening processes in Latin America, where schools were closed for extended periods. Using a rich administrative dataset, we investigate the gaps in the resumption of in-person instruction in Chilean schools across socioeconomic groups in the fall of 2021. Schools with lower socioeconomic status were significantly less likely to offer in-person instruction. Disparities in reopening decisions were associated with administrative factors rather than economic or local epidemiological conditions.

Lac, V. T., & Diaz, C. (2023). **Community-Based Educational Leadership in Principal Preparation: A Comparative Case Study of Aspiring Latina Leaders.** *Education and Urban Society*, 55(6), 643-673. <https://doi.org/10.1177/00131245221092743>

This study examines the experiences of three aspiring Latina school leaders in a principal preparation program with a social justice emphasis. Employing theoretical perspectives grounded in a community-based educational leadership framework and transformational resistance theory, this study documents how coursework informed the perspectives of participants regarding educational equity and racial justice. This comparative case study takes place at a Hispanic Serving Institution and focuses on two social foundations courses spanning a 5-month period. Findings illustrate participants' capacity to (a) reframe their past experiences as P-20 students in relation to meritocracy; (b) respond to current injustices as K-12 teachers, particularly the power of language to disrupt or perpetuate inequities; and lastly (c) re-envision educational leadership as future Latina principals as deeply intertwined with communities. The research highlights a

need for a broadened approach to principal preparation that fosters future leaders to consider the engagement and leadership of marginalized students and families.

Laroussi, M., & Henda, M. B. (2023). **Ressources Éducatives Libres et éducation ouverte : l'écosystème RELIEFH pour l'égalité femme-homme**. *Education Ouverte et Libre - Open Education*, (2). <https://doi.org/10.52612/journals/eol-oe.2023.e1155>

Dans notre société moderne et mondialisée, les ressources éducatives libres (REL) tirent parti de la révolution numérique et des réseaux qu'elle tisse pour devenir l'un des principaux propulseurs du mouvement pour le libre accès au savoir. En exploitant au mieux les logiciels libres et les accomplissements de l'open-source, l'accès libre est devenu un choix délibéré d'une société de l'information mondialisée, profondément ancrée dans d'innovantes technologies de l'information. Le mouvement pour le libre accès a ainsi pris différentes formes et suivi diverses tendances, qui toutes découlent d'initiatives libres ayant couvert un large éventail de domaines, services et produits, tels que les codes et les logiciels informatiques, les archives de données et de documents, les ressources d'apprentissage et les systèmes éducatifs, les recherches et les publications scientifiques sur l'éducation, les formats et les normes de fichier, etc. Ces différents modèles d'accès libre contribuent à l'émergence de nouvelles valeurs sociétales inscrites aux Objectifs de développement durable des Nations Unies (ODD) telles que « éducation de qualité », « paix, justice et institutions efficaces », « bonne santé et bien-être », « égalité entre les sexes », etc. De ces ODD ont émergé d'innombrables valeurs sociétales plus spécifiques : « protection de l'environnement », « égalité des chances », « vivre ensemble », « éducation pour tous », « égalité des genres », etc. Des moyens et des principes directeurs ont été conçus et déployés dans le cadre de l'Agenda 2030 des Nations Unies afin d'éradiquer la pauvreté, la faim, le SIDA et la discrimination contre les femmes et les filles. Étant donné que les actions menées dans un domaine donné des ODD influenceront les résultats dans les autres, l'éducation de qualité (ODD4), profondément imprégnée par les REL et l'éducation ouverte, se situe au carrefour de tous les objectifs et bénéficie nécessairement des résultats obtenus dans les autres domaines. En tant que système largement diffusé à l'échelle mondiale, à l'instar des archives ouvertes, les REL et l'éducation ouverte peuvent donner à chacun une voix, un accès à l'information et à l'éducation, ainsi que la capacité de se connecter avec ses pairs et de former les autres. Les études pointent cependant les inégalités extrêmes dans le domaine de l'autonomisation numérique, mais aussi les importantes barrières à la participation numérique. Parmi les obstacles à l'adoption des REL, le défi technologique semble particulièrement grand, notamment de par le coût élevé et la faible vitesse de l'accès à Internet. Les difficultés qu'ont les personnes à savoir comment et où trouver des ressources éducatives est également considéré comme un frein majeur. La plus grande différence entre le nord et le sud réside dans les difficultés que rencontrent les enseignants du sud à trouver des ressources adaptées à leur contexte local respectif. Dans cet article, nous soutenons que, s'il est certain que ces barrières technologiques doivent être levées, le potentiel d'ouverture ne pourra être pleinement réalisé que lorsque les obstacles économiques et sociétaux auront eux aussi été aplanis. L'égalité des sexes est l'un d'eux. Au demeurant, il ne fait aucun doute que l'éducation améliore le potentiel humain et donne donc aux femmes un droit fondamental à l'auto-détermination leur permettant d'élever leur statut social et professionnel. C'est pourquoi nous mettons l'accent sur les REL, car elles sont un catalyseur pour une éducation de qualité dans le contexte francophone et promeuvent la valeur sociale de l'égalité entre les sexes. Notre objectif est de présenter une politique éditoriale francophone pour les

REL dirigée par l'Institut de la francophonie pour l'ingénierie de la connaissance et la formation à distance (IFEFF), en tant qu'organe spécialisé de l'Organisation internationale de la francophonie (OIF). À ce titre, la politique éditoriale de l'IFEFF puise ses ressources avant tout dans les principes des ODD, mais aussi dans l'héritage historique du mouvement pour l'accès libre, dont les périodes et les tendances majeures seront explorées ici. Dans les faits, bien que le mouvement francophone autour des REL soit récent et que ses outils et ses produits soient limités (comparés aux outils et produits existant dans le monde anglo-saxon) les Francophones continuent de jouer un rôle moteur dans la mobilisation des acteurs et des partenaires producteurs de REL, en particulier par et pour les pays en développement. Le mouvement des REL au sein de la francophonie a réalisé des progrès significatifs ces dernières années, même s'il existe toujours un besoin de conscientisation ainsi que de compréhension des bénéfices et des opportunités offertes par leurs développement et utilisation. En l'absence d'une institutionnalisation organisée, les REL en francophonie peinent actuellement à jouer un rôle de premier plan dans le paysage et dans les politiques éducatifs. Elles dépendent encore d'initiatives personnelles, de décisions politiques et d'associations qui tentent d'influencer les comportements et les pratiques.

Lauricella, M. (2023). **Jeunesses rurales et enseignement supérieur: des choix sous contraintes**. *ÉduBref*, (16), 1-4. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=28>

Pourquoi, en France, le taux de diplômé·es de l'enseignement supérieur se réduit-il à mesure que l'on s'éloigne des grandes villes ? Pourquoi les choix de formations postbac des lycéen·nes issues des zones urbaines diffèrent-ils de ceux des lycéen·nes résidant dans des zones rurales ? Comment les territoires ruraux façonnent-ils les aspirations des jeunes qui y grandissent ? L'Edubref n° 16 « Jeunesses rurales et enseignement supérieur : des choix sous contraintes » propose en 4 pages quelques pistes de réflexion pour répondre à ces questions. Cette synthèse croise des travaux issus de recherches en géographie sociale, en sociologie et en sciences de l'éducation, ainsi que des rapports institutionnels. Ils articulent deux approches pour analyser l'influence du territoire sur les choix d'orientation et la réussite étudiante : la géographie de l'offre de formation et les déterminants géographiques et sociaux des trajectoires d'études. L'Edubref dresse ainsi en premier lieu un panorama quantitatif des choix d'orientation des jeunes rurales. Si ces lycéen·nes s'orientent davantage vers des Brevets de Technicien Supérieur (BTS) ou des Instituts Universitaires de Technologie (IUT) par rapport aux bachelier·ères des métropoles urbaines, ces choix reflètent pour partie l'inégale répartition territoriale des formations d'enseignement supérieur. Les formations universitaires longues et/ou prestigieuses se concentrent en effet dans les grandes villes, tandis que les territoires ruraux plus isolés proposent essentiellement des formations courtes et professionnelles. Pour les jeunes ruraux dont les ressources financières sont en moyenne moins élevées que celles des habitant·es des métropoles, s'engager dans des études longues signifie donc quitter le lieu de résidence familial, impliquant des coûts économiques, mais également des « coûts cachés » d'ordre social et psychologique. Partir faire des études dans de grands centres urbains provoque un déracinement durable, car les chances d'un retour en milieu rural sont plus faibles quand est diplômé·e, tant les campagnes sont peu pourvoyeuses de main-d'œuvre hautement qualifiée.

Le Tyrant, M., Beaumel, C., & Monfort, M. (2023). **Grossesses à l'adolescence et scolarité en Guyane. Une prise en compte insuffisante qui traduit l'éloignement de l'institution scolaire.** *Agora débats/jeunesses*, 94(2), 79-95. <https://doi.org/10.3917/agora.094.0079>

Les préoccupations sociales concernant la jeunesse dans les Outre-mer ne sont pas nouvelles et portent sur différents aspects interdépendants les uns des autres tels que la scolarité et la formation, l'insertion professionnelle, la précarité ou encore l'émigration. Ce dossier propose de s'intéresser « aux jeunes » de ces territoires en s'interrogeant sur la manière dont elles se vivent in situ, comment elles s'y déploient et avec quelles perspectives d'avenir. À partir d'approches méthodologiques et disciplinaires variées, les articles rendent compte du passage à l'âge adulte, du rôle et du fonctionnement des institutions, mais aussi de la famille, des aspirations, des projets de mobilités, voire des immobilités. Les données exposées portent sur une grande partie des territoires d'outre-mer et suggèrent qu'ils méritent d'être appréhendés dans leur complexité, sans être réduits ni à leurs points communs ni à leurs « spécificités », réelles ou revendiquées.

Lees, A., Vélez, V., & Laman, T. T. (2023). **Recognition and resistance of settler colonialism in early childhood education: perspectives and implications for Black, Indigenous, and Teachers of Color.** *International Journal of Qualitative Studies in Education*, 36(6), 1073-1091. <https://doi.org/10.1080/09518398.2021.1891319>

In this article, we utilize the Transformational Indigenous Praxis Model (TIPM) to analyze interviews from beginning teachers and teacher candidates in early childhood education who identify as Black, Indigenous, or People of Color (BIPOC). Findings revealed that participants developed a degree of consciousness to name the settler-colonial constructs that impacted their practice, but their understanding was not enough to overcome such conditions. We conclude with recommendations to support teachers enacting transformational praxis by generating opportunities to collectively develop antidotes to contexts of standardization.

Li, C., & Sun, D. (2023). **Women's bargaining power and spending on children's education: Evidence from a natural experiment in China.** *International Journal of Educational Development*, 100, 102787. <https://doi.org/10.1016/j.ijedudev.2023.102787>

How women's bargaining power affects children's education remains an open question. This paper explores the impact of women's bargaining power on children's educational expenditure, using a sample comprising 5099 couples from China Family Panel Studies. The Difference-in-Differences approach is applied based on the natural experiment of an amendment to the Chinese Marriage Law concerning intrahousehold property ownership. We find that the decline in women's bargaining power caused by the law amendment significantly reduces couples' expenses on children's education. Holding all the characteristics of the couple and time and regional factors constant, when women are deprived of their housing property, expenditure on children's education drops by an average 35.9%. Further analysis shows that when the husband has a larger advantage in education and income, and stronger patriarchal beliefs, the wife's bargaining power is affected more by the law amendment, with a larger significant negative effect on spending on children's education. This paper suggests that policies that deteriorate gender equality can affect not only women's status within the household but also household's investment in child education.

Madden, M. (2023). **Dear Students: 10 Letters to Empower and Transform Your Higher Education Journey.** Consulté à l'adresse <https://www.peterlang.com/document/1297589>

Dear Students: 10 Letters to Empower and Transform Your Higher Education Journey is a higher education guide that prepares students to authentically ...

Manço, A. (2023). **Exil Scolarité Pandémie.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-exil_scolarite_pandemie_altay_manco-9782140342257-77394.html

Cet ouvrage aborde le triangle « École-Exil-Pandémie » sous deux parties : les effets de la crise sanitaire sur les populations scolaires exilées, au sein de l'enseignement obligatoire et, à l'autre extrémité de l'éventail scolaire, ses impacts au niveau de l'enseignement supérieur. Dans les deux cas, les textes proposés concernent des faits relevant de la pandémie, intégrés à des contextes sociohistoriques globaux qui occasionnent des inégalités importantes entre familles, enfants, élèves, étudiants et enseignants, des iniquités qui n'ont pas attendu la crise sanitaire pour sévir, mais que le Covid-19 semble, dans de nombreux cas, avoir amplifié les conséquences. Les textes montrent néanmoins, dans plusieurs situations, la force de résilience des parents et des jeunes, ainsi que des acteurs de l'éducation qui, par leurs réactions, ont pu réduire les effets de la pandémie sur l'éducation, voire ont pu, dans une certaine mesure, tirer avantage de la crise.

Marín Llanes, L., Rodríguez Pico, M., Maldonado, D., & García, S. (2023). **Learning inequality during Covid-19: Evidence from secondary schools in Colombia.** *International Journal of Educational Development*, 100, 102788. <https://doi.org/10.1016/j.ijedudev.2023.102788>

During 2020, the Covid-19 pandemic unleashed a socioeconomic crisis in most countries, as well as strict restrictions on mobility and social distancing were implemented. The pandemic brought a severe socioeconomic shock -decreasing economic activity- and forced policy responses that affected the education sector -notably school closures-. There is scarce evidence on the implications of the pandemic and its socioeconomic consequences on learning inequality, particularly in the Latin-American context. The aim of this paper is to measure the change in learning inequality during the years of the pandemic (2020–2021) in Colombia. To measure learning inequality, we use the results of a standardized exam taken by all upper secondary education graduates in the country. To capture inequality, we use secondary-level students' characteristics, their households, and schools' characteristics. Our econometric results suggest an increase in learning inequality between 48% and 372% depending on the dimension studied, except for gender where learning inequality decreased. Moreover, through dynamic specifications, we determine that for all the analyzed dimensions the 2020–2021 period represents a change in the trend of learning inequality as in the periods prior to the pandemic inequality gaps decreased or, at least, remained constant. We conclude with concrete and immediate policy recommendations to target the learning processes of vulnerable students and bridge learning gaps.

Michaut, C. (2023). **État des recherches en économie et en sociologie sur la réussite universitaire.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11961>

Cet état des recherches est issu d'un chapitre de mon habilitation à diriger des recherches (Michaut, 2020) et d'une synthèse produite pour l'observatoire de la réussite universitaire de Nantes Université. Depuis une cinquantaine d'années, de nombreuses recherches en sociologie et en économie de l'éducation ont cherché à établir les

facteurs individuels et contextuels de la réussite dans l'enseignement supérieur. Cet article dresse un état de ces recherches à partir d'une revue critique de la...

Milligan, L. O., & Adamson, L. (2022). **Girls education and language of instruction: An extended policy brief**. Consulté à l'adresse <https://www.bath.ac.uk/publications/girls-education-and-language-of-instruction-an-extended-policy-brief/>

Moalic, M. (2022). **Une redéfinition tâtonnante de la recherche au sein d'une école de travail social. Exploration des effets de la pluralité des rationalités en présence et de la socialisation professionnelle des chargés de recherche**. *Pensée plurielle*, 56(2), 22-33. <https://doi.org/10.3917/pp.056.0022>

Cet article s'efforce de caractériser et d'explicitier l'activité menée par un service recherche dans une école de formation aux métiers du social. Il s'agit d'identifier les facteurs explicatifs des oscillations observées entre logiques d'action et production de connaissances. La compréhension de démarches de recherche à distance d'un ethos de chercheur académique constitue un second objectif. La réinscription du service dans un univers institutionnel permet d'identifier des attentes plurielles et parfois contradictoires vis-à-vis de ce service. La manière dont les chargés de recherche endossent leur rôle de chercheurs dans cet espace contraint est en outre étroitement liée à leur «socialisation professionnelle». Leurs dispositions les poussant moins à reproduire un schéma académique, ils proposent un modèle de production des savoirs original qui valorise leur socialisation professionnelle dans le secteur du travail social.

Monarrez, T. E. (2023). **School Attendance Boundaries and the Segregation of Public Schools in the United States**. *American Economic Journal: Applied Economics*, 15(3), 210-237. <https://doi.org/10.1257/app.20200498>

School segregation is determined both by residential sorting and local policies, such as the drawing of attendance boundaries and school siting. This paper develops an approach to understanding the relative importance of these factors by calculating the distance-minimizing assignment of students to schools and assessing whether actual assignments differ systematically by race. Using census data and attendance boundary maps for nearly 1,600 school districts, I find that attendance boundaries create 5 percent more integration than a distance-minimizing baseline, while school siting plays almost no role. Residential segregation alone explains more than 100 percent of school segregation in the United States.

Nutricato, M., Ferraresi, P., Fantasia, V., & Bello, A. (2023). **Identità e lingua di madri moldave emigrate in Italia**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 173-193. <https://doi.org/10.7358/ecps-2023-027-nutr>

Identity And Language Of Moldovan Mothers Emigrated To Italy. The present study investigates family-related language practices of Moldovan mothers emigrated to Italy, through a semi-structured interview. To date, few studies have considered linguistic choices in relation to educational practices and identity aspects in this population. Ten Moldovan women have been interviewed. Results from a thematic analysis on the collected interviews has highlighted a complex relationship between identity, language and education: the use of the mother tongue or the «new» language appeared intertwined with the historical and political events of the country of origin, with consequences on the different use of languages in domestic contexts, through

specific choices or «code-mixing»; or in extended family contexts. With their children, the language of origin is predominant, although the practices adopted to promote it are often mediated by TV. Overall, the findings confirm the interdependent nature of the cultural, social and identity aspects that influence language practices in migrant families from Moldova; at the same time, the selective use of these practices within different contexts and relationships has consequences for their children's educational experiences.

Odei-Tettey, K., Ayivor, A. E. A., & Dodzi, E. (2023). **Mudling Through Intersectionality Theory for Leadership Futures: Pathways Toward Policies for Reinventing Gender Spaces for Educational Leadership in Two Male Schools in Ghana.** *British Journal of Education*, 11(7), 28-60. <https://doi.org/10.37745/bje.2013/vol11n72860>

This paper examines the advances made on gender issues in Ghana, particularly regarding how far misogyny is being watered down in educational leadership. The article thence reflects on how society might resolve the question of the effects of misogyny on educational leadership futures and the associated possibilities, and decisively address this enervating question in the decades ahead. The paper discusses how individuals and groups are resisting and challenging their experiences of gender inequalities, as well as attempting to intervene and correct the causes and consequences of gendered power imbalances. The paper does not intend to assess all the facets of gendered life and inequality. Instead, it discusses arguments that have been put forward regarding re-engineering gender spaces for educational leadership futures. Data obtained from two all-boys' schools suggest that gendered inequality is visible in both public and private spheres. However, the validity of the arguments that gender inequalities are still entrenched and persisting over time, place, and culture is contrasted with alternative claims from the data that gendered power relations, and for that matter inequalities, are gradually being eroded. Furthermore, the current academic focus on the concept of intersectionality regarding how variables like gender, tribe, religion, and culture intersect to define people's gendered experiences, is used as the analytical framework. The study of women's educational leadership experiences in this paper is used as a framework to further examine these issues and address some of the debates. The paper concludes with an argument that the study of inequality in relation to gendered identities, relations, and experiences must continue with an exploration of the study of men and masculinities if the theoretical analysis of gender is to be enriched to re-invent genders spaces for educational leadership futures. We also argue the view that to set the agenda for a more equal educational leadership future, society must see the need to link gender closely to other forms of social inequalities.

Olivier, A. (2023). **Se distinguer des femmes, un ouvrage d'Alice Olivier.** Consulté à l'adresse <https://www.ove-national.education.fr/publication/se-distinguer-des-femmes/> Choisir de s'orienter vers des filières du supérieur « féminines » quand on est un homme ? Enquête dans les formations de sage-femme et d'assistance de service social

O'Neil, D., Park, K., & A. Rodríguez-Fuentes, R. (2023). **Social Integration and Campus Internationalization Through Performing Arts Volunteerism.** *Journal of Studies in International Education*, 27(3), 387-407. <https://doi.org/10.1177/10283153221082722>

In this paper, a case is made that campus internationalization and the social integration of both domestic and international students may be fostered through volunteerism. This argument is supported by data from a survey (n = 122) of a performing arts volunteer

organization at a large Midwestern public university. The survey examines the national diversity of the organization, its inclusion practices, and student perceptions of their own cross-national interactions. The results are augmented by participant-observation data from an international graduate student volunteer. Discussion includes a consideration of respondent satisfaction with the organization's diversity and inclusion practices, as well as their experience socializing and making friends while volunteering. It is worth identifying successful organizations such as the one described in this paper because the defining factor for success may depend on specific attitudes and practices.

Onyeama-Obioma, O. (2023). **Psychosocial Predictors of Secondary School Students' Attitude Towards Cheating in Examination in Emuoha Local Government Area, Rivers State.** *British Journal of Education*, 11(7), 14-27.
<https://doi.org/10.37745/bje.2013/vol11n71427>

The study investigated Psychosocial Predictors of Secondary School Students' Attitude Towards Cheating In Examination In Emuoha Local Government Area, Rivers State. Five research questions and five corresponding hypotheses were formulated for the study. Correlational and descriptive research design was used for the study. The population of the study consisted of all the senior secondary school students in the 20 public schools in Obio-Akpor Local Government Area of Rivers State. A sample of 125 senior secondary school II students was drawn for the study using the multi-stage sampling technique. The instruments used for data collection in this study were the Students' Attitude Cheating Scale (SACS) and the Psychosocial Predictors Scale (PPS). The validity of both instruments was done using experts' assessment while their reliability was determined through Cronbach Alpha method. The reliability coefficient of 0.78 was realized for Students' Attitude Cheating Scale (SACS) and 0.82 was realized for Psychosocial Predictors Scale (PPS) respectively. Analysis of the instruments was done using simple regression as well as t-test. Finding showed that achievement motivation ($p=0.001<0.05$) and self-efficacy ($p=0.000<0.05$) all had significant relationship with secondary school student's attitude towards cheating. On the contrary, there was insignificant differences ($p=0.22>0.05$) between the attitude of male and female students. Based on this, it was recommended among others that school authorities should encourage the student to get involved in educational and social clubs which will help them academically and morally.

Ossai, M. C., Ethe, N., Edougha, D. E., & Okeh, O. D. (2023). **Academic integrity during examinations, age and gender as predictors of academic performance among high school students.** *International Journal of Educational Development*, 100, 102811.
<https://doi.org/10.1016/j.ijedudev.2023.102811>

The study sought to determine if students academic integrity during examinations, age and gender predict their academic performance and examine its implications for adopting preventive actions against cheating in examinations. It was based on the Modified Theory of Planned Behaviour. Analysis of data collected with the aid of Academic Integrity Measurement Instrument (AIMI) led to significant findings that Academic Integrity during examinations and Age significantly predict Academic Performance. There was significant predictive relationship between Age and Academic Integrity during examinations as well as between Age and Academic Performance. Also, there was a statistically significant difference between male and female students in the Academic Integrity during examinations as well as in their Academic Performances. Whereas mean Academic Integrity score of female students were slightly higher than that of the males; the mean Academic Performance of male students was higher than

that of the female students. These findings have implications for test development, administration and students' academic integrity policies and practices. Test developers and administrators should consider inclusion of a segment in the question papers that assess students' academic integrity especially in developing countries like Nigeria. The essence of such inclusion is to determine the relationship between students academic integrity quotient and their academic performance. In other words, the authors strongly recommend to the examination bodies and stakeholders to consider the possibility of determining the proportion of a student's academic performance attributable to academic dishonesty or honesty.

Périer, P. (2023). **L'école, de la classe à la maison : la continuité pédagogique en contexte de pauvreté.** *Carrefours de l'éducation*, (55), 141-156. <https://doi.org/10.3917/cdle.055.0142>

La période de confinement s'est traduite par une politique dite de continuité pédagogique impliquant la contribution attendue de tous les parents. Le transfert des tâches scolaires dans le cadre domestique a dévoilé des inégalités multiformes entre familles et entre élèves. Au-delà des conséquences sur les apprentissages, il s'agit de comprendre comment les parents confrontés à la précarité ou pauvreté ont fait face au rôle d'instructeur pédagogique qui leur a été signifié. Quelles sont les conditions d'une telle délégation, ses implicites et ses effets ? L'enquête exploratoire sur ce que l'école fait à distance aux familles les plus « éloignées » a dévoilé l'ampleur de l'emprise scolaire et fait émerger des relations inédites entre les parents et l'école.

Polonyi, T., Balajthy, D., Abari, K., Szabó, F., Pásku, J., & Buda, M. (2023). **Learners' motivation at schools in low SES regions in Hungary.** *International Journal of Inclusive Education*, 27(5), 636-651. <https://doi.org/10.1080/13603116.2020.1866687>

Our research attempts to explore the learning motivation patterns of Hungarian pupils from a low SES environment in order to develop an innovative foreign language teaching application. Pupils aged 10–14 were selected from 11 schools in a disadvantaged, low SES region of Hungary (N = 523). We used online questionnaires: a demographic questionnaire, the School Climate Questionnaire and the Learning Motivation Questionnaire. Higher achieving students seem to be less competitive. The difference in motivation regarding maternal educational qualifications is insignificant. Motivational patterns are not affected by low SES, but by the pupils' affective bonding and attachment to their school. Schools' motivational profiles differ from each other significantly; however, this does not correlate with the number of low SES pupils.

Rajiva, M. (2023). **A comparative analysis of White and Indigenous girls' perspectives on sexual violence, toxic masculinity and rape culture.** *International Journal of Qualitative Studies in Education*, 36(6), 1139-1154. <https://doi.org/10.1080/09518398.2021.1900621>

North American feminist scholarship on violence against women (VAW) focuses primarily on gendered-based violence and does not substantively incorporate intersectionality. In this paper, I offer a comparative analysis of Canadian Indigenous and White middle-class adolescent girls' narratives of toxic masculinity, rape culture and sexual violence. I use VAW research, Indigenous feminist theory and girlhood studies to focus on the following: (1) the 'boys will be boys' discourse, (2) the feminist critique of the stranger danger discourse and (3) the surveillance of girls. I analyze focus group data with girls (aged 13–19 years). I am interested in how girls both accept and resist the status quo in their day-to-day negotiations with family, peers, schools and public spaces.

Renner, H. M., Rowland, B., Hutchinson, D., & Toumbourou, J. W. (2023). **Modeling Adolescent Social Inclusion to Improve School Completion.** *Journal of Youth and Adolescence*, 52(8), 1662-1673. <https://doi.org/10.1007/s10964-023-01792-9>

Enhancing social inclusion in young people could increase engagement in education, yet few longitudinal studies have examined this relationship. This study aimed to identify whether social inclusion in an Australian adolescent sample predicted high school completion three years later. Using state-representative data from the International Youth Development Study, two waves of the youngest cohort (51.6% female and 94.6% Australian born) during mid-adolescence ($n = 825$, $M_{age} = 15.99$, $SD = 0.39$) and post-secondary school ($n = 809$, $M_{age} = 19.03$, $SD = 0.44$) were analyzed. Factor analysis identified a 4-factor structure that represented an overarching social inclusion construct: (1) Citizenship, (2) Connectedness to Community, (3) Connectedness to Family, and (4) Connectedness to and Participation in School. Multivariate regression analyses indicated higher social inclusion levels in mid-adolescence predicted an increased likelihood of high school completion three years later. The implementation of strategies that incorporate the enhancement of social inclusion may improve educational outcomes for young people.

Richard-Bossez, A. (2023). **L'entrée dans les apprentissages scolaires et ses inégalités: Lecture sociologique de la construction des savoirs à l'école maternelle.** Consulté à l'adresse <https://www.pur-editions.fr/product/9286/l-entree-dans-les-apprentissages-scolaires-et-ses-inegalites>

Depuis la rentrée 2019, l'âge de l'instruction obligatoire est passé de 6 à 3 ans afin de favoriser la réussite scolaire de tous les enfants et de lutter contre les inégalités d'apprentissage. Pourtant, depuis les années 1990, les 3-6 ans fréquentent déjà l'école maternelle sans que cela ne réduise les inégalités pointées régulièrement par différents travaux de recherche. Dès lors, on peut s'interroger sur la manière dont l'école maternelle fait entrer les enfants qui lui sont confiés dans les savoirs : quels savoirs sont visés ? Comment les enseignants les présentent-ils aux élèves ? Comment les élèves s'en saisissent-ils ? En quoi ce qui se joue dans les pratiques pédagogiques permet-il à l'ensemble des enfants d'accéder aux apprentissages visés ? Autant de questions auxquelles cet ouvrage propose d'apporter des éléments de réponse à partir des résultats d'une enquête de terrain par observation dans six classes de grande section situées dans des milieux sociaux variés et en se centrant plus particulièrement sur les apprentissages relatifs à l'écrit. S'inscrivant dans une sociologie du curriculum, croisant sociologie de l'éducation et sociologie de la connaissance, le propos saisit les savoirs scolaires dans leur double dimension, à la fois sociale et cognitive, et souligne comment ces deux dimensions se tissent mutuellement. Si l'analyse met en évidence la construction d'inégalités d'apprentissage à l'école maternelle, elle montre également que des opérations de révision de ces inégalités sont également discernables dans les classes, même si elles interviennent de manière plus ponctuelle.

Romuald, N. K. (2023). **An analysis of inequalities in school performance between public and private students in sub-Saharan Africa.** *International Journal of Educational Development*, 100, 102802. <https://doi.org/10.1016/j.ijedudev.2023.102802>

This paper investigates which micro factors among student, classroom, teacher, and school characteristics explain inequalities in public-private school achievement at the end of primary school in 14 sub-Saharan African (SSA) countries. Using data from the 2019

CONFEMEN Education Systems Analysis Program (PASEC) assessment and an empirical strategy that leverages an educational production function, an Oaxaca-Blinder, Juhn Murphy, and Pierce decomposition, the main findings are as follows. Private schools provide a higher quality of education than public schools. The variables gender of the student, age and gender of the teacher, and number of inspections contribute to reducing inequalities between the two groups, while the variables home language, kindergarten attendance, socioeconomic level of the student's family, age of the student, and location and infrastructure of the school contribute to maintaining educational inequalities. Students who do less well in private schools are less likely to succeed in public schools. Those who do well in public schools are equally likely to do well in private schools.

Rossignol-Brunet, M. (2022). **Faire ses humanités. Aspirations et entrée en études des admis en licence d'arts, lettres, langues et sciences humaines.** (Phdthesis, UT2J : Université Toulouse 2 Jean Jaurès). Consulté à l'adresse <https://hal.science/tel-04137829>

Tandis que la place de l'université dans le champ des formations de l'enseignement supérieur a évolué au cours des soixante dernières années, la hiérarchie des disciplines s'est inversée, et les filières en arts, lettres, langues et sciences humaines (ALLSH, ou humanités) font aujourd'hui l'objet de nombreuses critiques, tant du point de vue du public accueilli - qui serait là « faute de mieux » - que de l'insertion professionnelle de ces filières jugée difficile. Pour autant, l'orientation vers ces filières reste peu analysée, dans la mesure où celles et ceux qui souhaitent y étudier trouvent presque toutes et tous une place, et qu'il ne s'agit ni de formations d'élite, confrontées aux questions d'ouvertures sociales, ni de formations courtes conçues pour accueillir des populations scolaires spécifiques. À travers l'exploitation de plusieurs bases de données, notamment celles - exhaustives - issues de la plateforme Admission Post Bac (APB) et de l'enquête « Conditions de vie » de l'OVE, ainsi qu'au moyen d'entretiens conduits auprès d'étudiants et responsables de licence, cette thèse s'intéresse aux aspirations d'orientation et parcours d'études des néo-bacheliers admis dans les filières ALLSH. L'orientation y est abordée de manière multifactorielle, dans une approche combinant notamment la prise en compte de l'origine sociale (volume et structure des capitaux), du genre, du parcours scolaire et des variables subjectives (satisfaction liée aux vœux). La dimension territoriale de l'orientation est également étudiée à travers l'analyse des choix d'établissements des candidats de l'académie de Toulouse. Ce travail cherche tout d'abord à comprendre la place des ALLSH dans les formations d'enseignement supérieur, à travers l'analyse des candidatures et admissions dans ces filières. Les résultats montrent la place intermédiaire qu'occupent les différentes disciplines en ALLSH, aussi bien à l'échelle de l'ensemble des formations d'enseignement supérieur post-bac qu'à celle des disciplines universitaires. Les données permettent en outre de distinguer les filières qui composent ce regroupement: si le public accueilli en ALLSH est socialement et scolairement plus homogène que celui dans les autres secteurs disciplinaires, certaines disciplines apparaissent plus (lettres) ou moins (histoire) féminisées, plus (langues) ou moins (arts, autres sciences humaines) ouvertes socialement. La thèse montre ensuite que l'orientation en ALLSH est une orientation majoritairement souhaitée par celles et ceux qui y sont admis, même si pour certains admis l'on peut parler d'orientation contrariée (davantage que par défaut). En outre, lorsque l'on introduit la dimension territoriale, l'orientation au sortir du secondaire apparaît encore principalement locale, mais la thèse met également en évidence le début d'une segmentation horizontale entre les formations d'ALLSH, dont se saisissent les étudiants les plus favorisés et illustrée

par le développement des licences sélectives. Enfin, la troisième partie relative aux parcours d'études permet tout d'abord de faire ressortir l'intérêt intellectuel des étudiants pour la formation, sans pour autant que les projets d'études ou professionnels (comme devenir enseignant) ne soient inexistantes : la première année est bien souvent l'occasion de se familiariser avec l'institution universitaire pour ainsi confirmer ou infirmer les aspirations de terminale. Cela se matérialise par une forte diversité de parcours au cours des trois premières années d'études. Le poids de l'orientation contrariée dans ces parcours est alors mis en évidence, démontrant par conséquent le rôle nécessaire d'espace de régulation qu'est amenée à jouer l'université et la nécessité d'appréhender l'orientation sur le temps long.

Sakaue, K., Wokadala, J., & Ogawa, K. (2023). **Effect of parental engagement on children's home-based continued learning during COVID-19-induced school closures: Evidence from Uganda.** *International Journal of Educational Development*, 100, 102812. <https://doi.org/10.1016/j.ijedudev.2023.102812>

This study examines the effect of parental engagement on children's continued learning amid COVID-19-induced school closures in Uganda, where the government's distance learning program had limited coverage. The results show that children from households with more parental engagement are more likely to engage in learning activities at home when primary schools are closed. A significant effect of parental engagement is found in rural areas as well. Furthermore, we found that, in rural areas, the level of parental engagement is significantly more correlated with home-based learning among children from government schools than those from private schools.

Saltmarsh, J. E. (2023). **Exploring the Role of Family-School Partnerships in School Choice.** *Education and Urban Society*, 55(6), 698-717. <https://doi.org/10.1177/00131245221110558>

Parental access to useful information about schools continues to be a structural barrier that limits the equity potential of school choice programs. While "information interventions" or simplified and readable knowledge resources show promise for counteracting information disparities between families, this line of research has provided limited insight on the particular preferences and needs of parents or the value of person-to-person interpretive assistance in school decisions. This exploratory study uses qualitative methods to investigate parent-school collaboration for the purpose of school selection in Washington, D.C. Drawing on a social capital framework, this study analyzes information transactions from parents' perspectives to clarify ways in which school personnel currently function as liaisons of choice. Findings from this study indicate future opportunities for districts to improve the outcome of school choice through better training of school and district personnel.

Shah, S. (2023). **Navigating gender stereotypes as educational leaders: An ecological approach.** *Management in Education*, 37(3), 140-149. <https://doi.org/10.1177/08920206211021845>

This paper employs the feminist educational leadership perspective to analyse the ecological context and its influence on the leadership experiences of school head teachers within a patriarchal cultural setting. Methodology: This paper forms part of a mixed methods study that included a quantitative random survey during the first research phase to determine the leadership styles of 350 secondary school head teachers across nine districts in the Punjab province of Pakistan using the Multifactor Leadership Questionnaire. This paper is based on the second research phase that analyses empirical

data from semi structured interviews of a purposive-stratified sample of 14 head teachers, selected from among the 264 survey respondents, comprising of seven males and seven females. Bronfenbrenner's ecological development theory is employed as an analytical framework for thematic analysis. Findings: The study reveals that females must navigate gender stereotypes in a society where they have to fight to establish authority, encounter misogynistic attitudes, rely upon familial support to begin their career, gain spiritual support from a higher power, face work-family conflicts all while practicing educational leadership with high motivation. On the other hand, males assume themselves to be natural leaders and appear to be spared from ecological challenges that impede their leadership journeys. Implications: The findings confirm the prevalence of gender stereotypes that position leadership within the masculine domain in a patriarchal context. The study proposes a complete restructuring of the socio-cultural framework to create a gender neutral society that provides equal educational and professional opportunities to all social members in order to maximize human capital development that is crucial for a country's economic progress. The findings reflect several subtle and non-subtle socio-cultural challenges faced by female leaders around the world. Originality – This study contributes to enhancing the literature on gender and educational leadership in a patriarchal cultural context.

Shahjahan, R. A., Bhangal, N. K., & Ema, T. A. (2023). **A temporal gaze on work-life balance in academia: Time, gender, and transitional episodes in Bangladeshi women faculty narratives.** *Higher Education*, 86(1), 209-224. <https://doi.org/10.1007/s10734-022-00909-6>

This article seeks to decentre the Global North knowledge production about 'work-life balance' (WLB) in academia by applying a temporal gaze to illuminate WLB possibilities in Bangladeshi academia where institutional WLB policies are absent. Drawing on Adam's (2008) timescapes and Flaherty's (2002) time work concepts, we focus on Bangladeshi women faculty's experiences as an example of how a temporal gaze can help illuminate the interrelationships between time, gender, and life transitions underlying women faculty accounts of WLB in a Global South context. Drawing on the narratives of three Bangladeshi women faculty in different career stages and family statuses, we probe how women faculty manipulate, control, or customize their temporal experience (i.e. temporal agency) in response to local gendered norms and life transitional episodes (e.g. separation, academic mobility, illness, and/or retirement). We demonstrate how WLB is not a static outcome, but a work-in-progress, and that a temporal lens helps illuminate multiple time work strategies that emerge during life transitional episodes. We argue that a temporal lens troubles the outcome (quantitative, clock-oriented) and spatial orientation of WLB practices, as our participants constantly blurred work/home boundaries refracted across social positionality, gendered norms, and relationships. By examining the temporal dimensions underlying WLB, we contribute a comprehensive understanding of the interrelationships between academic/personal life, various roles, and temporality in a South Asian context.

Smolarek, B. B., Wolfgram, M., Vang, M. N., Xiong, C. P., Lee, L., Lee, P., ... Xiong, P. (2023). **Our HMoob American College Paj Ntaub: student-engaged Community-Based Participatory Action Research (CBPAR) as counter-invisibility work.** *International Journal of Qualitative Studies in Education*, 36(6), 1018-1038. <https://doi.org/10.1080/09518398.2021.1888162>

This article presents the institutional and historical context, methods, findings, and action-consequences of 'Our HMoob American College Paj Ntaub,' a qualitative, student-led Participatory Action Research (PAR) project documenting the sociocultural and institutional factors that influence HMoob American college students' experiences at the University of Wisconsin-Madison. Drawing on concepts from Asian Critical Race Theory (AsianCrit), we identify sociocultural and institutional processes that misrepresent and erase HMoob American experiences, producing a profound and troubling experience of institutional invisibility which has serious consequences for students' wellbeing and educational attainment. However, we also document that student-led PAR research can be an effective means of enacting what we term 'counter-invisibility work,' by producing compelling counter-narratives that expand social networks for activism, outreach, and policy enactment.

Stich, A. E., & Crain, A. M. (2023). **Structuring middle-class aspirations: the role of place-based habitus and higher education.** *British Journal of Sociology of Education*, 44(5), 805-823. <https://doi.org/10.1080/01425692.2023.2206947>

This qualitative case study provides an analysis of the structuring of middle-class aspirations at one rural university in the United States. Using a Bourdieusian framework offered by Zipin and colleagues, findings suggest that although student participants in our study are similarly positioned relative to social class background, those from distinct geographic areas (i.e. rural and urban) displayed key differences in expressions of college-going and future aspirations. We argue that place, as an important feature of one's habitus, structures students' college-going and future aspirations. Within the highly stratified context of higher education in the United States, few scholars have acknowledged the power of geography and place in shaping behaviors, choices, and possibilities for students. In doing so, this research contributes to a growing global body of literature examining the role of place in shaping students' higher education aspirations, access, experiences, and outcomes.

Tucci, I., & Brinbaum, Y. (2023). **Insertion professionnelle des descendants d'immigrés.** Consulté à l'adresse <https://www.cereq.fr/insertion-professionnelle-des-descendants-dimmigres>

Ce Working Paper compare l'insertion professionnelle des descendants d'immigrés à celle de la population majoritaire en s'intéressant à l'évolution des inégalités d'insertion, avant et après la crise de 2008. Les autrices, Yaël Brinbaum et Ingrid Tucci ont exploité les enquêtes du Céreq, Génération 1998 et Génération 2010 à 3 et 7 ans, analysé des indicateurs de statut d'emploi et d'expérience du chômage et reconstitué les trajectoires les sept premières années après la sortie de formation initiale, en tenant compte du statut d'emploi, du type d'emploi et du niveau de salaire.

UNESCO: Organisation des Nations unies pour l'éducation, la science et la culture. (2023). **The right to education of minorities: overview of states' measures reported in the 10th Consultation on the 1960 Convention and recommendation against discrimination in education.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000385259/PDF/385259eng.pdf.multi>

Uvaag, S. A. (2023). **Siblings' educational mobility and the educational stratification of families.** *British Journal of Sociology of Education*, 44(5), 824-842. <https://doi.org/10.1080/01425692.2023.2208740>

This study examines same-sex siblings' educational mobility using high-quality register data from Norway. The study explores how the educational level of younger siblings varies with the education of parents and firstborn siblings. Younger siblings are generally more likely to attain the same education as the eldest. Even though the distance and direction of educational mobility co-varies between the eldest and younger siblings, the association appears weaker when the firstborn children of highly educated parents only attain compulsory schooling. Furthermore, educational similarity within and across generations is particularly widespread among the families with the least and most educated parents. The study demonstrates how differentials in educational attainment by family background increase when comparing sibling pairs rather than individuals. Accordingly, researchers must also consider family outcomes to understand the stratification that follows intergenerational mobility.

Vinson, M. (2023). **Le contrat didactique différentiel et le positionnement de genre épistémique: concepts pour éclairer la fluidité du genre au cœur du processus d'enseignement-apprentissage.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (53), 74-95. <https://doi.org/10.4000/ejrieps.8649>

Cet article s'appuie sur une étude en didactique de l'EPS au cœur de laquelle nous avons croisé deux cadres théoriques : le modèle de l'action conjointe en didactique et les Études de genre. Plus spécifiquement, nous leur avons emprunté deux concepts : le contrat didactique différentiel et le positionnement de genre épistémique tout en nous inscrivant dans une réflexion de nature épistémologique, avec pour horizon des perspectives pour l'intervention. Nous montrons comment, loin d'être passif·ves, les filles et les garçons peuvent être acteurs·trices de leur positionnement de genre et de leurs apprentissages, même si des arrière-plans éducationnels, sociaux représentent un frein à une émancipation possible. Ces freins existent également du côté des enseignant·es qui eux-mêmes sont installés dans des assujettissements prégnants.

Ward, L. W. M. (2023). **From Fisher to Fisher: a critical race feminist counterstory about access to U.S. higher education.** *International Journal of Qualitative Studies in Education*, 36(6), 1003-1017. <https://doi.org/10.1080/09518398.2021.1888161>

Most education and legal scholarship overlook gendered-race themes in pre-Brown v. Board of Education desegregation higher education cases that remain relevant to examining post-Brown race-conscious admissions cases. The author engaged critical race feminism to create a counterstory with Ada Lois Sipuel Fisher, a U.S. Supreme Court plaintiff in conversation with two fictitious Black women, Geneva Crenshaw, a civil rights attorney, and Nia Lytle, a tenure-track assistant professor of higher education. During a fictionalized one-day oral argument presented with dialogue composed from texts of actual race-conscious admission cases, the Black women react to and critique the societal and legal logic used by organizations and individuals who recruited the white women plaintiffs in those cases. The counterstory illustrates how civil rights discourse was coopted to advance white supremacist grievances. The conclusion calls on those invested in racial equity to reframe the discourse of institutional legal strategies to advance race-conscious admissions.

Weaver, K. E., Lange, A. C., & Linley, J. L. (2023). **White student leaders' deflections of diversity conversations.** *International Journal of Qualitative Studies in Education*, 36(6), 1092-1108. <https://doi.org/10.1080/09518398.2021.1900619>

Peer socialization agents (PSAs) play an important role in transmitting messages about the culture of higher education institutions (i.e. norms, values, practices, and assumptions) to new students, including messages concerning diversity and inclusion. The transmission of diversity messages depends on how student leaders make meaning of these ideas and who they deem responsible and capable of handling their delivery. By using a conceptual framework consisting of elements of student development theory, whiteness as property, and racial arrested development, we undertook a secondary data analysis of 34 white PSAs to understand their meaning-making concerning diversity and inclusion narratives. Findings demonstrate white PSAs defer conversations about diversity to Peers of Color, thereby avoiding racial discomfort. Participants provided various reasons for diverting these conversations, including following institutional norms, conceiving of knowledge about diversity as belonging to minoritized others and protecting comfort. Authors discuss implications for research, practice, and theory to provide educators tools to disrupt these patterns.

Woods, B., Miller, C. F., Wheeler, L. A., & Reisslein, M. (2023). **Children's engineering-related achievement beliefs and career aspirations: The role of gender.** *Psychology in the Schools*, 60(7), 2135-2155. <https://doi.org/10.1002/pits.22848>

This study examined the association between elementary students' (N = 1627; 51.3% girls, ages 4–12) engineering-related ability beliefs (competence), task-value beliefs (interest, importance), and career aspirations. Findings suggest that mean levels of children's engineering-related beliefs did not vary by gender. High levels of competence, interest, and importance beliefs were related to higher engineering-related career aspirations. Findings also revealed that the association of competence and interest with career aspirations was stronger for girls than boys; whereas, the association of importance with career aspirations was stronger for boys than girls. Last, results provide evidence of importance as a moderator of the link between competence and career aspirations, suggesting that there was a stronger positive association between competence and career aspirations under high levels of importance. Against the backdrop of the increasing urgency to teach engineering in elementary schools, this study highlighted the salience of examining children's engineering-related motivational beliefs. The study has practical implications for teachers and school psychologists on promoting inclusive instruction in elementary schools. Specifically, the implications of the results for instructional strategies as well as assessments and interventions in elementary schools are discussed.

Yao, Y., & Li, Z. (2022). **The Impacts of Industry Wage Premiums and Education Levels on Gender Inequality: Evidence from Five Developed Countries** (LIS Working Paper N° 832). Consulté à l'adresse LIS Cross-National Data Center in Luxembourg website: <https://econpapers.repec.org/paper/liswps/832.htm>

In contrast to most prior studies of gender inequality focusing on a specific country or a specific year, this paper uses cross-nationally comparable data from the Luxembourg Income Study (LIS) to examine the impacts of wage premiums in male- and female-dominated industries and education levels on gender inequality in five developed countries- the United States, the United Kingdom, Germany, Ireland, and Belgium from 2004 to 2017. To the best of our knowledge, there are no attempts in the prior empirical literature studying the effects of wage premiums in male- and female-dominated industries on gender inequality. To guarantee continuity and stability, we run the regression year by year separately for 14 consecutive periods for each of five advanced

countries. The timeline covers the before, during, and after the great recession to rule out the possible effects of historical contingency. Thus, this is the first empirical paper to investigate the causal relationship between male- and female-dominated industries and gender inequality across counties over a continuous period. We raise and answer three research questions: (1) Do the wage premiums among male- and female-dominated industries affect the gender wage gap? (2) Is there a cross-country variation in the relationship between education levels and the gender wage gap? (3) Is there an impact of education levels on the gender employment gap? As for empirical analysis, for the first two questions, we run the multivariate linear regression; for the third question, we estimate the probit model, marginal effects, and the delta method standard errors. We find that: 1) There is a significant correlation between the wage premiums in female- and male-dominated industries and gender wage gap; 2) There is a crosscountry variation in the relationship between education levels and the gender wage gap; 3) There is also a cross-country variation in the relationship between education levels and the gender employment gap.

Yin, Y. M., & Mu, G. M. (2023). **Thriving in the neoliberal academia without becoming its agent? Sociologising resilience with an early career academic and a mid-career researcher.** *Higher Education*, 86(1), 65-80. <https://doi.org/10.1007/s10734-022-00901-0>

In educational research, there has been much stricture of neoliberalism as a scourge. In the higher education sector, the neoliberal turn has been observed as eroding academic freedom and deprofessionalising academics. Early career academics are often described as victims of neoliberalism. In this paper, we take a positive perspective through a deep dive into resilience that enables self-transformation and, potentially, system change. Our paper is situated in the Chinese higher education context where the "up-or-out" system has been put in place, mirroring the neoliberal university at a global range. We — a mid-career researcher and an early career academic — analyse our collective narratives generated through WeChat text and voice message. Drawing insight from Bourdieu's reflexive sociology, our narratives lead to four themes: capital accumulation and self-transformation, shaping the publication habitus, emancipation from symbolic violence, and resilience to symbolic domination. We conclude the paper with a call for sociology of resilience and recommendations for deneoliberalising higher education.

Zheng, L., Qi, X., & Zhang, C. (2023). **Can improvements in teacher quality reduce the cognitive gap between urban and rural students in China?** *International Journal of Educational Development*, 100, 102781. <https://doi.org/10.1016/j.ijedudev.2023.102781>

The urban-rural educational gap is a pressing issue for many countries, including China. Rural students have access to fewer educational resources and have less qualified teachers. Enhancing the quality of rural teachers is being prioritized by the Chinese government in its efforts to advance rural education. Using data from the China Education Panel Survey, we examine the impact of teacher quality on the cognitive gap between rural and urban students in China. We find that, first, the quality of teachers, as measured by academic qualifications and professional titles, significantly affects students' cognitive achievements. Second, middle and high achievers benefit more than their other peers from highly qualified teachers. Third, urban-rural discrepancy in teacher quality accounts for 9.06% of the cognitive gap on average. Our findings highlight the critical role of teacher quality in promoting educational equity and the importance of recruiting high-quality teachers for rural schools.

Climat de l'école

Baumsteiger, R., Hoffmann, J. D., Seibyl, J., Rose, B., & Brackett, M. A. (2023). **A Systematic Review of Secondary School Climate Assessments.** *Educational Psychology Review*, 35(2), 47. <https://doi.org/10.1007/s10648-023-09748-y>

A systematic review was conducted to identify emergent trends in the assessment of secondary school climate. Comparisons of assessments published in the past 6 years (2016–2021) and those published prior to 2016 (total N = 46) revealed recent shifts related to conceptualization, validity, accessibility, and recommendations for improving school climate. Notably, newer assessments were more likely than older assessments to use technology to administer surveys and disseminate reports. Based on a general lack of psychometric data, we call for more attention towards the validation of school climate assessments, especially with attention towards school climate as reflecting both school-level and individual-level differences. As an exploratory analysis, we also compared features between assessments that were published in peer-reviewed journals (n = 33) to those published in the gray literature (whitepapers, evaluation reports; n = 10). More of the peer-reviewed assessments had undergone psychometric testing (88%) than those that were not peer-reviewed (60%), but fewer peer-reviewed assessments offered reports (49%) than those that were not peer-reviewed (80%), likely reflecting differing goals. Integrating features from across assessments could serve to create a single omnibus assessment with maximum utility for both research and practice.

Ben Hamouda, L. (2023, juin 29). **Harcèlement : à l'origine, la réputation.** Consulté 3 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/29/harcelement-a-lorigine-la-reputation/>
Mercredi 28 juin, le ministère soumettait aux syndicats le projet de texte sur l'éviction de l'élève harceleur lors du CSE, l'élève dont « le comportement intentionnel et répété fait peser un risque sur la sécurité ou la santé d'autres élèves de l'école ». Le texte a recueilli 0 voix pour, 57 contre. Un carton rouge pour la rue de grenelle. Pour la très grande majorité des organisations présentes, syndicales, lycéennes ou de parents d'élèves, ce texte est opportuniste. Il traite de manière peu sérieuse la question complexe du harcèlement en en faisant un problème individuel, niant le phénomène de groupe et sociétal. Margot Déage, chercheuse en sociologie de l'éducation a mené une recherche entre 2016 et 2018 sur la réputation des jeunes et ses conséquences en termes de harcèlement et cyberharcèlement. Elle nous donne un éclairage scientifique sur une thématique ô combien actuelle.

Bergstrom, K., & Özler, B. (2023). **Improving the Well-Being of Adolescent Girls in Developing Countries.** *The World Bank Research Observer*, 38(2), 179-212. <https://doi.org/10.1093/wbro/lkac007>

This paper conducts a large, narrative review of interventions that might plausibly (a) increase educational attainment, (b) delay childbearing, and/or (c) delay marriage for adolescent girls in low- and middle-income countries (LMICs). Using 108 interventions from 78 studies, predominantly in LMICs, the paper summarizes the performance of 15 categories of interventions in improving these outcomes. Transfer programs emerge as broadly effective in increasing educational attainment but their effects on delaying fertility and marriage remain mixed and dependent on context. Construction of schools in underserved areas and the provision of information on returns to schooling and academic performance also increase schooling. No category of interventions is found

to be categorically effective in delaying pregnancies and reducing child marriages among adolescent girls. While targeted provision of sexual and reproductive health services, including vouchers and subsidies for family planning, and increasing job opportunities for women seem promising, more research is needed to evaluate the longer-term effects of such interventions. We propose that future studies should aim to measure short-term outcomes that can form good surrogates for long-term welfare gains and should collect detailed cost information.

Berti, S., Grazia, V., & Molinari, L. (2023). **Active Student Participation in Whole-School Interventions in Secondary School. A Systematic Literature Review.** *Educational Psychology Review*, 35(2), 52. <https://doi.org/10.1007/s10648-023-09773-x>

This review presents a reasoned synthesis of whole-school interventions seeking to improve the overall school environment by fostering active student participation (ASP) in school activities and decision-making processes. The aims are to describe the selected programs, assess their methodological quality, and analyze the activities soliciting ASP. Among the 205 publications initially provided by the literature search in the academic databases PsycINFO and Education Research Complete, 22 reports met the inclusion criteria of presenting whole-school interventions that solicit ASP in secondary schools, and were thus included in the review. Such publications referred to 13 different whole-school programs, whose implemented activities were distinguished on a 5-point scale of ASP levels, ranging from Very high ASP, when students were involved in a decision-making role, to Very low ASP, when students were the passive recipients of content provided by adults. This review contributes to the literature by proposing an organizing structure based on different levels of ASP, which provides clarity and a common ground for future studies on student participation. Overall, the in-depth description of activities offers a framework to researchers and practitioners for planning interventions aimed at improving the learning environment and contributing meaningfully to the far-reaching goal of encouraging student participation in school life.

Chu, X., Li, Q., Fan, C., & Jia, Y. (2023). **Life Stress and Cyberbullying: Examining the Mediating Roles of Expressive Suppression and Online Disinhibition.** *Journal of Youth and Adolescence*, 52(8), 1647-1661. <https://doi.org/10.1007/s10964-023-01791-w>

Life stress is a significant predictor of cyberbullying. However, previous studies have not investigated the roles of emotional and cognitive characteristics, such as expressive suppression and online disinhibition, in explaining the associations between life stress and cyberbullying perpetration/victimization. To fill this gap, a two-wave longitudinal design was used to investigate these two mediating variables as the underlying mechanisms among adolescents after controlling for possible covariates. A total of 724 Chinese adolescents (female: 41.2%) aged 12 to 16 years old ($M = 13.36$, $SD = 0.77$) participated in this survey. They completed self-report questionnaires on life stress, expressive suppression, online disinhibition (including benign and toxic disinhibition), cyberbullying perpetration, and cyberbullying victimization. The survey was conducted in two waves, six months apart. The correlational analyses showed that life stress was positively associated with cyberbullying perpetration/victimization cross-sectionally and longitudinally. After controlling other variables, life stress did not predict cyberbullying perpetration cross-sectionally or longitudinally, but cross-sectionally predicted cyberbullying victimization. The results only revealed the significant mediation effects of expressive suppression and online disinhibition at the first time point. Specifically, toxic disinhibition mediated the relationship between life stress and cyberbullying perpetration/victimization, and benign

disinhibition mediated the relationship between life stress and cyberbullying victimization. In addition, life stress cross-sectionally and positively predicted cyberbullying victimization through the serial mediating roles of expressive suppression and benign disinhibition. The results of the multi-group analysis showed that there was no significant difference in the hypothesized model for the male and female groups. This study reveals how life stress is related to cyberbullying perpetration/victimization. Reducing expressive suppression and online disinhibition may be effective in preventing cyberbullying among adolescents.

De Cock, L. (2023, juin 19). **Laurence De Cock: Dans la boîte noire du harcèlement scolaire.** Consulté 19 juin 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/19/laurence-de-cock-dans-la-boite-noire-du-harcelement-scolaire/>

Dans sa tribune mensuelle, Laurence De Cock revient sur le phénomène de harcèlement scolaire, au centre de l'actualité depuis plusieurs semaines. Elle décrit avec réalisme la douleur et l'horreur ressentie par le harcelé. Un texte dur, pas toujours évident à lire mais qui a le mérite de rappeler que lorsque l'on parle de harcèlement, c'est...

Kenwright, D., McLaughlin, T., & Hansen, S. (2023). **Teachers' perspectives about mindfulness programmes in primary schools to support wellbeing and positive behaviour.** *International Journal of Inclusive Education*, 27(6), 739-754. <https://doi.org/10.1080/13603116.2020.1867382>

School-based mindfulness programmes promote student wellbeing and positive behaviour as well as the development of key life skills including self-regulation and stress management. Teacher buy-in has been raised as a critical factor for the successful implementation of mindfulness programmes in schools. This paper reports on a mixed-methods study which gathered data about teachers' knowledge, beliefs and perspectives about mindfulness in New Zealand primary schools. Findings showed that teachers viewed mindfulness classroom programmes favourably and recognised the connection between the skills developed from mindfulness practice and behaviours valued in the classroom. Furthermore, teachers indicated the classroom teacher should be responsible for implementing such a programme and that mindfulness could be incorporated into daily practice at school.

Marsh, H. W., Guo, J., Parker, P. D., Pekrun, R., Basarkod, G., Dicke, T., ... Devine, E. K. (2023). **Peer Victimization: an Integrative Review and Cross-National Test of a Tripartite Model.** *Educational Psychology Review*, 35(2), 46. <https://doi.org/10.1007/s10648-023-09765-x>

School victimization issues remain largely unresolved due to over-reliance on unidimensional conceptions of victimization and data from a few developed OECD countries. Thus, support for cross-national generalizability over multiple victimization components (relational, verbal, and physical) is weak. Our substantive-methodological synergy tests the cross-national generalizability of a three-component model (594,196 fifteen-year-olds; nationally -representative samples from 77 countries) compared to competing (unidimensional and two-component) victimization models. We demonstrate the superior explanatory power of the three-component model—goodness-of-fit, component differentiation, and discriminant validity of the three components concerning gender differences, paradoxical anti-bullying attitudes (the Pro-Bully Paradox) whereby victims are more supportive of bullies than of other victims, and multiple indicators of well-being. For example, gender differences varied significantly

across the three components, and all 13 well-being indicators were more strongly related to verbal and particularly relational victimization than physical victimization. Collapsing the three components into one or two components undermined discriminant validity. Cross-nationally, systematic differences emerged across the three victimization components regarding country-level means, gender differences, national development, and cultural values. These findings across countries support a tripartite model in which the three components of victimization—relational, verbal, and physical—relate differently to key outcomes. Thus, these findings advance victimization theory and have implications for policy, practice, and intervention. We also discuss directions for further research: the need for simultaneous evaluation of multiple, parallel components of victimization and bullying, theoretical definitions of bullying and victimization and their implications for measurement, conceptual bases of global victimization indices, cyberbullying, anti-bullying policies, and capitalizing on anti-bullying attitudes.

Masson, J., & Darlington, E. (2023). **Bien-être et motivation avant et pendant la crise de la covid-19 chez les collégiens.** *Carrefours de l'éducation*, (55), 109-122. <https://doi.org/10.3917/cdle.055.0110>

L'objet de cet article est d'examiner les interactions entre le bien-être et la motivation des élèves de collège pendant le confinement que la crise sanitaire de la covid19 a provoqué. Ces deux concepts étant théoriquement liés et dépendants du contexte, nous avons fait l'hypothèse que cette situation particulière de confinement a potentiellement bouleversé les interactions entre motivation et bien-être. Pour vérifier cela, nous avons utilisés deux échelles de motivation (sentiment d'efficacité personnelle et intérêt) et une échelle de bien-être administrées à 377 élèves de collèges (âge moyen = 12.8 ans). Après traitement statistique, nous avons pu constater que leur bien-être ressenti à l'école, avant la crise de la covid-19 a eu un effet protecteur sur le bien-être général et la motivation pendant les 55 jours de confinement. Le bien-être étant un élément constitutif de la santé, cette recherche permet de réaffirmer l'extrême importance de son développement à l'école puisque les élèves semblent capitaliser le bien-être pour en bénéficier même en dehors de l'école et lors de situations anxieuses comme cet épisode de confinement.

Noipom, R., Lim, A., & Sittichai, R. (2023). **Determinants of cyberbullying perpetration on Facebook among secondary school students in Southern Thailand.** *Social Psychology of Education*, 26(3), 793-809. <https://doi.org/10.1007/s11218-023-09766-2>

This study examined the common forms of Facebook bullying perpetration and the factors associated with it among secondary school students in southern Thailand. The participants in this study were 600 secondary school students in Pattani province, southern Thailand, ranging in age from 13 to 18. The data were gathered through a questionnaire survey. The associations between the factors and the perpetration of Facebook (FB) bullying were investigated using Chi-squared test. The strength of association between factors and outcome was assessed using multiple logistic regression. The majority of the participants (71.2%) were females, and 51.8% were 15 years or younger. According to the findings, exclusion (28.55%), flaming (24.71%), and cyberstalking (9.16%) were the most common forms of FB bullying. Students having GPA less than 3, students who used FB extensively, spent more than 3 h per day on FB, shared personal information with others, and students who had a high peer attachment were more likely to be FB bullying perpetrators. In conclusion, to prevent cyberbullying,

monitoring and supervision of proper internet usage should be implemented, with a focus on academic accomplishment rather than being tied to peers.

Sarhangi, N., Rostami, M., Abbasirad, R., Fasihi, M., & Ahmadboukani, S. (2023). **Cyber victimization and suicidal behavior in high school students: The mediating role of psychological problems and perceived social support.** *Psychology in the Schools*, 60(7), 2395-2408. <https://doi.org/10.1002/pits.22868>

Students who are abused in various ways are at a higher risk for psychological problems such as depression and suicidal ideation. Accordingly, this study aimed to investigate the mediating role of psychological problems and perceived social support in the relationship between cyber victimization and suicidal behavior. The participants in this cross-sectional study were 250 adolescents, tenth, eleventh, and twelfth-grade students (aged 13–18 years) in Bushehr, Iran. The instruments used to collect the data were the Depression, Anxiety and Stress Scale-21 (DASS-21), Multidimensional Scale of Perceived Social Support (MSPSS), Suicide Behaviors Questionnaire-Revised (SBQ-R), and Cyberbullying/Victimization Experiences Questionnaire. SPSS-25 and AMOS-24 software were used for data analysis. The indirect and negative effects of perceived social support showed that support (from family members and significant others) is associated with reduced suicidal behavior in students experiencing cyber victimization. Moreover, the indirect and positive effects of psychological problems showed that cyber victimization increases the risk of students experiencing symptoms of depression, anxiety, and stress, and may lead to increased suicidal behavior in them. The experience of cyberbullying victimization in students is associated with their suicidal behavior. These students need treatment through psycho-educational interventions or even psychotherapy in some cases.

Évaluation des dispositifs d'éducation-formation

Carlo, M. E. D., Castellani, A., Corrieri, L., Mattiacci, G., & Batini, F. (2023). **La parola agli studenti! Un'esperienza di Focus Group a scuola sul tema della lettura nell'ambito della politica educativa «Leggere: Forte! Ad alta voce fa crescere l'intelligenza».** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 25-45. <https://doi.org/10.7358/ecps-2023-027-deca>

The Floor To The Students! A Focus Group Experience At School On The Subject Of Reading As Part Of The Educational Policy «Leggere: Forte! Ad Alta Voce Fa Crescere L'Intelligenza» This descriptive survey, conducted as part of «Leggere: Forte! Ad alta voce fa crescere l'intelligenza» an educational policy promoted by Region of Tuscany to introduce intensive and systematic reading aloud by teachers in schools of all levels, aims to explore how exposure to reading aloud influences students' perceptions toward reading itself. 16 Focus Groups were conducted in Primary and Secondary Schools both with adhering (LF) and not-adhering (NLF) classes to the «Leggere: Forte!» policy. Data analysis included a triangular categorization of the transcribed corpus among three independent researchers and an in-depth investigation of emotional-affective evidence, using Mood Meter (Brackett, Caruso, & Stern, 2006; Nathanson et al., 2016) as a reference model. The study showed differences in category occurrences between LF and NLF groups. Emotional mapping analysis, in particular, found a significantly larger expressed emotional repertoire in LF classes. The evidence suggests that exposure to narrative training promotes the acquisition of greater emotional competence, a relevant variable for academic success.

D'Agostino, T. J., & Madero, C. (2023). **The Machuca experience: A retrospective case study of school-based socio-economic integration.** *International Journal of Educational Development*, 100, 102790. <https://doi.org/10.1016/j.ijedudev.2023.102790>

This paper explores the experiences of former low-income children that, in the late 1960s and early 1970s, were integrated into Saint George's College, an elite private school in Santiago, Chile. Using a primarily qualitative, retrospective case study design, we focus on the experiences and perceptions of former students to explore lessons from this evocative case study of socio-economic integration. Findings point to key situational differences in low-income students' integration experiences and sense of belonging. Heterogeneous experiences ranged from negative, such as bullying, discrimination, and experiences that deepened class-based identities, to experiences of support, inclusion, and friendship. Factors affecting the level and nature of integration experiences are considered in relation to contact theory and refinements to the theory are proposed to account for developmental differences in integration experiences.

Pouzergues, P. (2022, octobre 19). **Mise en place d'un dispositif hybride pour la classe multi-niveaux en contexte pandémique: résultats d'une recherche-action et perspectives.** Présenté à VI Congrès international franco-espagnol E-GRAPHELES: Communication et enseignement des langues en environnement numérique. Consulté à l'adresse <https://hal.science/hal-03822553>

Smolarek, B. B., Wolfgram, M., Vang, M. N., Xiong, C. P., Lee, L., Lee, P., ... Xiong, P. (2023). **Our HMoob American College Paj Ntaub: student-engaged Community-Based Participatory Action Research (CBPAR) as counter-invisibility work.** *International Journal of Qualitative Studies in Education*, 36(6), 1018-1038. <https://doi.org/10.1080/09518398.2021.1888162>

This article presents the institutional and historical context, methods, findings, and action-consequences of 'Our HMoob American College Paj Ntaub,' a qualitative, student-led Participatory Action Research (PAR) project documenting the sociocultural and institutional factors that influence HMoob American college students' experiences at the University of Wisconsin-Madison. Drawing on concepts from Asian Critical Race Theory (AsianCrit), we identify sociocultural and institutional processes that misrepresent and erase HMoob American experiences, producing a profound and troubling experience of institutional invisibility which has serious consequences for students' wellbeing and educational attainment. However, we also document that student-led PAR research can be an effective means of enacting what we term 'counter-invisibility work,' by producing compelling counter-narratives that expand social networks for activism, outreach, and policy enactment.

Templeton, T., White, C. L., & Horn, C. L. (2023). **The Far Reach of the Texas Top Ten Percent Plan: Consideration of Professional School Degrees.** *The Journal of Higher Education*, 94(5), 581-608. <https://doi.org/10.1080/00221546.2023.2171216>

The purpose of this paper is to document the indirect effects of the Texas Top Ten Percent Plan on professional school degrees awarded and to propose the far reach of the law as an alternative argument in support of race-conscious admissions policies challenged under the strict scrutiny standard. Designed around the two tests of strict scrutiny, this study first highlights the essential need for a diverse constituency of professionals to enable societal advancement as a compelling state interest established by the courts

and then provides empirical evidence to support additional narrowly tailored race-conscious admissions policies. Complementary interrupted time series analysis and logistic regression find that current admissions policies fail to improve diversity in professional school degrees awarded.

Young, A., Clendon, S., & Doell, E. (2023). **Exploring augmentative and alternative communication use through collaborative planning and peer modelling: a descriptive case-study.** *International Journal of Inclusive Education*, 27(6), 755-770. <https://doi.org/10.1080/13603116.2020.1867383>

A descriptive case-study design was used to document the implementation of a four-phase intervention for a child with autism spectrum disorder (ASD) who uses augmentative and alternative communication (AAC) in an inclusive classroom. The focus of the intervention was on enhancing social communication through peer modelling of the child's speech-generating app during news-sharing, and the intervention was developed and enacted in a collaborative partnership with the classroom teacher. Various sources of data, including interviews, observations, and data from the child's AAC system, were collated and analysed. From this analysis, three key themes emerged: (a) Enhanced Participation, (b) Optimising AAC Acceptance and Use, and (c) Increased Teacher Agency. These themes suggest positive outcomes for a naturalistic, social-communication intervention, adding to the calls for further research in this area.

Zimmermann, P., Demogeot, N., Metz, C., & Flavier, E. (2022). **L'aide professionnelle individualisée, un dispositif local pour prévenir le décrochage professionnel des enseignants novices.** *Les Dossiers des sciences de l'éducation*, (47), 121. Consulté à l'adresse <https://hal.science/hal-03188367>

Face à l'augmentation alarmante du nombre d'enseignants novices en difficulté en France, les initiatives locales se multiplient pour répondre aux situations d'urgence auxquelles ils sont confrontés. Cette étude qualitative appuyée sur les postulats de la clinique de l'activité (Clot, 2015) analyse comment les enseignants novices s'approprient un dispositif local d'accompagnement professionnel individualisé en France. Trois besoins sont identifiés: être rassuré en situation de souffrance professionnelle, rompre avec un sentiment de solitude, s'approprier des gestes de métier. Nous discutons l'importance du collectif dans le dispositif pour faciliter l'accès au genre professionnel.

Formation continue

Bagorski, R. (2023). **Auteur plutôt qu'acteur de son parcours de formation.** *Éducation Permanente*, 234-235(1-2), 147-152. <https://doi.org/10.3917/edpe.234.0147>

Le salarié est devenu «acteur» de la construction de sa qualification et de ses compétences... Mais acteur ne signifie pas auteur. Être acteur, c'est jouer un rôle écrit par d'autres, sous l'autorité d'un metteur en scène, dans un cadre déterminé. On demande à l'acteur d'interpréter, une situation, d'incarner un rôle, de créer un personnage dans un cadre précis. Être auteur, c'est écrire son propre scénario, déterminer ses propres objectifs, en fonction de ses désirs. Chaque actif dispose aujourd'hui d'un compte «personnel» de formation, certes, mais son utilisation ne peut se faire que dans les limites imposées par l'employeur, les branches professionnelles,

l'État... L'individu reste donc acteur de son parcours... à condition qu'il réponde aux besoins de l'économie.

Balas, S. (2023a). **De l'investissement dans les savoirs à la certification des compétences.** *Éducation Permanente*, 234-235(1-2), 153-162. <https://doi.org/10.3917/edpe.234.0153>

Si Pierre Caspar a pensé de manière originale et riche la formation des adultes, que nous reste-t-il de son héritage ? En 2023, la formation est confrontée à des questions inédites, en particulier au changement de repère entre durée de formation et certification qui habille d'un nouveau jour les contradictions entre champ éducatif et champ économique. Ce repère même est aujourd'hui requestionné par l'émergence de nouveaux outils de certification portés par les acteurs du numérique. Comment concilier enjeux de certification des compétences et agilité des dispositifs ?

Balas, S. (2023b). **La catachrèse pour regarder autrement le travail et les modalités de son apprentissage.** *Éducation Permanente*, 234-235(1-2), 11-20. <https://doi.org/10.3917/edpe.234.0011>

C'est sur la volonté de subordonner la conception de dispositifs de formation à une analyse préalable du travail que s'est peu à peu construite, notamment au CNAM, la didactique professionnelle. Définie comme l'analyse du travail en vue du développement de compétences, la didactique professionnelle se caractérise par l'adoption d'un regard sur l'apprentissage établi du point de vue de l'activité (en l'occurrence de l'activité professionnelle) mais aussi sur l'apprentissage établi du point de vue du développement du sujet (plus exactement du développement de ses compétences). Il s'agit donc, pour former un formateur à l'analyse du travail, de l'aider à « changer de regard », à l'éduquer.

Betton, E. (2023). **La médiation, une mise en relation.** *Éducation Permanente*, 234-235(1-2), 163-178. <https://doi.org/10.3917/edpe.234.0163>

S'appuyant sur une comparaison entre la pratique pédagogique et une pratique thérapeutique à médiation artistique, l'article interroge le travail de médiation qui s'exerce au cœur de la relation pédagogique, dans un contexte de développement des moyens de diffusion des savoirs et de digitalisation de la formation. Un tel contexte constitue une opportunité d'accès aux savoirs mais aussi le risque de confondre mise à disposition de savoirs et expérience de formation, et de minorer l'activité de médiation inhérente à la pratique de formation. En tant que mode de présence, modalités de relation et effets de résonance, les phénomènes d'attention conjointe sont proposés comme axes de réflexion pour la compréhension de ce qui peut se jouer dans la relation pédagogique lorsqu'elle se déploie dans l'immédiateté de la coprésence. Le parallèle avec les pratiques thérapeutiques à médiation musicale permet d'introduire la dimension de soin dans l'acte éducatif ou formatif.

Blanc, J., & Tillon, A. B. (2023). **Composer avec les technologies du web.** *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 11-35. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/498>

Bourmaud, G., & Munoz, G. (2023). **Situations de substitution de ressources et développement.** *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 53-71. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/490>

Doesn't the notion of coupling between subject and situation, and more broadly between subject and environment, deserve to be extended? It is no longer just a question of considering an environment that allows the subject to develop, but also the role of the subject who in turn is able to act for the environment as an ecological milieu. The analysis of the activity of permaculturists based on an observation and an increased conceptualization of the systemic and dynamic processes of the living world, in partnership with them, can constitute an avenue in this sense. Based on the observation of the permaculturists' resource system, through an approach that is not only functional but also developmental in terms of resource substitution, we propose avenues for training. These combine the contributions of the instrumental approach (Rabardel, 2005) with those of professional didactics, particularly when it studies work with living things (Mayen, 2014).

Bremond, C. (2023). **Comment aborder les émotions en formation ?** *Éducation Permanente*, 234-235(1-2), 239-244. <https://doi.org/10.3917/edpe.234.0239>

Caillaud, P. (2023). **La formation est-elle devenue un objet de consommation ?** *Éducation Permanente*, 234-235(1-2), 137-146. <https://doi.org/10.3917/edpe.234.0137>

La contractualisation du départ en formation, le développement de la fraude et le recours croissant à la notion de certification semblent montrer un déplacement progressif de la figure du «formé travail-leur» vers le «formé consommateur de formation», et s'accompagnent du renforcement des outils juridiques du droit de la consommation plus que du droit du travail. Face à ces évolutions, le droit de la formation est-il toujours lié à celui de l'activité professionnelle ou la formation ne devient-elle pas juridiquement un objet de consommation ?

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). **The future of vocational education and training in Europe Volume 4 - Delivering lifelong learning: the changing relationship between IVET and CVET**. Consulté à l'adresse https://www.cedefop.europa.eu/files/5591_en.pdf

L'étude compare la manière dont les sous-systèmes d'enseignement et de formation professionnels initiaux et continus interagissent pour soutenir l'apprentissage des adultes et faciliter l'apprentissage tout au long de la vie. Elle analyse dans quelle mesure les systèmes de formation initiale s'ouvrent aux adultes et si les politiques et les pratiques nationales et régionales soutiennent ou empêchent un lien plus étroit entre les deux sous-systèmes. Elle s'appuie pour cela sur des études de cas nationales afin de mieux comprendre les obstacles et les opportunités dans le domaine et de soutenir parties prenantes et décideurs politiques chargés de faire avancer l'apprentissage tout au long de la vie en Europe.

Chatagnon, A., Fournier, C., Kogut-Kubiak, F., Sgarzi, M., & Berthon-Dumurgier, A. (2023). **Les « apprentissages dans le travail » et leurs reconnaissances**. Consulté à l'adresse <https://www.cereq.fr/les-apprentissages-dans-le-travail-et-leurs-reconnaisances>

Chrétien, F. (2023). **Conditions et potentiels d'instrumentalisation dans l'enseignement de la gestion des bioagresseurs**. *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 72-96. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/502>

Agricultural sciences have a central place in technical agricultural education, especially for some technical curricula such as the CGEA professional baccalaureate and the APV and ACSE BTS classes. However, the constitution of knowledge and references is constantly evolving, with the development of the technical and academic field but also with the importance of agro-ecological issues that push to renew the skills and agricultural vocations. In this context, the Didacphyto research project, ended in 2016, questioned the interest and possible use of resources produced by agronomic sciences and technologies to promote the teaching of pesticide-saving pest management. This article presents some of its results by analyzing, through a didactic, professional didactic and instrumental approach, the conditions of appropriation of these resources in teaching-learning situations. The analysis sheds light on the discrepancies between the logic of conception and that of situated uses, and allows us to examine the phenomena of instrumental genesis (in particular instrumentalization) deployed by the teachers during the preparation and implementation of pedagogical sessions integrating one of the chosen artifacts. These results are discussed in relation to the learning issues raised by the government's « Teaching to Produce Differently » program.

Chrétien, F., & Vidal-Gomel, C. (Éd.). (2023). **Des instruments pour les situations d'apprentissage : entre potentialités et obstacles (Dossier)**. *TransFormations - Recherche en Éducation et Formation des Adultes*, 1(25). Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/issue/view/87>

Ciavaldini-Cartaut, S. (2023). **Instrumenter les situations de classe pour accroître leur potentiel d'apprentissage**. *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 112-129. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/483>

This article presents the first results of a collaborative research-intervention conducted in a secondary school where the paradigm of the school of trust is being operationalised. Classroom situations are instrumented by teachers who use educational nudges to inscribe their activity in educational caring. From the theoretical framework of activity theories, we show how this use contributes to the reinforcement of the volition and self-regulation of the pupils as well as the teachers' agentivity towards the school form of education.

Cmec (Conseil des ministres de l'éducation (Canada)) & UNESCO Institute for Lifelong Learning. (2023). **Canada's Submission to the Fifth Global Report on Adult Learning and Education (GRALE V)** (p. 1-39). Consulté à l'adresse CMEC website: https://cmec.ca/Publications/Lists/Publications/Attachments/437/2021_GRALE%20V_FIN_AL_EN.pdf

Cuvelier, L., & Fernagu, S. (2023). **Sujets capables et environnements capacitants**. *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 130-147. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/481>

De Gasparo, S., & Demissy, R. (2023). **Les investissements immatériels en contexte de transition : quelle économie de la formation ?** *Éducation Permanente*, 234-235(1-2), 191-210. <https://doi.org/10.3917/edpe.234.0191>

La notion d'«investissement immatériel», développée par Pierre Caspar, s'avère particulièrement utile pour penser une économie de la formation à la hauteur des enjeux

contemporains de la transition écologique et sociétale. À condition néanmoins de la revisiter à partir des enjeux du travail vivant, d'une conception renouvelée du modèle de développement économique et des dynamiques collectives à l'échelle des territoires de vie. Après une présentation de l'actualité du travail de Pierre Caspar, sont présentés et discutés deux témoignages d'organisations engagées depuis de nombreuses années dans des dispositifs d'appui au développement de compétences au service de la transition. La conclusion propose une perspective s'appuyant sur l'expérience du travail pour penser une économie de la formation en contexte de transition.

de Lescure, E., & Divert, N. (2023). **De quoi les « métiers de la formation » sont-ils le nom ?** *Éducation Permanente*, 234-235(1-2), 21-31. <https://doi.org/10.3917/edpe.234.0021>

Depuis plus de soixante ans, le développement de la formation a favorisé celui des agents de la formation et l'émergence de la catégorie « métiers de la formation » aux frontières floues. Alors que la figure du formateur constituait une référence générique, progressivement, différents métiers ont été distingués parallèlement à une division du travail croissante. L'hétérogénéité de cette catégorie ne fait que se renforcer par la diffusion des termes accompagnement et coaching qui, tout en revendiquant de nouvelles pratiques, questionne leurs spécificités pédagogiques.

Gagneur, C.-A. (2023). **Travail, formation, numérique : quels formateurs pour quels apprentissages ?** *Éducation Permanente*, 234-235(1-2), 179-189. <https://doi.org/10.3917/edpe.234.0179>

Cette contribution part d'une exploration de l'alternative information versus savoirs dans l'usage des outils numériques, et analyse la structure logique des outils numériques les plus habituels et de leur contribution potentielle à la formation pour dégager quelques pistes en vue de penser le travail des acteurs de la formation dans un écosystème numérique en train de mûrir. S'y posent notamment les questions de la conception et de l'usage d'environnements numériques centrés sur la progression de l'expérience plus que sur la découverte de savoirs de référence, mais aussi celle des enjeux de l'accompagnement formatif dans ces nouveaux contextes. Car c'est finalement la question de la prise en compte du travail réel et des particularités des situations dans l'ensemble des processus d'ingénierie et de conduite des formations qui vient poser quelques repères militant pour l'ouverture de nouveaux espaces de créativité pédagogique cohérents avec les principes et les enjeux de la formation professionnelle.

Girard, N. (2023). **Former des professionnels à un nouveau regard.** *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 97-111. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/482>

Evaluating the objects of the activity is an essential process of professional intelligence, which allows us to give them qualities according to the subject's aims. When the activity is transformed, there is both learning of new « ways of seeing » and new social constructions of these judgments. Based on a bibliographic exploration of the literature on aesthetic judgments in organizations and on professional vision, this article proposes a pragmatist understanding of these valuation processes and confronts it with the empirical analysis of a situation of professional training of farmers. After describing the symbolic instruments produced and disseminated in this system, we question their capacity to accompany the learning of these professionals involved in the ecological transition, and beyond that, their professional development

Hugo, C., Vidal-Gomel, C., & Sophie, L. B. (2023). **Situations sensibles de la conduite automatisée.** *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 36-52. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/491>

Jobert, G. (2023). **Le coût subjectif de l'incertitude au travail.** *Éducation Permanente*, 234-235(1-2), 231-237. <https://doi.org/10.3917/edpe.234.0231>

Labbé, S., & Rougerie, C. (2023). **Intervenir en milieu de travail, entre recherche et formation.** *Éducation Permanente*, 234-235(1-2), 75-84. <https://doi.org/10.3917/edpe.234.0075>

L'article met en dialogue recherche et formation en milieu de travail en interrogeant les collaborations entre apprenants, praticiens et chercheurs. Le titre interroge le sens donné à l'intervention en milieu professionnel. S'agit-il d'intervenir ou d'intervenir ? D'intervenir ou d'interagir ? D'accompagner, de conseiller, collaborer, coopérer... ? À quelles postures ces différents termes renvoient-ils ? Au-delà des termes, quels croisements des savoirs imaginer ? Où se tissent donc les espaces de réflexivité pour une hybridation féconde entre recherche, formation et pratiques professionnelles ? Existe-t-il des pratiques émergentes, invisibles voire clandestines, dans ce domaine ? Quid de l'investigation sur des données auxquelles on ne s'attend pas (littérature grise, enregistrement de réunions, artefacts de l'activité...) ou avec des outils collaboratifs devenus des outils de recherche. C'est bien au cœur de la sémantique de l'« entre » que s'invite le débat afin de mettre en évidence les dimensions médiatrices, voire traductrices, à l'œuvre.

Lavielle-Gutnik, N., & Marechal, D. (2023). **Le RUMEF : une histoire, des acteurs, des ambitions pour l'avenir des métiers de la formation.** *Éducation Permanente*, 234-235(1-2), 121-126. <https://doi.org/10.3917/edpe.234.0121>

Permettre une réflexion rigoureuse et libre sur la formation des professionnels de la formation, développer une offre de formation et la mettre en visibilité sur le fondement de travaux de recherche et d'un travail académique, pour envisager les grands défis d'un progrès durable et responsable, telles sont les ambitions du Réseau unational des universités préparant aux métiers de la formation.

Léonard, É. (2023). **Formateur/maître d'apprentissage : une rivalité féconde ?** *Éducation Permanente*, 234-235(1-2), 33-41. <https://doi.org/10.3917/edpe.234.0033>

Formateur et maître d'apprentissage sont les deux principaux référents de l'apprenti. Tous deux occupent pourtant un territoire singulier et circonscrit. Au premier incombe la formation en vue de l'obtention du diplôme, dans l'espace clos du centre de formation. Au second revient la confrontation à l'activité professionnelle réelle, hors les murs, comme dans la vraie vie. Tous deux ont pourtant une mission commune : assurer la montée en compétences de « leur » apprenti, même s'ils le confrontent à des pratiques et des discours parfois contradictoires. Sur fond de rivalité réelle ou fantasmée, ils offrent néanmoins à l'apprenti la possibilité de se positionner et de tracer sa voie. L'article montre la fécondité de cette rivalité.

Leplat, J. (2023). **À propos des compétences incorporées.** *Éducation Permanente*, 234-235(1-2), 217-229. <https://doi.org/10.3917/edpe.234.0217>

Lima Araújo, R. M., Moreira Cunha, D., & Renier, S. (2023). **Les relations travail-formation au Brésil. Entre luttes sociales, perspectives épistémologiques et horizon axiologique.** *Éducation Permanente*, 234-235(1-2), 85-97. <https://doi.org/10.3917/edpe.234.0085>

L'article part d'une lecture du contexte brésilien pour montrer quelles sont les dimensions permettant de comprendre et de caractériser la nature des relations entre travail et formation. À travers une étude des dimensions historiques, épistémologiques, politiques et géographiques, il s'agit d'identifier ce qui constitue la singularité de cette question au Brésil, et de poser les prémisses d'une théorie située des relations entre travail et formation, appelant à un décentrement du regard afin de réévaluer l'importance de ces dimensions dans l'appréhension de contextes autres et d'en souligner le caractère éminemment problématique et politique.

Pagnani, B., & Durrive, L. (2023). **Outils des acteurs et instrumenter les pratiques professionnelles : une double intention formative.** *Éducation Permanente*, 234-235(1-2), 53-60. <https://doi.org/10.3917/edpe.234.0053>

Dans l'enseignement supérieur, le cadre politique et institutionnel de l'éducation et la formation tout au long de la vie s'est peu à peu institué avec l'émergence d'une instrumentation sociale à l'usage des établissements centrée sur le développement des compétences et la valorisation de l'expérience des étudiants dans une visée de professionnalisation. À l'université, les formations font ainsi l'objet d'une réingénierie selon l'approche par compétences. Cette nouvelle ingénierie de formation soulève une multitude de questions qui se rapportent d'un côté à l'outillage pédagogique, et de l'autre à l'instrumentation des pratiques pour le concevoir et en faire usage. Les auteurs font l'hypothèse que la professionnalisation porte implicitement une double intention formative qui ne peut se traduire qu'à la faveur d'un rapport critique aux outils, en les interrogeant en tant qu'instruments de professionnalisation dans leurs usages réels.

Roy, V. (2023). **Pratiques pédagogiques favorisant la réussite des cours d'histoire du Québec et du Canada en formation générale des adultes** (Essai, Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/20396>

Au Québec, la formation générale des adultes (FGA) baigne dans un contexte organisationnel fort différent de celui des jeunes. En effet, les élèves peuvent y commencer leur formation à tout moment, à temps partiel ou à temps plein, de jour ou de soir. Les classes sont hétérogènes tant du côté des matières enseignées dans un même groupe que des niveaux enseignés au même moment. Il est donc rare d'y observer des dynamiques de groupe, car le type d'enseignement dispensé est habituellement différent de celui du secteur jeune. Depuis l'automne 2022, le nouveau Programme d'histoire du Québec et du Canada a été implanté en FGA. Semblable à celui proposé aux jeunes des troisième et quatrième secondaire, il touche très peu d'élèves au secteur adulte. Les préoccupations du personnel en FGA au CSSPI quant à la réussite des élèves ont motivé de cibler les pratiques pédagogiques favorisant la réussite des quatre cours du programme. Plus spécifiquement, les objectifs de recherche ciblés sont les suivants : OS 1 Déterminer quelles sont les pratiques qui favorisent la mémorisation des savoirs historiques; OS 2 déterminer quelles sont les pratiques qui favorisent l'apprentissage des savoir-faire relatifs aux opérations intellectuelles; OS 3 déterminer quelles sont les pratiques qui favorisent l'apprentissage des savoir-faire relatifs à l'analyse de documents historiques; OS 4 déterminer l'apport des TIC dans l'enseignement du cours d'histoire du Québec et du Canada. L'approche de recherche est qualitative. La collecte de données a été réalisée à l'aide d'entrevues

semi-dirigées individuelles réalisées auprès de six personnes participantes volontaires. Elles ont été choisies à partir de critères d'inclusion dont leur connaissance du programme, leur expérience et leur connaissance des TIC. Les résultats de l'analyse des données sont regroupés en fonction de la fréquence avec laquelle elles sont mentionnées par les personnes participantes. L'utilisation des TIC, du cahier, ou d'exercices, la prise en compte de la zone proximale de développement, le modelage et l'organisation des savoirs sont les pratiques ayant obtenu la fréquence la plus élevée. Finalement, les résultats permettent de cibler des pratiques pédagogiques qui favorisent la réussite des cours d'histoire du Québec et du Canada en FGA. D'autres recherches étalées dans le temps ainsi qu'un accompagnement du personnel enseignant pour la diffusion et le transfert des données de la recherche s'avèrent des pistes de développement intéressantes à la suite des conclusions de cet essai.

Santelmann, P. (2023). **Apprentissage, emploi des jeunes et rapport au travail.** *Éducation Permanente*, 234-235(1-2), 245-257. <https://doi.org/10.3917/edpe.234.0245>

Thievenaz, J. (2023). **Présupposés et logiques scientifiques de l'analyse du travail en sciences de l'éducation et de la formation.** *Éducation Permanente*, 234-235(1-2), 107-120. <https://doi.org/10.3917/edpe.234.0107>

En partant du constat de l'intérêt de la recherche en sciences de l'éducation et de la formation pour les concepts et les méthodes de l'analyse du travail, cet article propose de réinterroger plusieurs présupposés et logiques scientifiques qui sous-tendent ce type d'approches. Il s'agit de questionner les fondements de ces travaux, les facteurs sociaux, culturels et académiques qui concourent à leur développement, ainsi que les tensions qui les traversent. L'article s'inscrit dans une réflexion épistémologique plus générale, consistant à remettre à l'étude les catégories d'analyse élaborées durant les dernières décennies dans la recherche en éducation et formation.

Tilley, L. (2023). **School resources, peer inputs, and student outcomes in adult education** (Working Paper Series N° 2023:9). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2023_5f009.htm

This paper studies a large-scale educational expansion to evaluate whether shocks to school inputs have an impact on the academic achievement of adult education students. I analyze the spillover effects of a Swedish policy that temporarily doubled enrollment in adult education, thus putting considerable strain on school inputs. Since the policy targeted individuals age 25 and over, my analysis focuses on individuals under age 25 to mitigate concerns that changes in student composition drive my findings. First, I establish that students in regions subject to larger enrollment shocks experienced stronger negative shocks to peer quality and school resources such as teacher credentials and per pupil expenditure. Then, I show that the stronger negative shocks to peer quality and school resources coincided with larger increases in course dropout. Taken together, the two sets of results suggest a causal link between school inputs and course dropout.

Ulmann, A.-L. (2023). **Un moment de pause réflexive sur l'avenir de la formation des adultes.** *Éducation Permanente*, 234-235(1-2), 133-136. <https://doi.org/10.3917/edpe.234.0133>

Ulmann, A.-L., & Fristalon, I. (2023). **Quand le travail s'invite, qu'en est-il des visées émancipatrices de la formation ?** *Éducation Permanente*, 234-235(1-2), 99-105. <https://doi.org/10.3917/edpe.234.0099>

Depuis longtemps, la formation des adultes est suspectée de négliger les visées sociales qui étaient les siennes : former des citoyens. Cette suspicion est d'autant plus actuelle que la loi de 2018 assigne à la formation un objectif explicitement professionnel. On peut comprendre les craintes des partenaires sociaux à l'égard de ce « tournant utilitariste » dès lors que le travail s'invite dans la formation. L'article s'attache pourtant à faire l'hypothèse inverse : faire usage des situations de travail comme ressources pour la formation peut constituer un levier et permettre aux professionnels de tenir un point de vue sur leur activité, de s'émanciper d'un prescrit intenable et de réinstaurer des dialogues professionnels contribuant à plus de démocratie au sein des organisations.

Verquin Savarieau, B., & Papadopoulou, M. (2023). **Des ingénieries à l'ingenium de formation.** *Éducation Permanente*, 234-235(1-2), 61-74. <https://doi.org/10.3917/edpe.234.0061>

Cet article questionne les effets du rapprochement du travail et de la formation. Il réinterroge également les pratiques d'ingénierie en formation comme étant l'un des moyens d'accompagner les évolutions du travail. Si cette question n'est pas nouvelle, la centration sociale sur le travail, son utilité et son efficacité, ont pour conséquence de se répercuter également sur les conceptions et les pratiques de formation. Jadis pensée, conçue et animée en dehors de l'activité professionnelle, la formation doit aujourd'hui démontrer son efficacité en intégrant les situations de travail comme l'une de ses principales préoccupations, témoignant ainsi de nouveaux rapports aux savoirs, notamment aux savoirs d'action.

Wittorski, R. (2023). **Les rapports formation-travail : des conceptions contrastées.** *Éducation Permanente*, 234-235(1-2), 43-51. <https://doi.org/10.3917/edpe.234.0043>

Ce texte a pour intention de mettre en évidence quelques tendances d'évolution dans la façon de faire vivre les rapports entre formation et travail, c'est-à-dire les liens ou les articulations existant entre ces deux espaces-temps. Dans une perspective socio-historique, il interroge les conceptions successives des rapports entre ces deux champs qui se sont longtemps ignorés avant de se rapprocher, puis rend compte de quelques initiatives prises récemment pour organiser, penser et faire vivre de façon privilégiée des liens plus étroits entre le travail et la formation.

Marché du travail

Baiocco, M., Blais, M., Samoilenko, M., Chamberland, L., & Côté, I. (2023). **Élaboration d'un indice composite de qualité de l'emploi des travailleurs et travailleuses LGBTQ+ du Québec (Canada).** *Revue Internationale Du Travail*, 162(2), 361-388. <https://doi.org/10.1111/ilrf.12238>

Résumé L'hétérosexisme et le cisgenrisme peuvent conduire à des expériences d'exclusion sociale vécues au travail, qui nuisent au bien-être des personnes LGBTQ+. Pour mesurer cette réalité, les auteurs construisent un indice de qualité de l'emploi spécifique, en s'appuyant sur des données issues d'un échantillon de 1 761 travailleurs et travailleuses LGBTQ+ du Québec, recrutés dans le cadre de l'enquête SAVIE-LGBTQ (2019–2020). Cet indice, créé au moyen de scores factoriels, comprend 16 indicateurs et

5 dimensions. Il possède une cohérence interne acceptable et est associé modérément à la satisfaction au travail des personnes LGBTQ+. L'indice révèle des différences attendues entre les groupes, ce qui soutient sa validité conceptuelle.

Billon, A., Filleul, M., & Vérien, D. **Parité dans la haute fonction publique.** , (2022). Proposition de loi visant à renforcer l'accès des femmes aux responsabilités dans la fonction publique

Cahuc, P., & Hervein, J. (2023). **Quelles politiques d'emploi pour les jeunes ?** Consulté à l'adresse <https://www.pressesdesciencespo.fr/fr/book/?GCOI=27246100421450>

En France, plus de 15 % des jeunes sont au chômage. Ce taux s'élève à 50 % pour ceux qui, à 20 ans, ne détiennent au mieux que le brevet du collège ; il est toujours de 25 % lorsqu'ils atteignent la trentaine. Les dispositifs pour y remédier n'ont pourtant pas manqué depuis quarante ans. En retraçant leurs différentes évaluations, les auteurs montrent que, malgré leur coût, la plupart de ces dispositifs agissent très marginalement sur l'insertion professionnelle des jeunes sortis prématurément du système éducatif. Ils relèvent, a contrario, l'efficacité de certains leviers actionnés dans d'autres pays. L'un d'eux, primordial, est l'orientation et la préparation des jeunes pendant leurs études par des conseillers qui les accompagnent jusqu'à l'obtention d'un emploi. Pierre Cahuc est professeur d'économie à Sciences Po Paris et membre de l'Institut universitaire de France. Il est directeur du programme à l'Institute of Labor Economics, à Bonn, et fellow du Center for Economic Policy Research, à Londres. Jérémie Hervein est enseignant-chercheur en économie au THEMA, centre de recherche associé à CY Cergy Paris Université.

Chavagneux, C. (2023, juin 30). **Quel est l'impact des révolutions technologiques sur l'emploi ?** Consulté 3 juillet 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/limpact-revolutions-technologiques-lemploi/00107411>

Une étude d'histoire économique britannique fait la synthèse de ce que l'on sait des liens entre révolution technique et évolution de l'emploi. Conclusion principale : il y a du boulot...pour documenter plus précisément le sujet.

Collins, W. J., & Zimran, A. (2023). **Working Their Way Up? US Immigrants' Changing Labor Market Assimilation in the Age of Mass Migration.** *American Economic Journal: Applied Economics*, 15(3), 238-269. <https://doi.org/10.1257/app.20210008>

Whether immigrants advance in labor markets during their life-times relative to natives is a fundamental question in the economics of immigration. We examine linked census records for five cohorts spanning 1850–1940, when immigration to the United States was at its peak. We find a U-shaped pattern of assimilation: immigrants were « catching up » to natives in the early and later cohorts, but not in between. This change was not due to shifts in immigrants' source countries. Instead, it was rooted in men's early-career occupations, which we associate with structural change, strengthening complementarities, and large immigration waves in the 1840s and 1900s.

DARES. (2023). **Les métiers en 2030.** Consulté à l'adresse DARES website: <https://dares.travail-emploi.gouv.fr/dossier/les-metiers-en-2030>

Création et destructions d'emploi, jeunes entrant sur le marché du travail, postes à pourvoir, difficultés de recrutement...découvrez tous les chiffres, locaux et nationaux dans notre nouvelle datavisualisation.

Dusopt, O. **Plein emploi.** , Pub. L. No. 710 (2022-2023) (2023).

Projet de loi pour le plein employ <https://www.senat.fr/dossier-legislatif/pjl22-710.html>

INSEE. (2023a, juin 27). **Emploi-Activité en 2020.** Consulté 28 juin 2023, à l'adresse INSEE website: <https://www.insee.fr/fr/statistiques/7632977>

INSEE. (2023b, juin 28). **Principaux indicateurs sur l'emploi, le chômage et l'activité par DOM.** Consulté 3 juillet 2023, à l'adresse INSEE website: <https://www.insee.fr/fr/statistiques/4173401>

INSEE. (2023c, juin 29). **Activité, emploi et chômage en 2022 et en séries longues.** Consulté 3 juillet 2023, à l'adresse INSEE Résultats website: <https://www.insee.fr/fr/statistiques/7625272>

INSEE. (2023d, juin 29). **Emploi, chômage, revenus du travail.** Consulté 3 juillet 2023, à l'adresse INSEE Références website: <https://www.insee.fr/fr/statistiques/7456956>

Jaramillo Baanante, M., & Campos Ugaz, D. (2023). **Le travail temporaire, un tremplin vers l'emploi permanent? Nouvel éclairage à partir de données sur le Pérou.** *Revue Internationale Du Travail*, 162(2), 221-245. <https://doi.org/10.1111/ilrf.12277>

Résumé Les auteurs cherchent à déterminer dans quelle mesure le travail temporaire fonctionne comme un tremplin vers l'emploi permanent, en distinguant les transitions intra-entreprises et interentreprises. Pour cela, ils s'appuient sur une base de données employeurs-salariés recueillies au Pérou sur la période 2012-2016. Ils proposent plusieurs mesures de ces transitions et estiment des modèles de durée. Ils montrent que seuls 7 pour cent des contrats à durée déterminée sont suivis d'un contrat à durée indéterminée. Ces conversions relèvent d'une mobilité intra-entreprise dans environ la moitié des cas.

Mahlaoui, S., Cadet, J.-P., & Ronzy, M. (2023). **Manager plus efficacement mais sans perdre son âme dans l'économie sociale et solidaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). <https://doi.org/10.4000/edso.24044>

Comment manager les structures de l'économie sociale et solidaire (ESS) et les petites coopératives en particulier, et faire ainsi face à la tension entre valeurs sociales à faire prévaloir et rentabilité à obtenir qui caractérise ce management, notamment en situation de crise ou de mutation ? Une étude de cas qui porte sur des directeurs administratifs et commerciaux (DAC) de coopératives de consommation confrontées à un changement de modèle économique, montre ce que peut vouloir concrètement dire adopter la posture de l'entrepreneuriat coopératif en pareilles circonstances. Les DAC impliqués dans la démarche de co-analyse mise en œuvre se comparent désormais à des dirigeants de Très Petites Entreprises (TPE) et développent une professionnalité managériale qui se veut plus efficace tout en cherchant à rester arimés au cadre coopératif et à préserver leur identité de coopérateurs.

Mahlaoui, S., Tribby, E., & Étienne, R. (2023). **Le management : cet obscur objet de travail et de formation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/23506>

Introduction Ce dossier, dont la thématique est en relation avec un symposium de la Biennale de l'éducation, de la formation et des pratiques professionnelles 2021 intitulé « Faire et se faire en tant que manager », s'intéresse à la construction des activités de travail et au développement des sujets qui s'impliquent dans les métiers du management, du pilotage ou de la gouvernance puisque ces appellations coexistent plus ou moins. Il est notamment consacré aux domaines où ces métiers font l'o...

Martin, C., & Lemaitre, C. N. (2023). **Faire faire ou faire avec ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/24184>

La fonction du manager est circonscrite dès son origine dans l'idée de faire faire aux autres. Ainsi le manager est avant tout celui qui doit « prendre en main », c'est-à-dire à la fois motiver, contrôler et encadrer l'activité des membres de son équipe. Porteurs des modes d'organisations et chargés de leurs mises en œuvre, les managers peuvent se retrouver eux-mêmes victimes de ces modèles et sont souvent les premières victimes des risques psychosociaux. Dans ce contexte n'est-il pas temps d'imaginer un management qui ne surplombe pas le travail mais qui le comprend réellement et parte du travail réel des différents protagonistes ? Cela est-il possible ? Et comment penser le travail managérial lui-même ? Cette contribution propose une nouvelle conception du management intégrant les analyses formulées par les approches critiques francophones développées par des chercheurs en sciences humaines et sociales, analyses reprises et prolongées par l'ergologie. En effet, la vision du travail portée par l'ergologie induit une vision alternative du management, qui n'impliquerait plus simplement de « faire faire aux autres » mais plutôt de « faire avec les autres » c'est-à-dire coconstruire le sens à donner à son travail, à l'organisation à laquelle on appartient et au vivre-ensemble. Après avoir proposé une brève historique du management au regard des travaux critiques consacrés au management, nous expliciterons en quoi la démarche ergologique permet de fonder une nouvelle approche du management. Puis, nous verrons en quoi cette nouvelle approche consistant à « faire avec » apporterait des éléments de réponse en termes de santé au travail pour les salariés ainsi que pour les managers eux-mêmes, nous proposerons un renouvellement de fonction des managers qui doivent passer du faire faire, à l'ambition de « faire avec ».

Ntamakuliro-Inema, J.-L., & Volat, G. (2023). **Les salaires dans la fonction publique de l'État.** *INSEE Première*, (1955), 1-4. Consulté à l'adresse <https://www.insee.fr/fr/statistiques/7640304>

Parada-Contzen, M. (2023). **Sexe, situation de famille, état de santé: les facteurs explicatifs des inégalités de pension dans le modèle de retraite chilien.** *Revue Internationale Du Travail*, 162(2), 301-336. <https://doi.org/10.1111/ilrf.12280>

Résumé L'autrice cherche à mesurer l'impact des événements de vie sur le capital-vieillesse dans le contexte du Chili, où le régime de prévoyance repose sur des comptes d'épargne individuels obligatoires. Cet impact empruntant des canaux multiples, elle utilise un système d'équations corrélées, qui rendent compte du comportement d'activité, du choix du fonds de pension, des décisions d'épargne, de la propension au risque, de la situation familiale et de l'état de santé. L'analyse montre que les problèmes

de santé n'ont pas d'effet sexué sur la retraite, contrairement aux chocs liés aux caractéristiques familiales, qui ont un impact plus important pour les femmes que pour les hommes.

Porras-Arena, M. S., & Martín-Román, Á. L. (2023). **La relation entre le chômage et la croissance économique en Amérique latine: estimation de la loi d'Okun dans les pays de la région.** *Revue Internationale Du Travail*, 162(2), 191-220. <https://doi.org/10.1111/ilrf.12276>

Résumé Les auteurs s'interrogent sur la validité de la loi d'Okun en Amérique latine. En s'appuyant sur plusieurs modèles économétriques, ils montrent que, dans la région, les fluctuations de l'activité économique influent moins sur les taux de chômage que dans les économies plus avancées, et que la relation chômage/production varie selon le pays. Cependant, même quand la relation d'Okun est faible ou inexistante, les variations cycliques nuisent à la qualité de l'emploi. Ces observations plaident pour l'adoption de mesures de lutte contre le chômage non plus générales mais ciblées sur des branches spécifiques, ainsi que pour une action en faveur de la qualité de l'emploi.

Ronconi, L., Kanbur, R., & López-Cariboni, S. (2023). **Qui veut (dé)réglementer le travail dans les pays en développement? La théorie des insiders-outsiders en question.** *Revue Internationale Du Travail*, 162(2), 247-270. <https://doi.org/10.1111/ilrf.12278>

Résumé Selon l'approche «insiders-outsiders», qui domine le discours sur le droit du travail, la législation protectrice de l'emploi favorise les travailleurs dotés d'un emploi stable, les insiders, au détriment des outsiders, moins bien lotis. Les outsiders devraient de ce fait être favorables à la déréglementation. Les auteurs observent pourtant que, dans les pays en développement, ceux-ci sont au contraire très majoritairement attachés à la protection de l'emploi. Ils plaident donc pour une remise en question de l'opposition traditionnelle entre insiders et outsiders et pour une meilleure prise en compte d'aspects comme la mutualisation des gains, les transitions professionnelles, l'équité ou le pouvoir de l'employeur.

Sitzia, A., & Lopez, B. (2023). **Travail des détenus, systèmes de préférences douanières et travail décent: analyse critique et perspectives.** *Revue Internationale Du Travail*, 162(2), 337-359. <https://doi.org/10.1111/ilrf.12233>

Résumé Dans les systèmes de préférences douanières, le travail pénitentiaire est d'abord perçu comme une pratique de concurrence déloyale, à rejeter a priori. Cette modalité d'emploi peut pourtant être appréhendée autrement. On peut se demander, notamment, à quelles conditions il s'agit d'un travail décent, et l'envisager comme un outil de réinsertion. Au terme d'une analyse juridique approfondie, dans laquelle ils mettent en regard les normes pertinentes de l'OIT et la réglementation douanière de l'UE et de l'OMC, tout en convoquant la théorie des capacités, les auteurs appellent au développement d'un ensemble de règles mobilisant plusieurs branches du droit pour ce qui touche au travail des détenus.

Trébucaq, S., Hdayed, Y., & Atanasov, P. (2023). **Le manager-ingénieur face aux tensions entre innovation et organisation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). <https://doi.org/10.4000/edso.23985>

Partant du cas d'un manager-ingénieur gérant l'implantation d'une nouvelle infrastructure de communication dans une centrale nucléaire, nous montrons comment ce dernier surmonte diverses contradictions au sein d'un réseau d'acteurs. Les objectifs

d'amélioration de la mobilité et de la créativité se heurtent aux impératifs d'organisation visant à assurer la sécurité et la sûreté. Le manager compose alors avec le réseau des acteurs en place, en tentant de les convaincre et de faciliter leur adhésion. Si les personnels manifestent des difficultés à anticiper de nouvelles pratiques, l'implantation est considérée techniquement comme une réussite. Elle ne permet pourtant pas de résoudre les difficultés organisationnelles présentes initialement qui dépassaient le périmètre du projet géré par le manager-ingénieur.

Triby, E. (2023). **La coordination en travail social : un avatar du management transversal.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/24096>

Cette contribution voudrait répondre à une double question : en quoi la coordination relève-t-elle du management ? Qu'est-ce que cela peut nous apprendre sur la manière dont se pratique, et donc se réfléchit, le travail social aujourd'hui ? L'activité de management est ainsi interrogée de même que la fonction de coordination en émergence dans le champ du travail social, et présentée comme un avatar du management transversal. Pour répondre à la double question initiale, une recherche-formation a été mise en place dans le cadre d'une formation universitaire professionnalisante destinée à des professionnels du secteur social déjà en activité. Les résultats de cette démarche montrent surtout l'extrême diversité des pratiques en la matière, en lien aux contextes traversés autant qu'aux parcours des professionnels impliqués ; la fonction de coordination est ainsi éclairée tant du point de vue des dispositions qu'elle implique chez les professionnels que des conditions de possibilité de cette fonction. Une économie de la coordination se dessine, offrant un cadre à un possible apprentissage partagé, par la mise en œuvre de ce management.

Métiers de l'éducation

Adu, K. K., & Odame, J. (2023). **Academic freedom in Africa: A systematic review of content analysis studies.** *International Journal of Educational Development*, 100, 102785. <https://doi.org/10.1016/j.ijedudev.2023.102785>

The intellectual discourse on academic freedom has gained prominence across the globe in recent past. While such discussions portend a positive signal for academics, little is known about academic freedom in Africa. This article examines the existing research and scholarship on academic freedom in Africa with the sole intention of questioning the conceptual underpinnings of the frequently studied topics related to academic freedom and the methodological distribution of studies related to academic freedom in Africa. An electronic database search was performed in Scopus and google scholar for papers published between 2004 and 2022, followed by a systematic review of content analysis articles which described academic freedom in Africa. After eliminating all the duplicates, 29 unique research studies were identified as peer-reviewed articles in English. Out of the 29 full texts which were assessed for eligibility criteria, 4 were excluded with 25 Full-text records left to be used for the systematic review of content analysis. The systematic review revealed five main areas of study namely, legal and constitutional laws for the protection of academic freedom, effects of colonialism on academic freedom, challenges and safety of academic freedom, academic freedom and intellectual engagement, and academic freedom and sexuality. Our findings further revealed that there is a dearth of literature on academic freedom in Africa presumably because of the

chequered development of Africa's democracy. One thing is however clear that as the democratic architecture of Africa dips, as a result of the upsurge of coup d'état in recent past, the future of academic freedom remains bleak. It called for academics to seek support from other civil society groups to promote academic freedom and to keep the discussion on academic freedom alive, relevant and current, within the academic community.

Antoine, R., & Fauchon, A. (2023). **Insertion professionnelle des lycéens professionnels de niveau CAP à BTS deux ans après leur sortie d'études en 2020 : 57 % sont en emploi salarié dans le secteur privé en juillet 2022.** *Note d'Information*, (23.26), 1-4. <https://doi.org/10.48464/ni-23-26>

Le taux d'emploi des lycéens de niveau CAP à BTS sortant d'études en 2020 atteint 57 % en juillet 2022, deux ans après leur sortie, niveau équivalent à celui de la génération précédente, sortie un an avant (56 %). 48 % des emplois occupés sont des CDI, 47 % pour la génération précédente.

Awanbor, J. E. (2023). **Investigating French Teachers' Professional Pedagogical Skills for Quality Basic Education in Edo State.** *British Journal of Education*, 11(7), 1-13. <https://doi.org/10.37745/bje.2013/vol11n7113>

The French language is the second foreign language in Nigeria and its curriculum is core at the basic school level. Teachers' professional pedagogical skills are important for quality basic education at this level; hence, this study was carried out. Two research questions were formulated with one hypothesis to guide this study. Descriptive survey research design ... Investigating French Teachers' Professional Pedagogical Skills for Quality Basic Education in Edo State Read More »

Ben Hamouda, L. (2023, juin 30). **Professeurs : 1 126 euros de moins que les autres catégories A.** Consulté 3 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/06/30/1-126-euros-en-moins-pour-les-profs/>

Les enseignants et enseignantes le savaient, l'INSEE le confirme dans une note parue le 29 juin, ce sont les fonctionnaires de catégorie A les moins bien payés. En moyenne, un enseignant ou une enseignante touche 3 560 euros bruts par mois, un fonctionnaire de la fonction publique d'État de même catégorie touche 4 686 euros,...

Bilodeau, K., Giguère, É., & St-Arnaud, L. (2023). **Le processus de « fragmentation + imbrication » du travail salarié et domestique : des attentes sociales sexuées en enseignement préscolaire et primaire.** *L'orientation scolaire et professionnelle*, (52/2), 225-249. <https://doi.org/10.4000/osp.17346>

Cet article explore l'organisation du temps de travail des femmes qui s'intègrent en éducation préscolaire et en enseignement primaire. Il s'appuie sur la sociologie des rapports sociaux de sexe pour comprendre la part invisible du travail (salarié et domestique). Cette recherche qualitative s'appuie sur des données narratives basées sur des entretiens individuels et collectifs et sur une méthode d'inspiration « photovoix ». Notre échantillon comprend vingt-cinq enseignantes du préscolaire et du primaire exerçant au Québec. Les résultats montrent les débordements du travail domestique et salarié des enseignantes et le processus de « fragmentation + imbrication » permettant de les invisibiliser de l'organisation du travail. Ils montrent également comment ce processus est normalisé, créant un double rapport d'exploitation du travail des femmes dans ce métier traditionnellement féminin. Enfin, les résultats soulèvent la nécessité de

reconceptualiser l'organisation du temps de travail salarié et domestique pour mieux appréhender l'intégration et le maintien au travail.

Bridwell-Mitchell, E. N., & Yurkofsky, M. (2023). **Defying Logic? Exploring the Multiple Network Pathways for Principals' Institutional Logics.** *Educational Administration Quarterly*, 59(2), 306-338. <https://doi.org/10.1177/0013161X231156874>

Purpose: The increasing complexity of principals' roles, including focusing both on learning outcomes and equity issues, requires having the flexibility to view novel problems through multiple lenses. In this article, we draw on institutional theory and social network research to understand the factors enabling and constraining the cognitive repertoire principals draw on when solving problems. Methods: The data come from a field simulation of how 52 principals respond to and seek advice for two problem scenarios. Along with principals' personal and school characteristics, we examine how the characteristics of principals' professional networks are related to their problem-solving and reliance on institutional logics. Findings: Some imprecision in the model estimates notwithstanding, in this exploratory study intended to illuminate potential patterns for study in future research. We find evidence that principals draw on four institutional logics when solving problems: democratic and family logics, bureaucratic logics, professional logics, and market logics. Principals' reliance on these institutional logics appears to be related to the closeness of the colleagues in their advice networks as well as the nature of the problem they are solving. Implications: One key contribution to research is to reveal the subtlety of the social sensemaking involved in interpreting and taking action in institutional environments. The results also highlight which network characteristics might help principals respond more flexibly to new and complex problems in institutional contexts, such as racial equity.

Butzbach, M. (2023, juin 26). **Rémunération : le « pacte enseignant » oublie les femmes.** Consulté 28 juin 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/remuneration-pacte-enseignant-oublie-femmes/00107398>

Le dispositif qui sera mis en place à la rentrée 2023 instaure une logique du « travailler plus pour gagner plus » dont les femmes risquent d'être les grandes perdantes.

Charles, F., Cacouault-Bitaud, M., Katz, S., Legendre, F., & Connan, P.-Y. (2023). **Professeur.e.s des écoles : sociologie d'une profession dans la tourmente.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-professeur-e-s-des-ecoles-sociologie-d-une-profession-dans-la-tourmente-frederic-charles-marlaine-cacouault-bitaud-serge-katz-florence-legendre-pierre-yves-connan-angelica-rigaudiere-9782140313769-77279.html>

Grandeurs et misères d'une profession. Le métier de professeur.e des écoles n'attire plus suffisamment pour assurer un recrutement de qualité, comme en atteste l'effondrement des candidatures aux concours de 2022. Les femmes diplômées du supérieur elles-mêmes s'en détournent de plus en plus. Cet ouvrage, qui se réfère à une sociologie des rapports de classe et de sexe mais aussi à la sociologie de l'emploi et des professions, apporte des résultats originaux pour comprendre les fortes tensions qui traversent ce groupe professionnel depuis une quinzaine d'années. Pourtant, malgré ces conditions d'emploi et d'exercice dégradées, les professeur.e.s des écoles publiques en France abandonnent rarement leur poste. En mettant au jour les raisons de l'attachement au métier, les analyses des auteurs permettent d'éclairer aussi cette spécificité. Et de

comprendre pourquoi des femmes, mais aussi des hommes, se reconvertissent dans l'enseignement après avoir travaillé dans un autre secteur d'emploi.

Choi, Y. H., Brunner, M., & Traini, H. (2023). **Partial, (in)authentic, and masked: an exploration of power in doctoral students' identity development as scholars through collaborative autoethnography**. *International Journal of Qualitative Studies in Education*, 36(6), 1056-1072. <https://doi.org/10.1080/09518398.2021.1891320>

As three doctoral students, we conducted a collaborative autoethnography to explore how power dynamics in higher education played a role in our identity development as scholars. Through the lens of Wenger-Trayner and Wenger-Trayner's Landscapes of Practice and Foucault's notions of power, we specifically attended to how our attempts to gain entry into various communities of practice in academia were either supported or hindered by our supervisors and other conduits of power who occupy positions of power in academia. Looking across our three unique yet related stories, we discuss the manifestation of power in doctoral education by way of our four main themes: students as assets or burdens, (in)validation and (dis)empowerment, competition for scarce resources, early and ongoing tensions. We conclude with a call for students, faculty, and other members of academia to consider how power dynamics impact doctoral students' development as scholars.

Comte, M.-H., Djeballah, S., Fourny, M., Hoarau, S., Juton, A., Khaneboubi, M., ... Vincent, J.-M. (2023). **Un espace de formation francophone des enseignants, dédié à l'apprentissage de l'informatique, dans le secondaire**. (Report, Inria; p. 15). Consulté à l'adresse <https://inria.hal.science/hal-04140155>

L'introduction de l'enseignement de l'informatique au lycée va permettre aux prochaines générations de maîtriser et participer au développement du numérique. Le principal enjeu est alors la formation des enseignantes et des enseignants. Nous aidons à relever ce défi en faisant communauté d'apprentissage et de pratique avec l'accueil et l'entraide de centaines de collègues en activité ou en formation et en offrant deux formations en ligne, l'une aux fondamentaux de l'informatique, avec des ressources d'initiation et de perfectionnement l'autre pour apprendre à enseigner par la pratique, en co-préparant les activités pédagogiques des cours à venir, en partageant des pratiques didactiques et en prenant un recul pédagogique, y compris du point de vue de la pédagogie de l'égalité, ceci complété d'initiatives hybrides. Nous en partagerons ici la démarche et l'analyse du point de vue des sciences de l'éducation des premiers résultats obtenus. En matière de recherche, ce que nous présentons ici rentre dans le cadre de ce qui est appelé "recherche action".

Cury, P., & Simar, C. (2023). **Formation de professionnels pluri-catégoriels en matière de compétences psychosociales: perspectives andragogiques, professionnalisation et développement professionnel**. *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11855>

Cet article analyse les tensions entre professionnalisation et développement professionnel de professionnels pluri-catégoriels intervenant auprès de jeunes de 7 à 12 ans engagés dans un dispositif de formation d'adulte en matière de compétence psychosociale (CPS). Les CPS sont un des objets emblématiques afin de développer la promotion de la santé et le bien-être des enfants. Cet article vise à interroger la pertinence du déploiement de formations d'adulte afin de professionnaliser en matière de CPS et si tel est le cas, à identifier leurs caractéristiques et effets. Le cadre théorique

repose sur l'analyse de l'activité en référence à la psychologie ergonomique et convoque trois autres notions : andragogie, professionnalisation et développement professionnel. Une méthodologie qualitative reposant sur la conduite d'entretiens semi-directifs (30) auprès des professionnels pluri-catégoriels impliqués dans ce dispositif a été mise en œuvre. Des indices de développement professionnel ont été identifiés en fonction des caractéristiques andragogiques et de professionnalisation des formations déployées.

Cushing, I. (2023). **“Miss, can you speak English?”: raciolinguistic ideologies and language oppression in initial teacher education.** *British Journal of Sociology of Education*, 44(5), 896-911. <https://doi.org/10.1080/01425692.2023.2206006>

Racism is pervasive within the lives of racially minoritised pre-service teachers in England, but little work has explored how perceptions about language feature here. Based on interviews and workshops with 26 racially minoritised pre-service teachers, I describe their experiences of language oppression whilst on school experience placements, where they were instructed by mentors to modify, flatten, and completely abandon their ways of talking if they were to be perceived as legitimate. I show how language oppression gets justified by mentors in reference to national policy, and how perceptions about the quality of speech are ideologically anchored to perceptions about the quality of teaching. I show how language oppression often materialises under seemingly benevolent and humanitarian guises, but inevitably maintains the raciolinguistic status quo because it instructs racialised teachers to adapt their speech so that it appropriates whiteness. I argue that language oppression is a key reason why England continues to fail to retain racially marginalised teachers.

Daguzon, M., Maillet, É., Cèbe, S., & Moussay, S. (2023). **Mieux comprendre la situation de travail d'aide aux devoirs pour faciliter le développement professionnel des acteurs du périscolaire en formation.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11881>

La mise en œuvre de la réforme des rythmes scolaires a fait apparaître les difficultés éprouvées par les animateurs du périscolaire pour exercer leur métier. Entre turn-over, précarité et manque de reconnaissance professionnelle, les responsables et les animateurs relatent des situations de travail contrariées ou empêchées. En référence à l'approche didactique professionnelle, cette étude vise à identifier les connaissances des acteurs intervenant dans la situation d'aide aux devoirs. Les écarts observés entre les situations vécues et les situations souhaitées permettent d'identifier le potentiel de développement des modèles opératifs des acteurs qui s'origine dans les connaissances en acte issues du genre professionnel de l'animation. La mobilisation de ces connaissances en formation est un enjeu pour le développement professionnel des acteurs du périscolaire en situation d'aide aux devoirs.

Delbrayelle, A. (2023). **La crise d'attractivité du métier d'enseignant... après la crise sanitaire ?** *Carrefours de l'éducation*, (55), 7-10. <https://doi.org/10.3917/cdle.055.0008>

de Lescure, E., & Divert, N. (2023). **De quoi les « métiers de la formation » sont-ils le nom ?** *Éducation Permanente*, 234-235(1-2), 21-31. <https://doi.org/10.3917/edpe.234.0021>

Depuis plus de soixante ans, le développement de la formation a favorisé celui des agents de la formation et l'émergence de la catégorie « métiers de la formation » aux frontières floues. Alors que la figure du formateur constituait une référence générique,

progressivement, différents métiers ont été distingués parallèlement à une division du travail croissante. L'hétérogénéité de cette catégorie ne fait que se renforcer par la diffusion des termes accompagnement et coaching qui, tout en revendiquant de nouvelles pratiques, questionne leurs spécificités pédagogiques.

Denny, J.-L., Plateau, J.-F., & Flavier, E. (2023). **La professionnalité des personnels de direction à l'épreuve de la continuité pédagogique**. *Carrefours de l'éducation*, (55), 75-91. <https://doi.org/10.3917/cdle.055.0076>

Dans le contexte de la covid-19, la fermeture des établissements scolaires s'est accompagnée de l'application d'une continuité pédagogique. D'une ampleur inédite, elle interroge la professionnalité du personnel de direction (« perdre ») entendue, selon une approche ergologique, sous l'angle des normes et valeurs. Reposant sur une méthodologie mixte (320 questionnaires, 7 entretiens) à dominante qualitative, l'étude explore les potentielles transformations du métier en situation de crise. Les résultats révèlent un métier sous contraintes caractérisé par la nécessité de s'adapter en permanence au non-maitrisable mais dont la crise n'a pas modifié profondément leur professionnalité. Elle a en revanche accentué le sentiment de malaise des professionnels qui prennent sur eux pour accompagner les professeurs. Paradoxalement, la mise en œuvre de la continuité pédagogique se réalise au prix de l'abandon du pilotage pédagogique par le « perdre ».

Dioum, M., & Anarado, C. (2023). **Africa Learning Together - Renforcement du développement professionnel des enseignants au Sénégal**. Consulté à l'adresse https://www.adeanet.org/sites/default/files/publications/africa_learning_together_serie_de_connaissances_de_ladea_3_senegal.pdf

Estienne, N. (2023). **Le développement professionnel des personnels d'inspection : un exemple en éducation musicale**. *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11869>

À partir de l'analyse d'entretiens semi-directifs menés auprès d'un ensemble d'Inspecteurs Pédagogiques Régionaux (IPR) en Éducation musicale, l'article identifie des éléments prégnants dans la capacité de ces experts à faire face à une situation jugée critique. À l'appui des connaissances sur le développement professionnel des enseignants, l'étude fait émerger un processus récurrent dans la majorité des entretiens en lien avec l'expérience émotionnelle dans le parcours de formation des enquêtés. Le développement professionnel est donc interrogé ici du point de vue du sujet, ouvrant une voie en direction de la dimension expérientielle et de son rôle dans la capacité à faire face.

Étienne, R. (2023). **Diriger un établissement, entre faire agir les autres et se ménager pour continuer à piloter**. *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/23509>

Ce n'est qu'à la fin du vingtième siècle que la recherche s'intéresse à l'effet-établissement (Grisay, 1990) et, plus précisément, à l'effet-chef d'établissement (Gather Thurler, 1998), car les directions sont alors sommées d'obtenir des résultats, ce qui revient à une transformation radicale de leur rôle jusque-là axé sur le contrôle. Leur action doit s'aligner sur cette mission : faire faire au personnel et aux élèves ce qu'ils ont à faire pour atteindre les objectifs fixés par la hiérarchie. Le chef d'établissement doit se faire à ce faire et endurer ce qu'il lui fait. Nos recherches montrent qu'en fait il est conduit à faire,

donc à agir, avec de nombreuses contraintes et de se ménager pour servir et survivre. Quelles ressources peuvent être identifiées pour exercer cette nouvelle forme donnée au métier sans céder au mirage d'un management idéalisé ?

Gagneur, C.-A. (2023). **Travail, formation, numérique : quels formateurs pour quels apprentissages ?** *Éducation Permanente*, 234-235(1-2), 179-189. <https://doi.org/10.3917/edpe.234.0179>

Cette contribution part d'une exploration de l'alternative information versus savoirs dans l'usage des outils numériques, et analyse la structure logique des outils numériques les plus habituels et de leur contribution potentielle à la formation pour dégager quelques pistes en vue de penser le travail des acteurs de la formation dans un écosystème numérique en train de mûrir. S'y posent notamment les questions de la conception et de l'usage d'environnements numériques centrés sur la progression de l'expérience plus que sur la découverte de savoirs de référence, mais aussi celle des enjeux de l'accompagnement formatif dans ces nouveaux contextes. Car c'est finalement la question de la prise en compte du travail réel et des particularités des situations dans l'ensemble des processus d'ingénierie et de conduite des formations qui vient poser quelques repères militant pour l'ouverture de nouveaux espaces de créativité pédagogique cohérents avec les principes et les enjeux de la formation professionnelle.

Gérard, E., & Lebeau, Y. (2023). **Trajectories within international academic mobility: a renewed perspective on the dynamics and hierarchies of the global higher education field.** *International Journal of Educational Development*, 100, 102780. <https://doi.org/10.1016/j.ijedudev.2023.102780>

With an ever-growing number of students and academics in physical or virtual circulation around the world, issues related to academic mobility have taken centre stage in interpretations of the internationalisation of higher education. This mobility and its implications have been approached from multiple perspectives, from host and home countries' internationalisation strategies to individual experiences or the formation of transnational knowledge networks. Using the international higher education study trajectories of research active Mexican academics as a case study, this paper focuses on the under researched relationship between trajectories of South-North mobility and the stratification of the global HE field. It reveals how shifting patterns of individual study trajectories as well as overlapping sequences of study migrations from home countries contribute in no small measure to consolidating or destabilising the position of host countries within the field of global higher education, and therefore to its stratification.

Goldan, L., Jaksztat, S., & Gross, C. (2023). **How does obtaining a permanent employment contract affect the job satisfaction of doctoral graduates inside and outside academia?** *Higher Education*, 86(1), 185-208. <https://doi.org/10.1007/s10734-022-00908-7>

Previous research has shown that temporary employment is negatively associated with many psychological and job-related outcomes, such as well-being, health, wages, organisational commitment, and job satisfaction. Among recent doctoral graduates, the proportion of temporary contracts is particularly high. However, research on the association between contract type and job satisfaction specifically among doctoral graduates is scarce. Therefore, whether and how obtaining permanent employment affects doctoral graduates' job satisfaction remains a notable research gap that we intend to narrow by using panel data from a recent doctoral graduation cohort and by adopting a panel research design. We examine what effect obtaining permanent

employment has on doctoral graduates' job satisfaction and whether this effect differs by labour market sector. We use panel data that are representative of the 2014 doctoral graduation cohort in Germany and their career trajectories up to five years after graduation. We apply fixed-effects regression to approximate the within-effect of obtaining a permanent employment contract on job satisfaction. The analyses indicate that obtaining permanent employment increases doctoral graduates' job satisfaction and that this increase is not driven by time-varying confounders. We also find that doctoral graduates' labour market sector moderates the effect: the increase in job satisfaction is highest in the academic sector and statistically significantly different from that in the private sector. Overall, this paper offers new insights into the effect of obtaining a permanent contract on the job satisfaction of recent doctoral graduates throughout their first years after graduation, when they are often employed on temporary contracts.

Grave, B. (2023). **Chefs d'établissements scolaires privés du premier degré multisites.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). <https://doi.org/10.4000/edso.23704>

La dynamique de professionnalisation des chefs d'établissements catholiques d'enseignement (CESP)(Enseignement Privé sous contrat en France) les entraînent depuis plusieurs années à prendre en charge des regroupements multisites. Dans le premier degré, cela se traduit par la mise en place de CESP sur plusieurs écoles d'une même entité géographique. Dès lors, ne pouvant se trouver sur les divers lieux à la fois, les CESP organisent, pour pallier leur absence, le fonctionnement et la vie des écoles, en s'appuyant sur les ressources humaines de chaque lieu. La complémentarité subsidiarité/délégation devient alors le principe central de la gouvernance et de l'action managériale du CESP. La mise en œuvre de ce principe produit un ensemble systémique d'ajustements réalisés à différentes échelles, de l'action individuelle aux réglages instruits dans chaque école à l'action institutionnelle des réglages instruits par les CESP en réseaux et par les tutelles qui l'érigent en stratégie politique. Notre étude rapporte, à partir du propos des acteurs, les effets de quelques ajustements réalisés à différentes échelles de la conception et de la mise en œuvre de cette gouvernance multisite.

Ingersoll, R. M., & Tran, H. (2023). **Teacher Shortages and Turnover in Rural Schools in the US: An Organizational Analysis.** *Educational Administration Quarterly*, 59(2), 396-431. <https://doi.org/10.1177/0013161X231159922>

Purpose: The objective of this study is to provide an overall national portrait of elementary and secondary teacher shortages and teacher turnover in rural schools, comparing rural schools to suburban and urban schools. This study utilizes an organizational theoretical perspective focusing on the role of school organization and leadership in the causes of, and solutions to, teacher shortages and staffing problems. Data/Methods: The study entailed secondary statistical analyses of the nationally representative Schools and Staffing Survey, its successor the National Teacher Principal Survey, and their supplement the Teacher Follow-Up Survey, conducted by the National Center for Education Statistics. Findings: The analyses document that, contrast to urban and suburban schools, the student population and teaching force in rural schools has dramatically shrunk in recent decades, that despite this decrease in students, and demand for teachers, rural schools have faced serious difficulties filling their teaching positions, and that these teacher staffing problems are driven by high levels of preretirement teacher turnover. Moreover, the data document that teacher turnover varies greatly between different kinds of schools, is especially high in high-poverty rural schools, and is closely tied to the

organizational characteristics and working conditions of rural schools. Implications: Research and reform on teacher shortages and turnover have focused on urban environments because of an assumption that schools in those settings suffer from the most serious staffing problems. This study shows that teacher shortages and teacher turnover in rural schools, while relatively neglected, have been as significant a problem as in other schools.

Jakubowicz, T. (2023, juin 19). **Les psys scolaires sans moyens face aux troubles mentaux des élèves**. Consulté 21 juin 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/psys-scolaires-moyens-face-aux-troubles-mentaux-eleves/00107287>

Débordés par l'augmentation des difficultés psychiques et cognitives des élèves, les psychologues de l'Education nationale doivent parer à l'urgence, sans prendre le temps long que nécessitent leurs missions.

Jarraud, F. (2023, juillet 3). **Au secours ! Les profs font leur valise !** Consulté 3 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/07/03/au-secours-les-profs-font-leur-valise/>

Un rapport de la commission des finances du Sénat sur le budget 2022 fait le point sur l'évolution effective, et non programmée, des postes enseignants. Non seulement tous les postes ne sont pas pourvus. Il s'en faut de beaucoup. Mais ce déficit n'est pas du à la seule crise du recrutement. Le rapport pointe la...

Kurzo, E., Ricard, E., Udayar, S., & Rossier, J. (2023). **Les dilemmes des conseiller·ères en orientation**. *L'orientation scolaire et professionnelle*, (52/2), 189. <https://doi.org/10.4000/osp.17315>

Les conseiller·ères en orientation étant confrontés à une diversité d'attentes des pouvoirs publics, de la société et des bénéficiaires font régulièrement face à des dilemmes dans leurs activités professionnelles. Il est important qu'ils·elles les prennent en compte afin de proposer des prestations adaptées aux consultant·es. Dans le domaine des soins ainsi que celui de la psychothérapie, les études réalisées sur la thématique des dilemmes sont nombreuses, tandis qu'en orientation professionnelle, ces dernières sont plus rares. Il est donc important d'investiguer les dilemmes des conseiller·ères en orientation exerçant auprès de diverses populations. Pour explorer cette thématique, une recherche qualitative consensuelle a été menée auprès de dix-neuf professionnel·les de l'orientation provenant de différentes régions de Suisse romande. Les principaux dilemmes identifiés sont : la confrontation, la limite du rôle, la contrainte et la gestion du temps. La discussion met en exergue qu'il existe une influence entre le type de population que les conseiller·ères en orientation accompagnent et les dilemmes qu'ils·elles rencontrent.

Lac, V. T., & Diaz, C. (2023). **Community-Based Educational Leadership in Principal Preparation: A Comparative Case Study of Aspiring Latina Leaders**. *Education and Urban Society*, 55(6), 643-673. <https://doi.org/10.1177/00131245221092743>

This study examines the experiences of three aspiring Latina school leaders in a principal preparation program with a social justice emphasis. Employing theoretical perspectives grounded in a community-based educational leadership framework and transformational resistance theory, this study documents how coursework informed the perspectives of participants regarding educational equity and racial justice. This

comparative case study takes place at a Hispanic Serving Institution and focuses on two social foundations courses spanning a 5-month period. Findings illustrate participants' capacity to (a) reframe their past experiences as P-20 students in relation to meritocracy; (b) respond to current injustices as K-12 teachers, particularly the power of language to disrupt or perpetuate inequities; and lastly (c) re-envision educational leadership as future Latina principals as deeply intertwined with communities. The research highlights a need for a broadened approach to principal preparation that fosters future leaders to consider the engagement and leadership of marginalized students and families.

Lavielle-Gutnik, N., & Marechal, D. (2023). **Le RUMEF : une histoire, des acteurs, des ambitions pour l'avenir des métiers de la formation.** *Éducation Permanente*, 234-235(1-2), 121-126. <https://doi.org/10.3917/edpe.234.0121>

Permettre une réflexion rigoureuse et libre sur la formation des professionnels de la formation, développer une offre de formation et la mettre en visibilité sur le fondement de travaux de recherche et d'un travail académique, pour envisager les grands défis d'un progrès durable et responsable, telles sont les ambitions du Réseau unational des universités préparant aux métiers de la formation.

Le Nestour, A., Lepine, A., & Comba, R. (2023). **Data Must Speak - Le profil des directeurs et des enseignants dans les écoles primaires publiques.** Consulté à l'adresse https://www.unicef-irc.org/publications/pdf/DMS_Madagascar_Stage%201%20Brief%202_FR.pdf

L'amélioration de l'accès de tous les enfants en âge d'être scolarisés à une éducation de qualité est l'une des priorités du gouvernement de Madagascar. Le Plan sectoriel de l'éducation 2018-2022 définit des objectifs ambitieux en ce sens, mais d'importants défis restent à relever pour améliorer l'apprentissage et la rétention scolaires. Cette note de politique générale fait partie d'une série qui présente les principaux résultats de la phase quantitative de la recherche sur la déviance positive de Data Must Speak (DMS) à Madagascar. Elle met en évidence les ressources spécifiques et les facteurs contextuels associés aux bonnes performances scolaires afin d'informer la prise de décision politique.

Lebossé, C. (2023). **L'évolution de la professionnalité des inspecteurs pédagogiques régionaux d'éducation physique et sportive dans les années 1980 et 1990.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/23806>

À partir d'un travail associant l'analyse de sources d'archives, de sources imprimées et de sources orales, cette contribution se propose de mettre au jour, dans les années 1980 et 1990, l'extension du domaine managérial au secteur de l'Inspection pédagogique en charge de l'éducation physique et sportive (EPS). Sous l'influence conjointe du rattachement de cette discipline d'enseignement à l'Éducation nationale et du développement du Nouveau Management Public, la professionnalité de ces acteurs et de ces actrices de l'EPS évolue en réponse aux nouvelles exigences d'évaluation et de performance du système éducatif français. Le modèle de l'inspecteur ou de l'inspectrice de terrain, sanctionnant les actes pédagogiques des enseignants et des enseignantes d'EPS, est délaissé au profit du modèle de l'expert gestionnaire et multi-tâches sommé de maîtriser de nouvelles techniques d'audit, d'évaluation et de contrôle.

Léonard, É. (2023). **Formateur/maître d'apprentissage : une rivalité féconde ?** *Éducation Permanente*, 234-235(1-2), 33-41. <https://doi.org/10.3917/edpe.234.0033>

Formateur et maître d'apprentissage sont les deux principaux référents de l'apprenti. Tous deux occupent pourtant un territoire singulier et circonscrit. Au premier incombe la formation en vue de l'obtention du diplôme, dans l'espace clos du centre de formation. Au second revient la confrontation à l'activité professionnelle réelle, hors les murs, comme dans la vraie vie. Tous deux ont pourtant une mission commune : assurer la montée en compétences de « leur » apprenti, même s'ils le confrontent à des pratiques et des discours parfois contradictoires. Sur fond de rivalité réelle ou fantasmée, ils offrent néanmoins à l'apprenti la possibilité de se positionner et de tracer sa voie. L'article montre la fécondité de cette rivalité.

Macêdo, E. F. de. (2023). **Education et précarité. Les accompagnant(e)s scolaires des élèves handicapés: Brésil et France.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-exil_scolarité_pandémie_altay_manco-9782140342257-77394.html

Répondre au besoin éducatif des enfants en condition de handicap est essentiel. Dans cet ouvrage, Edison Ferreira de Macêdo éclaire la vie et le métier d'hommes et de femmes qui, en France comme au Brésil, ont fait ce choix de service et d'accompagnement. Avec une sensibilité née de ses propres expériences et engagements, l'auteur remonte, en historien, aux sources de la problématique de la scolarisation des élèves handicapés dans les deux pays. Enquêteur, il scrute les conditions des pratiques d'accompagnement dans l'enseignement public et explique comment l'État employeur construit socialement un ensemble professionnel marqué par la précarité et la pauvreté. Par son travail, il fait écho, de part et d'autre de l'Atlantique, aux luttes de ces accompagnants « pour une reconnaissance de leur profession, dans un concert de voix qui brise un silence assourdissant dans le monde de l'éducation et de la législation du travail scolaire ». À l'heure où nos sociétés apprennent à reconnaître le rôle des métiers de « première ligne » et aspirent à l'« école inclusive », ces voix disent l'urgence.

Mallard, S., Réto, G., & Décret-Rouillard, R. (2023). **Être engagé et s'engager dans la responsabilité d'adjoint d'établissement.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/23665>

Les adjoints d'établissement scolaire (ADES), bien qu'acteurs incontournables du système éducatif, demeurent une population peu explorée. Cet article vise à comprendre les motivations et les formes de leur engagement dans la responsabilité. Il s'intéresse aux adjoints des établissements privés sous contrat et s'appuie sur une recherche qualitative à visée compréhensive (recherche-action-formation menée par focus group auprès de 24 ADES). Après avoir contextualisé leur accès au management, clarifié la notion d'engagement et de responsabilité et présenté la méthodologie déployée, il présente les principaux résultats. Il montre les tensions inhérentes à l'engagement dans le rôle managérial sous le prisme de la responsabilité, entre l'appropriation du désir d'autrui et de son propre désir, entre liberté institutionnelle liée à un rôle peu cadré et assignation à un poste déterminé par le chef d'établissement, entre le rapport à l'enseignement et à la direction.

McHenry-Sorber, E., Campbell, M. P., & Sutherland, D. H. (2023). **"If I Ever Leave, I Have a List of People That Are Going With Me:" Principals' Understandings of and Responses to Place Influences on Teacher Staffing in West Virginia.** *Educational Administration Quarterly*, 59(2), 432-464. <https://doi.org/10.1177/0013161X211053590>

Purpose: Schools across the predominately rural state of West Virginia are experiencing widespread teacher shortages, though recruitment and retention difficulties are unevenly distributed across place. Using spatial in/justice as our framework, we explore how principals define place, how place influences principal perceptions of teacher recruitment and retention, and how principals respond to these staffing challenges given their leadership experiences, relationship to school community, and understandings of place affordances and disadvantages. Research Methods/Approach This research utilized interviews with eight principals across six school districts in West Virginia over a four-month time frame. We inductively coded interview transcripts in iterative cycles using our research framework as a guide for emic and etic codes. Findings: We find principals' understanding of place influences on staffing to be specific to the unique attributes of each community and the placement of their leadership experiences – as community returners, seasoned though not originally from the community, and new-to-place. Their understandings of spatial in/justice as it relates to teacher staffing shape ideas of place affordances and disadvantages and recruitment and retention practices. These findings complexify the teacher staffing picture across geographically diverse rural places and the responses available to leaders given their leadership experience and relationship to place. Implications for Research and Practice The place-specific influences on teacher staffing problematize statewide policy mechanisms for ameliorating teacher shortages. The findings also suggest the need for further in-depth qualitative research within districts and across states, with an emphasis on racially diverse rural places.

Meuric, L. (2023). **Les départs en retraite des titulaires de l'enseignement supérieur et la recherche en 2022**. *Note Flash du SIES*, (10). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-06/nf-sies-2023-10-28466.pdf>

À la rentrée 2022, 160 800 étudiants sont inscrits en cycle ingénieur. Cet effectif progresse de 1,6 % en un an et de 13,2 % en cinq ans. Cette hausse est principalement portée par les écoles privées (+28,1 % en 5 ans). En 2022, près d'un étudiant sur cinq est formé en apprentissage. L'accès en 1^{ère} année du cycle ingénieur se diversifie peu : les étudiants provenant d'une classe préparatoire aux grandes écoles restent majoritaires (36,3 %). Cependant, en lien avec le développement des écoles privées, la part des étudiants de cycles préparatoires intégrés (29 %) augmente, + 4,5 points en 5 ans. Près de trois futurs ingénieurs sur dix sont des femmes et les étudiants issus des catégories sociales plus favorisées représentent toujours plus d'un inscrit sur deux.

Moalic, M. (2022). **Une redéfinition tâtonnante de la recherche au sein d'une école de travail social. Exploration des effets de la pluralité des rationalités en présence et de la socialisation professionnelle des chargés de recherche**. *Pensée plurielle*, 56(2), 22-33. <https://doi.org/10.3917/pp.056.0022>

Cet article s'efforce de caractériser et d'explicitier l'activité menée par un service recherche dans une école de formation aux métiers du social. Il s'agit d'identifier les facteurs explicatifs des oscillations observées entre logiques d'action et production de connaissances. La compréhension de démarches de recherche à distance d'un ethos de chercheur académique constitue un second objectif. La réinscription du service dans un univers institutionnel permet d'identifier des attentes plurielles et parfois contradictoires vis-à-vis de ce service. La manière dont les chargés de recherche endossent leur rôle de chercheurs dans cet espace contraint est en outre étroitement

liée à leur «socialisation professionnelle». Leurs dispositions les poussant moins à reproduire un schéma académique, ils proposent un modèle de production des savoirs original qui valorise leur socialisation professionnelle dans le secteur du travail social.

Mokhtar, A., Maouloud, V. M., Omowunmi, A. K., & Nordin, M. S. bin. (2023). **Teachers' commitment, self-efficacy and job satisfaction as communicated by trained teachers.** *Management in Education*, 37(3), 127-139. <https://doi.org/10.1177/08920206211019400>

The aim of the paper is to establish the mediating role of teachers' self-efficacy in the relationship between teachers' job satisfaction and teachers' commitment of primary school teachers in Malaysia. Although several scholars have established the relationship between teachers' commitment and job satisfaction, this is the first study that tests the mediating effect of self-efficacy in the relationship of job satisfaction and teachers' commitment in primary schools in Malaysia using motivation-hygiene theory. The research study used a validated questionnaire on a sample of 984 teachers and the research questions in the study were addressed by using structural equation modelling. The findings were that self-efficacy significantly mediated the relationship between primary school teachers' commitment and job satisfaction, both teachers' commitment and self-efficacy had significant and direct impacts on the job satisfaction of primary school teachers and the presence of self-efficacy enhanced teachers' commitment and improved the job satisfaction of primary school teachers in Malaysia. It is clear that teachers needed to be communicated on the importance of having greater self-efficacy for better commitment and job satisfaction. As the study used a cross-sectional research design that was quantitative-oriented, in future, interviews could be adopted for a more inductive examination of teachers' job satisfaction, self-efficacy and commitment. The primary schools in Malaysia should consider the role of self-efficacy in improving job satisfaction among teachers in Malaysia by adopting strategies that would enhance teachers' self-efficacy so as to spur them to perform better at their jobs.

Montandon, C., & Brégeon, M. (2023). **Entre management et leadership : le « pilote » comme figure emblématique de l'activité des chefs d'établissement.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/23554>

Le chef d'établissement, représentant de l'institution scolaire auprès d'une pluralité d'acteurs, apparaît comme le cœur névralgique et stratégique de la mise en œuvre de la politique éducative. La complexité de ses missions réside dans des injonctions paradoxales : concilier autonomie des établissements et exigences de performance dans des contextes qui alternent et combinent problématiques locales, territoriales, nationales. A partir d'un corpus de terrain de 12 entretiens de chefs d'établissement de collèges, de lycée général et technologiques, de lycées professionnels, l'article analyse comment des chefs d'établissement et directeurs de Section d'enseignement général et professionnel adapté (SEGPA) appréhendent leur rôle de leader dans la manière de dynamiser et de réguler les interactions entre les différents acteurs de la communauté éducative en s'appuyant sur les médiations groupales que sont les Conseils d'administration (CA), conseils pédagogiques, conseils de discipline, commissions de concertation, etc. Les caractéristiques fondamentales du concept de leadership en psychologie sociale et le rôle des représentations socio-professionnelles des divers membres de l'établissement permettent de comprendre la manière dont un chef d'établissement peut assumer la double dimension administrative et pédagogique de cette fonction d'encadrement. Cette analyse nous incite à privilégier le rôle de leader

au lieu de celui de manager, qui renvoie à une conception trop techniciste, pour souligner les dimensions éthiques et politiques qui sous-tendent la figure du « pilote », garant d'un ordre juste respectant des valeurs attendues tant des enseignants que des élèves.

Murugaiah, K. (2023). **“We make do”**: Experiences and beliefs of teachers working in conflict-affected Niger. *International Journal of Educational Development*, 100, 102808. <https://doi.org/10.1016/j.ijedudev.2023.102808>

This article explores Nigerien teachers' educational beliefs through a phenomenological study of their experiences. “We make do” is a common refrain of teachers working in the Diffa region of the Republic of Niger. It speaks both to teachers' resourcefulness and their struggles protecting and educating children during periods of extreme violence. This study narratively depicts the nuances of becoming a primary school teacher during Niger's post-colonial period and being a teacher in Diffa during the Boko Haram insurgency. I interpret teachers' experiences against the backdrop of Niger's educational history and the hegemony of Western humanitarianism to elucidate teachers' deeply held beliefs influencing their teaching practice. Taking a decolonial stance, I argue that foregrounding Nigerien teachers' experiences and beliefs, often neglected by the humanitarian sector, is vital in tackling the cultural and ideological tensions on the purpose and value of education and improving classroom teaching practices.

Policard, F., Neuville, E., Sacre, M., Petit, S., Paulet, C., Toczek-Capelle, M.-C., & Serres, G. (2023). **L'introduction de l'hybridation en formation infirmière comme révélatrice des conditions du développement des formateurs**. *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11811>

La formation infirmière, à l'instar des formations du supérieur, a opéré un virage numérique, articulant des phases en présentiel et à distance, le tout « soutenu » par un environnement technopédagogique de plus en plus performant mais aussi potentiellement déroutant. Notre étude vise à mettre en lumière la manière dont les formateurs de six instituts de formation en soins infirmiers ont composé avec l'introduction de cette hybridation. C'est par le prisme de l'expérience des formateurs et par celui de la caractérisation de l'hybridation que le développement professionnel est approché. L'étude révèle ce qui, pour ces formateurs, est le cœur de métier. Elle souligne au travers de l'expression de leur vécu plusieurs freins et potentialités dans ce processus.

Ria, L. (2023). **Pister et modéliser le développement professionnel. Étude de la transformation de l'activité de personnels de l'éducation dans des situations typiques et/ou critiques**. *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11809>

À des fins de formation, le programme Néopass© piste et modélise le développement professionnel d'acteurs de l'éducation. Selon une approche enactive de l'activité, trois méthodologies sont mobilisées pour rendre compte des transformations de l'activité dans des situations de travail typiques et/ou critiques : a) la transformation observée de l'activité d'un enseignant débutant, b) la transformation déclarée de l'activité d'une cheffe d'établissement débutante et c) la transformation accompagnée de l'activité d'un universitaire expérimenté. L'étude longitudinale des composantes de leur activité permet de mettre au jour des modifications profondes dans leurs façons de percevoir, d'interpréter et d'agir lors de mêmes situations de travail. Ces bifurcations de l'activité,

comme marqueurs de développement professionnel, constituent des ressources pour la formation de pairs.

Río, J. I. A., Burrows, A.-H., & Botella, M. (2023, juin 7). **The plurilingualism in the construction of the teaching professional identity: a resource or a hindrance?** Présenté à Plurensa-2023 : Plurilinguisme, enseignement-apprentissage, complexité et intégrité : perspectives épistémologiques, didactique et politique. Consulté à l'adresse <https://shs.hal.science/halshs-04128921>

Cette proposition prend comme point de départ une recherche exploratoire et collaborative qui visait une co-analyse des logiques interprétatives de six futur.e.s enseignant.e.s de FLE, en M1 en didactique des langues. Ces analyses ont porté sur des traces de trois types de discours : des entretiens semi-directifs et d'auto-confrontation, ainsi que des outils de rédaction auto-réflexive gérés en autonomie par les participant.e.s. L'analyse suggère la présence récurrente du thème "dimension plurilingue", que nous entendons comme toute pratique visant à soutenir et à construire des comportements plurilingues (Blanchet & Chardenet, 2011 ; Narcy-Combes et al., 2019 ; Cavalli, Coste, Crişan et Van de Ven, 2009). Cette dimension plurilingue a été mobilisée de manière auto (vision de soi) ou hétéro-référencée (vision des apprenant.e.s), afin de verbaliser des principes didactiques et pédagogiques - que certain.e.s participant.e.s ont aussi remis en question. L'analyse fait émerger deux tendances contradictoires qui semblent corrélées au répertoire langagier des participant.es : ceux.celles ayant comme L1 une autre langue que le français produisent des discours d'auto-confrontation portant des marques explicites de pratiques pédagogiques plurilingues. A l'inverse, le discours des participant.e.s ayant le français comme L1, suggère une tendance vers un idéal linguistique monolingue, au travers lequel la notion de "légitimité", bâtie autour de la paire "natif.ve-non natif.ve" (Wernicke, 2018), semble être entretenue. Ces premiers résultats interrogent en effet les processus de construction de l'identité professionnelle de tout.e enseignant.e de langue (Simon, 2014), et plus particulièrement ceux des enseignant.e.s plurilingues qui assurent une médiation langagière par rapport à une langue "additionnelle" faisant partie de leur répertoire (Narcy-Combes et al., 2019). Cette proposition interroge, enfin, la manière dont les pratiques pédagogiques mono-/pluri-lingues revendiquées par les participant.e.s observé.e.s dessinent des processus de construction identitaire et professionnelle (Cummins & Schecter, 2003 ; Candelier, Ioannitou, Omer & Vasseur, 2008).

Shah, S. (2023). **Navigating gender stereotypes as educational leaders: An ecological approach.** *Management in Education*, 37(3), 140-149. <https://doi.org/10.1177/08920206211021845>

This paper employs the feminist educational leadership perspective to analyse the ecological context and its influence on the leadership experiences of school head teachers within a patriarchal cultural setting. Methodology: This paper forms part of a mixed methods study that included a quantitative random survey during the first research phase to determine the leadership styles of 350 secondary school head teachers across nine districts in the Punjab province of Pakistan using the Multifactor Leadership Questionnaire. This paper is based on the second research phase that analyses empirical data from semi structured interviews of a purposive-stratified sample of 14 head teachers, selected from among the 264 survey respondents, comprising of seven males and seven females. Bronfenbrenner's ecological development theory is employed as an analytical framework for thematic analysis. Findings: The study reveals that females must navigate

gender stereotypes in a society where they have to fight to establish authority, encounter misogynistic attitudes, rely upon familial support to begin their career, gain spiritual support from a higher power, face work-family conflicts all while practicing educational leadership with high motivation. On the other hand, males assume themselves to be natural leaders and appear to be spared from ecological challenges that impede their leadership journeys. Implications: The findings confirm the prevalence of gender stereotypes that position leadership within the masculine domain in a patriarchal context. The study proposes a complete restructuring of the socio-cultural framework to create a gender neutral society that provides equal educational and professional opportunities to all social members in order to maximize human capital development that is crucial for a country's economic progress. The findings reflect several subtle and non-subtle socio-cultural challenges faced by female leaders around the world. Originality – This study contributes to enhancing the literature on gender and educational leadership in a patriarchal cultural context.

Shahjahan, R. A., Bhangal, N. K., & Ema, T. A. (2023). **A temporal gaze on work-life balance in academia: Time, gender, and transitional episodes in Bangladeshi women faculty narratives.** *Higher Education*, 86(1), 209-224. <https://doi.org/10.1007/s10734-022-00909-6>

This article seeks to decentre the Global North knowledge production about 'work-life balance' (WLB) in academia by applying a temporal gaze to illuminate WLB possibilities in Bangladeshi academia where institutional WLB policies are absent. Drawing on Adam's (2008) timescapes and Flaherty's (2002) time work concepts, we focus on Bangladeshi women faculty's experiences as an example of how a temporal gaze can help illuminate the interrelationships between time, gender, and life transitions underlying women faculty accounts of WLB in a Global South context. Drawing on the narratives of three Bangladeshi women faculty in different career stages and family statuses, we probe how women faculty manipulate, control, or customize their temporal experience (i.e. temporal agency) in response to local gendered norms and life transitional episodes (e.g. separation, academic mobility, illness, and/or retirement). We demonstrate how WLB is not a static outcome, but a work-in-progress, and that a temporal lens helps illuminate multiple time work strategies that emerge during life transitional episodes. We argue that a temporal lens troubles the outcome (quantitative, clock-oriented) and spatial orientation of WLB practices, as our participants constantly blurred work/home boundaries refracted across social positionality, gendered norms, and relationships. By examining the temporal dimensions underlying WLB, we contribute a comprehensive understanding of the interrelationships between academic/personal life, various roles, and temporality in a South Asian context.

Souplet, C. (2023). **La coformation des enseignants: Une expérience originale d'un groupe de professeurs des écoles.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140332500?utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_26_06_au_01_07_36087&utm_medium=email&utm_content=lienTitre

Durant quatre années, un groupe de chercheur.es a eu l'opportunité d'analyser le fonctionnement d'un collectif de professeur.es des écoles. Ces enseignant.es ont mis en œuvre leur propre coformation, en dehors de tout dispositif institutionnel ou associatif. Ils ont partagé leurs réunions et leurs outils avec les chercheur.es. Ces éléments ont été complétés par des journées de travail communes regroupant enseignant.es et

chercheur.es, et par des entretiens, individuels et collectifs. L'ensemble de ces matériaux permet donc d'étudier le déploiement d'un processus de coformation, les conditions qui le favorisent, les façons dont les pratiques professionnelles sont évoquées, discutées, partagées. Cela donne aussi à voir l'importance de valeurs éducatives communes, notamment une vision partagée de ce que serait l'école idéale. Cet ouvrage permet d'éclairer finement un processus de coformation, une dimension encore insuffisamment explorée de la formation des enseignant.es.

Steinhardt, I., Bauer, M., Wünsche, H., & Schimmler, S. (2023). **The connection of open science practices and the methodological approach of researchers.** *Quality & Quantity*, 57(4), 3621-3636. <https://doi.org/10.1007/s11135-022-01524-4>

The Open Science movement is gaining tremendous popularity and tries to initiate changes in science, for example the sharing and reuse of data. The new requirements that come with Open Science poses researchers with several challenges. While most of these challenges have already been addressed in several studies, little attention has been paid so far to the underlying Open Science practices (OSP). An exploratory study was conducted focusing on the OSP relating to sharing and using data. 13 researchers from the Weizenbaum Institute were interviewed. The Weizenbaum Institute is an interdisciplinary research institute in Germany that was founded in 2017. To reconstruct OSP a grounded theory methodology (Strauss in *Qualitative Analysis for Social Scientists*, Cambridge University Press, Cambridge, 1987) was used and classified OSP into open production, open distribution and open consumption (Smith in *Openness as social praxis*. First Monday, 2017). The research shows that apart from the disciplinary background and research environment, the methodological approach and the type of research data play a major role in the context of OSP. The interviewees' self-attributions related to the types of data they work with: qualitative, quantitative, social media and source code. With regard to the methodological approach and type of data, it was uncovered that uncertainties and missing knowledge, data protection, competitive disadvantages, vulnerability and costs are the main reasons for the lack of openness. The analyses further revealed that knowledge and established data infrastructures as well as competitive advantages act as drivers for openness. Because of the link between research data and OSP, the authors of this paper argue that in order to promote OSP, the methodological approach and the type of research data must also be considered.

Thomas, J.-É. (2023). **Les heures supplémentaires des enseignants dans les établissements du second degré.** *Note d'Information*, (23.25), 1-4. <https://doi.org/10.48464/ni-23-25>

Pendant l'année scolaire 2022-2023, le service moyen d'un enseignant du second degré est de 18 heures et 35 minutes, dont 1 heure et 36 minutes d'heures supplémentaires annualisées (HSA)

Tülübaş, T., & Göktürk, Ş. (2023). **A meta-synthesis on academic identity in the neoliberal context of academy.** *Higher Education*, 86(1), 139-161. <https://doi.org/10.1007/s10734-022-00906-9>

Academic identity refers to the experiences, ideas, beliefs and values of academics regarding the core values and principles of academic work. It is significant in defining the professional judgments, attitudes and behaviours of academics, and is fundamentally (re)constituted in the social, economic, cultural and political context of the academy. Hence, how the recent changes in the academy resulting from neoliberal mode of government is reflected on academic identity has attracted the attention of scholars

globally. Although numerous studies have been conducted investigating academic identity in the face of these changes, the current understanding remains to be enriched through identifying transcendental features and patterns across studies conducted in diverse contexts. With this purpose, we conducted a meta-synthesis of 24 studies addressing academic identity in the neoliberalized academy. Three identity trajectories (i.e. the enterprising academic, the ambivalent academic and the authentic academic) emerged from the juxtaposition of neoliberal norms and the agentic endeavours of academics. The results were discussed from the perspective of Archer's dualism. Implications were made for future studies and for practice.

Vincenzo, C. D. (2023). **Resoconto sul Convegno Nazionale SIRD 2023: «La SIRD tra passato, presente e futuro. Il ruolo della ricerca educativa ai tempi del COVID, della terza guerra mondiale, della globalizzazione e della crisi ecologica»**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 207-215. <https://doi.org/10.7358/ecps-2023-027-devc>

The National Conference «SIRD between past, present and future. The role of educational research in the times of COVID, world war III, globalization and the ecological crisis» was organized by the Italian Society of Educational Research (SIRD). The conference was organized on the occasion of SIRD's 30th anniversary and aimed to foster active discussions on the key challenges that educational research has encountered in recent years. The event started with a plenary session that retraced the significant milestones that characterized the founding of SIRD, featuring speeches from past presidents of the society. Following, the conference delved into thematic working groups, which focused on relevant research topics including Teaching Learning Centers, PNRR and guidance, career access and progression, university teaching, research and teacher training, internationalization, I1/D2 coordination, doctoral training, quality of publications, and internationalization of journals. This paper provides a summary of the conference's primary discussions, highlighting their relevance within the context of contemporary educational research.

Woods, S., Sebastian, J., Herman, K. C., Huang, F. L., Reinke, W. M., & Thompson, A. M. (2023). **The relationship between teacher stress and job satisfaction as moderated by coping**. *Psychology in the Schools*, 60(7), 2237-2256. <https://doi.org/10.1002/pits.22857>

The present study investigated the relationship between teacher stress and job satisfaction, and examined the role of coping as a moderator. Based on the transactional and Coping-Competence-Context models of stress we expected that coping would serve as a protective factor in the relationship between teacher stress and their job satisfaction. Stress, coping, and satisfaction were measured using single-item scales which are cost-effective and practical instruments for measuring and monitoring teacher stress. A total of 2347 teachers from 93 schools formed the sample for this study. Regression analysis with job satisfaction as the outcome, and stress, coping, and their interaction entered separately were used to test the primary hypothesis. Results showed that there was a negative correlation between stress and job satisfaction, and coping had a significant moderating effect. Increasing levels of stress had less of a negative impact on job satisfaction for teachers with high coping ratings compared to those with average or low coping ratings. Overall, our results suggest that the development of coping skills could be beneficial for mitigating the effects of stress on job satisfaction.

Yin, Y. M., & Mu, G. M. (2023). **Thriving in the neoliberal academia without becoming its agent? Sociologising resilience with an early career academic and a mid-career researcher.** *Higher Education*, 86(1), 65-80. <https://doi.org/10.1007/s10734-022-00901-0>

In educational research, there has been much stricture of neoliberalism as a scourge. In the higher education sector, the neoliberal turn has been observed as eroding academic freedom and deprofessionalising academics. Early career academics are often described as victims of neoliberalism. In this paper, we take a positive perspective through a deep dive into resilience that enables self-transformation and, potentially, system change. Our paper is situated in the Chinese higher education context where the "up-or-out" system has been put in place, mirroring the neoliberal university at a global range. We — a mid-career researcher and an early career academic — analyse our collective narratives generated through WeChat text and voice message. Drawing insight from Bourdieu's reflexive sociology, our narratives lead to four themes: capital accumulation and self-transformation, shaping the publication habitus, emancipation from symbolic violence, and resilience to symbolic domination. We conclude the paper with a call for sociology of resilience and recommendations for deneoliberalising higher education.

Yvon, F., & Huguenin, J.-M. (2023). **Former les cadres d'établissements scolaires.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/23761>

Ce texte porte sur la possibilité de former les cadres scolaires en partant de leur activité réelle. Il examine dans un premier temps les potentialités de puiser dans les données d'une observation du quotidien de directions d'établissements scolaires. Ayant éprouvé les limites d'une telle démarche, il introduit l'approche par les paradoxes organisationnels pour faire parler les observables et mettre en perspective les dilemmes et hésitations vécus par les cadres scolaires dans l'exercice de leurs fonctions. Il présente enfin une formation continue qui cherche à identifier, comprendre et mettre en discussion ces paradoxes, et notamment les modalités de les gérer.

Zheng, L., Qi, X., & Zhang, C. (2023). **Can improvements in teacher quality reduce the cognitive gap between urban and rural students in China?** *International Journal of Educational Development*, 100, 102781. <https://doi.org/10.1016/j.ijedudev.2023.102781>

The urban-rural educational gap is a pressing issue for many countries, including China. Rural students have access to fewer educational resources and have less qualified teachers. Enhancing the quality of rural teachers is being prioritized by the Chinese government in its efforts to advance rural education. Using data from the China Education Panel Survey, we examine the impact of teacher quality on the cognitive gap between rural and urban students in China. We find that, first, the quality of teachers, as measured by academic qualifications and professional titles, significantly affects students' cognitive achievements. Second, middle and high achievers benefit more than their other peers from highly qualified teachers. Third, urban-rural discrepancy in teacher quality accounts for 9.06% of the cognitive gap on average. Our findings highlight the critical role of teacher quality in promoting educational equity and the importance of recruiting high-quality teachers for rural schools.

Zimmermann, P., Demogeot, N., Metz, C., & Flavier, E. (2022). **L'aide professionnelle individualisée, un dispositif local pour prévenir le décrochage professionnel des**

enseignants novices. *Les Dossiers des sciences de l'éducation*, (47), 121. Consulté à l'adresse <https://hal.science/hal-03188367>

Face à l'augmentation alarmante du nombre d'enseignants novices en difficulté en France, les initiatives locales se multiplient pour répondre aux situations d'urgence auxquelles ils sont confrontés. Cette étude qualitative appuyée sur les postulats de la clinique de l'activité (Clot, 2015) analyse comment les enseignants novices s'approprient un dispositif local d'accompagnement professionnel individualisé en France. Trois besoins sont identifiés: être rassuré en situation de souffrance professionnelle, rompre avec un sentiment de solitude, s'approprier des gestes de métier. Nous discutons l'importance du collectif dans le dispositif pour faciliter l'accès au genre professionnel.

Numérique et éducation

Afrique, A. : A. pour le développement de l'éducation en, & ADEA : Association pour le développement de l'éducation en Afrique. (2023). **Étude sur l'utilisation des TIC dans l'enseignement et l'apprentissage à distance pendant les crises et l'investissement requis pour opérer la transformation numérique dans les pays africains : rapport de synthèse - 2023.** Consulté à l'adresse https://www.adeanet.org/sites/default/files/publications/rapport_de_synthese_sur_l'utilisation_des_tic_dans_leducation_web.pdf

Cette étude, commandée par la Banque islamique de développement (BID) et la Banque africaine de développement (BAD), vise à évaluer le niveau d'utilisation des TIC dans l'enseignement et l'apprentissage à distance pendant la pandémie de Covid-19 et les capacités de 34 pays africains membres de ces banques en la matière ainsi que les investissements nécessaires à la transformation numérique. L'étude couvre l'enseignement de base et l'enseignement secondaire, l'enseignement supérieur et l'EFTP, donnant un aperçu des investissements nécessaires à l'exploitation du potentiel des technologies numériques afin d'améliorer la continuité de l'apprentissage et de réduire la fracture numérique.

ANOUAR, E. M. E., ELADNANI, M. J., & EL MUSTAPHA EL ANOUAR. (2022). **La contribution du e-learning dans le développement professionnel des enseignants.** *Revue marocaine d'évaluation et de la recherche éducative*, 8(8), 223-238. Consulté à l'adresse <https://revues.imist.ma/index.php/RMERE/article/view/35480/19023>

Cette étude empirique met en évidence le rôle essentiel du e-learning dans le développement professionnel des enseignants et vise à combler le manque de recherches existantes sur le sujet. L'e-learning offre aux professionnels et aux apprenants des possibilités d'apprentissage innovantes et diverses, facilitant l'accès à des ressources en ligne, de nouveaux styles et des méthodes d'enseignement-apprentissage, ainsi que la collaboration et l'échange d'expériences entre professionnels. De ce fait, le monde assiste au développement de technologies d'information et de communication, et à leur utilisation dans les domaines de l'éducation et de la formation, contribuant ainsi à la démocratisation du savoir.

ATN : Académie de transformation numérique. (2023). **Portrait des usages du numérique dans les écoles québécoises 2023 - Résultats d'une enquête réalisée auprès des directeurs et directrices d'écoles primaires et secondaires du Québec.** Consulté à l'adresse <https://transformation-numerique.ulaval.ca/wp->

content/uploads/2023/06/rapport-portrait-des-usages-du-numerique-dans-les-ecoles-quebecoises-edition-2023.pdf

Bag, S., Sinha, A., & Aich, P. (2023). **Determinants of using online mode of teaching: Evidence from higher educational institutions.** *International Social Science Journal*, 73(248), 415-434. <https://doi.org/10.1111/issj.12403>

The investigation looks at the intention of teachers in higher educational institutions towards online teaching–learning methods using the extended unified theory of acceptance and use of technology. In the aftermath of Covid-19, the education sector was in shambles, and it was impossible to continue with the traditional offline form, which forced a sudden transition to the online mode of teaching and learning. Thus, it is immensely important to identify the various factors that determine the intention to use the online teaching method by the facilitators of higher education. The present contributions have failed to provide a complete framework towards technological adaptation in higher learning. The approach taken by the researchers is a holistic one as it considers concrete aspects not considered in the previous literature. For this purpose, responses are collected from 240 faculty members of higher education institutions using the online survey method with the help of a structured research questionnaire. The scale of the items was adopted from the existing literature and modified to fit the research objectives. After testing for the outliers and reliability, 231 samples are finally considered. The partial least square structural equation modelling method is employed to test and validate the proposed model. Results of the study show that performance expectation, self-efficacy, social influence and facilitating conditions have a significant influence on the teachers' intention towards the use of the online teaching–learning method, which leads to the actual use of this ICT-based teaching–learning method. In addition, the study highlights that the age of teachers has a negative but significant influence on the intention to use, and discipline has a positive effect. Nevertheless, the institutional level has a negative and significant influence on teachers' actual use of online teaching–learning methods. The findings can help to design strategies for teaching–learning in recent times.

Blanc, J., & Tillon, A. B. (2023). **Composer avec les technologies du web.** *TransFormations - Recherches en Education et Formation des Adultes*, 1(25), 11-35. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/498>

Bournaveas, V., & Gueye, M. L. (2023). **Digital learning.** Consulté à l'adresse <https://hal-univ-pau.archives-ouvertes.fr/hal-04138934>

Burke, K., Baker, W., & Hobdell, G. (2023). **Getting hands-on: Praxis-focused assessment to enhance online arts teacher education.** *Distance Education*, 44(2), 213-229. <https://doi.org/10.1080/01587919.2023.2198486>

Online learning has radically altered educational access; however, challenges emerge for learning domains relying on practical learning experiences, such as the creative arts. Research shows praxis is vital to effective arts teacher preparation. However, as Australian initial teacher educators, we noted the challenges of engaging online students in arts praxis and held concerns regarding preparing them adequately for the primary classroom. In exploring solutions, we developed an approach mandating hands-on learning through assessment, theorizing this as praxis-focused pedagogy. Through surveys and interviews, we sought to understand student perspectives regarding the

assessment processes and whether this improved online engagement and self-efficacy as future arts educators. Findings confirm students supported a praxis-focused approach to assessment, and reveal beneficial attributes of this approach. The study affirms significant potential for praxis-focused assessment to enhance online arts learning; an approach that may be useful in other online education courses where hands-on experience is central to learning.

Choi, H., Jovanovic, J., Poquet, O., Brooks, C., Joksimović, S., & Williams, J. J. (2023). **The benefit of reflection prompts for encouraging learning with hints in an online programming course.** *The Internet and Higher Education*, 58, 100903. <https://doi.org/10.1016/j.iheduc.2023.100903>

While giving learners hints is a commonly used scaffolding practice to facilitate learning, previous work questioned the effectiveness of hints. In this study, we examined if prompting learners to reflect along with receiving hints could improve learning outcomes, including immediate and delayed performance, perceived learning, and enjoyment. A field experiment was conducted in a four-week long online master's degree course on data science where we compared two conditions: a condition with hints and a condition providing reflection prompts along with hints. Results showed that using hints with reflection prompts increased learner performance in delayed knowledge transfer tasks while also increasing learners' perception of learning. The combination of reflection prompts and hints did not reduce learners' enjoyment of the tasks, suggesting that the use of hints with reflection prompts is not only an intervention which can improve learning outcomes but is one which will be naturally adopted by learners.

Comte, M.-H., Djeballah, S., Fourny, M., Hoarau, S., Juton, A., Khaneboubi, M., ... Vincent, J.-M. (2023). **Un espace de formation francophone des enseignants, dédié à l'apprentissage de l'informatique, dans le secondaire.** (Report, Inria; p. 15). Consulté à l'adresse <https://inria.hal.science/hal-04140155>

L'introduction de l'enseignement de l'informatique au lycée va permettre aux prochaines générations de maîtriser et participer au développement du numérique. Le principal enjeu est alors la formation des enseignantes et des enseignants. Nous aidons à relever ce défi en faisant communauté d'apprentissage et de pratique avec l'accueil et l'entraide de centaines de collègues en activité ou en formation et en offrant deux formations en ligne, l'une aux fondamentaux de l'informatique, avec des ressources d'initiation et de perfectionnement l'autre pour apprendre à enseigner par la pratique, en co-préparant les activités pédagogiques des cours à venir, en partageant des pratiques didactiques et en prenant un recul pédagogique, y compris du point de vue de la pédagogie de l'égalité, ceci complété d'initiatives hybrides. Nous en partagerons ici la démarche et l'analyse du point de vue des sciences de l'éducation des premiers résultats obtenus. En matière de recherche, ce que nous présentons ici rentre dans le cadre de ce qui est appelé "recherche action".

Dardanou, M., Hatzigianni, M., Kewalramani, S., & Palaiologou, I. (2023). **Professional development for digital competencies in early childhood education and care: A systematic review.** <https://doi.org/10.1787/a7c0a464-en>

Digitalisation places new demands on the early childhood education and care (ECEC) workforce to navigate the care and well-being of children in the digital age. This literature review examines frameworks for digital competencies (DC) in education, with a focus on ECEC, as well as variation in DC requirements for ECEC staff with different responsibilities.

It explores strategies for a successful integration of DC in ECEC workforce development programmes. The review shows there has been limited research and policy support regarding the development of DC in ECEC and discusses the importance for the ECEC workforce to understand how digital technologies may be incorporated to their work, encompassing both technical aspects and responsible use, as well as the social and collaborative dimensions of professional development in this area. The review examines also how attitudes towards technology use with young children condition skills development in the sector.

Dunbar-Morris, H., Nerantzi, C., Sidiropoulou, M. P., & Sharp, L. (2023). **Exploring (in)dependent learning in a cross-institutional project about perceptions of learning.** *Distance Education*, 44(2), 380-400. <https://doi.org/10.1080/01587919.2023.2198492>

During the COVID-19 pandemic, significant focus was placed on the benefits and challenges of online versus traditional face-to-face learning. This paper presents the findings from a project which paints a more complex picture. Differing Perceptions of Quality of Learning, a collaborative project between four United Kingdom universities, investigated student perceptions of teaching and learning during the pandemic. Mixed methods using survey and focus groups to collect data were used. Analysis was conducted on the overall sample, by subject area, and by ethnicity. Findings indicated that the focus in universities should be shifted from the dichotomy of face-to-face or online learning toward flexible and scaffolded modes and approaches that lead to quality learning and progressively help students to move appropriately between lecturer-led learning and independent learning. Implications for the sector include a focus on pedagogical principles and ensuring the quality of any medium and environment used. The priority recommendation is to provide scaffolding for independent distance learning.

Fitzgerald, R., Huijser, H., Altena, S., & Armellini, A. (2023). **Addressing the challenging elements of distance education.** *Distance Education*, 44(2), 207-212. <https://doi.org/10.1080/01587919.2023.2209527>

Forbes, D., Gedera, D., Brown, C., Hartnett, M., & Datt, A. (2023). **Practical learning in hybrid environments: Can remote learning be active, authentic, and real?** *Distance Education*, 44(2), 362-379. <https://doi.org/10.1080/01587919.2023.2198487>

Online strategies designed to enable practical learning were in use prior to the pandemic. Nevertheless, in response to the rapid shift to online delivery during lockdowns, face-to-face practical learning was often postponed and replaced with traditional transmissive and theory-focused modes. This paper reports undergraduate and postgraduate university students' online learning experiences in New Zealand, where some practical learning approaches were evident particularly in the fields of teacher education, health or medicine, and sciences. Using multiple methods, data stemmed from a national survey followed by individual interviews and focus groups. Findings affirm that practical learning is possible in hybrid contexts, and is no less real than learning on campus. In-home or community-based activities, virtual simulations, online practice, and video-based learning all offer engaging opportunities for practical learning.

Frau-Meigs, D. (2023, juin 19). **ChatGPT : face aux artifices de l'IA, comment l'éducation aux médias peut aider les élèves.** Consulté 21 juin 2023, à l'adresse The Conversation

website: <http://theconversation.com/chatgpt-face-aux-artifices-de-lia-comment-education-aux-medias-peut-aider-les-eleves-207166>

Les nouveaux outils d'intelligence artificielle bouleversent l'information et multiplient les pièges en ligne. Quel type de boussole l'éducation aux médias fournit-elle aux élèves dans ce contexte ?

Gaebel, M., & Morrisroe, A. (2023). **The future of digitally enhanced learning and teaching in european higher education institutions.** Consulté à l'adresse <https://eua.eu/downloads/publications/digi-he%20final%20report.pdf>

Ce rapport résume les résultats du projet DIGI-HE qui vise à soutenir les universités européennes dans leurs approches stratégiques de l'apprentissage numérique. Il explore les manières dont les établissements du supérieur peuvent renforcer leurs approches stratégiques de l'apprentissage et de l'enseignement améliorés par le numérique et, renforcer leurs capacités. Il s'agit d'encourager et de soutenir une réflexion sur le développement et l'amélioration de la stratégie institutionnelle, par le partage de bonnes pratiques et l'apprentissage par les pairs parmi les dirigeants universitaires, et de contribuer au renforcement de la communauté.

Goldie, K., Ironside, R., & Pirie, E. (2023). **"It feels real": Events management and online experiential learning in COVID-19.** *Distance Education*, 44(2), 230-245. <https://doi.org/10.1080/01587919.2023.2198490>

This paper examines the experience of students transitioning between online and in-person live event projects during the COVID-19 pandemic. Drawing upon longitudinal qualitative data collected over a 3-year period, we explored how students perceived the challenges, their own development, and the pedagogical changes. Events management pedagogy relies on experiential learning and the hosting of student-led in-person events. The absence of in-person events and teaching had a significant negative impact on students, not caused by the adjustment to learning environment or assessment but by the act of change itself. Students ultimately recognized the value of experiential learning online and the benefits of developing digital skills, communication, resilience, adaptability, and confidence, leading to the embedding of online communications and virtual elements within 2022's live event projects. This paper considers the lessons learned from transitioning between in-person and digital event projects and evaluates the future of online tools for experiential learning in higher education.

Hockridge, D., & Bower, M. (2023). **Learning design for holistic student formation.** *Distance Education*, 44(2), 324-341. <https://doi.org/10.1080/01587919.2023.2198484>

A longstanding area of disagreement among theological educators has been whether the holistic formational goals of theological education can be adequately addressed through non-face-to-face learning modes. This study explored student perceptions of how their experience of studying theology in an asynchronous online context contributed to their holistic formation. Student participants were enrolled in one or more of 22 new online units of study which were developed and offered over three cycles as part of larger design-based research project. The study, initiated and conducted prior to the COVID-19 pandemic, found a broad range of design elements contributed to five dimensions of student formation (theological understanding, personal dispositions, ministry dispositions, ministry skills, identity), suggesting that purposeful learning design can facilitate holistic student formation in online and distance learning contexts. Although this

study examined learning design for holistic student formation in theological courses, the results may be of interest for other disciplines with similar holistic formational aims.

Lachaud, L., & Tijus, C. (2022). **Massive Online Open Courses: Features for Understanding and Learning**. *Educational Innovations and Emerging Technologies*, 2(2), 1. <https://doi.org/10.35745/eiet2022v02.02.0001>

Massive Online Open Courses (MOOCs) are based on digital cognitive technologies that serve the education of the greatest number by promoting understanding and learning. Combined with appropriate functionalities, methods, and procedures, MOOCs may become Smart Things with intelligent devices at the service of learners. This article aims to introduce to the education community a method for defining and evaluating the exemplary nature of MOOCs as Smart Things that have a user-centric design based on utility, acceptability, accessibility, usability, and ergonomic criteria. The procedure implemented in the following three-phase study is a Human Centered Design based co-construction of an exemplary MOOC for user-learners and designers. In the first phase, a brainstorming study is carried out to define the exemplary MOOC as a Smart Thing by collecting and establishing indicators according to their contribution to the exemplary MOOC. In the second phase, the construction of evaluation tools is studied to assess the exemplary nature of the MOOC by testing 29 indicators and their weights. The third phase is for a focus group study about the evaluation of the learnability of MOOCs produced by learners and designers' cooperation. The results of the study lead to a series of recommendations aimed at promoting the design of exemplary MOOCs.

Laroussi, M., & Henda, M. B. (2023). **Ressources Éducatives Libres et éducation ouverte : l'écosystème RELIEFH pour l'égalité femme-homme**. *Education Ouverte et Libre - Open Education*, (2). <https://doi.org/10.52612/journals/eol-oe.2023.e1155>

Dans notre société moderne et mondialisée, les ressources éducatives libres (REL) tirent parti de la révolution numérique et des réseaux qu'elle tisse pour devenir l'un des principaux propulseurs du mouvement pour le libre accès au savoir. En exploitant au mieux les logiciels libres et les accomplissements de l'open-source, l'accès libre est devenu un choix délibéré d'une société de l'information mondialisée, profondément ancrée dans d'innovantes technologies de l'information. Le mouvement pour le libre accès a ainsi pris différentes formes et suivi diverses tendances, qui toutes découlent d'initiatives libres ayant couvert un large éventail de domaines, services et produits, tels que les codes et les logiciels informatiques, les archives de données et de documents, les ressources d'apprentissage et les systèmes éducatifs, les recherches et les publications scientifiques sur l'éducation, les formats et les normes de fichier, etc. Ces différents modèles d'accès libre contribuent à l'émergence de nouvelles valeurs sociétales inscrites aux Objectifs de développement durable des Nations Unies (ODD) telles que « éducation de qualité », « paix, justice et institutions efficaces », « bonne santé et bien-être », « égalité entre les sexes », etc. De ces ODD ont émergé d'innombrables valeurs sociétales plus spécifiques : « protection de l'environnement », « égalité des chances », « vivre ensemble », « éducation pour tous », « égalité des genres », etc. Des moyens et des principes directeurs ont été conçus et déployés dans le cadre de l'Agenda 2030 des Nations Unies afin d'éradiquer la pauvreté, la faim, le SIDA et la discrimination contre les femmes et les filles. Étant donné que les actions menées dans un domaine donné des ODD influenceront les résultats dans les autres, l'éducation de qualité (ODD4), profondément imprégnée par les REL et l'éducation ouverte, se situe au carrefour de tous les objectifs et bénéficie nécessairement des résultats obtenus dans les

autres domaines. En tant que système largement diffusé à l'échelle mondiale, à l'instar des archives ouvertes, les REL et l'éducation ouverte peuvent donner à chacun une voix, un accès à l'information et à l'éducation, ainsi que la capacité de se connecter avec ses pairs et de former les autres. Les études pointent cependant les inégalités extrêmes dans le domaine de l'autonomisation numérique, mais aussi les importantes barrières à la participation numérique. Parmi les obstacles à l'adoption des REL, le défi technologique semble particulièrement grand, notamment de par le coût élevé et la faible vitesse de l'accès à Internet. Les difficultés qu'ont les personnes à savoir comment et où trouver des ressources éducatives est également considéré comme un frein majeur. La plus grande différence entre le nord et le sud réside dans les difficultés que rencontrent les enseignants du sud à trouver des ressources adaptées à leur contexte local respectif. Dans cet article, nous soutenons que, s'il est certain que ces barrières technologiques doivent être levées, le potentiel d'ouverture ne pourra être pleinement réalisé que lorsque les obstacles économiques et sociétaux auront eux aussi été aplanis. L'égalité des sexes est l'un d'eux. Au demeurant, il ne fait aucun doute que l'éducation améliore le potentiel humain et donne donc aux femmes un droit fondamental à l'auto-détermination leur permettant d'élever leur statut social et professionnel. C'est pourquoi nous mettons l'accent sur les REL, car elles sont un catalyseur pour une éducation de qualité dans le contexte francophone et promeuvent la valeur sociale de l'égalité entre les sexes. Notre objectif est de présenter une politique éditoriale francophone pour les REL dirigée par l'Institut de la francophonie pour l'ingénierie de la connaissance et la formation à distance (IFEF), en tant qu'organe spécialisé de l'Organisation internationale de la francophonie (OIF). À ce titre, la politique éditoriale de l'IFEF puise ses ressources avant tout dans les principes des ODD, mais aussi dans l'héritage historique du mouvement pour l'accès libre, dont les périodes et les tendances majeures seront explorées ici. Dans les faits, bien que le mouvement francophone autour des REL soit récent et que ses outils et ses produits soient limités (comparés aux outils et produits existant dans le monde anglo-saxon) les Francophones continuent de jouer un rôle moteur dans la mobilisation des acteurs et des partenaires producteurs de REL, en particulier par et pour les pays en développement. Le mouvement des REL au sein de la francophonie a réalisé des progrès significatifs ces dernières années, même s'il existe toujours un besoin de conscientisation ainsi que de compréhension des bénéfices et des opportunités offertes par leurs développement et utilisation. En l'absence d'une institutionnalisation organisée, les REL en francophonie peinent actuellement à jouer un rôle de premier plan dans le paysage et dans les politiques éducatifs. Elles dépendent encore d'initiatives personnelles, de décisions politiques et d'associations qui tentent d'influencer les comportements et les pratiques.

Liu, Q., Gladman, T., Grove, C., Eberhard, S., Geertshuis, S., Ali, A., ... Grainger, R. (2023). **Capturing the invisible: Non-institutional technologies in undergraduate learning within three New Zealand universities.** *The Internet and Higher Education*, 58, 100910. <https://doi.org/10.1016/j.iheduc.2023.100910>

Research in Internet-enabled learning tends to focus on technologies implemented by institutions or staff. In reality, students learn with technologies that go beyond institutional offerings. This misalignment risks universities' approaches to online technologies being partially relevant to student learning. To understand student experiences, we followed hermeneutic phenomenology, interviewing 22 students from three New Zealand universities. Content and thematic analyses showed that students used non-institutional technologies to augment institutional offerings. They experienced institutional

technologies as being overloaded with information, and non-institutional technologies as enabling them to process information expediently and take control of their own learning. We also identified differences between high and low-achieving students in technology use, which were associated with motivation, awareness of technologies, and metacognition. Our study highlights the role of non-institutional technologies in learning, which has implications for future research, for the design and implementation of institutional technologies, and for preparing students to learn with technologies.

MARTY, S., & THOMAS-VASQUEZ, K. (2023). **Ingénieries pédagogiques et sensibilisation aux littératies numériques à l'Université. Le Projet Up, un dispositif collaboratif, hybride et innovant.** *Intelligibilité du numérique*, (n° 4), [n.p.], bibliogr. Consulté à l'adresse <https://intelligibilite-numerique.numerev.com/numeros/n-4-2023/2902-ingenieries-pedagogiques-et-sensibilisation-aux-litteraties-numeriques-a-l-universite>

Les étudiants doivent posséder différentes littératies numériques afin d'utiliser des outils, de créer, comprendre et analyser des écrits et des contenus multi-modaux via des supports numériques. La culture numérique est essentielle à la réussite universitaire et socioprofessionnelle et l'employabilité. Enseignants, ingénieurs pédagogiques et médiateurs doivent déployer des ingénieries pédagogiques innovantes, inventer des modalités d'apprentissage alternatives numérisées, pour l'acquisition, la compréhension et l'analyse critique des littératies numériques. L'article explore et interroge les ingénieries pédagogiques œuvrant au développement de ces littératies au plan de leur acquisition (alphabétisation), de leur mise en œuvre compréhensive (e-lettrisme) et de leur appropriation critique (érudition).

Mascret, N., Marlin, K., Laisney, P., Castéra, J., & Brandt-Pomares, P. (2024). **Teachers' acceptance of an open-source, collaborative, free m-learning app: The predictive role of teachers' self-approach goals.** *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11832-3>

Based on the Technology Acceptance Model (TAM), the aims of the present cross-sectional study were i) to investigate acceptance by teachers of an open-source, collaborative, free m-learning app, named Artefac, ii) to examine whether teachers' self-approach goals (i.e., the motivation to teach more effectively than before) may be a relevant external variable to include in the TAM, and iii) to investigate potential differences of acceptance between school subjects (humanities and social science teachers vs. science teachers), status (in-service teachers vs. pre-service teachers), and contexts (teachers in schools classified as difficult vs. teachers in schools not so classified). A total of 419 French teachers (277 women, 142 men) took part in the present correlational survey. After reading a text with pictures presenting an open-source, collaborative, free m-learning app, named Artefac, the participants filled out a self-reported questionnaire about its acceptance before use, assessing perceived usefulness for teaching, perceived ease of use, perceived enjoyment, and intention to use. Teachers' self-approach goals were also assessed. One-sample t-tests and structural equation modeling were used to analyze the data. The results showed that Artefac was rather well accepted by teachers (with middle to strong effect sizes), whatever their school subject, their status, and their teaching context. The results also highlighted that teachers' self-approach goals positively predicted perceived enjoyment and perceived ease of use but did not predict perceived usefulness for teaching, indicating that the more teachers wanted to increase their teaching skills, the more they found Artefac easy to use and fun to use.

McKnight, L., & Nicholas, M. (2023, juillet 2). **Pourquoi continuer d'apprendre à écrire à la main dans un monde d'IA**. Consulté 3 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/pourquoi-continuer-dapprendre-a-ecire-a-la-main-dans-un-monde-dia-208766>

Faut-il abandonner l'écriture manuscrite ? Face aux progrès de l'intelligence artificielle, des voix s'élèvent en ce sens. Mais l'écriture manuscrite dote les élèves de compétences précieuses.

Ngah, A. H., Kamalrulzaman, N. I., Mohamad, M. F. H., Abdul Rashid, R., Harun, N. O., Ariffin, N. A., & Abu Osman, N. A. (2023). **Do Science and Social Science Differ? Multi-Group Analysis (MGA) of the Willingness to Continue Online Learning**. *Quality & Quantity*, 57(4), 2957-2980. <https://doi.org/10.1007/s11135-022-01465-y>

Without proper preparation by higher institutions, the COVID-19 pandemic has forced the world to rely on online learning. Even students of social science and science are looking for different knowledge and skills. Currently, both groups rely on the same method to gather knowledge for future undertakings. Given the uncertainty regarding the resolution of COVID-19, which has driven students to continue using online learning, the current study aims to identify the factors of willingness to continue online learning among social science and pure science students by extending the use of expectation-confirmation theory. Applying a purposive sampling method, 2,215 questionnaires were collected among undergraduate students from Universiti Malaysia Terengganu (UMT) using an online survey. Current study found that expectation and confirmation positively affect satisfaction. Attitude, satisfaction and readiness were found to have a positive relationship with willingness to continue online learning. Meanwhile, self-efficacy was found unsupported hypothesis for the direct effect. For multigroup analysis, readiness was found to have a significant difference between students of social science and pure science. The findings of this research enrich the literature about online learning, especially in the COVID-19 setting. Moreover, this work is useful for higher education institutions seeking to design a better strategy that allows students to return to campus.

NSENGIYUMVA, R. (2023). **La digitalisation des textes littéraires pour une pédagogie numérique : une meilleure gestion de l'impact de la Covid-19 sur le système scolaire**. *Synergies Afrique des Grands Lacs*, (12), 147-157, bibliogr. Consulté à l'adresse <https://gerflint.fr/images/revues/Afgrandslacs/Afgrandslacs12/nsengiyumva.pdf>

La numérisation des textes littéraires de français langue étrangère (FLE) est une alternative d'enseignement-apprentissage lors de crises comme celle de la Covid-19. L'article porte sur le passage de l'enseignement-apprentissage du FLE en présentiel à un enseignement à distance au Burundi. Il traite de l'impact de la pandémie sur l'éducation, dresse un état des lieux de l'enseignement à distance et présente les avantages de la pédagogie numérique et les résultats d'une enquête menée auprès de 129 enseignants sur la maîtrise de la formation à distance et de la numérisation des textes pour la formation à distance et le recours à l'enseignement à distance pour une didactisation du texte en français en situation de crises sanitaires.

Opanasenko, Y., & Novikova, V. (2023). **L'enseignement à distance dans l'enseignement supérieur** (C. Étienne & R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/23390>

L'apprentissage à distance est devenu l'une des tendances éducatives les plus en vogue du 21^e siècle. La pandémie de COVID-19 et la guerre en Ukraine n'ont fait qu'accélérer le processus de son intégration dans le secteur de l'éducation. L'objectif de notre travail est d'étudier l'influence de l'apprentissage en ligne sur l'adaptation à cette méthode d'enseignement et la réussite académique des étudiant.e.s qui l'utilisent sous ses deux formes, ainsi que de rechercher les améliorations à lui apporter.

Polo, C., Simonian, S., & Chaker, R. (2022). **Affording Emotional Regulation of Distant Collaborative Argumentation-Based Learning at University**. *Educational Technology International*, 23(1), 1-39. <https://doi.org/10.23095/ETI.2022.23.1.001>

We study emotion regulation in a distant CABLE (Collaborative Argumentation Based-Learning) setting at university. We analyze how students achieve the group task of synthesizing the literature on a topic through scientific argumentation on the institutional Moodle's forum. Distinguishing anticipatory from reactive emotional regulation shows how essential it is to establish and maintain a constructive working climate in order to make the best out of disagreement both on social and cognitive planes. We operationalize the analysis of anticipatory emotional regulation through an analytical grid applied to the data of two groups of students facing similar disagreement. Thanks to sharp anticipatory regulation, group 1 solved the conflict both on the social and the cognitive plane, while group 2 had to call out for external regulation by the teacher, stuck in a cyclically resurfacing dispute. While the institutional digital environment did afford anticipatory emotional regulation, reactive emotional regulation rather occurred through complementary informal and synchronous communication tools. Based on these qualitative case studies, we draw recommendations for fostering distant CABLE at university.

Pouzergues, P. (2022a, juin 13). **Approche actionnelle et dispositif hybride au service de la pédagogie différenciée et de l'autonomisation pour gérer l'hétérogénéité des niveaux dans l'apprentissage**. Présenté à Les discours numériques: enjeux linguistiques et communicationnels, perspectives didactiques. Consulté à l'adresse <https://hal.science/hal-03693479>

Pouzergues, P. (2022b, juin 9). **Cadre méthodologique pour évaluer le caractère autonomisant d'un dispositif hybride adapté à la classe multi-niveaux**. Présenté à Étudier le langage à l'ère numérique Université Sorbonne Nouvelle - RJC 2022. Consulté à l'adresse <https://hal.science/hal-03693467>

Pouzergues, P., & Catherine, D. (2023, juin 21). **Cours hybride et différenciation pédagogique en classe de FLE multiniveaux : vers une utilisation du numérique pour une personnalisation des apprentissages**. Présenté à X^{ème} colloque international de l'Association des Directeurs des Centres Universitaires d'Études Françaises pour Étrangers) l'ADCUEFE 2023. Consulté à l'adresse <https://hal.science/hal-04127396>

Les classes de langues étrangères multilingues et multiniveaux sont des situations didactiques complexes que l'on retrouve dans de nombreux contextes, notamment dans les centres de langues universitaires. Les enseignants rencontrent des difficultés pour répondre à l'hétérogénéité de niveaux provoquant une certaine frustration et un ralentissement du rythme d'apprentissage chez les apprenants. Mais l'hétérogénéité d'une classe ne se cantonne pas seulement au niveau de langue des apprenants, elle est aussi sociale (histoires et cultures d'apprentissage), cognitive (manières d'apprendre

de chacun), et linguistique (capital linguistique et degré d'aptitudes dans les compétences langagières). La pédagogie différenciée (Meirieu, 2016) part du constat que chaque apprenant a sa propre manière d'apprendre et vise à répondre à l'hétérogénéité dans son ensemble, en construisant un groupe classe où chaque apprenant est identifié à la fois comme unique et comme membre de cette collectivité. Cette démarche repose sur une réorganisation complexe des séquences didactiques de la part de l'enseignant (Puren, 2001d) mais aussi sur le développement de l'autonomie d'apprentissage des apprenants, c'est-à-dire leur capacité à prendre en charge leur propre apprentissage. Cette capacité n'est pas innée, elle doit s'acquérir avec un accompagnement, notamment grâce à des activités métacognitives elles-mêmes reliées à des interactions sociales avec le tuteur, entre pairs ou avec une communauté (web social). Les travaux autour des centres de ressources en langue (Rivens Monpean & Eisnbeis, 2009) ont montré l'efficacité de trois outils favorisant cette autonomisation. Les séances apprendre à apprendre et les carnets de bord collectifs (Cappellini, 2015) soutiennent le processus de la métacognition à travers la coopération entre pairs. Parallèlement, la mise en place d'entretiens-conseil en début, milieu et fin de parcours avec l'enseignant-tuteur encourage une individualisation des apprentissages. Ces activités peuvent être réalisées à l'intérieur d'un dispositif hybride (Nissen, 2019) mettant à profit les avantages des modes présentiel et distanciel afin de favoriser à la fois le développement de l'autonomie et la pédagogie différenciée. L'authenticité de la tâche, pilier de l'approche actionnelle, peut représenter un enjeu (Guichon, 2012) stimulant et fédérateur pour les apprenants en classe multiniveaux, elle représente d'autre part l'élément structurant du scénario pédagogique du dispositif hybride. Confronté à ce contexte multilingue et multiniveaux dans nos classes de FLE à l'université en France (donc en milieu homoglotte) et tout en nous inspirant des recherches récentes sur la pédagogie différenciée en classe de FLE, nous avons voulu approfondir la réflexion sur les apports du numérique pour prendre en compte l'hétérogénéité des apprenants. Nous avons ainsi conçu un dispositif hybride basé sur la pédagogie différenciée, l'autonomie d'apprentissage et la pédagogie de projet. Dans cette communication nous évaluerons dans quelle mesure la résolution d'une tâche-projet authentique au sein d'un dispositif hybride en classe de FLE multiniveaux permet de proposer une pédagogie différenciée et de développer l'autonomie des apprenants. Notre étude se base sur nos résultats d'une recherche-action menée au sein de notre université, auprès de quatre groupes d'apprenants en FLE multiniveaux ayant participé à notre dispositif hybride différencié (entre trente et quarante heures). Ces quatre études ont été menées au cours des années universitaires 2020-2021 et 2021-2022. Notre corpus est composé de données invoquées (enregistrements d'entretiens conseils, de séances apprendre à apprendre, de séquences pédagogiques, de messages postés sur des carnets de bord collectifs), de données suscitées (questionnaires réalisés en début et fin de parcours) et de données provoquées (enregistrements d'entretiens compréhensifs individuels). Le traitement des données a été effectué en utilisant la technique d'analyse de contenu avec un double codage en aveugle intégrant différentes catégories de codage. Deux outils informatiques ont été utilisés (le logiciel Excel et le logiciel ELAN). Les résultats révèlent qu'un cours hybride adapté à la classe multiniveaux en FLE en milieu homoglotte, s'appuyant à la fois sur une démarche d'autonomisation des apprenants et sur la pédagogie différenciée permet une personnalisation des apprentissages et enrichit la réflexion pédagogique sur les démarches de différenciation. Si le dispositif est bien reçu par les apprenants quant à la prise en compte de l'hétérogénéité des niveaux, ils reconnaissent aussi avoir développé certaines aptitudes. De nombreuses perspectives

s'ouvrent alors autour du potentiel de ce dispositif comme levier de développement de la littéracie numérique des apprenants, de certaines compétences transversales (comme la créativité, la curiosité, la confiance, le sens du collectif etc.) ainsi que sur la pertinence d'espaces d'apprentissages flexibles pour la réalisation de tâches-projets numérisés. Nous présenterons dans un premier temps le cadre théorique sur lequel nous nous sommes appuyés pour réaliser le dispositif. Dans un second temps nous décrirons schématiquement le dispositif et le contexte de l'étude analysée. Nous exposerons dans une troisième partie la méthodologie employée pour recueillir notre corpus et réaliser notre analyse de contenu. Enfin nous concluons avec les résultats obtenus et les perspectives d'évolutions du dispositif.

Redouani, A. (2022). **L'impact de l'usage pédagogique du Tableau Blanc Interactif (TBI) sur l'engagement scolaire des élèves dans le cadre de l'enseignement de la langue arabe à l'école élémentaire en France: cas du département du Bas-Rhin** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-04137370>

Dans un contexte marqué par l'implantation massive des tableaux blancs interactifs (TBI) dans les établissements scolaires en France, comme dans plusieurs pays du monde, l'objectif de cette recherche est d'étudier l'impact de l'usage pédagogique de ce dispositif sur l'engagement scolaire des élèves dans le cadre de l'enseignement de la langue arabe à l'école élémentaire en France. Ce sont 135 élèves et 16 enseignants, dans 18 écoles élémentaires du Bas-Rhin (France), qui ont été interrogés et/ou observés pour cette recherche. Quatre instruments de collecte de données ont été utilisés : des observations directes en classe, un questionnaire quantitatif et des entretiens en focus groups auprès des élèves ainsi que des entretiens semi directifs individuels auprès des enseignants. Les résultats de notre enquête montrent que les interactions créées par l'usage du TBI, en tant que dispositif à part entière, permettent d'améliorer l'engagement scolaire des élèves selon les dimensions à la fois cognitives, affectives et comportementales.

Reid, K., Butler, D. L., Comfort, C., & Potter, A. D. J. (2023). **Virtual internships in open and distance learning contexts: Improving access, participation, and success for underrepresented students.** *Distance Education*, 44(2), 267-283. <https://doi.org/10.1080/01587919.2023.2209029>

This study at The Open University in the United Kingdom examined the effectiveness of specifying internship opportunities for underrepresented student groups in two faculties. Our data, gathered through intern focus groups and supervisor interviews, demonstrate that the virtual internship scheme has been successful from both intern and supervisor perspectives, providing flexible and supportive opportunities which help interns to develop transferable skills and confidence. The virtual internship approach therefore provides opportunities for large-scale distance learning institutions to routinely offer work experience to their students, supported by the further development of effective remote working practices. Unexpected benefits of this program emerged through the staff-student partnerships developed in university-based internships. Future research will focus on mechanisms to further improve and scale up the virtual internship program to enhance access for underrepresented students and to explore how virtuality contributes to new perspectives of employability.

Solari Landa, M., Pierrot, L., Michel, C., Cerisier, J.-F., & Aillerie, C. (2023). **L'école à la maison en situation de confinement total ou partiel: quand les usages numériques**

scolaires et personnels se rencontrent à la maison. *RESET: Recherches en sciences sociales sur Internet*, (12), [n.p.], bibliogr. Consulté à l'adresse <https://journals.openedition.org/reset/4214>

Lors du premier confinement de mars 2020, l'école à la maison est devenue la norme. Avec quelles transformations de l'espace-temps familial induites ? Selon quelles modalités les activités élaborées selon les normes scolaires s'opèrent-elles ? Dans quelle mesure l'apprentissage à distance modifie-t-il les représentations qu'ont les familles du numérique et de la forme scolaire ? Les résultats de l'analyse d'activités scolaires de 29 élèves du primaire et du secondaire montrent comment les usages numériques des familles, scolaires, professionnels et personnels, ont cohabité. Ils dessinent également l'évolution des représentations à l'égard de la forme scolaire et questionnent la persistance potentielle de ces transformations.

Song, C., Helikar, R., Smith, W. M., & Helikar, T. (2023). **Factors Influencing Instructors' Adoption and Continued Use of Computing Science Technologies: A Case Study in the Context of Cell Collective.** *CBE—Life Sciences Education*, 22(3), ar29. <https://doi.org/10.1187/cbe.22-11-0239>

Acquiring computational modeling and simulation skills has become ever more critical for students in life sciences courses at the secondary and tertiary levels. Many modeling and simulation tools have been created to help instructors nurture those skills in their classrooms. Understanding the factors that may motivate instructors to use such tools is crucial to improve students' learning, especially for having authentic modeling and simulation learning experiences. This study designed and tested a decomposed technology acceptance model in which the perceived usefulness and perceived ease of use constructs are split between the teaching and learning sides of the technology to examine their relative weight in a single model. Using data from instructors using the Cell Collective modeling and simulation software, this study found that the relationship between perceived usefulness–teaching and attitude toward behavior was insignificant. Similarly, all relationships between perceived ease of use–teaching and the other variables (i.e., perceived usefulness–teaching and attitude toward behavior) became insignificant. In contrast, we found the relationships between perceived ease of use–learning and the other variables (i.e., perceived usefulness–teaching, perceived usefulness–learning, and attitude toward behavior) significant. These results suggest that priority should be given to the development of features improving learning over features facilitating teaching.

Sun, Z., & Yang, Y. (2023). **The mediating role of learner empowerment in the relationship between the community of inquiry and online learning outcomes.** *The Internet and Higher Education*, 58, 100911. <https://doi.org/10.1016/j.iheduc.2023.100911>

The COVID-19 pandemic has necessitated a rapid shift to online learning, making the Community of Inquiry (CoI) framework increasingly relevant for creating meaningful and effective online learning experiences. However, the impact of CoI presences (i.e., teaching, social, and cognitive presence) on students' learning outcomes has been inconsistent in the literature, and a recent meta-analysis has identified a publication bias in this relationship, suggesting the need for a further investigation. This study aimed to enhance our understanding of how the CoI presences influence students' actual learning outcomes by incorporating learner empowerment as an essential learner characteristic. This study was conducted in two undergraduate courses that were abruptly shifted online due to the COVID-19 lockdown. Structural equation modeling was

used to examine the relationship between the Col presences, learner empowerment, and actual learning outcomes. The results show that learner empowerment has a direct and positive impact on students' actual learning outcomes, and partially mediates the relationship between Col presences and learning outcomes. The findings highlight the significant mediating role of learner empowerment within the Col framework and offer valuable insights into the design of productive online learning communities.

Tang, H., Dai, M., Du, X., Hung, J.-L., & Li, H. (2023). **Understanding college students' cognitive engagement in online collaborative problem-solving: A multimodal data analysis.** *Distance Education*, 44(2), 306-323.
<https://doi.org/10.1080/01587919.2023.2209025>

Laboratory experience is critical to foster college students' collaborative problem-solving (CPS) abilities, but whether students stay cognitively engaged in CPS tasks during online laboratory sessions remains unknown. This study applied multimodal data analysis to examine college students' (N = 36) cognitive engagement in CPS during their online experimentation experience. Groups of three collaborated on CPS tasks via shared worksheets and computer-based simulations on videoconferences. Portable electroencephalogram instruments were used to determine students' levels of cognitive engagement in CPS activities. The multimodal data analysis (e.g., electroencephalogram, surveys, and artifacts) results showed a significant difference in students' cognitive engagement between different phases of CPS. The students' cognitive engagement significantly differed between groups who did and did not complete the task. Additionally, intrinsic motivation predicted students' cognitive engagement in the completion groups while self-efficacy was the primary predictor of cognitive engagement for the groups who did not complete the task.

Vorlíček, R., Stašová, L., Hogenes, M., Janebová, E., & Průchová, Z. (2023). **Issues and challenges of inclusion in distance teaching and learning from the perspective of university students and teachers.** *Distance Education*, 44(2), 342-361.
<https://doi.org/10.1080/01587919.2023.2210528>

This paper attempts to present the challenges and issues of inclusion in distance teaching and learning as experienced by Czech university teachers and students during the COVID-19 pandemic. The article offers analytical insights into how the virtual university environment and classrooms were affected by the pandemic crisis. Although several international studies have been conducted on COVID and distance education, only a few have explored in detail the topic of inclusion by covering both the perspectives of university teachers and students. Our results are based on a questionnaire survey of teachers and a pilot questionnaire survey of students administered at a public university in the Czech Republic. Further, the findings highlight the inclusion of students with special needs in the context of the pandemic crisis to provide up-to-date perspectives from university teachers and students on issues related to inclusivity in the teaching and learning environment. The study indicates that more support and further training to teachers are needed regarding issues of inclusion to help bring online learning to the same level as education in brick-and-mortar schools.

Wang, Q., Xun, J., Li, N., Huijser, H., Shen, J., & Chen, J. (2023). **Examining gains and pains of a new virtual internship design.** *Distance Education*, 44(2), 246-266.
<https://doi.org/10.1080/01587919.2023.2198495>

This study investigated how student effort and the course design influenced an online internship in China. A cohort of 95 postgraduate students became distance learners in a credit-bearing internship course due to COVID-19. The course leader applied the action learning framework to prompt student online collaboration and group inquiry. The framework assumes the importance of self-reliant learner autonomy in virtual internships. After the course, researchers analyzed the effects of self-directed learning with technology on a multidimensional community of inquiry in a virtual environment. The study also identified students' narratives that explain how self-directed learning with technology interacted with three elements of virtual communities of inquiry: social, cognitive, and teaching. Findings explain how virtual internships can be facilitated through a community of inquiry model. Educators and practitioners may consider the model to demonstrate student-staff partnerships (Fitzgerald et al., 2020) to achieve quality transformation of internships from face-to-face mode to distance education.

Watkins, C. P. (2021). **Can technology facilitate reading acquisition?: developing applications for phonics learning and dyslexia screening** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04142089>

This thesis focuses on the application, to French students, of advances in the understanding of how children learn to read, what methods best train literacy and how we can better assess reading deficits' so that these advances can fuel a virtuous circle between cognitive science and educational interventions. In the case of literacy, there is a global consensus that early explicit phonics instruction is the best means to learning how to read. In this thesis, we propose a tablet-based game to support phonics learning. We also address several unanswered questions of teaching methodology. For example, during what period of time should the teaching of the phonetic method be introduced? Can children learn to read using phonics software before formal literacy? We present the results from our randomized control study with French first graders (N=975). Data collected from pre- and post- tests shows that children only benefited from the phonics game when it was used early in the school year. In a second intervention, we improved the design of the application and research methodology, and then tested the game with French kindergarteners (N=1092). This time students improved in factors that support literacy, irrelevant of the period that the games were used. However, in a follow-up test, benefits disappeared once formal reading education began. In the process of seeking to develop a tablet-based approach to literacy, we also describe a program used by the game engine that automatically creates a phonics progression based on the most frequent and consistent grapheme-phoneme correspondences for any alphabetic language. Historically, some of the greatest insights into the processes involved in reading have come from the examination of the deficits. Based on the hypothesis that reading is a complex cognitive activity, and that a deficit in any part of the process could lead to dyslexia, we developed a screener that looks at the types of errors made by readers to assess for selective deficits. After normalizing the screener with French 6th and 7th graders, we examine the different types of errors made by students previously diagnosed with dyslexia by their school. We present the first French cases of two different types of selective deficits: letter position dyslexia and attention dyslexia. The body of this work was developed with the goal of practical application. To this end, the tablet-based game and phonics builder code were developed using open source software and licenses. Our screener for dyslexia is also open for use in collaboration with our lab. In the general discussion, we discuss ideas for immediate improvements and future studies that could be done using these tools, to the benefit of improved literacy programs for all students.

Whitehead, A. J., Beak, Kelly. M., Russell, T., & Ross, M. H. (2023). **Allied health clinical placements with a remote supervision model: Students' and clinical educators' perceptions.** *Distance Education*, 44(2), 284-305. <https://doi.org/10.1080/01587919.2023.2209024>

COVID-19 restrictions prompted change to clinical placements for students, including a move to a remote supervision model where students, clinical educators, and patients were geographically remote from each other but connected via videoconferencing technology. A total of seven students and 11 clinical educators from occupational therapy and speech pathology participated in focus groups, reflecting on their experiences and perceptions of the rapid transition to remote supervision. Qualitative data were analyzed using a thematic analysis approach. No participants had experience with remote supervision prior to COVID-19. Three key themes were generated from the data: (a) key considerations, processes, and suggestions for remote supervision, (b) impact of remote supervision on relationship development, and (c) development of student professional competencies within the model. This study provides insights and practical considerations for implementing remote supervision and confirms this model can effectively meet students' supervision needs and support the development of professional competencies.

Wladis, C., Hachey, A. C., & Conway, K. (2023). **Time Poverty: A Hidden Factor Connecting Online Enrollment and College Outcomes?** *The Journal of Higher Education*, 94(5), 609-637. <https://doi.org/10.1080/00221546.2022.2138385>

This study explored the relationships between voluntary online course enrollment (pre-pandemic), time poverty, and college outcomes. Results indicate that students who enrolled in at least one fully online course were significantly more time poor than other students; these differences were largely explained by age, parental status, and paid work. Yet, despite being more time poor, students who enrolled in online courses were more likely to successfully complete their courses, especially after controlling for time poverty. While students who took at least one online course were less likely to be retained in college and accumulated on average fewer credits, outcomes in online courses did not explain these differences; rather, other factors that make students both more likely to enroll online and to drop out or take fewer credits likely play a role. In particular, time poverty fully mediated the relationship between online enrollment and credit accumulation.

Zhou, X., Li, Q., Xu, D., Li, X., & Fischer, C. (2023). **College online courses have strong design in scaffolding but vary widely in supporting student agency and interactivity.** *The Internet and Higher Education*, 58, 100912. <https://doi.org/10.1016/j.iheduc.2023.100912>

This study develops a rubric comprising three quality concepts critical to addressing online learning challenges: Scaffolding, which supports student self-regulated learning processes; Student Agency, which promotes student choices and voices; and Social Presence and Interpersonal Interaction, which enhances student connection with peers and instructors. We then examine the extent to which college online courses reflect the three concepts following a 3-point scoring scale ("beginning," "developing," or "proficient") based on observation data collected from 100 randomly selected courses. Our results indicate that about two-thirds of the courses score at or above the developing level, demonstrating some but insufficient incorporation of design features that can enhance the three concepts. While most courses are above the developing level for

“Scaffolding,” less than half and less than one-third reach the developing level for the other two concepts. We further identify variations in course design based on instructor characteristics, where female instructors, instructors with higher educational attainment, and instructors teaching fewer credit hours had higher scores.

Orientation scolaire et professionnelle

Bréant, H., & Durand, M. (2023). **Grandir en Polynésie française et se projeter dans l'avenir. Les aspirations éducatives et professionnelles des élèves de troisième.** *Agora débats/jeunesses*, 94(2), 117-138. <https://doi.org/10.3917/agora.094.0117>

Les préoccupations sociales concernant la jeunesse dans les Outre-mer ne sont pas nouvelles et portent sur différents aspects interdépendants les uns des autres tels que la scolarité et la formation, l'insertion professionnelle, la précarité ou encore l'émigration. Ce dossier propose de s'intéresser « aux jeunes » de ces territoires en s'interrogeant sur la manière dont elles se vivent in situ, comment elles s'y déploient et avec quelles perspectives d'avenir. À partir d'approches méthodologiques et disciplinaires variées, les articles rendent compte du passage à l'âge adulte, du rôle et du fonctionnement des institutions, mais aussi de la famille, des aspirations, des projets de mobilités, voire des immobilités. Les données exposées portent sur une grande partie des territoires d'outre-mer et suggèrent qu'ils méritent d'être appréhendés dans leur complexité, sans être réduits ni à leurs points communs ni à leurs « spécificités », réelles ou revendiquées.

Chen, X., Allen, J. L., & Hesketh, T. (2023). **The influence of individual, peer, and family factors on the educational aspirations of adolescents in rural China.** *Social Psychology of Education*, 26(3), 735-759. <https://doi.org/10.1007/s11218-023-09765-3>

Educational aspirations are an important predictor of academic outcomes. While there has been considerable research on educational aspirations in the West, there has been little research in East Asia, and the investigation of factors influencing adolescent aspirations has been neglected, particularly in rural areas. Drawing on ecological systems theory and social cognitive career theory, this study investigated the associations between educational aspirations and factors at the individual, peer, and family levels among rural Chinese adolescents. A total of 606 students (Mage = 14.85 years; 50% boys) from a rural town in Central China completed questionnaires assessing their educational aspirations, individual factors (academic performance, academic self-perception, academic self-regulation, attitudes toward teachers, and goal valuation), and contextual factors (family socioeconomic status, parent and peer relationship quality, and parental and close friends' aspirations). Individual factors and aspirations of others had significant direct effects on adolescents' educational aspirations, while parent and peer attachments were significantly related to educational aspirations via individual factors. Family socioeconomic status was not significantly related to adolescents' educational aspirations. The findings highlight the importance of individual factors as mechanisms explaining the link between contextual factors and rural Chinese adolescents' educational aspirations. Our results suggest that interventions can be designed to increase and maintain the aspirations of rural Chinese youth by targeting multiple domains of influence.

Contreras, M. I., Duryea, S., & Martínez A., C. (2023). **The effect of the pandemic on the transition to tertiary education in Chile: A focus on students with disabilities.** *International*

Journal of Educational Development, 100, 102779.
<https://doi.org/10.1016/j.jiedudev.2023.102779>

Using a rich set of administrative data, we study the effect of the COVID-19 pandemic on the transition to tertiary education for students with disabilities in Chile. Enrollment rates in primary and secondary education in Chile differ by less than 2 percentage points for students with or without disabilities, but there is an approximately 17 percentage point gap in enrollment in tertiary education. Our difference in differences analysis finds that the pandemic significantly decreased the probability of students with disabilities taking the admission test to tertiary education and enrolling in high-quality tertiary institutions, increasing the inequality in tertiary education. While the pandemic affected the transition to higher education for all students in Chile, students with disabilities were more adversely affected. Understanding how the pandemic has affected opportunities for students with disabilities is critical for informing policies of inclusion.

D'Uggento, A. M., Petruzzellis, L., Piper, L., & Gurrieri, A. R. (2023). **In the name of the University: the choice to promote as a tool to influence decision-making.** *Quality & Quantity*, 57(4), 3151-3164. <https://doi.org/10.1007/s11135-022-01475-w>

Choosing the University to attend is an important decision that is made once or twice in a lifetime and has relevant effects for a person's entire life. In such a process, advice from others, especially current students, is a powerful influencing factor. Therefore, understanding the factors that lead students to become active advocates for their university is strategically important. Social identity theory states that when students choose a university, the image of the institution becomes part of their identity. In case of strong positive identification, the resulting sense of pride enhances their own self-identity and brings positive benefits beyond simply obtaining an education, which are then passed on to everyone. The current study focuses on brand experience and brand reputation and uses a moderated mediation analysis to investigate the mechanisms by which current students can be tools for university choice. Stimulating word-of-mouth (WOM) implies the institution to have and maintain a good reputation and engage students to develop a positive brand experience and pride. This research contributes to the development of a greater strategic awareness of universities' appeal to better tailor their orientation activities to current or prospective students.

Grosperrin, J. (2023). **Parcoursup : l'urgence à gagner la confiance des lycéens et des étudiants** (p. 1-41). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-793/r22-793.html>

Houtin, L., Brun, C., Metaldi, A., Steinbruckner, M.-L., Terriot, K., Akinyemi, A., & Loarer, E. (2023). **Orienter les élèves en difficulté en s'appuyant sur leurs compétences personnelles et professionnelles.** *L'orientation scolaire et professionnelle*, (52/2), CCCXCV. <https://doi.org/10.4000/osp.17574>

L'orientation professionnelle des élèves de collèges et lycées, notamment des publics à besoins éducatifs spécifiques (i.e., SEGPA, ULIS), demeure un problème récurrent en France. Nous avons évalué dans quelle mesure un outil numérique facilitant l'identification des expériences personnelles et professionnelles ayant permis le développement de compétences transversales (Diagoriente) s'avérait pertinent pour l'accompagnement à l'orientation scolaire et professionnelle d'élèves de collèges et lycées, notamment de filières spécialisées. D'après 19 entretiens auprès de professionnels de l'orientation scolaire, Diagoriente serait pertinent pour accompagner la construction

du projet professionnel des élèves, y compris ceux à besoins spécifiques. La principale force de Diagorienté résiderait dans sa démarche unique d'identification des compétences via les expériences professionnelles et personnelles qui favorisent la valorisation des jeunes. Les outils numériques accessibles et polyvalents comme Diagorienté représentent une des opportunités que les professionnels scolaires peuvent saisir pour lutter contre les inégalités sociales qui, encore aujourd'hui, déterminent grandement les choix d'orientation.

Kindelbeger, C., & Safont-Mottay, C. (2023). **Trajectoires d'élaboration d'un projet vocationnel au cours du lycée: interrelations avec les processus identitaires, la motivation et les indicateurs de décrochage scolaire.** *L'orientation scolaire et professionnelle*, (52/2), 307. <https://doi.org/10.4000/osp.17450>

Se projeter dans un avenir scolaire et/ou professionnel constitue un enjeu majeur que les lycéens négocient différemment. La présente étude avait pour objectif principal de mettre en évidence la diversité des trajectoires dans la construction de projet vocationnel au cours du lycée et d'en identifier les spécificités identitaires et motivationnelles. Deux cent quatre-vingt-onze lycéens (cent quatre-vingt-dix filles) ont indiqué leur projet en début de seconde (T1), puis en fin de terminale (T2), et ont répondu à des questionnaires mesurant les processus identitaires et la motivation autodéterminée à T2. Différents indicateurs de décrochage scolaire ont aussi été collectés à T2. Les résultats mettent en lumière six trajectoires de projet vocationnel, qui varient en termes de degré de précision et de stabilité ou non des projets. Ces profils présentent des configurations identitaires et motivationnelles spécifiques, ainsi que des risques de décrochage scolaire différents, soulignant la place de l'élaboration du projet vocationnel dans la dynamique scolaire. projet d'avenir scolaire et professionnel, adolescence, processus identitaires, motivation autodéterminée, évolution des projets

Matthes, B., & Stoeger, H. (2023). **Getting into the university track: Parents' implicit theories about ability predict which type of secondary school their children are tracked into.** *Social Psychology of Education*, 26(3), 857-880. <https://doi.org/10.1007/s11218-023-09769-z>

The few studies about whether parents' implicit theories about ability (ITs) predict their children's academic success and relevant parental behavior have produced mixed results. In response, research suggested that parents' ITs might be more important in contexts that make children's intellectual potential salient. Therefore, we investigated the role of parents' ITs in such a situation: After fourth grade in Bavaria, Germany, students are tracked into one of three secondary school types (one university-track and two non-university-track) depending on their grades (in mathematics, German, and basic science). First, we examined if parents' ITs predicted whether their children achieved the required grade average for a university-track school (that requires the highest grades). Second, because not all parents whose children achieved this threshold sent them to university-track schools, we investigated among the parents whose children had achieved the university-track threshold grade average whether parents' ITs predict their track choice. Participants were 578 fourth-graders and their parents. Parents' educational level was controlled for in all analyses. As expected, children of parents with a more incremental theory were more likely to achieve the university-track threshold grade average. For those children who achieved that threshold, parents with a more incremental theory were more likely to actually send their children to university-track schools. This effect was moderated by grade average. These results suggest that parents'

ITs may indeed be more important in contexts that make children's intellectual potential salient, such as tracking decisions—especially if children's achievement raises even slight doubts about whether they will succeed.

Olivier, A. (2023). **Se distinguer des femmes, un ouvrage d'Alice Olivier**. Consulté à l'adresse <https://www.ove-national.education.fr/publication/se-distinguer-des-femmes/> Choisir de s'orienter vers des filières du supérieur « féminines » quand on est un homme ? Enquête dans les formations de sage-femme et d'assistance de service social

Paoli-Gagin, V. (2023). **Bilan du financement de la loi orientation et réussite des étudiants (ORE)** (N° 790 (2022-2023)). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-790/r22-790.html>

Perret, C., & Henry, M. (2023). **Quand un dispositif d'accompagnement disparaît : les effets sur les parcours des étudiants de santé**. Consulté à l'adresse <https://u-bourgogne.hal.science/hal-04147472>

Cette recherche s'inscrit dans les réflexions sur les dispositifs universitaires d'aide à la réorientation, dans le cas particulier des études médicales en France. Elle propose une analyse originale des stratégies étudiantes selon qu'ils disposent ou non d'un dispositif d'accompagnement institutionnel dans le cadre d'une réorientation obligatoire. Les effets des dispositifs de réorientation sont ainsi examinés sous un angle nouveau en considérant les possibles effets de leur disparition sur les choix des étudiants. Nos résultats mettent en évidence les effets du dispositif sur la persévérance des étudiants et sur la nature des voies de formation reconstruites par les étudiants après leur échec. Ce faisant, ils confirment le poids du facteur institutionnel dans les parcours étudiants.

Rosignol-Brunet, M. (2022). **Faire ses humanités. Aspirations et entrée en études des admis en licence d'arts, lettres, langues et sciences humaines**. (Phdthesis, UT2J : Université Toulouse 2 Jean Jaurès). Consulté à l'adresse <https://hal.science/tel-04137829> Tandis que la place de l'université dans le champ des formations de l'enseignement supérieur a évolué au cours des soixante dernières années, la hiérarchie des disciplines s'est inversée, et les filières en arts, lettres, langues et sciences humaines (ALLSH, ou humanités) font aujourd'hui l'objet de nombreuses critiques, tant du point de vue du public accueilli - qui serait là « faute de mieux » - que de l'insertion professionnelle de ces filières jugée difficile. Pour autant, l'orientation vers ces filières reste peu analysée, dans la mesure où celles et ceux qui souhaitent y étudier trouvent presque toutes et tous une place, et qu'il ne s'agit ni de formations d'élite, confrontées aux questions d'ouvertures sociales, ni de formations courtes conçues pour accueillir des populations scolaires spécifiques. À travers l'exploitation de plusieurs bases de données, notamment celles - exhaustives - issues de la plateforme Admission Post Bac (APB) et de l'enquête « Conditions de vie » de l'OVE, ainsi qu'au moyen d'entretiens conduits auprès d'étudiants et responsables de licence, cette thèse s'intéresse aux aspirations d'orientation et parcours d'études des néo-bacheliers admis dans les filières ALLSH. L'orientation y est abordée de manière multifactorielle, dans une approche combinant notamment la prise en compte de l'origine sociale (volume et structure des capitaux), du genre, du parcours scolaire et des variables subjectives (satisfaction liée aux vœux). La dimension territoriale de l'orientation est également étudiée à travers l'analyse des choix d'établissements des candidats de l'académie de Toulouse. Ce travail cherche tout d'abord à comprendre la place des ALLSH dans les formations d'enseignement

supérieur, à travers l'analyse des candidatures et admissions dans ces filières. Les résultats montrent la place intermédiaire qu'occupent les différentes disciplines en ALLSH, aussi bien à l'échelle de l'ensemble des formations d'enseignement supérieur post-bac qu'à celle des disciplines universitaires. Les données permettent en outre de distinguer les filières qui composent ce regroupement: si le public accueilli en ALLSH est socialement et scolairement plus homogène que celui dans les autres secteurs disciplinaires, certaines disciplines apparaissent plus (lettres) ou moins (histoire) féminisées, plus (langues) ou moins (arts, autres sciences humaines) ouvertes socialement. La thèse montre ensuite que l'orientation en ALLSH est une orientation majoritairement souhaitée par celles et ceux qui y sont admis, même si pour certains admis l'on peut parler d'orientation contrariée (davantage que par défaut). En outre, lorsque l'on introduit la dimension territoriale, l'orientation au sortir du secondaire apparaît encore principalement locale, mais la thèse met également en évidence le début d'une segmentation horizontale entre les formations d'ALLSH, dont se saisissent les étudiants les plus favorisés et illustrée par le développement des licences sélectives. Enfin, la troisième partie relative aux parcours d'études permet tout d'abord de faire ressortir l'intérêt intellectuel des étudiants pour la formation, sans pour autant que les projets d'études ou professionnels (comme devenir enseignant) ne soient inexistantes : la première année est bien souvent l'occasion de se familiariser avec l'institution universitaire pour ainsi confirmer ou infirmer les aspirations de terminale. Cela se matérialise par une forte diversité de parcours au cours des trois premières années d'études. Le poids de l'orientation contrariée dans ces parcours est alors mis en évidence, démontrant par conséquent le rôle nécessaire d'espace de régulation qu'est amenée à jouer l'université et la nécessité d'appréhender l'orientation sur le temps long.

Tali, F., Ratinaud, P., Jmel, S., & Gaudron, J.-P. (2023). **Relations entre les profils d'auto-efficacité vocationnelle et ses sources chez les élèves de terminale au moment du choix d'orientation post-bac.** *L'orientation scolaire et professionnelle*, (52/2), 341-384. <https://doi.org/10.4000/osp.17489>

Cette recherche vise à repérer les facteurs qui participent à des choix d'orientation de 2 299 lycéens en terminale au moment de l'élaboration de leurs vœux pour Parcoursup en France, en se centrant en particulier sur l'auto-efficacité vocationnelle (AEV) et des variables vocationnelles qui sont liées. Une classification hiérarchique descendante menée sur les réponses aux items d'une échelle d'AEV identifie quatre classes qui se différencient sur ces scores d'auto-efficacité. Les analyses des profils dégagent différentes variables vocationnelles supplémentaires qui sont sur-représentées ou sous-représentées dans ces classes et qui peuvent être interprétées comme des sources de l'AEV, telles les expériences d'exploration antérieures et les soutiens sociaux des parents, des pairs et de professionnels. Certaines modalités relatives à la recherche d'informations et aux prises de décision discriminent les classes en y étant sous ou sur-représentées. Des implications pour la recherche et la pratique sont discutées.

Woods, B., Miller, C. F., Wheeler, L. A., & Reisslein, M. (2023). **Children's engineering-related achievement beliefs and career aspirations: The role of gender.** *Psychology in the Schools*, 60(7), 2135-2155. <https://doi.org/10.1002/pits.22848>

This study examined the association between elementary students' (N = 1 627; 51.3% girls, ages 4–12) engineering-related ability beliefs (competence), task-value beliefs (interest, importance), and career aspirations. Findings suggest that mean levels of children's engineering-related beliefs did not vary by gender. High levels of competence, interest,

and importance beliefs were related to higher engineering-related career aspirations. Findings also revealed that the association of competence and interest with career aspirations was stronger for girls than boys; whereas, the association of importance with career aspirations was stronger for boys than girls. Last, results provide evidence of importance as a moderator of the link between competence and career aspirations, suggesting that there was a stronger positive association between competence and career aspirations under high levels of importance. Against the backdrop of the increasing urgency to teach engineering in elementary schools, this study highlighted the salience of examining children's engineering-related motivational beliefs. The study has practical implications for teachers and school psychologists on promoting inclusive instruction in elementary schools. Specifically, the implications of the results for instructional strategies as well as assessments and interventions in elementary schools are discussed.

Politique de l'éducation et système éducatif

Abadía Alvarado, L. K., Gómez Soler, S. C., & Cifuentes González, J. (2023). **Gone with the pandemic: How did Covid-19 affect the academic performance of Colombian students?** *International Journal of Educational Development*, 100, 102783. <https://doi.org/10.1016/j.ijedudev.2023.102783>

The Covid-19 pandemic is an unprecedented shock that has tested the responsiveness of education systems around the world. The international literature that has studied the Covid-19 pandemic and school performance is still limited. Colombia presents an interesting scenario for the analysis due to the prolonged school closures and long lockdowns it experienced in 2020, and the availability of a rich dataset on the results of a high school exit examination (Saber11) that was administered even during the pandemic. Using this data, we estimate whether the COVID-19 pandemic is associated to lower levels of performance amongst graduating high school students using a school and time fixed effects model, finding a negative relation. Due to the significant reduction in the number of students taking the national standardized high school exit exam in 2020, we use inverse probability weighting (IPW) regressions to control for possible selection bias. The results of these regressions show that the Covid-19 pandemic has a negative and statistically significant relation with the scores obtained by students on the Saber11 exam. These results are relevant because they provide evidence to motivate the design of public policies that mitigate the side effects of the pandemic on educational outcomes.

ADEA : Association pour le développement de l'éducation en Afrique. (2023). **Rapport de synthèse général de la Triennale 2022 de l'ADEA**. Consulté à l'adresse https://www.adeanet.org/sites/default/files/publications/triennale_2022_de_ladea_rapport_de_synthese_general.pdf

Amadiou, J.-F. (2023, juin 28). **La discrimination positive à Harvard : la fin d'une conception contestée de la justice ?** Consulté 3 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/la-discrimination-positive-a-harvard-la-fin-dune-conception-contestee-de-la-justice-208067>

En cherchant à favoriser la diversité des promotions, la discrimination positive n'a-t-elle pas créé d'autres inégalités ? La Cour suprême des États-Unis doit se prononcer sur la question.

Amiel, M., & Yemini, M. (2023). **Who takes initiative? The rise of education policy networks and the shifting balance of initiative-taking amongst education stakeholders in Israel.** *Journal of Education Policy*, 38(4), 586-606. <https://doi.org/10.1080/02680939.2022.2130996>

In this paper, we reveal and describe the context in which education policy networks in Israel have expanded recently, given the evolving interdependent relationships among the actors involved. We draw upon resource dependence theory, which assumes that actors' power relations within a network depends on their own and others' perceptions of the dependency relations among the different actors in the network. Policy documents and committee reports were identified and analyzed qualitatively, alongside transcripts of semi-structured, in-depth interviews conducted with stakeholders in Israeli education policy. We identified significant changes regarding which stakeholders take initiative for policy-making and implementation processes in Israeli education. We related these changes to the dynamics of resource dependence relationships among actors. In addition, we revealed a new stage in the evolution of educational governance in Israel – a transition from intersectoral collaboration within a top-down policy process defined and led by the Ministry of Education to a situation in which policy networks including non-governmental stakeholders initiate and subsequently lead many education policy processes. At this new stage, certain non-state actors increased their power, presence, and influence over Israeli education policy and can thus shape existing policies by leveraging their perceived control over a range of resources.

Araki, S. (2023). **Beyond the high participation systems model: illuminating the heterogeneous patterns of higher education expansion and skills diffusion across 27 countries.** *Higher Education*, 86(1), 119-137. <https://doi.org/10.1007/s10734-022-00905-w>

Over the decades, higher education has markedly expanded worldwide. Alongside its trajectory, scholars have investigated how such high participation systems (HPS) affect social stratification, with close attention to (in)equality in educational opportunities and heterogeneous/declining returns to tertiary degrees. While HPS have thus been the fundamental concept for education and social science research, recent studies argue that the accumulation of highly skilled human resources, or skills diffusion, operates as a distinct societal trait for stratification. However, we know little about how higher education expansion (EE) and skills diffusion (SD) have progressed within societies and how such pathways differ cross-nationally. Using the large-scale OECD data for 27 countries in tandem with the typological framework "EE-SD Model," this study detects five distinctive societal clusters according to heterogeneous trends of EE and SD: (1) reaching universal higher education with mid-high skills (universal escalator); (2) moving towards universal escalator with mass higher education (mass escalator); (3) improving skills with relatively limited higher education expansion (mass elevator); (4) enhancing higher education without explicit skills development (mid-skilled travelator); and (5) rising from low levels of education and skills (emerging). These frameworks/findings, along with the HPS model, will advance comparative studies on (1) the qualitative differences in higher education and related social systems that affect the process of EE and SD; (2) social inequality in educational attainment and skills acquisition; (3) returns to higher education

and skills including their distribution across individuals with diverse socio-demographic attributes; (4) the societal-level consequences; and (5) typologies of societies.

Balzano, V., Cuppari, A., Michelotti, R., & Marcelli, A. M. (2021). **Modelling Bottom-up Territorial Development within the Framework of Sustainable Educational Research: A « Multi-Voice » Contribution Concerning Transformative, Innovative, and Participatory Processes Facing Local Sociocultural Demands and Special Needs.** *Formazione & Insegnamento*, 19(1 (tome 2)), 773. https://doi.org/10.7346/-fei-XIX-01-21_66

This paper joins together different educational research approaches, which highlight the relevance of educational research as a stimulus to bottom-up transformative processes, and as a tool to make them valuable at the local (territorial) and global (national, European) level. Each approach is dedicated to a single region or administrative district of Italy, within which their cases unfold (namely: Apulia, Lombardy, and Trento). Moreover, as made apparent by the joint diagram, they all share assumptions with regards to the ontology of the macrolevel, which constitute the bases for their comparability. The final section subsumes individual results by projecting them against a theo-retical background that stresses on the role of bottom-up processes as fos-terers of transformative resilience; the latter allows for adaptation without depletion of contextual elements, nor the avoidance of selective pressures. As such, educational research qualifies as one of the cornerstones of sus-tainable development.

Beerens, M. (2023). **Enhancing Internationalization by Labels and Certificates: The Power of Voluntary Policy Instruments.** *Journal of Studies in International Education*, 27(3), 468-482. <https://doi.org/10.1177/10283153221082721>

About ten years ago, an innovative instrument was developed to promote internationalization in European higher education institutions—a Certificate for Quality in Internationalization (Cequent). The initiative fits well the contemporary governance philosophy that promotes voluntary instruments, an individualized approach, and an orientation towards transparency instead of control. While labels and certificates are becoming popular, their effectiveness is often questioned. In this paper we examine critically the value of Cequent and its potential for enhancing internationalization. The empirical results confirm that certified study programs outperform their uncertified peers. Partly the effect is explained by self-selection as internationally inclined programs are more likely to apply for the certificate, but there seems to be also a significant independent effect of the certification process. The paper suggests that a voluntary certification scheme can support organizational improvement by three mechanisms: by enhancing motivation, self-awareness, and expertize.

Bennell, P. (2023). **Limits to growth? Key enrolment trends for UK transnational higher education, 2002–2021.** *Higher Education*, 86(1), 81-97. <https://doi.org/10.1007/s10734-022-00902-z>

This article examines enrolment trends in UK transnational higher education since the early 2000s. During the first phase, which lasted until the mid-2010s, TNE enrolments grew rapidly but thereafter, during the second phase, levelled off very significantly. A third phase of high enrolment growth coincides with the departure of the UK from the European Union and the start of the Covid pandemic. The article focuses on medium-longer-term supply and demand factors which, collectively, are resulting in a marked slowdown in TNE enrolments at British universities.

Bertram, C., & Mxenge, N. (2023). **Performativity, managerial professionalism and the purpose of professional development: a South African case study.** *Journal of Education Policy*, 38(4), 607-624. <https://doi.org/10.1080/02680939.2022.2110946>

Early post-apartheid policies envisaged a South African teacher who had autonomy to make professional judgements based on their school context and learners' needs. However, over the last decade, the state has increasingly monitored learner achievement and teachers' work. In this paper, we show how the professional development activities provided by the state for high school Life Sciences teachers focus primarily on measuring learner achievement and thus reflect organisational professionalism and managerial discourses which challenge the early post-apartheid vision of democratic professionalism. We present a case study of a cluster of Life Sciences teachers, generating data from interviews with eleven high school teachers and from observation of six professional development meetings. The findings show that the two main purposes of the activities in the cluster meetings are the improvement of learner results and the monitoring teachers' curriculum coverage and assessment practices. We argue that the discourse of performativity and managerial professionalism narrows the purpose of schooling, influences the nature of state-initiated professional development opportunities and also informs the way in which the state and teachers view their work. This contradicts the initial vision of the democratic state and provides insight into how neoliberal discourses have influenced education in a post-colonial country.

Biesta, G. (2023). **La buona educazione in un'epoca di misurazioni: sulla necessità di recuperare la questione dello scopo dell'educare.** *Encyclopaideia*, 27(1S), 9-20. <https://doi.org/10.6092/issn.1825-8670/16834>

In this paper I argue that there is a need to reconnect with the question of purpose in education, particularly in the light of a recent tendency to focus discussions about education almost exclusively on the measurement and comparison of educational outcomes. I first discuss why the question of purpose should always have a place in our educational discussion. I then explore some reasons why this question seems to have disappeared from the educational agenda. The central part of the paper is a proposal for addressing the question of purpose in education—the question as to what constitutes good education—in a systematic manner. I argue that the question of purpose is a composite question and that in deliberating about the purpose of education we should make a distinction between three functions of education to which I refer as qualification, socialisation and subjectification. In the final section of the paper I provide examples of how this proposal can help in asking more precise questions about the purpose and direction of educational processes and practices.

Blackmore, J., MacDonald, K., Keddie, A., Gobby, B., Wilkinson, J., Eacott, S., & Niesche, R. (2023). **Election or selection? School autonomy reform, governance and the politics of school councils.** *Journal of Education Policy*, 38(4), 547-566. <https://doi.org/10.1080/02680939.2021.2022766>

Neoliberal policies promoting school autonomy reform in Australia and internationally have, over three decades, appropriated earlier social democratic discourses of parental participation and partnership in school governance. Recent school autonomy reforms have repositioned school council/boards within a narrow frame of accountability and management operating in marketized systems of education. This paper considers the perceptions of 12 stakeholders in public education across four Australian states of how the latest school autonomy reform policies, including Independent Public Schools,

supports corporatized and seemingly depoliticised repositioning of school councils. This data indicates there is a shift from elected parental representation to principal selection of 'skill-based' community members, with the greatest implications for those schools in disadvantaged communities experiencing difficulties gaining voluntary parental participation. We offer new theoretical insights into the links between school autonomy, governance, the role and composition of school boards and social justice informed by Nancy Fraser's theorising of social justice. We identify an emerging tension between first, parent movements as counterpublics claiming participatory parity in decision-making in school councils; and secondly, principal selection of self-interested and politically influential actors onto school councils, potentially politicising school councils.

Blanc, A. (2023). **Considérant le handicap**. Consulté à l'adresse <https://www.pug.fr/produit/2044/9782706149993/considerant-le-handicap>

Voulons-nous des personnes handicapées dans notre société ? Peu oseront répondre non à cette question. Pourtant, ni incluses ni exclues, les personnes handicapées restent aujourd'hui encore sur le seuil de la maison commune. Malgré de nombreuses initiatives qui témoignent à tous les niveaux de l'action publique d'un réel engagement pour reconsidérer la place du handicap, les résultats ne sont pas à la hauteur de l'option inclusive proclamée. Sur le plan de la déficience corporelle et de l'accessibilité des environnements, un double mouvement de réparation est à l'oeuvre, de la greffe d'organes à la multiplication des plans inclinés. Mais cette tendance vertueuse est loin d'atteindre ses objectifs inclusifs, et les personnes handicapées restent comme des étrangers qui maîtrisent mal les codes de l'interaction et les rythmes sociaux. Ce recueil de 25 textes propose une réflexion sur les modalités et les raisons de la gestion collective des personnes handicapées. Il aborde les thèmes de la réparation des corps et des environnements, de l'interaction, de l'accessibilité, de l'inclusion, et de la liminalité - cet entre-deux dans lequel les personnes en situation de handicap sont placées, comme en attente, ni incluses ni exclues.

Blat, M., Boilevin, J.-M., & Marzin-Janvier, P. (2023). **Analyse des prescriptions institutionnelles relatives à l'enseignement du concept de matière à l'école élémentaire française**. *Review of science, mathematics and ICT education*, 17(1), 69. <https://doi.org/10.26220/rev.4371>

Cet article rend compte d'une analyse des programmes d'enseignement scientifique en vigueur à l'école élémentaire française. Celle-ci vise à mieux comprendre les orientations données par les programmes aux professeurs des écoles relativement à la construction du concept de matière. Une analyse lexicale couplée à une analyse des contenus des programmes, nous permettent de caractériser les intentions institutionnelles au regard du concept de matière. Nous mettons au jour quelques ambiguïtés susceptibles de contribuer aux difficultés rencontrées par les professeurs des écoles lorsqu'ils préparent et mettent en oeuvre des séances d'enseignement des sciences fondé sur l'investigation.

Bonnard, C. (2023). **The Vocational Drift of French Higher Education and the Employability of Graduates**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 181-197). https://doi.org/10.1007/978-3-031-20653-5_9

As in other European countries, the employability of graduates is at the heart of higher education policies in France. The question of the vocational drift of higher education has

become an important issue through the creation of new degrees and the implementation of various measures (apprenticeships, etc.) aimed at developing the employability of graduates. The concept of employability promoted by current policies is part of the human capital theory where the aim is to equip students with a set of skills to facilitate their entry into the labour market. Based on a review of French empirical research studies, this chapter presents the effect of the vocational drift of higher education on the employability of graduates and the importance of considering graduates' perspectives on employability.

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.** *Documents de Travail de l'OCDE Sur l'éducation*, (293), 1-46. <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.

Brown, B., Wang, T., Lee, M., & Childs, A. (2023). **Surviving, navigating and innovating through a pandemic: A review of research on school leadership during COVID-19, 2020–2021.** *International Journal of Educational Development*, 100, 102804. <https://doi.org/10.1016/j.ijedudev.2023.102804>

This article contributes to knowledge and understanding about leading schools during the COVID-19 pandemic crisis by reviewing 21 articles published during the immediate period of the pandemic (during 2020–2021). Key findings include the value of leaders supporting and connecting the school community with a view to establishing a more resilient and responsive style of leadership during a period of major crisis. Furthermore, supporting and connecting all members of the school community to address equity through alternate strategies and digital technologies provides opportunities for leaders to build capacity in staff and students to respond to further changes. Implications and recommendations are discussed in the light of these findings.

Bruhin, C. **Renforcement des pouvoirs de la commune dans le maillage scolaire** (2023). Proposition de loi visant à renforcer les pouvoirs de la commune dans le maillage scolaire <https://www.senat.fr/dossier-legislatif/pp122-768.html>

Bunescu, L., Estermann, T., Decanq, K., Harðardóttir, F., & Verlaeck, K. (2023). **Implementing leadership development programmes for university leaders: an**

inspirational guide (p. 1-33). Consulté à l'adresse European University Association asbl website: <https://eua.eu/resources/publications/1068:implementing-leadership-development-programmes-for-university-leaders-an-inspirational-guide.html>

Cadena Lopez, A., & Ramos Luna, L. L. (2023). **Pandemia y educación superior en América Latina**. *Revista de la Educación Superior*, 52(205). Consulté à l'adresse <http://resu.anuies.mx/ojs/index.php/resu/article/view/2367/633>

Cai, Y. (2023). **Institutionalisation of Employability Capital in Employment Markets**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 161-180). https://doi.org/10.1007/978-3-031-20653-5_8

Cai and Tomlinson's (A renewed analytical framework for understanding employers' perceptions of graduate employability: Integration of capital and institutionalist perspectives. In T. Broadley, Y. Cai, M. Firth, E. Hunt, & J. Neugebauer (Eds.), *SAGE Handbook of Graduate Employability* (pp. 479–495). Sage, 2023) renewed analytical framework for understanding employers' beliefs about graduate employability integrates Tomlinson's (Forms of graduate capital and their relationship to graduate employability. *Education + Training*, 59(4), 338–352. <https://doi.org/10.1108/et-05-2016-0090>, 2017) concept of employability capital and Cai's (Graduate employability: a conceptual framework for understanding employers' perceptions. *Higher Education*, 65(4), 457–469. <https://doi.org/10.1007/s10734-012-9556-x>, 2013) conceptualisation of the institutionalisation of employers' perceptions of graduate employability. This paper uses it to reinterpret an empirical investigation of China-based Finnish employers' perceptions of Finnish-educated Chinese graduates (Cai, Understanding employers' perceptions of international graduates: An investigation of the employment prospects of Finnish-educated Chinese graduates in Finnish companies operating in China. Tampere University Press, 2012) to test and enhance the framework. The re-analysis of old findings with the new framework focuses on two questions: What is the explanatory power of Cai and Tomlinson's (A renewed analytical framework for understanding employers' perceptions of graduate employability: Integration of capital and institutionalist perspectives. In T. Broadley, Y. Cai, M. Firth, E. Hunt, & J. Neugebauer (Eds.), *SAGE Handbook of Graduate Employability* (pp. 479–495). Sage, 2023) framework, and how can it be demonstrated? How can the framework be further enhanced? By answering these questions, the paper also contributes to resolving some long-standing debates in the graduate employability literature, such as whether an international education improves employability.

Castro-Varela, A. (2023). **When the map shakes up the territory. Researching teachers' learning through a non-representational cartographic approach**. *International Journal of Qualitative Studies in Education*, 36(6), 1191-1206. <https://doi.org/10.1080/09518398.2021.1930249>

In this article, I consider how cartographies have become a onto-methodological approach that seeks to produce, rather than represent, the world that they are enacting. Going beyond Alfred Korzybski's famous axiom that 'the map is not the territory,' my point is that the map can shake up the territory. This shift is discussed in relation to the post-qualitative research project How Teachers Learn: Educational Implications and Challenges for Addressing Social Change, which focuses on mapping places and spheres that function as a source of knowledge and experience for thirty educators. The

cartographic objects they composed around their learning trajectories became a space for rethinking and reconnecting domains that schools often keep strictly separate. Thus in this case the maps worked as a flat terrain where different layers met and linked outside of traditional hierarchies, which ignore for example corporeality and affects in favour of cognition or formal knowledge.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023a). **European guidelines for validating non-formal and informal learning** (Third edition). Consulté à l'adresse https://www.cedefop.europa.eu/files/3093_en.pdf

Les lignes directrices européennes pour la validation des acquis non formels et informels visent à clarifier les conditions de développement et de mise en œuvre de la validation. Elles sont destinées aux personnes impliquées dans le lancement, le développement et la mise en œuvre de la validation et conçues pour être source d'inspiration et de réflexion. Cette troisième édition suit et étend les principes convenus dans la recommandation du Conseil de 2012 sur la validation, et considère l'évaluation de la recommandation et le suivi. Les lignes directrices sont le résultat de consultations avec les parties prenantes et les experts de la validation au cours des trois dernières années.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023b). **The future of vocational education and training in Europe Volume 4 - Delivering lifelong learning: the changing relationship between IVET and CVET**. Consulté à l'adresse https://www.cedefop.europa.eu/files/5591_en.pdf

L'étude compare la manière dont les sous-systèmes d'enseignement et de formation professionnels initiaux et continus interagissent pour soutenir l'apprentissage des adultes et faciliter l'apprentissage tout au long de la vie. Elle analyse dans quelle mesure les systèmes de formation initiale s'ouvrent aux adultes et si les politiques et les pratiques nationales et régionales soutiennent ou empêchent un lien plus étroit entre les deux sous-systèmes. Elle s'appuie pour cela sur des études de cas nationales afin de mieux comprendre les obstacles et les opportunités dans le domaine et de soutenir parties prenantes et décideurs politiques chargés de faire avancer l'apprentissage tout au long de la vie en Europe.

Çelik, Ö. (2023). **Developing a multipronged academic integrity policy writing tool for secondary schools**. *International Journal of Educational Development*, 100, 102807. <https://doi.org/10.1016/j.ijedudev.2023.102807>

Academic integrity is best achieved by creating a culture at schools. Developing and implementing an academic integrity policy is one of the key elements of creating a culture of academic integrity. It is well established that developing and implementing effective academic integrity policies have clear implications for upholding academic integrity at schools. In this respect, developing and implementing an academic integrity policy should be among the top priorities of educational institutions. Academic integrity policy development is a challenging process that takes time and requires expertise and the collaboration of all stakeholders at the school. Moreover, this challenge may be one of the reasons why schools refrain from developing their policies. K-12 schools, motivated to create a culture of academic integrity in their settings, may need a roadmap or guideline during the process. From this standpoint, this study set out to identify the core themes of a multipronged academic integrity policy, reveal the qualifications of each theme and, based on this data and develop an online academic integrity policy writing tool that K-12 schools can use to develop their academic integrity policies.

Charpentier, A. (2023). **La contribution scientifique de la DEPP à l'évaluation des politiques éducatives.** *Administration & Éducation*, 178(2), 57-64. <https://doi.org/10.3917/admed.178.0057>

Charret, A., & Chankseliani, M. (2023). **The process of building European university alliances: a rhizomatic analysis of the European Universities Initiative.** *Higher Education*, 86(1), 21-44. <https://doi.org/10.1007/s10734-022-00898-6>

Drawing upon French philosophy, this study offers a novel empirical and conceptual understanding of the newly launched European Universities Initiative. In 2019, higher education institutions across the European Union created 17 new alliances as part of the first pilot phase of the initiative. This is an experiment in European and global higher education. This paper offers a conceptual contribution to the field of higher education studies, making use of a rhizomatic analysis to explore how university alliances build what the European Commission refers to as the 'European universities of the future.' Based on the conceptual reflection and findings from a small-scale empirical study, this paper concludes that the alliances within the European Universities Initiative rely on pre-existing higher education and research partnerships while at the same time experimenting to foster a diversity of institutional forms to achieve the ambitious goal of creating 'European Universities.'

Chenghua, L., Weikang, L., & Yanjie, X. (2023). **How capital campaigns support the development of universities: A multiple-case study from top American universities.** *International Journal of Educational Development*, 100, 102789. <https://doi.org/10.1016/j.ijedudev.2023.102789>

Background Since 1980, diversification of university funding sources has been an important trend in higher education all around the world. Obtaining non-governmental fund has been on the agenda of most universities. Top American universities have been long participants and beneficiaries of capital campaigns. The object of this study is to explore the characteristics and trends of fund-raising movement in top universities in the United States. **Methods** This study used a multiple-case study research design. Primary data were gathered through multiple sources, principally face-to-face, in-depth individual interviews and field notes, and all data are allowed to be published publicly. Secondary data included published reports, and archived data in the form of university's financial reports, donation activities' reports, and alumni association's work reports. **Results** From the multiple-case study, the paper concludes three results. The first result is to explain characteristics and tendencies of capital campaigns in the top American universities from the perspective of value orientation, objectives, projects, forms, platform, operation, performance, industry organization and layout. The second result is to clarify the benefits of capital campaigns for the development of universities. And the last result is to reveal the implications for other universities. **Conclusion** The current study's findings suggest that the universities should take an all-round reform of the fund-raising campaign and cultivate a vibrant alumni donation ecosystem, so as to more efficiently transform private wealth into public education resources, promote fair opportunities for higher education, alleviate social contradictions, explore the unknown frontier, and advance social stability and sustainable human progress.

Cignetti, M., & Rabella, M. F. (2023). **How are education systems integrating creative thinking in schools?** *PISA in Focus*, (122), 1-7. <https://doi.org/10.1787/f01158fb-en>

Creative thinking matters. It is consistently ranked among the top skills employers value and, when students think creatively, their motivation to learn increases and their learning becomes deeper and more transferable. As more education systems formally recognise the key role that education can play in nurturing creative thinking skills, the question is: what policies are needed to ensure that, systematically, all young people have the opportunity to develop these skills as part of their formal education? To what extent are education systems supporting their students and teachers in promoting the kinds of learning environments where creative thinking can flourish? This brief addresses these questions by reporting and analysing responses to an online policy survey from 90 national and sub-national education jurisdictions participating in PISA 2022.

Cmec (Conseil des ministres de l'éducation (Canada)) & UNESCO Institute for Lifelong Learning. (2023). **Canada's Submission to the Fifth Global Report on Adult Learning and Education (GRALE V)** (p. 1-39). Consulté à l'adresse CMEC website: https://cmec.ca/Publications/Lists/Publications/Attachments/437/2021_GRALE%20V_FIN_AL_EN.pdf

Constant, E. (2023). **Évaluer la culture. Cultiver l'évaluation.** *Administration & Éducation*, 178(2), 87-91. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-87.htm>

Contreras, M. I., Duryea, S., & Martínez A., C. (2023). **The effect of the pandemic on the transition to tertiary education in Chile: A focus on students with disabilities.** *International Journal of Educational Development*, 100, 102779. <https://doi.org/10.1016/j.ijedudev.2023.102779>

Using a rich set of administrative data, we study the effect of the COVID-19 pandemic on the transition to tertiary education for students with disabilities in Chile. Enrollment rates in primary and secondary education in Chile differ by less than 2 percentage points for students with or without disabilities, but there is an approximately 17 percentage point gap in enrollment in tertiary education. Our difference in differences analysis finds that the pandemic significantly decreased the probability of students with disabilities taking the admission test to tertiary education and enrolling in high-quality tertiary institutions, increasing the inequality in tertiary education. While the pandemic affected the transition to higher education for all students in Chile, students with disabilities were more adversely affected. Understanding how the pandemic has affected opportunities for students with disabilities is critical for informing policies of inclusion.

Conus, X., & Durler, H. (2023). **L'appel à la « continuité éducative », creuset des inégalités ? Le vécu des parents en suisse.** *Carrefours de l'éducation*, (55), 173-190. <https://doi.org/10.3917/cdle.055.0174>

Au printemps 2020, la fermeture des écoles due à la pandémie de coronavirus a entraîné le passage à un enseignement à distance mis en place dans l'urgence. À partir d'une enquête par questionnaire en ligne auprès de 1280 parents d'élèves scolarisés à l'école primaire en Suisse, cet article explore comment l'enseignement à distance et le principe de « continuité éducative » l'accompagnant se sont insérés dans le quotidien des familles. Nos résultats montrent que les parents se sont trouvés en première ligne dans l'accompagnement du travail scolaire, avec pour corollaire un accroissement des inégalités. Les élèves en difficulté scolaire ont rencontré davantage de problèmes à travailler de façon autonome, tout en ayant une probabilité accrue de se trouver dans

des contextes familiaux peu en mesure de les aider efficacement. Cela nous mène à interroger le rapport des enseignant·e·s et des acteurs de l'école dans leur ensemble à l'externalisation du travail scolaire vers le milieu familial.

Crouch, L., Merseeth King, K., Van Ravens, J., Hartwig, E. A., & Aggio, C. (2023). **The Preschool entitlement: a locally adaptable policy instrument to expand and improve preschool education.** Consulté à l'adresse <https://www.rti.org/rti-publication/preschool-entitlement/fulltext.pdf>

Crowley-Vigneau, A., Kalyuzhnova, Y., & Baykov, A. (2023). **World-class Universities in Russia: A Contested Norm and its Implementation.** *Journal of Studies in International Education*, 27(3), 539-556. <https://doi.org/10.1177/10283153221105322>

So-called 'world-class universities' emerged on the global higher education scene following the Second World War. Their development in countries around the world, particularly since the early 2000s, has evolved into an international norm, although not without debate and contestation. This paper applies Constructivist theory to reflect on how local contestation affected the implementation of this norm of world-class universities in Russia, at a time when the internationalization of higher education was a national priority (i.e. before the beginning of hostilities in Ukraine). The authors employ process tracing to follow the norm from its emergence on the international stage to its contemporary adoption by Russia with Project 5-100, drawing on a case study based on 22 targeted expert interviews to identify the types and roots of resistance in Russian universities. The findings indicate that Russian contestation reflects in most cases difficulties adapting to new requirements and the fear of being left behind rather than an overall rejection of the international norm of world-class universities. The study reveals that international actors are essential not only to norm diffusion on the international stage, but also during domestic norm implementation as they are instrumental in overcoming contestation.

Damiani, J., & Ghazarian, P. (2023). **At the borderlands of higher education in Japan and Korea: a duoethnography.** *Asia Pacific Education Review*, 24(2), 251-264. <https://doi.org/10.1007/s12564-022-09779-0>

Internationalization in higher education can transform institutions by introducing individuals from new cultures that challenge and enrich administrative and academic life. This duoethnographic study highlights experiences of teaching, learning, and service work in the borderlands that exist between the global and local influences on higher education institutions in Japan and Korea. This project is rooted in the academic experiences of two scholars that emphasize the power of reflection as a tool for developing the work of emerging scholars working abroad at the undergraduate and graduate level in international settings with both local and foreign/international exchange students. More specifically, this research is designed to support international faculty with experiences and strategies that will help them acclimate and excel in their new foreign context. We advocate for a more localized, contextually relevant, and individualized approach to preparation for work abroad, and research that balances professors' cultural identities, life stories, and experiences as sources of knowledge and development with the culture and practices of their host institutions.

Dardanou, M., Hatzigianni, M., Kewalramani, S., & Palaiologou, I. (2023). **Professional development for digital competencies in early childhood education and care: A systematic review.** <https://doi.org/10.1787/a7c0a464-en>

Digitalisation places new demands on the early childhood education and care (ECEC) workforce to navigate the care and well-being of children in the digital age. This literature review examines frameworks for digital competencies (DC) in education, with a focus on ECEC, as well as variation in DC requirements for ECEC staff with different responsibilities. It explores strategies for a successful integration of DC in ECEC workforce development programmes. The review shows there has been limited research and policy support regarding the development of DC in ECEC and discusses the importance for the ECEC workforce to understand how digital technologies may be incorporated to their work, encompassing both technical aspects and responsible use, as well as the social and collaborative dimensions of professional development in this area. The review examines also how attitudes towards technology use with young children condition skills development in the sector.

De Voto, C., Superfine, B. M., & DeWit, M. (2023). **Navigating Policy and Local Context in Times of Crisis: District and School Leader Responses to the COVID-19 Pandemic.** *Educational Administration Quarterly*, 59(2), 339-383. <https://doi.org/10.1177/0013161X231163870>

Purpose: To examine how federal/state-level policy guidance and local context have influenced district and school leader responses to the COVID-19 pandemic, as well as how these external/internal factors might provide a window into K-12 crisis leadership and policy sensemaking more broadly. Research: Investigating two districts over two years (2020–2022), data gathered include 39 hours of interviews with K-12 leaders (n = 41) and teachers (n = 18), federal/state-level policy documents (N = 64) governing these districts, and school staff responses to the Comprehensive Assessment of Leaders for Learning survey (N = 111). Drawing theoretically upon sensemaking, crisis leadership/management, law/policy implementation, and organizational theory, these data were analyzed using both inductive and deductive coding over several phases. Findings: In tracing the confluence of federal/state-level guidance and local capacities, we find both influenced K-12 leaders' sensemaking and subsequent responses to COVID-19. However, districts that possessed adequate expertise and organizational resources were better positioned to respond to the crisis, whereas those lacking such capacities experienced increased anxiety/stress. Conclusion: We argue that the COVID-19 pandemic provides a new window into the critical external/internal factors influencing K-12 leader sensemaking and subsequent responses to crises more broadly. We also discuss the potential role intermediate service agencies might play in the development of a stronger crisis response infrastructure for associated districts and schools. Finally, we point out how principal preparation programs and professional development efforts could prospectively address such crisis-related challenges faced by K-12 leaders.

de Boisdeffre, M. (2023). **Conduire et partager l'évaluation des politiques publiques : un atout démocratique dans un contexte de défiance.** *Administration & Éducation*, 178(2), 11-20. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-11.htm>

Delès, R., Dussel, I., Hultqvist, E., & Pirone, F. (2021). **L'école en temps de pandémie : quels effets dans les différents systèmes éducatifs ? Dossier.** *Éducation comparée*, (26-2),

11-155. Consulté à l'adresse <http://web.mediateam.fr/afec/2023/04/04/lecole-en-temps-de-pandemie-quels-effets-dans-les-differents-systemes-educatifs/>

Ce dossier invite à une réflexion spécifique sur les mutations induites par la crise sanitaire au sein du système éducatif de 10 pays différents en Europe et dans les Amériques. Plus particulièrement, en questionnant une partie spécifique des mutations liées à la crise sanitaire, chaque contribution participe à éclairer scientifiquement trois questions principales : quels types de mutations ont été observés au cours de la crise sanitaire au sein des systèmes éducatifs en question ? Dans quelle mesure ces mutations sont-elles destinées à perdurer, en laissant des traces plus ou moins profondes ? Qu'est-ce que ces mutations nous disent-elles des spécificités de chaque système éducatif observé, hors-temps de crise ?

Duchefdelaville, I. (2023). **L'évaluation des politiques publiques : une opportunité pour une approche renouvelée de l'action publique.** *Administration & Éducation*, 178(2), 27-43. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-27.htm>

D'Uggento, A. M., Petruzzellis, L., Piper, L., & Gurrieri, A. R. (2023). **In the name of the University: the choice to promote as a tool to influence decision-making.** *Quality & Quantity*, 57(4), 3151-3164. <https://doi.org/10.1007/s11135-022-01475-w>

Choosing the University to attend is an important decision that is made once or twice in a lifetime and has relevant effects for a person's entire life. In such a process, advice from others, especially current students, is a powerful influencing factor. Therefore, understanding the factors that lead students to become active advocates for their university is strategically important. Social identity theory states that when students choose a university, the image of the institution becomes part of their identity. In case of strong positive identification, the resulting sense of pride enhances their own self-identity and brings positive benefits beyond simply obtaining an education, which are then passed on to everyone. The current study focuses on brand experience and brand reputation and uses a moderated mediation analysis to investigate the mechanisms by which current students can be tools for university choice. Stimulating word-of-mouth (WOM) implies the institution to have and maintain a good reputation and engage students to develop a positive brand experience and pride. This research contributes to the development of a greater strategic awareness of universities' appeal to better tailor their orientation activities to current or prospective students.

Efe, I., & Ozer, O. (2023). **Understanding the Internationalization of Turkish Higher Education through Discourse Analysis.** *Journal of Studies in International Education*, 27(3), 483-500. <https://doi.org/10.1177/10283153221093118>

This paper explores discourses on and around internationalization as a reflection of the contemporary development of Turkish higher education. It analyses policy documents published by the Council of Higher Education (henceforth the CoHE), academic and media articles over ten years. By examining these texts through a combination of policy framing analysis and (critical) discourse analysis, the study explores how discourses on and around internationalization are framed by policy-makers, academics and media commentators. The study concludes that policy-makers', academics' and media commentators' understanding of internationalization is not solidified into a clear-cut and homogeneous definition and that internationalization is often quantified with references to student and academic numbers. In fact, the discourses on/around internationalization

reflect aspects of global trends towards the marketization of higher education and significantly of Turkey's economy policies.

Fervers, L., Tobler, L., Knize, V., Christoph, B., & Jacob, M. (2023). **Kids back to school – parents back to work? School and daycare opening and parents' employment in the early phase of the COVID-19 pandemic.** *Journal of European Social Policy*, 33(3), 373-387. <https://doi.org/10.1177/09589287231176775>

Around the globe, the coronavirus pandemic has triggered various reactions of governments designed to contain the pandemic. Among other things, the pandemic led to an unforeseen and unprecedented closure of schools and daycare facilities. In turn, these closures might have forced parents to stay at home to care for their children who could not attend schools or kindergartens. From a social policy perspective, this raises the question of the extent to which parents' employment has been affected, as time spent on childcare might make parents reduce their working hours. To answer this question, we exploit within-country variations in school and childcare policies across the federal states of Germany to analyse their effect on parents' working time. In specific, we compare the working time of parents who live in different federal states with different restrictions regarding childcare in a difference-in-differences and difference-in-difference-in-differences framework. Our results reveal a non-negligible positive effect of an earlier and more far-reaching reopening of schools and daycare facilities on parents' employment. Our results indicate that prolonged closure goes along with negative employment effects for parents. Hence, containment and closure policies to prevent the spread of COVID-19 have substantial economic and social side effects.

Forest, F. (2023). **Évaluer des politiques éducatives dans l'enseignement supérieur : un besoin et une maîtrise des risques.** *Administration & Éducation*, 178(2), 79-85. <https://doi.org/10.3917/admed.178.0079>

Fraser, R., & Hordern, J. (2023). **How to manage feelings and emotions in a pandemic? the importance of affective containment.** *Management in Education*, 37(3), 154-156. <https://doi.org/10.1177/08920206211044158>

In this short reflective piece, we first outline how feelings and emotions (or 'affections') are understood in psychodynamic approaches, and briefly discuss how these may be controlled or 'contained' in organisational contexts. We then reflect on the recent experiences of one of us (Rachael) as a school leader seeking to contain feelings and emotions during the COVID-19 pandemic.

Freer, J. R. R. (2023). **Students' attitudes toward disability: a systematic literature review (2012–2019).** *International Journal of Inclusive Education*, 27(5), 652-670. <https://doi.org/10.1080/13603116.2020.1866688>

Inclusive education is a philosophy and practice that has been promoted internationally. Most scholars now agree that inclusion is more than the placement of students with exceptionalities in a general education class. Instead, definitions of inclusion have expanded to encompass feelings of belongingness. This definition is an improvement, but begs the question: how do we help students to feel more of a part of their class? Ableist attitudes held by students without special education needs may be hindering inclusive ideals. This article presents a systematic literature review (SLR) of current research (2012-2019) on students' attitudes toward disability. The searching strategy resulted in 37 peer-reviewed journal articles. This review offers a synthesis of the research in the field, which

includes determinant studies and intervention studies. The article pool includes 21 determinant studies and 16 intervention studies. Eight determinant and three intervention themes are presented. Recommendations for future research and implications for inclusive education are discussed.

Gaebel, M., & Morrisroe, A. (2023). **The future of digitally enhanced learning and teaching in european higher education institutions.** Consulté à l'adresse <https://eua.eu/downloads/publications/digi-he%20final%20report.pdf>

Ce rapport résume les résultats du projet DIGI-HE qui vise à soutenir les universités européennes dans leurs approches stratégiques de l'apprentissage numérique. Il explore les manières dont les établissements du supérieur peuvent renforcer leurs approches stratégiques de l'apprentissage et de l'enseignement améliorés par le numérique et, renforcer leurs capacités. Il s'agit d'encourager et de soutenir une réflexion sur le développement et l'amélioration de la stratégie institutionnelle, par le partage de bonnes pratiques et l'apprentissage par les pairs parmi les dirigeants universitaires, et de contribuer au renforcement de la communauté.

Galioto, C., & Bellolio, C. (2023). **Towards a reform of religious teaching in the Chilean school system.** *International Journal of Educational Development*, 100, 102791. <https://doi.org/10.1016/j.ijedudev.2023.102791>

This essay proposes to change the current manner by which religion is taught within the Chilean school system. Currently, all schools are legally compelled to offer a particular religious teaching in a confessional fashion, although exemptions are offered on an individual basis; whilst state-owned or private secular schools must choose a religion from a list of alternatives (usually Catholicism), private faith schools only teach about the religious belief that defines their educational project. As it stands, this scheme generates problems of exclusivism (students only learn about one faith), confessionalism (they are directed to believe in said faith), and religious illiteracy (in cases where they are allowed to opt-out from the religion class). After characterising religious learning as an educational good for anthropological, cultural, existential, and civic reasons, we propose a move towards a scheme of universal (all faiths), mandatory (no exemptions), and non-confessional (non-directive) religious teaching for state schooling (UMNC). Finally, we propose extending UMNC to faith schools, for reasons related to the epistemic and axiological place of the religion class within the curriculum, and a shift from concerns about parental rights to a child-centred approach.

Gameess, J. (2023). **De l'évaluation du choix des enseignements de spécialités à l'évolution de la politique d'orientation de l'établissement, au lycée Marguerite Yourcenar du Mans.** *Administration & Éducation*, 178(2), 99-105. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-99.htm>

Gaurav, N., Aldersey, H. M., Lewis, J. L., & Batorowicz, B. (2023). **Designing schools for all: Indian architects' perspectives about physical disability and disability-related school design needs.** *International Journal of Educational Development*, 100, 102786. <https://doi.org/10.1016/j.ijedudev.2023.102786>

This study explored Indian architects' understanding of physical disability and how such understanding translates into their design of community schools in Mumbai, India (i.e., municipal schools in Mumbai's informal settlements with limited basic facilities). Three key themes indicate Indian architects' attitudes, knowledge, and practices related to

inclusive design for children with physical disabilities' school participation: i) Design communication and consultation ii) Designing and disability iii) Disregard for disability. Findings suggest that understanding inclusive school design can inform change in architectural practice to create a conducive school environment for the meaningful participation and social interaction of children with physical disabilities in India.

Gérard, E. (2023). **Universités privées : la fabrique des inégalités: Leçons d'Afrique, d'Amérique latine et d'Asie**. Consulté à l'adresse <https://www.karthala.com/hommes-et-societes-sciences-economiques-et-politiques/3483-universites-privées-la-fabrique-des-inegalites-lecons-d-afrique-d-amerique-latine-et-d-asie-9782384090006.html>

La marchandisation et la privatisation de l'éducation constituent, depuis plusieurs décennies, des processus en forte expansion. Les pays émergents et en développement sont particulièrement sujets à cette évolution, notamment dans l'enseignement supérieur. Dans ces pays, la création des universités privées est liée à des déterminants économiques, politiques et sociologiques, tout autant qu'historiques. Ces universités, dont la croissance ressortit principalement à l'adoption des politiques néolibérales qui ont investi le champ éducatif, sont désormais de plus en plus hétérogènes et différenciées par des modes complexes de fonctionnement et de régulation. Cette hétérogénéité des universités privées, qui se double d'une forte hiérarchie sociale, économique et politique entre elles, concerne tout autant leur offre éducative que leurs modes de financement, leurs fondateurs et dirigeants, leurs personnels académiques, enfin leurs populations étudiantes. Impliquées dans une forte concurrence – entre elles et avec leurs homologues publiques –, ces universités multiplient des stratégies offensives d'attraction et de captation des clientèles étudiantes, au rang desquelles comptent en premier lieu la sélection, le soutien ou l'accompagnement de ces étudiants. Elles favorisent certes l'élargissement de l'accès à l'enseignement supérieur, mais elles participent aussi et surtout à l'accroissement et à la diversification des inégalités sociales, spatiales ou économiques à ce niveau. Sur la base d'enquêtes conduites auprès des différentes catégories d'acteurs de très nombreuses universités privées, cet ouvrage analyse la fabrique et la reproduction de ces inégalités, dans des pays aussi divers que l'Argentine, le Mexique, le Pérou, la République Démocratique du Congo, le Sénégal et le Vietnam.

Gérard, E., & Lebeau, Y. (2023). **Trajectories within international academic mobility: a renewed perspective on the dynamics and hierarchies of the global higher education field**. *International Journal of Educational Development*, 100, 102780. <https://doi.org/10.1016/j.ijedudev.2023.102780>

With an ever-growing number of students and academics in physical or virtual circulation around the world, issues related to academic mobility have taken centre stage in interpretations of the internationalisation of higher education. This mobility and its implications have been approached from multiple perspectives, from host and home countries' internationalisation strategies to individual experiences or the formation of transnational knowledge networks. Using the international higher education study trajectories of research active Mexican academics as a case study, this paper focuses on the under researched relationship between trajectories of South-North mobility and the stratification of the global HE field. It reveals how shifting patterns of individual study trajectories as well as overlapping sequences of study migrations from home countries contribute in no small measure to consolidating or destabilising the position of host countries within the field of global higher education, and therefore to its stratification.

Gille, B., & Richet, B. (2023). **Les évaluations des politiques publiques de l'enseignement scolaire en France. De l'évaluation des établissements au développement de la fonction évaluative dans le ministère : premières étapes d'une évolution majeure du système éducatif.** *Administration & Éducation*, 178(2), 65-71. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-65.htm>

Główczewski, M., & Burdziej, S. (2023). **(In)justice in academia: procedural fairness, students' academic identification, and perceived legitimacy of university authorities.** *Higher Education*, 86(1), 163-184. <https://doi.org/10.1007/s10734-022-00907-8>

A considerable body of literature has documented the significance of fair treatment in terms of generating trust towards decision-makers across different institutional contexts. It has also been demonstrated that even young children are sensitive to procedural justice, and that experiences of both fairness and unfairness help shape young people's wider attitudes towards authority. In this paper, we seek to extend these findings into the academic context. We use data from two separate studies of university students in Poland. In study 1 (N = 315), using a survey to capture students' actual experiences, we find that fair treatment was a stronger predictor of perceived legitimacy of university authorities than were fair outcomes. In study 2 (N = 751), also using a survey of a nationally representative sample of university students, we demonstrate that this procedural effect is mediated by students' identification with their university, and that trust in academic authorities translates into higher levels of engagement and lower levels of burnout. Academic identification fully mediated the relationship between both procedural and distributive fairness and engagement and partly mediated the relationship between the two dimensions of fairness and burnout. We conclude that the experience of procedural fairness leads students to more strongly identify with their university and thereby enhances their trust in university authorities.

Gokak, A. J. H., Mehendale, S., & Bhāle, S. M. (2023). **Modelling and analysis for higher education shadow institutions in Indian context: an ISM approach.** *Quality & Quantity*, 57(4), 3425-3451. <https://doi.org/10.1007/s11135-022-01514-6>

The Indian education sector is booming with increasing number of students enrolling for various educational courses for acquiring higher education. The competition for lucrative jobs adds to the pressure on students to perform in competitive exams for higher education and other skill development courses. Query As a result, students turn to Private Coaching Classes also called Shadow Education and Private Supplementary Tutoring for additional help. Equally competitive environment exists for shadow or coaching institutes. They too face demanding customers which exerts a lot of pressure on them to achieve academic excellence. In this study, quality management perspective was applied to institutional practices along with Interpretive Structural Model methodology and MICMAC technique for developing a framework to enhance students' learning and academic performance in shadow institutes for higher education. Attempt has been made to construct a hierarchical structural model for decision making which takes into account all strategic issues and their interrelationships encountered by shadow institutions. This model or structure if implemented can also help shadow institutes to achieve sustained growth in a highly competitive and dynamic environment.

Graf, L., & Marques, M. (2023). **Towards a European model of collective skill formation? Analysing the European Alliance for Apprenticeships.** *Journal of Education Policy*, 38(4), 665-685. <https://doi.org/10.1080/02680939.2022.2097317>

While the literature in skill formation systems has paid considerable attention to inter-variation between types of national skill formation systems and intra-variation among individual types as in the case of collective skill formation systems, less is known about the role of the European Union in establishing a European model of skill formation. Building on studies in educational governance and decentralised cooperation, this paper analyses the European Alliance for Apprenticeships (EAfA) and explores its relationship to national skill formation systems. We analyse the emergence of a European model of collective skill formation and offer case studies of Ireland and France to understand how this European model relates to these two contrasting skill formation systems. Through deductive qualitative content analysis of official documents, we show that (a) the EAfA, in resembling characteristics of national collective skill formation systems, promotes the emergence of a European model of collective skill formation, and (b) that Ireland and France show signs of moving further towards adopting elements of a collectivist training model centred on apprenticeship training although mediated by path-dependencies of a liberal (Ireland) and statist (France) skill formation model.

Hamdani, Y., & Zine, A. (2022). **L'évaluation institutionnelle des établissements scolaires au Maroc : état des lieux et leviers d'amélioration de la qualité.** *Revue marocaine d'évaluation et de la recherche éducative*, 8(8), 331-347. Consulté à l'adresse <https://revues.imist.ma/index.php/RMERE/article/view/36295/19038>

Handley, K., & Millar, J. (2023). **The Affective Life of Neoliberal Employability Discourse.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 95-112). https://doi.org/10.1007/978-3-031-20653-5_5

This chapter argues that the affective life of neoliberalism should be taken seriously since it permeates the formation of neoliberal reason, including the identification of goals, or 'happy objects', to which individuals are encouraged to aspire (Ahmed, *The affect theory reader*. Duke University Press, Durham North Carolina, 2010; Anderson, *Progress in Human Geography*, 40, 734–753, 2016). The chapter examines neoliberal practices that shape the subjectivities of university students and encourage their valorisation of the happy object of graduate employability. It shows how some graduates are led to seek employability by learning to 'play the game' of displaying qualities they believe employers expect, and by inhabiting a discourse of responsibility and initiative, whilst at the same time becoming more anxious and dependent on the expanding market for employability advice.

Hasiuk, I., Darmanska, I., & Nahorny, Y. (2023). **Factor analysis of causes of corruption risks in the educational and scientific sphere of Ukraine.** *International Journal of Educational Development*, 100, 102803. <https://doi.org/10.1016/j.ijedudev.2023.102803>

In recent years, the attention of the world scientific community has been drawn to the search and solution of problems related to overcoming corruption phenomena in all spheres of public life. Corruption as a socio-economic, ethical, moral phenomenon and philosophical-legal construct is studied at the interdisciplinary level, because its origins are primarily in the motivated behavior of an active and integral participant and founder of public and state institutions – a person. Our research deals with the study of the sources

of corruption risks in the educational-scientific process at the institutional level of the education and science system of Ukraine: school, institute, university. We conducted a social survey to establish personal attitudes to corruption actions by officials and participants of the educational process, awareness of key concepts and principles of academic integrity, providing a subjective assessment on the effectiveness of functioning at the level of the respondent's institution of the internal anti-corruption system. Particular attention was paid to establishing the content of the subjective-evaluative opinion of the respondents on the causes and existence of corruption in educational institutions of Ukraine. The aggregation of individual factors, which are segmented by certain areas of professional and life activity of the respondents: financial-economic, professional-career, socio-political, educational-preventive was carried out through the use of factor analysis. This allowed to reduce the dimension of the initial space of the studied causes and symptoms and combine them according to the evaluative judgments of the respondents into certain leading factors that characterize the common source of arising corruption risks in the educational-scientific process at the institutional level of the system of education and science of Ukraine.

Havet, N. (2023). **Transition écologique du bâti scolaire : mieux accompagner les élus locaux** (N° 800 (2022-2023)). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-800/r22-800.html>

Helmer, J., Kasa, R., Somerton, M., Makoelle, T. M., & Hernández-Torrano, D. (2023). **Planting the seeds for inclusive education: one resource centre at a time**. *International Journal of Inclusive Education*, 27(5), 586-602. <https://doi.org/10.1080/13603116.2020.1864791>

A Non-Government Organisation (NGO) in Kazakhstan introduced a pilot project to support schools through school-based resource centres for inclusive education as requested by the Ministry of Education and Science (MoES). This initiative came about as a way to support the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019 (MoES) that set the goal of having 70% of mainstream schools inclusive by the end of 2018. The purpose of this qualitative study was to examine how school-based resource centres are assisting in the development of creating conditions for inclusive education in mainstream schools of Nur-Sultan City. Data was collected using 22 one-to-one interviews with resource centre staff, teachers, parents of SEN students, school specialists and principals thus giving voice to all stakeholders. The main findings of the study were the positive impacts of resource centres in contributing to the continued development of inclusive education in Kazakhstan. Other findings revealed areas for further improvement in order to sustain and grow this initiative. These findings have implications for further detailing policy outlining a focused and practical plan for the continued development and reform of inclusive education beyond the capital city.

Hillekens, J., Baysu, G., & Phalet, K. (2023). **How School and Home Contexts Impact the School Adjustment of Adolescents from Different Ethnic and SES Backgrounds During COVID-19 School Closures**. *Journal of Youth and Adolescence*, 52(8), 1549-1565. <https://doi.org/10.1007/s10964-023-01772-z>

Many schools worldwide closed to contain the spread of the COVID-19 virus. However, the consequences of school closures for the school adjustment of adolescents from different ethnic and SES backgrounds remain unclear. This study examined how school

adjustment changed before, during, and after school closure across adolescents from different ethnic and SES backgrounds; and which factors in home and school contexts served as resources. Early adolescents (N = 124, Mage = 12.86, 58.8% boys) from different ethnic and SES backgrounds were repeatedly assessed 1 week before (March 2020), during (June 2020), and 1 year after (February 2021) the first school closure in Belgium. The results revealed that school closure augmented ethnicity- and SES-based inequalities in school adjustment. Moreover, factors in the school context—and not the home context—served as resources. Specifically, the quality of online instruction and teacher-pupil relationships buffered against reduced school adjustment during school closure, particularly among youth from ethnic minority and lower SES backgrounds. The findings corroborate unequal school adjustment consequences of school closures, but also highlight the role of teachers to buffer against them. The study design, hypotheses, and analyses were preregistered in the following link: https://osf.io/6ygcw/?view_only=c77cfb46028447bdb7844cd2c76237aa.

Hirvonen, I., Siivonen, P., & Komulainen, K. (2023). **Finnish University Students Constructing Their Ideal Employable Identities: A Case Study of Top Performing Experts.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 275-297). https://doi.org/10.1007/978-3-031-20653-5_13

The society has a great impact on defining what is a successful employable identity. This means that the construction of employable identity has become crucial to pursuing opportunities in the competitive labour market. In this article, employability is seen as a process where Finnish university students play out an identity project and construct their future-oriented employability. By applying narrative thematic analysis, the study shows that students constructed an ideal employable identity, designated as a Top Performing Expert. The process of constructing this identity contained three phases: 1. employability as a long-term goal, 2. constructing employability in a specific field, and 3. harnessing personality to strengthen employability. The authors suggest that identity process requires each individual's own activity and problem-solving.

Hockridge, D., & Bower, M. (2023). **Learning design for holistic student formation.** *Distance Education*, 44(2), 324-341. <https://doi.org/10.1080/01587919.2023.2198484>

A longstanding area of disagreement among theological educators has been whether the holistic formational goals of theological education can be adequately addressed through non-face-to-face learning modes. This study explored student perceptions of how their experience of studying theology in an asynchronous online context contributed to their holistic formation. Student participants were enrolled in one or more of 22 new online units of study which were developed and offered over three cycles as part of larger design-based research project. The study, initiated and conducted prior to the COVID-19 pandemic, found a broad range of design elements contributed to five dimensions of student formation (theological understanding, personal dispositions, ministry dispositions, ministry skills, identity), suggesting that purposeful learning design can facilitate holistic student formation in online and distance learning contexts. Although this study examined learning design for holistic student formation in theological courses, the results may be of interest for other disciplines with similar holistic formational aims.

Hofmeyr, A. S. (2023). **Intercultural Competence Development Through Cocurricular and Extracurricular At-Home Programs in Japan.** *Journal of Studies in International Education*, 27(3), 363-386. <https://doi.org/10.1177/10283153211070110>

The rapid development of international education has occurred alongside a growing demand for higher education institutions to educate globally competent graduates. Yet, mobility remains a distant opportunity for most students, and Japanese undergraduate students often cite financial, safety, and job-hunting concerns as obstacles to studying abroad. Internationalisation-at-home has emerged as a viable alternative to mobility in Japan through government-funded internationalisation programs. This article will discuss the impact of cocurricular and extracurricular programs on the development of intercultural competence among 164 first-year Japanese students at two Top Global universities in Japan. Results from a one-year longitudinal, mixed methods study reveal that while formal programs positively affect intercultural competence development, informal intercultural contact on campus negatively affects students' intercultural attitudes. Findings also indicate that student perceptions of intercultural competence at the pre-intervention stage affect engagement with intercultural opportunities on campus, suggesting the importance of introducing interventions prior to higher education.

Holmes, L. (2023). **Graduate Employability and Its Basis in Possessive Individualism.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 29-49). https://doi.org/10.1007/978-3-031-20653-5_2

This chapter examines the basis of the pervasiveness and persistence of the possessive, skills and attributes perspective on graduate employability, despite the well-attested problems with that perspective and the existence of published alternative approaches. It identifies the origins of the perspective in the possessive individualist assumptions about the nature of human persons and society, as explored by the political philosopher C. B. Macpherson. The chapter argues that these assumptions, central to the development of capitalist society and to its current neoliberal form, coupled with conceptual confusion about the key terms (skills, attributes, etc.), sustain flawed and unsustainable approaches to graduate employability.

Holvoet, N., & Dewachter, S. (2023). **Unpacking Transnational Social Capital and its Effects: Insights from an International Study Experience in Belgium.** *Journal of Studies in International Education*, 27(3), 427-446. <https://doi.org/10.1177/10283153211070114>

This paper studies (trans)national social capital gained through an international study experience in Belgium. Drawing upon a multi-method alumni study, we explore different types of (inter)national networks of male and female graduates, the extent to which different networks remained after graduation as well as effects on personal and professional development and organizational performance. Findings show that graduates have particularly gained networks with non-co-nationals which evolve from bridging relations at the outset to bonding relations while particularly networks with the host population remain limited. After returning home, bonding social interaction relations remain most important, irrespective of the nationality of the graduates, whereas information sharing and collaboration networks survive better among co-nationals, particularly when these are triggered through national alumni chapters. Our study finds network effects on individual's intercultural skills, knowledge and attitudes, their

professional career and organizational performance, with intercultural gains being particularly high for networks with non-co-nationals from other continents.

Hora, M. T. (2023). **Re-Framing Employability as a Problem of Perceived Opportunities: The Case of Internships in a U.S. College Using the Student Perceptions of Employment Opportunities (SPEO) Framework.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 199-224). https://doi.org/10.1007/978-3-031-20653-5_10

The dominant framework of employability focuses on individuals' acquisition of skills and experiences such as internships as primary drivers of job acquisition. Yet evidence shows that access to internships is not universal, and that employment is shaped by the interaction among individual attributes, structural forces, and the sociocultural milieu in which students perceive opportunities. What is needed is an account of employability where the perspectives of real students and the multidimensional nature of employability are highlighted as actionable knowledge for practitioners. In this chapter I introduce the Student Perceptions of Employment Opportunities (SPEO) framework, which focuses on individual perceptions of constraints within their environments regarding their job prospects. To illustrate the SPEO framework in action, I also report findings from a mixed-methods study of internships in the U.S.

Hunt, G. (2023). **Collaboration and empowerment: Enabling effective student governors.** *Management in Education*, 37(3), 150-153. <https://doi.org/10.1177/08920206211021847>

Iguodala, W. A. (2023). **An Appraisal of the National Universities Commission Quality Assurance Measures in the Development of Academic Programmes in Nigerian Universities.** *British Journal of Education*, 11(7), 96-114. <https://doi.org/10.37745/bje.2013/vol11n796114>

The paper appraised the procedures involved in the development of academic programmes in Nigerian Universities and the associated Quality Assurance measures by the National Universities Commission (NUC). It specifically examined the roles of the Academic Planning Unit, the Resource Verification and the regular Programme Accreditation exercises in Nigerian Universities as critical quality assurance measures by the NUC to ensure quality academic programmes in the institutions. The challenges associated with the effective implementation of the NUC Quality Assurance strategies were also examined. These included inadequate academic staff, inadequate and dilapidated physical facilities, inadequate funding among others. Suggestions were then proffered to ensure the realisation of the quality and standards envisaged in the NUC Quality Assurance measures. These included the motivation and recruitment of more academic staff, the construction of more physical facilities and rehabilitation and maintenance of dilapidated facilities, increased fund allocation to education sector in the annual national budget to between 15 and 20%, consolidation of undergraduate programmes, establishment of more postgraduate programmes, introduction of bursary and loan schemes for the indigent students by the Federal and State Governments, etc.

INSEE. (2023, juin 27). **Diplômes-Formation en 2020.** Consulté 28 juin 2023, à l'adresse INSEE website: <https://www.insee.fr/fr/statistiques/7631113>

Isopahkala-Bouret, U., & Tholen, G. (2023). **Relative Employability: Applying the Insights of Positional Competition and Conflict Theories Within the Current Higher Education Landscape.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia

(Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 51-72). https://doi.org/10.1007/978-3-031-20653-5_3

The purpose of this chapter is to expand the understanding of the relativity of graduate employability, applying the insights of a critical sociological tradition. Although various studies have outlined how social and educational backgrounds shape the employability of graduates, very few have systematically outlined the interplay of labour market positioning, educational positioning, and graduates' social positioning, as this chapter does. Furthermore, the chapter assesses the emerging trends and importance of relative employability within the current higher education landscape. The main argument it puts forward is that employability cannot be understood without considering the actions of others and the social and cultural contexts, which structure the relative chances of graduates in the labour market. Finally, the chapter discusses a new agenda for policy and research on graduate employability.

Jaime Ndaipa, C., Edström, K., & Geschwind, L. (2023). **Internationalisation of Higher Education Institutions in Mozambique: Exploring the Rationales, Strategies and Challenges.** *Journal of Studies in International Education*, 27(3), 501-519. <https://doi.org/10.1177/10283153221093126>

Internationalisation is transforming higher education institutions worldwide. However, the understanding of internationalisation, the rationales presented, the strategies applied and the challenges encountered differ between contexts. One challenge, especially for universities in the Global South, is how to consider internationalisation with a decolonised approach. This study explores internationalisation in two major universities in Mozambique through documentary analysis and semi-structured interviews with academics and managers. The study was guided by two questions: (1) How have Mozambican universities undertaken internationalisation in terms of understanding, rationales, strategies and challenges? (2) How are global ideas of internationalisation interpreted and translated into local practices? The results are interpreted with a theoretical lens combining neo-institutionalism and decolonisation theory, both providing arguments for translation and adaptation of ideas and practices to the local context. The findings suggest that the approaches to internationalisation emphasise the adoption of Western templates and values and can be more deliberately decolonised.

Jarry, B. (2023). **Le CLAVIM. Du projet à l'évaluation.** *Administration & Éducation*, 178(2), 107-117. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-107.htm>

Kahn, P., & Lundgren-Resenterra, M. (2023). **Grounding Employability in Both Agency and Collective Identity: An Emancipatory Agenda for Higher Education.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 113-132). https://doi.org/10.1007/978-3-031-20653-5_6

Debates on graduate employability are presently dominated by a focus on labour market outcomes that are framed on an individualistic basis. Such a focus is evident not only when attention falls on the skills and experience of individual graduates, but also when analysis highlights the impact of social differences on individual positioning in the labour market. This chapter presents the argument that work itself is determined in fundamental ways on collective considerations. It argues, furthermore, that if graduate employability were to be understood as the capacity of a graduate to exercise agency

in ways that contribute to collective agendas within workplaces, then there would be enhanced potential for universities and workplaces to address challenges that matter to society, including those that relate to such concerns as decent work, sustainability and equity. In considering the nature of contributions to collective agendas, the account explores how collective identity underpins both primary and corporate agency within workplaces, drawing on the realist social theory of Margaret Archer.

Kamphuis, E. P., & Bertram-Troost, G. D. (2023). **Religious schools in the Netherlands: An analysis of arguments and assumptions in a tense public debate.** *International Journal of Educational Development*, 100, 102792. <https://doi.org/10.1016/j.ijedudev.2023.102792>

In the public and political debate about religious schools in the Netherlands, various arguments recur. Those arguments are not isolated or neutral, but are shaped and defined by various normative assumptions. Arguments against religious schools are, for instance, affected by the dominant secular discourse in Western Europe. Unconscious normative assumptions are potentially problematic if they remain unnoticed and if there is a lack of reflection on them. A religious worldview has become a minority perspective in the Netherlands, which makes it important to reflect on the normative assumptions underlying the arguments in the debate about religious schools in order to avoid blindly and uncritically imposing a majority norm on a minority. In this article, the arguments dominating the public and political debate on religious schools in the Netherlands are discerned. Implicit assumptions are brought to the surface and analysed from an interreligious perspective. In order to do so, the social, religious and historical context of the Dutch debate is reflected upon, and the recurring arguments are defined by conducting a qualitative content analysis.

Kanaan, D. Z. (2023). **Social Disorganization, Community Engagement, and Public High School Performance.** *Education and Urban Society*, 55(6), 718-743. <https://doi.org/10.1177/00131245221092746>

This study examines whether community-level social disorganization and community engagement initiatives are associated with public high school performance. Analyzing data from the National Center for Education Statistics (NCES) School Attendance Boundary Survey (SABS), a latent variable measuring community-level social disorganization is examined within a structural equation model for 302 traditional public high schools in Florida. The study finds a statistically significant and large negative association between community-level social disorganization and a latent variable representing Florida Department of Education performance metrics. Correspondingly, the recognition of receiving the Florida Five Star School award for satisfying recommended community engagement criteria is positively associated with high school performance with social disorganization factors simultaneously considered. This research hopes to further provide an emphasis for recognizing and engaging community within the context of addressing disparities in public education performance.

Kelly, D. (2023). **Conceptualizing a Practical Discourse Survey Instrument for Assessing Communicative Agency and Rational Trust in Educational Policymaking.** *Educational Theory*, 73(2), 258-272. <https://doi.org/10.1111/edth.12577>

How might a theory of communicative rationality be applied to policymaking to secure the morally justifiable administration of public education? In answer, Darron Kelly uses conceptual resources found in Habermasian practical discourse to outline development of a survey instrument. The survey is designed to measure constituent satisfaction with

actual conditions of educational policymaking. To do this, the survey operationalizes and quantifies the epistemic conditions of inclusion, participation, truthfulness, and noncoercion. Once captured, analysis of these conditions in actual cases of policymaking further provides for assessment of the degree of communicative agency and rational trust experienced by educational constituents. The instrument, as such, offers a standard gauge of the higher-level intersubjectivity of institutional communication in education — a necessary measure for constructing morally justifiable policies.

Kester, K. (2023). **Revisiting 'Asia as method' in education research: problems and prospects.** *Asia Pacific Education Review*, 24(2), 181-186. <https://doi.org/10.1007/s12564-023-09863-z>

Khiatani, P. V., She, M. H. C., Ho, O. Y. Y., & Liu, J. K. K. (2023). **Service-learning under COVID-19: A scoping review of the challenges and opportunities for practicing service-learning in the 'New Normal'.** *International Journal of Educational Development*, 100, 102813. <https://doi.org/10.1016/j.ijedudev.2023.102813>

Service-learning collaborations have the potential to effectively respond to community needs, students' needs, and institutional priorities. However, natural and man-made crises oftentimes throw these arrangements into disarray. The coronavirus (COVID-19) is one such significant crisis that continues to challenge service-learning collaborations worldwide. Based on a systematic scoping review of scholarship on service-learning programs conducted during COVID-19, this study aimed to explore thematic similarities and differences between them, elucidating key observations and insights for future action. Overall, findings from 13 peer-reviewed articles indicated that, although not immune to the wide-ranging adverse effects of COVID-19, service-learning has proven itself to be an effective responsive pedagogy in times of crisis.

Kim, J., Huh, J., & Yoo, S.-S. (2023). **Implementation of reproductive health education in a Filipino city: A case study.** *International Journal of Educational Development*, 100, 102778. <https://doi.org/10.1016/j.ijedudev.2023.102778>

The Philippines has adopted reproductive health education (RHE) in schools with the passing of the Responsible Parenthood and Reproductive Health Law in 2012 which promised multi-dimensional support on reproductive health (RH) including RHE. Although there is urgent need for RH policy to enhance family planning and to reduce high teenage pregnancy, this law continues to be extremely controversial, conflicting with Filipino socio-cultural norms, mainly based on Catholic beliefs. Based on this context, this research aims to examine how RHE is implemented in Filipino schools. For the research, a qualitative case study was conducted in a Filipino city. Results show that each local stakeholder has a different concept of RH and delivers their own perceived concept of RH. Teachers lack RH pedagogy and training on RH while they also tend to minimise and modify their teaching in fear of further stimulating student interest in sex. Lastly, conflict between the Department of Education and the Department of Health was observed. This study implies that policy making alone is not a sufficient for effective implementation of RHE. Endorsement of various local stakeholders is necessary to accomplish proper RHE.

Komulainen, K., & Korhonen, M. (2023). **Health as Employability Potential in Business Graduates' Career Imagination.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 251-274). https://doi.org/10.1007/978-3-031-20653-5_12

The chapter investigates how Finnish business graduates construct health as employability potential in their career imagination. Graduates imagined health as employability potential, firstly, in the context of an intensive working life. Having constant physical and emotional energy, as well as the ability to recognise health risks and self-manage these risks, were essential criteria for a healthy employee. Secondly, graduates displayed health in the context of flexible career in which health—as energy, vitality, happiness—was a driving force that guaranteed their top career performance. However, graduates saw their current situation just as one stage on the way to a better future career, which was associated with the ideals of work-life balance. The chapter concludes that health has become a moral duty and personal responsibility at work.

Laalo, H., Kinnari, H., Silvennoinen, H., & Haltia, N. (2023). **Boosting Employability Through Fostering an Entrepreneurial Mindset: Critical Analysis of Employability and Entrepreneurship in EU Policy Documents.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 73-93). https://doi.org/10.1007/978-3-031-20653-5_4

In EU higher education policy, improving graduate employability is a central concern, setting guidelines and putting pressure not only on higher education institutions but also on individuals. In this chapter, the policy discourse on producing employable graduates is analysed by considering entrepreneurship education as a governing technology. The analysis illustrates how entrepreneurship education is represented as an empowering solution to maximise graduates' employment and economic potential. Graduates are within the policy being governed by risk. While the goal of the policy appears to be producing empowered and employable graduates with a self-responsible entrepreneurial mindset, the policy might also set unintentional pressures and participate in generating a character of a 'neurotic citizen' who has a constant fear of losing control in life and dropping out from society.

Lac, V. T., & Diaz, C. (2023). **Community-Based Educational Leadership in Principal Preparation: A Comparative Case Study of Aspiring Latina Leaders.** *Education and Urban Society*, 55(6), 643-673. <https://doi.org/10.1177/00131245221092743>

This study examines the experiences of three aspiring Latina school leaders in a principal preparation program with a social justice emphasis. Employing theoretical perspectives grounded in a community-based educational leadership framework and transformational resistance theory, this study documents how coursework informed the perspectives of participants regarding educational equity and racial justice. This comparative case study takes place at a Hispanic Serving Institution and focuses on two social foundations courses spanning a 5-month period. Findings illustrate participants' capacity to (a) reframe their past experiences as P-20 students in relation to meritocracy; (b) respond to current injustices as K-12 teachers, particularly the power of language to disrupt or perpetuate inequities; and lastly (c) re-envision educational leadership as future Latina principals as deeply intertwined with communities. The research highlights a need for a broadened approach to principal preparation that fosters future leaders to consider the engagement and leadership of marginalized students and families.

Le Mentec, M., Mougnot, L., & Poucet, B. (2023). **Crise sanitaire et continuité pédagogique.** *Carrefours de l'éducation*, (55), 11-17. <https://doi.org/10.3917/cdle.055.0012>

Lechaux, P. (2022). **Entre professionnalisation de l'Université et universitarisation des écoles professionnelles, « faire sa transition » pour les écoles sociales : du savoir comme phare à la lampe de poche du professionnel enquêteur.** *Pensée plurielle*, 56(2), 9-21. <https://doi.org/10.3917/pp.056.0009>

L'étonnante permanence des grands traits du système de formation des travailleurs sociaux, malgré ses transformations régulières, est au cœur de cette contribution. L'auteur montre que ce système est en réalité l'expression du croisement de deux matrices épistémiques qui ont engendré ce modèle français singulier d'écoles professionnelles de métier, notamment sous l'angle du statut des savoirs enseignés. La nouvelle « ère géologique » dans les champs du social et de la formation rend cependant désormais possibles des reconfigurations institutionnelles et curriculaires comme le manifestent les deux exemples retenus : l'approche du territoire par des outils scientifico-pragmatiques ; l'approche ethnographique de l'activité d'enquête des professionnels.

Lefort-Rieu, C., & Ngodji, F. (2023). **Aide internationale et gouvernances éducatives en situation de pandémie : la Covid-19 au Cameroun.** *Cahiers d'études africaines*, 250(2), 343-362. Consulté à l'adresse <https://www.cairn.info/revue-cahiers-d-etudes-africaines-2023-2-page-343.htm>

Dans ce numéro, il est question de plusieurs situations critiques et de la façon dont les recherches en sciences sociales s'en saisissent en donnant à s'exprimer toutes les voix, notamment les moins audibles. Zoé Quéту s'interroge sur sa position de métisse et de femme sur le terrain au Burundi et sur les écueils méthodologiques auxquels elle a été confrontée en enquêtant sur la minorité discriminée des Batwa. En Côte d'Ivoire, la production cinématographique étudiée ici par Yahglin David Camara a longtemps été fragilisée. Avec les technologies numériques, une nouvelle génération de cinéastes s'émancipe de la coopération internationale. Face à la crise sécuritaire et humanitaire au nord du Cameroun et dans les pays sahéliens voisins, Cécile Dubernet et Pascal Borne Djeumegued examinent le rôle des acteurs locaux, leurs conceptions et leurs engagements pour préserver des espaces pacifiés. Toujours au Cameroun, en contexte d'exploitation des ressources forestières, Martin Raymond Willy Mbog Ibock traite des modalités de participation des peuples dits pygmées (dont les Batwa) aux prises de décision qui les concernent, dont ils ont longtemps été écartés. Enfin, un dossier thématique traite des adaptations et stratégies déployées face à l'épidémie de Covid-19, au Ghana et au Cameroun. Les trois études décrivent des dispositifs innovants de santé publique sur les plans technologique, communicationnel et institutionnel, en rendant compte des actions et points de vue différenciés des acteurs publics et privés, des soignants et des citoyens-patients.

Lehoux, E. (2022). **Transformations néolibérales de l'école : quel syndicalisme ?** *La Pensée*, 412(4), 49-58. <https://doi.org/10.3917/lp.412.0049>

Malgré les incompréhensions qu'elles suscitent, leur apparente incohérence et le sentiment qu'elles sont avant tout guidées par l'urgence, les réformes éducatives menées ces dernières années s'inscrivent dans un mouvement d'ensemble que l'on peut qualifier de néolibéral. Avec des nuances, non sans quelques divergences et contradictions, elles sont guidées par quelques principes communs parmi lesquels la recherche de la plus grande performance des individus, des établissements et du système par leur mise en concurrence. Dans ce cadre institutionnel en mutation, le syndicalisme doit répondre à de nouveaux défis.

Lembré, S. (2023, juin 27). **Enseignement professionnel : entre écoles et entreprises, une histoire complexe**. Consulté 28 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/enseignement-professionnel-entre-ecoles-et-entreprises-une-histoire-complexe-206450>

La succession des réformes et des « relances » de l'enseignement professionnel depuis 40 ans rappelle la difficulté de concilier finalités éducatives, sociales et économiques.

Létroublon, C. (2023). **Les effectifs inscrits en cycle ingénieur en 2022-2023**. Note Flash du SIES, (09). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-06/nf-sies-2023-09-28154.pdf>

À la rentrée 2022, 107 300 étudiants sont inscrits en institut universitaire de technologie (IUT) pour préparer un BUT ou un DUT, effectif en baisse de 6,8 % par rapport à 2021-2022. À cette rentrée ouvrait la deuxième année du bachelor universitaire de technologie (BUT) créé en 2021. Les inscriptions diminuent nettement en deuxième année : -12,5 %. Les inscriptions prises en apprentissage progressent fortement et représentent 12 % des effectifs. Le nombre de nouveaux entrants en IUT baisse de 2,4 % après une baisse de 5,9 % l'an dernier. Parmi ces nouveaux entrants, plus de quatre étudiants sur dix sont des bacheliers technologiques, part en légère hausse en un an (+ 1,5 point).

Li, Z., Zhong, L., & Lu, Y. (2023). **Research on the Growth Experience of Presidents and Scientific Research Performance of Top Universities in China**. *Education and Urban Society*, 55(6), 744-768. <https://doi.org/10.1177/00131245221092748>

More than half of the presidents in top universities of China have been grown up in their original universities. According to the upper echelon theory, the "indigenization" characteristics of university presidents will have an impact on their cognitive level and thus affect the scientific research performance of universities. Based on data from the National Natural Science Fund Projects and the National Social Science Fund Projects of China from 2007 to 2016, as well as individual characteristics of presidents, this paper empirically investigates the influence of the growth experience of presidents in 115 "Project 211" universities on scientific research performance. The results show that the presidents who grow up from the original universities have a significant negative impact on national fund projects, especially on the national natural science foundation projects. This paper suggest that the reason maybe the insufficient motivation and less access to external resources for native presidents. Some corresponding policy recommendations are proposed for this purpose.

Longuet, G. **Projet de loi de règlement du budget et d'approbation des comptes de l'année 2022 : Enseignement scolaire**. , Pub. L. No. 771 (2022-2023), tome II, annexe 14 (2023). <https://www.senat.fr/rap/l22-771-214/l22-771-214.html>

Malet, R. (2023). **Une évaluation de l'action publique en éducation, en deux temps trois mouvements : une question politique... une question internationale**. *Administration & Éducation*, 178(2), 45-53. <https://doi.org/10.3917/admed.178.0045>

Manço, A. (2023). **Exil Scolarité Pandémie**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-exil-scolarite-pandemie-altay-manco-9782140342257-77394.html>

Cet ouvrage aborde le triangle « École-Exil-Pandémie » sous deux parties : les effets de la crise sanitaire sur les populations scolaires exilées, au sein de l'enseignement obligatoire

et, à l'autre extrémité de l'éventail scolaire, ses impacts au niveau de l'enseignement supérieur. Dans les deux cas, les textes proposés concernent des faits relevant de la pandémie, intégrés à des contextes sociohistoriques globaux qui occasionnent des inégalités importantes entre familles, enfants, élèves, étudiants et enseignants, des iniquités qui n'ont pas attendu la crise sanitaire pour sévir, mais que le Covid-19 semble, dans de nombreux cas, avoir amplifié les conséquences. Les textes montrent néanmoins, dans plusieurs situations, la force de résilience des parents et des jeunes, ainsi que des acteurs de l'éducation qui, par leurs réactions, ont pu réduire les effets de la pandémie sur l'éducation, voire ont pu, dans une certaine mesure, tirer avantage de la crise.

Marlat, D., & Nait-Ighil, L. (2023a). **Effectifs universitaires en 2022-2023**. *Note Flash du SIES*, (06), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/effectifs-universitaires-en-2022-2023-91085>

En 2022-2023, 1 597 700 étudiants sont inscrits à l'université (hors autres établissements membres ou composantes des regroupements d'établissements). Cet effectif diminue de 3,4 % par rapport à 2021-2022, baisse plus prononcée en cursus licence (-4,3 %) en lien avec celle des néo-bacheliers (-4,9 %).

Marlat, D., & Nait-Ighil, L. (2023b). **Étudiants inscrits en DUT/BUT en 2022-2023**. *Note Flash du SIES*, (07), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-06/nf-sies-2023-07-28049.pdf>

En 2022-2023, 1 597 700 étudiants sont inscrits à l'université (hors autres établissements membres ou composantes des regroupements d'établissements). Cet effectif diminue de 3,4 % par rapport à 2021-2022, baisse plus prononcée en cursus licence (-4,3 %), qu'en master (-2,2 %) et en doctorat (-1,2 %). Les bacheliers, moins nombreux à la session 2022 qu'à la session 2021 (-3,2 %), s'inscrivent moins souvent à l'université : le nombre de néo-bacheliers à l'université baisse de 4,9 %. Les effectifs diminuent dans toutes les disciplines sauf en santé, où les effectifs augmentent sensiblement en médecine-odontologie et pharmacie. Le nombre d'étudiants en mobilité internationale augmente de 1 % dans l'ensemble, mais seulement en cursus licence. Enfin sur le périmètre élargi aux nouveaux regroupements d'établissements, les effectifs universitaires s'établissent à 1 662 700.

Matthew-Odou, R. S., & Igbogi, D. I. (2023). **Linkage and Advancement Services and Commercialization of Innovations of Tertiary Institutions in Bayelsa State**. *British Journal of Education*, 11(7), 61-69. <https://doi.org/10.37745/bje.2013/vol11n76169>

The study examined linkage and advancement services and commercialization of innovation of tertiary institutions in Bayelsa State. A descriptive survey design was adopted for the study. The study was guided by three (3) research objectives and corresponding questions. The population of the study comprise all academic and non-academic staff across all ranks of the 7 tertiary institutions in the state. Structured questionnaire was used to collect data from respondents respectively. The data gathered was analyzed using mean and standard deviation via Statistical Package for Social Science (SPSS) version 26. The instrument was subjected to pilot testing. Experts in Measurement and Evaluation and the field of Education validated the instrument. The result of the pilot study was used to establish the reliability of the instruments via Cronbach Alpha Formula and a coefficient of 0.81 was obtained. The findings revealed the available linkage and advancement services, the extent to which they are utilised and the factors hindering linkage between industries and tertiary institutions in Bayelsa State

Merrill, B., & Revers, S. (2023). **Working-Class Adult Students: Negotiating Inequalities in the Graduate Labour Market**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 225-247). https://doi.org/10.1007/978-3-031-20653-5_11

Increasing attention has been paid to the ways in which higher education is attuned to the labour market. Graduates have typically, in terms of their role and input, been positioned as key players on the economic stage. The discussion over 'work-readiness' and the economic contribution they can make has spawned a narrative and language in HE around the question of 'employability' which is dominated by a human capital approach. As Tomlinson asserts: 'It now appears no longer enough just to be a graduate, but instead an employable graduate' (Graduate employability: A review of conceptual and theoretical themes. *Higher Education Policy*, 25, 412–431, 2012, p. 25).

Milligan, L. O., & Adamson, L. (2022). **Girls education and language of instruction: An extended policy brief**. Consulté à l'adresse <https://www.bath.ac.uk/publications/girls-education-and-language-of-instruction-an-extended-policy-brief/>

Minea-Pic, A. (2023). **Catching up on lost learning opportunities: Research and policy evidence on key learning recovery strategies**. *Documents de Travail de l'OCDE Sur l'éducation*, (292), 1-26. <https://doi.org/10.1787/a69c5909-en>

Climate change and natural disasters, the COVID-19 pandemic, and geopolitical shocks have increasingly disrupted school education around the world in recent years. Whether leading to school closures, school destructions or repeated interruptions in students' learning experiences, these external shocks have translated into lost learning opportunities for students. In this context, education systems face heightened pressure to become ever more resilient, enhance the efficiency of public spending and address emerging learning gaps. This working paper highlights key education strategies for helping students catch up on lost learning opportunities and bridge learning gaps, based on a review of research and policy evidence from OECD and non-OECD countries. It examines a range of academic strategies to address learning gaps, including i) adapting instructional strategies and pedagogies to individual needs, ii) extending and adapting the time of instruction, and iii) providing curricular flexibility and enabling fluid learning pathways within the school system. It provides research evidence on the effectiveness of such strategies, together with examples of their large-scale implementation and cost-effectiveness considerations. While this paper presents programmes of general interest for all countries, a separate policy brief targets learning recovery strategies for students in Ukraine.

Ministère de l'Éducation du loisir et du sport du Québec. (2023). **Évaluation de la maternelle 4 ans à temps plein - Rapport d'étape 2023**. Consulté à l'adresse Ministère de l'Éducation du loisir et du sport du Québec website: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/recherche_evaluation/Rapport-maternelle-4-ans.pdf

Molla, T., & Cuthbert, D. (2023). **Crisis and policy imaginaries: higher education reform during a pandemic**. *Higher Education*, 86(1), 45-63. <https://doi.org/10.1007/s10734-022-00899-5>

Crisis makes bold policy actions possible. In responding to socioeconomic and technological ruptures, policymakers create new imaginaries or revitalise existing ones.

With the Australian Government's Job-Ready Graduates (JRG) reform during the COVID-19 pandemic as an empirical case, this paper shows how crisis instrumentalism and policy imaginaries intersect to effect swift policy changes. Drawing on a thematic analysis of key documents that constitute the JRG reform, we highlight three findings. First, the reformers used a new crisis context to repackage pre-existing policy agendas. Second, in justifying the timeliness of the reform, rather than constructing new imaginaries, the Government reactivated old neoliberal visions of society and the economy. Finally, the reform agendas are characterised by reductionist accounts of the value of university education, a nativist view of the future workforce, and the omissions of key issues: research training, social justice, and the urgency of decarbonising the economy. We close the paper by arguing that crisis makes swift reform possible to the extent that key actors can mobilise new or pre-existing policy imaginaries.

Morales Aceiton, M. (2023). **Continuité éducative face à la crise sanitaire au Chili.** *Carrefours de l'éducation*, (55), 157-171. <https://doi.org/10.3917/cdle.055.0158>

Cet article interroge les enjeux de la continuité scolaire face à la crise sanitaire au Chili en comparant les possibilités, les conditions et l'accès à l'éducation dans les trois principaux types d'établissements qui co-existent dans le pays : publics, particuliers-subventionnés et privés. Pour comprendre et analyser cette problématique, nous proposons d'abord une brève mise en contexte de l'histoire récente du Chili pour ensuite nous concentrer sur le système social et éducatif actuel. À partir de notre travail de terrain, nous allons réfléchir aux différences entre les trois types d'écoles existant dans le pays. Comment ces trois types d'établissements sont-ils en mesure d'assurer la continuité pédagogique malgré la fermeture des écoles ? Quelles sont les conséquences immédiates ou visibles des différences entre ces trois types d'institutions éducatives ? Quel regard les parents d'élèves et les enseignants portent-ils sur cette situation ?

Mutanen, H., Korhonen, M., & Siivonen, P. (2023). **Employability as Self-branding in Job Search Games: A Case of Finnish Business Graduates.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 319-339). https://doi.org/10.1007/978-3-031-20653-5_15

The chapter focuses on self-branding as situated employable identity performance in terms of difference and sameness at the time of labour market entry. The chapter provides rarely adopted critical approach to self-branding and contributes to new theoretical-methodological understandings of current manifestations of employability by introducing an interaction-oriented narrative approach to identities. Drawing from detailed analysis of 27 interviews with Finnish business degree graduates, the study shows the various ways graduates strive to accomplish, reaffirm or contest specific versions of themselves in relation to the ideals around employability and the discourse of self-branding. As the graduates present themselves as credible labour market actors, they also strive to solve the moral dilemmas associated with self-branding, that is, authenticity versus fabrication, in the context of Finnish working life.

Ngah, A. H., Kamalrulzaman, N. I., Mohamad, M. F. H., Abdul Rashid, R., Harun, N. O., Ariffin, N. A., & Abu Osman, N. A. (2023). **Do Science and Social Science Differ? Multi-Group Analysis (MGA) of the Willingness to Continue Online Learning.** *Quality & Quantity*, 57(4), 2957-2980. <https://doi.org/10.1007/s11135-022-01465-y>

Without proper preparation by higher institutions, the COVID-19 pandemic has forced the world to rely on online learning. Even students of social science and science are looking for different knowledge and skills. Currently, both groups rely on the same method to gather knowledge for future undertakings. Given the uncertainty regarding the resolution of COVID-19, which has driven students to continue using online learning, the current study aims to identify the factors of willingness to continue online learning among social science and pure science students by extending the use of expectation-confirmation theory. Applying a purposive sampling method, 2,215 questionnaires were collected among undergraduate students from Universiti Malaysia Terengganu (UMT) using an online survey. Current study found that expectation and confirmation positively affect satisfaction. Attitude, satisfaction and readiness were found to have a positive relationship with willingness to continue online learning. Meanwhile, self-efficacy was found unsupported hypothesis for the direct effect. For multigroup analysis, readiness was found to have a significant difference between students of social science and pure science. The findings of this research enrich the literature about online learning, especially in the COVID-19 setting. Moreover, this work is useful for higher education institutions seeking to design a better strategy that allows students to return to campus.

NSENGIYUMVA, R. (2023). **La digitalisation des textes littéraires pour une pédagogie numérique : une meilleure gestion de l'impact de la Covid-19 sur le système scolaire.** *Synergies Afrique des Grands Lacs*, (12), 147-157, bibliogr. Consulté à l'adresse <https://gerflint.fr/images/revues/Afgrandslacs/Afgrandslacs12/nsengiyumva.pdf>

La numérisation des textes littéraires de français langue étrangère (FLE) est une alternative d'enseignement-apprentissage lors de crises comme celle de la Covid-19. L'article porte sur le passage de l'enseignement-apprentissage du FLE en présentiel à un enseignement à distance au Burundi. Il traite de l'impact de la pandémie sur l'éducation, dresse un état des lieux de l'enseignement à distance et présente les avantages de la pédagogie numérique et les résultats d'une enquête menée auprès de 129 enseignants sur la maîtrise de la formation à distance et de la numérisation des textes pour la formation à distance et le recours à l'enseignement à distance pour une didactisation du texte en français en situation de crises sanitaires.

OCDE. (2023a). **Food for thought: School meals for sustainable societies.** <https://doi.org/10.1787/629a2730-en>

Food security is both a necessary condition and a potential outcome of quality education. Through education, learners, their families and the wider society can establish more healthy relationships with food, which can lead to benefits related to learning, health and environmental sustainability among others. This Spotlight addresses a number of ways in which schools and education systems can engage with food as a critical component of quality education for all.

OCDE. (2023b). **Proposal for an action plan to reduce early school leaving in Spain.** <https://doi.org/10.1787/0c249e7a-en>

Early school leaving (ESL) can lead to mounting individual challenges and generate high economic costs to education systems and societies at large. Spain has made significant progress in reducing ESL in recent years; in 2022, the ESL rate was 13,9% - almost half the points of a decade earlier. However, noteworthy regional disparities remain, and Spain's average ESL rate remains one of the highest among OECD and EU member countries. Informed by national and international research evidence and good practices, and by

the expert contribution of key education stakeholders, this report identifies existing strengths and challenges to address ESL across Spain. It proposes five areas for action that each include a range of evidence-based and actionable recommendations for a coordinated approach to reducing ESL in all autonomous communities and in the autonomous cities of Ceuta and Melilla.

OCDE: Organisation de coopération et de développement économiques. (2023). **Schools as hubs for social and emotional learning: Are schools and teachers ready?** Consulté à l'adresse <https://www.oecd.org/education/schools-as-hubs-for-social-and-emotional-learning-f6d12db7-en.htm>

Les écoles, lieux d'apprentissage socio-émotionnel, sont-elles prêtes pour cette tâche ? Ce document rapporte des résultats non publiés de l'Enquête de l'OCDE sur les compétences sociales et émotionnelles (SSES) et discute de leurs implications pour les politiques et les pratiques en matière d'éducation. Les SSES renforcent l'auto-efficacité des enseignants, l'utilisation de pédagogies d'apprentissage actif ainsi que la qualité des relations à l'école. Il souligne également des différences importantes entre les élèves de 10 et 15 ans, les plus jeunes bénéficiant plus souvent des éléments clés d'une éducation sociale et émotionnelle efficace à l'école.

Odei-Tettey, K., Ayivor, A. E. A., & Dodzi, E. (2023). **Mudling Through Intersectionality Theory for Leadership Futures: Pathways Toward Policies for Reinventing Gender Spaces for Educational Leadership in Two Male Schools in Ghana.** *British Journal of Education*, 11(7), 28-60. <https://doi.org/10.37745/bje.2013/vol11n72860>

This paper examines the advances made on gender issues in Ghana, particularly regarding how far misogyny is being watered down in educational leadership. The article thence reflects on how society might resolve the question of the effects of misogyny on educational leadership futures and the associated possibilities, and decisively address this enervating question in the decades ahead. The paper discusses how individuals and groups are resisting and challenging their experiences of gender inequalities, as well as attempting to intervene and correct the causes and consequences of gendered power imbalances. The paper does not intend to assess all the facets of gendered life and inequality. Instead, it discusses arguments that have been put forward regarding re-engineering gender spaces for educational leadership futures. Data obtained from two all-boys' schools suggest that gendered inequality is visible in both public and private spheres. However, the validity of the arguments that gender inequalities are still entrenched and persisting over time, place, and culture is contrasted with alternative claims from the data that gendered power relations, and for that matter inequalities, are gradually being eroded. Furthermore, the current academic focus on the concept of intersectionality regarding how variables like gender, tribe, religion, and culture intersect to define people's gendered experiences, is used as the analytical framework. The study of women's educational leadership experiences in this paper is used as a framework to further examine these issues and address some of the debates. The paper concludes with an argument that the study of inequality in relation to gendered identities, relations, and experiences must continue with an exploration of the study of men and masculinities if the theoretical analysis of gender is to be enriched to re-invent genders spaces for educational leadership futures. We also argue the view that to set the agenda for a more equal educational leadership future, society must see the need to link gender closely to other forms of social inequalities.

Oh, B., & Kim, C. (2023). **Changing Undergraduate Funding Mix and Graduate Degree Attainment.** *The Journal of Higher Education*, 94(5), 664-689. <https://doi.org/10.1080/00221546.2023.2171210>

Previous studies of the role of college students' funding sources in their educational outcomes have focused on individual funding sources and have not paid much attention to the mixing of multiple sources. As rising college tuition has heightened the financial burden on college students, the use of multiple funding sources has become an adaptive funding strategy for completing a college degree. Using discrete funding-source information from the National Survey of College Graduates, this study offers the first exploration of the change in funding mixes across three cohorts — born in 1953–1962, 1963–1972, and 1973–1982 respectively — and their association with graduate degree attainment. The proportion of students who utilized only one or two funding sources decreased, while those who juggled three or more sources increased. Contrary to the oldest cohort, for whom the association between undergraduate funding mix and graduate degree attainment was relatively weak, in the recent cohort, students mobilizing multiple sources became less likely to obtain a graduate degree compared to those fully funded by their families.

O'Neil, D., Park, K., & A. Rodríguez-Fuentes, R. (2023). **Social Integration and Campus Internationalization Through Performing Arts Volunteerism.** *Journal of Studies in International Education*, 27(3), 387-407. <https://doi.org/10.1177/10283153221082722>

In this paper, a case is made that campus internationalization and the social integration of both domestic and international students may be fostered through volunteerism. This argument is supported by data from a survey (n = 122) of a performing arts volunteer organization at a large Midwestern public university. The survey examines the national diversity of the organization, its inclusion practices, and student perceptions of their own cross-national interactions. The results are augmented by participant-observation data from an international graduate student volunteer. Discussion includes a consideration of respondent satisfaction with the organization's diversity and inclusion practices, as well as their experience socializing and making friends while volunteering. It is worth identifying successful organizations such as the one described in this paper because the defining factor for success may depend on specific attitudes and practices.

Paoli-Gagin, V. (2023). **Bilan du financement de la loi orientation et réussite des étudiants (ORE)** (N° 790 (2022-2023)). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-790/r22-790.html>

Pascal, C. (2023). **L'IGÉSR : une évolution au service des évaluations de politiques publiques éducatives.** *Administration & Éducation*, 178(2), 73-78. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-73.htm>

Périer, P. (2023). **L'école, de la classe à la maison : la continuité pédagogique en contexte de pauvreté.** *Carrefours de l'éducation*, (55), 141-156. <https://doi.org/10.3917/cdle.055.0142>

La période de confinement s'est traduite par une politique dite de continuité pédagogique impliquant la contribution attendue de tous les parents. Le transfert des tâches scolaires dans le cadre domestique a dévoilé des inégalités multiformes entre familles et entre élèves. Au-delà des conséquences sur les apprentissages, il s'agit de comprendre comment les parents confrontés à la précarité ou pauvreté ont fait face au

rôle d'instructeur pédagogique qui leur a été signifié. Quelles sont les conditions d'une telle délégation, ses implicites et ses effets ? L'enquête exploratoire sur ce que l'école fait à distance aux familles les plus « éloignées » a dévoilé l'ampleur de l'emprise scolaire et fait émerger des relations inédites entre les parents et l'école.

Pham, T. (2023). **Strategies Undertaken by International Graduates to Negotiate Employability**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 299-318). https://doi.org/10.1007/978-3-031-20653-5_14

This study aimed to explore how international graduates engaged with different employability approaches. Eighteen international students at several universities in Australia participated in this study. The findings revealed that the graduates engaged with different employability approaches and prioritised the development of different capitals at various stages of their career. They mainly engaged with the possessional approach to build human capital at university. However, after graduation, they were more engaged with the positional and processual approaches through which they had to interact with the labour market contexts and find ways to further enrich and mobilise their employability capitals. This study implies that there is a gap between the intentions and purposes of higher education and expectations in the labour market.

Pilotage Universitaire Rénové dans le Sud-Est Asiatique (Pursea). (2023). **Pursea - Guide d'accompagnement à la définition et la mise en place d'un plan stratégique de développement d'un établissement d'enseignement supérieur et de recherche**. Consulté à l'adresse <https://www.auf.org/wp-content/uploads/2023/06/Guide-Pursea.pdf>

Poutanen, M. (2023). **'I am done with that now.'** Sense of alienations in Finnish academia. *Journal of Education Policy*, 38(4), 625-643. <https://doi.org/10.1080/02680939.2022.2067594>

Commercialization and commodification of higher education has been subjected to wide critique in academic literature. The relative privilege of academic professions seems to be on the decline, as universities are subjected to increasing competitive pressures – pressures which these institutions pass on to academics. Academics experience a loss of control over their own working conditions, with high intrinsic motivation and goals being imprinted by extrinsic ones. Looking at these recent developments through the lens of alienation theory, it is possible to argue that academics feel a deep sense of disempowerment, which is counterproductive not only for academic work, but also traditional academic identities. This theoretical approach is discussed in the context of a Finnish university merger – the Tampere University of Technology (TUT) and the University of Tampere (UTA) merging into Tampere University (2019) – which shows experiences of being extraneously controlled, leading to experiences of disengagement and alienation. The causes of alienation are typically placed on the level of higher education policy and higher education institutions, but are not uniform, which is why the plural form – alienations – is considered more apt.

Qian, H., Walker, A., & Xu, X. (2023). **Running schools on two legs: The impact of policy oscillation on a public-private partnership school in China**. *International Journal of Educational Development*, 100, 102806. <https://doi.org/10.1016/j.ijedudev.2023.102806>

This article aims to deepen our understanding of the impact of an oscillating policy environment on non-traditional schools in China since 2010. It does this through analysing policy documents and an analytic case study of one newly founded school in Shenzhen, China. The wavering policy environment framing the paper reflects a long-running internal government tussle between educational centralization and decentralization. The article first maps the trajectory of policy change associated with the “walking on two legs” tradition. It then examines how national policies are locally interpreted and enacted by depicting one school's historical episode and re-examines the case from a macro social change perspective to understand why the policy environment changed. The paper explores the issue by asking what significant policies describe China's “running schools on two legs” policy approach, how the oscillating policy environment influenced practices in one school and why the government changed its stance to re-centralize control of education. The paper discusses a number of implications arising from the case and shows the power of central policy ideology on the shape and purpose of schools.

Raoult, P. A. (2023). **Le doctorat professionnel des psychologues: Une apotie face au pouvoir médical?** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140486210?utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_19_06_au_24_06_36083&utm_medium=email&utm_content=lienTitre

Le projet de cet ouvrage est de livrer des pistes, des arguments en faveur d'un doctorat professionnalisant relevant du régime LMD. Il s'oppose de fait à un projet de doctorat d'exercice, ou diplôme d'État en 6 ans. Avec le travail ouvert par plusieurs auteurs (A. Touati, S. Sidot, J.P. Bouchard, P.A. Raoult), poursuivi, défendu et approfondi par F. Caron, P. Le Malefan, A. Ciccone, R. Evrard, il est question de renforcer la formation dans son axe professionnalisant, dans la perspective d'une formation en 8 ans (LMD), qualifiante, de haut niveau, conforme à la loi de 1985. Il s'agit d'interroger le droit d'exercice en s'appuyant sur le principe d'une co-formation par les universitaires et par les professionnels de terrain. Le renouveau de ce débat est une critique vive de la mise en place du dispositif MonPsy, réduisant les psychologues à des fonctions d'auxiliaires techniques de la médecine et au projet de psychologues en santé, formés en 6 ans, par le ministère de la Santé.

Renner, H. M., Rowland, B., Hutchinson, D., & Toumbourou, J. W. (2023). **Modeling Adolescent Social Inclusion to Improve School Completion.** *Journal of Youth and Adolescence*, 52(8), 1662-1673. <https://doi.org/10.1007/s10964-023-01792-9>

Enhancing social inclusion in young people could increase engagement in education, yet few longitudinal studies have examined this relationship. This study aimed to identify whether social inclusion in an Australian adolescent sample predicted high school completion three years later. Using state-representative data from the International Youth Development Study, two waves of the youngest cohort (51.6% female and 94.6% Australian born) during mid-adolescence ($n = 825$, $M_{age} = 15.99$, $SD = 0.39$) and post-secondary school ($n = 809$, $M_{age} = 19.03$, $SD = 0.44$) were analyzed. Factor analysis identified a 4-factor structure that represented an overarching social inclusion construct: (1) Citizenship, (2) Connectedness to Community, (3) Connectedness to Family, and (4) Connectedness to and Participation in School. Multivariate regression analyses indicated higher social inclusion levels in mid-adolescence predicted an increased likelihood of high school completion three years later. The implementation of strategies that incorporate the enhancement of social inclusion may improve educational outcomes for young people.

Ringard, J.-C. (2023a). **Pour améliorer la performance de l'Éducation nationale : l'avis de la Cour des comptes « Il faut en organiser l'évaluation »**. *Administration & Éducation*, 178(2), 21-25. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-21.htm>

Ringard, J.-C. (2023b). **Pour conduire une évaluation de politique publique éducative fondée sur un enjeu démocratique : encore quelques marges de progrès**. *Administration & Éducation*, 178(2), 139-143. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-139.htm>

Sacchi, D., Pasini, A., Muti, M., Roverselli, C., & Spiridigliozzi, S. (2023). **The Effects of Lock-down 2020 on the Behaviour and Mood of Children Aged Three to Six in Italy**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 47-72. <https://doi.org/10.7358/ecps-2023-027-sacc>

The aim of this research was to trace an association between the lock-down caused by the Covid-19 pandemic in Italy (March-May 2020) and possible short- and long-term behavioral and mood changes in 1,000 children aged three to six years. With the data collected through the administration of two questionnaires, an account of the psychoattitudinal performance of the subjects examined during the aforementioned period was obtained. The results showed that during the lock-down nearly 60% of the sample exhibited negative feelings; 11.2% of the sample also exhibited symptoms attributable to situational depression. With the return to normalcy, the percentage of negative feelings recorded in the sample decreased to 11%; a significant association was also found between the mood state and temperament of the subjects. Behavioral changes such as increased onychophagy and eating changes during lock-down were recorded, which can be associated with stress. It was possible to reveal problems in the long term, such as difficulty in modulating anxiety, controlling aggression, and social adjustment.

Sakaue, K., Wokadala, J., & Ogawa, K. (2023). **Effect of parental engagement on children's home-based continued learning during COVID-19-induced school closures: Evidence from Uganda**. *International Journal of Educational Development*, 100, 102812. <https://doi.org/10.1016/j.ijedudev.2023.102812>

This study examines the effect of parental engagement on children's continued learning amid COVID-19-induced school closures in Uganda, where the government's distance learning program had limited coverage. The results show that children from households with more parental engagement are more likely to engage in learning activities at home when primary schools are closed. A significant effect of parental engagement is found in rural areas as well. Furthermore, we found that, in rural areas, the level of parental engagement is significantly more correlated with home-based learning among children from government schools than those from private schools.

Saltmarsh, J. E. (2023). **Exploring the Role of Family-School Partnerships in School Choice**. *Education and Urban Society*, 55(6), 698-717. <https://doi.org/10.1177/00131245221110558>
Parental access to useful information about schools continues to be a structural barrier that limits the equity potential of school choice programs. While "information interventions" or simplified and readable knowledge resources show promise for counteracting information disparities between families, this line of research has provided

limited insight on the particular preferences and needs of parents or the value of person-to-person interpretive assistance in school decisions. This exploratory study uses qualitative methods to investigate parent-school collaboration for the purpose of school selection in Washington, D.C. Drawing on a social capital framework, this study analyzes information transactions from parents' perspectives to clarify ways in which school personnel currently function as liaisons of choice. Findings from this study indicate future opportunities for districts to improve the outcome of school choice through better training of school and district personnel.

Sánchez, M. L., Fiorucci, M., Catarci, M., & Monteagudo, J. G. (2023). **Analysis of Intercultural Education Policies in Italy and Spain: A Comparative Perspective**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 137-153. <https://doi.org/10.7358/ecps-2023-027-sanc>

This article focuses on the evolution of intercultural education in the educational policies of Italy and Spain. The evolution of school regulations and educational practices in both countries presents similar characteristics, including the shift from the paradigm of integration to that of inclusion of students with migrant backgrounds. At the same time, historical and political differences between the two countries have led to the implementation of very different practices, which it is interesting to compare, with a particular interest in those processes of hidden exclusion that are still present in the two educational systems, despite the progress of official regulations. We will present the critical points and strengths of both countries' systems, identifying, on the one hand, the inclusion factors (development of inclusive practices, development of resources and programmes for foreign students) and, on the other hand, the exclusion practices that persist despite legislation (school segregation and school concentration). In the conclusions, we will suggest possible strategies to contribute to the development of intra-European measures and policies to foster the reception of people with a migrant background in national school systems.

Save the children. (2023). **The Price of Hope**. Consulté à l'adresse <https://resourcecentre.savethechildren.net/pdf/The-Price-of-Hope-Report-2023-1.pdf/>

Ce rapport explore l'état de l'éducation pour les réfugiés, examine les progrès réalisés depuis le Forum mondial sur les réfugiés de 2019 et l'impact de la pandémie de COVID-19. Il se concentre sur le financement nécessaire de l'éducation des enfants réfugiés dont le coût annuel est estimé à 4,85 milliards de dollars et détaille l'impact que la crise croissante de la dette a sur les pays d'accueil à revenu faible ou intermédiaire. Il appelle la communauté internationale discuter lors du Forum mondial sur les réfugiés de 2023 de la manière dont elle travaillera avec les pays d'accueil pour mobiliser les fonds nécessaires au déficit de financement.

SCHADY, N., HOLLA, A., SABARWAL, S., SILVA, J., & CHANG, A. Y. (2023). **Collapse and recovery: how the COVID-19 pandemic eroded human capital and what to do about it**. Consulté à l'adresse <https://openknowledge.worldbank.org/server/api/core/bitstreams/6fb17cf5-1fad-4147-b7bb-691f63c29541/content>

Les impacts du Covid 19 sur le capital humain des enfants et des jeunes en termes de santé, d'éducation et de compétences sont considérables. Malgré l'apprentissage à distance, 1 milliard d'enfants des pays à revenu faible et intermédiaire ont manqué, au moins, une année scolaire. Le rapport examine les raisons de l'effondrement du capital,

les réponses des gouvernements à la pandémie et la manière dont ils peuvent mieux se préparer aux chocs futurs (le changement climatique, les guerres). Il fournit enfin des recommandations et souligne le besoin de programmes de santé, d'éducation et de protection sociale dans un système intégré de développement humain.

Schuhl, P. (2023). **L'État de l'enseignement supérieur, de la recherche et de l'innovation en France 2023**. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/l-etat-de-l-enseignement-superieur-de-la-recherche-et-de-l-innovation-en-france-90566>

Siivonen, P., Isopahkala-Bouret, U., Tomlinson, M., Korhonen, M., & Haltia, N. (2023a). **Introduction: Rethinking Graduate Employability in Context**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 1-26). https://doi.org/10.1007/978-3-031-20653-5_1

This book offers critical multidisciplinary analyses of graduate employability, which have thus far been scarce and often scattered. The book examines employability from macro, meso and micro perspectives: higher education policy, the labour market, higher education institutions, organisations, individuals and social groups. The multinational analyses include chapters that examine employability in European, North American and Australian contexts. Thus, the book aims to provide a multifaceted social and contextual analysis of graduate employability as a theoretical concept, as a discourse and policy imperative, and as a social and discursive practice. The book is divided into three different parts that examine employability from the perspective of theory and discourse, policy and the graduate labour market, and as a career and identity process. Moreover, it introduces novel methodological perspectives to study graduate employability as a process.

Siivonen, P., Isopahkala-Bouret, U., Tomlinson, M., Korhonen, M., & Haltia, N. (Éd.). (2023b). **Rethinking Graduate Employability in Context: Discourse, Policy and Practice**. <https://doi.org/10.1007/978-3-031-20653-5>

Siivonen, P., Korhonen, M., Komulainen, K., Mutanen, H., & Haltia, N. (2023). **Negotiating (Employable) Graduate Identity: Small Story Approach in Qualitative Follow-up Research**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 341-362). https://doi.org/10.1007/978-3-031-20653-5_16

In this methodological chapter, narrative positioning analysis in qualitative follow-up research is developed to analyse continuity and change of (employable) graduate identity through time. The analysis is illustrated with one business graduate's example that was chosen as the educational and working life trajectory consists of breaks that require identity negotiation in relation to the normative ideals of employability. Narrative analysis permits the reading of graduate identity as an emergent phenomenon, making diverse positionings in relation to employability visible. Continuous negotiation of graduate identity implies that there is no single end-point in employability, but instead employability is a socially constructed process in which identity work has become salient to pursuing opportunities in working life. Moreover, our study shows that the normative employable ideal of an enterprising graduate identity is not equally available for those coming from a working-class background.

Skerritt, C., McNamara, G., Quinn, I., O'Hara, J., & Brown, M. (2023). **Middle leaders as policy translators: prime actors in the enactment of policy.** *Journal of Education Policy*, 38(4), 567-585. <https://doi.org/10.1080/02680939.2021.2006315>

This paper picks up and elaborates on the conception of policy translators in schools – key actors in the enactment of policy. The qualitative data presented here highlight how it is often middle leaders doing high-profile policy work in schools, turning ideas into actions and bringing policy to life. As translators, they organise, manage, lead, plan, produce, inspire, persuade, and appease, and in doing so they translate policy into practice and make it a collective effort. At the same time, they are often overloaded and inundated. In focusing on middle leaders as policy translators, this research makes several important contributions to scholarship: empirical data is provided to support and expand on policy enactment theory, the limited research base on middle leadership is developed, and understandings of how school self-evaluation plays out in schools are strengthened. Thus, it is envisaged that this paper will not only be of interest and of use to researchers and policymakers concerned with policy, evaluation, and leadership but to practising teachers and school leaders attempting to make sense of their own experiences at the coalface.

Solari Landa, M., Pierrot, L., Michel, C., Cerisier, J.-F., & Aillerie, C. (2023). **L'école à la maison en situation de confinement total ou partiel: quand les usages numériques scolaires et personnels se rencontrent à la maison.** *RESET: Recherches en sciences sociales sur Internet*, (12), [n.p.], bibliogr. Consulté à l'adresse <https://journals.openedition.org/reset/4214>

Lors du premier confinement de mars 2020, l'école à la maison est devenue la norme. Avec quelles transformations de l'espace-temps familial induites? Selon quelles modalités les activités élaborées selon les normes scolaires s'opèrent-elles? Dans quelle mesure l'apprentissage à distance modifie-t-il les représentations qu'ont les familles du numérique et de la forme scolaire? Les résultats de l'analyse d'activités scolaires de 29 élèves du primaire et du secondaire montrent comment les usages numériques des familles, scolaires, professionnels et personnels, ont cohabité. Ils dessinent également l'évolution des représentations à l'égard de la forme scolaire et questionnent la persistance potentielle de ces transformations.

Suleman, F., da Conceição Torres Figueiredo, M., & Guimarães, R. H. (2023). **Are Graduates Working in Graduate Occupations? Insights from the Portuguese Labour Market.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 135-159). https://doi.org/10.1007/978-3-031-20653-5_7

Our study draws on the Portuguese linked employer-employee data (2007–2019) to examine the type of occupations assigned to young bachelor and master graduates. Empirical findings show positive signs but sound some alarms. Postgraduates are assigned to high-skilled jobs that could be done by bachelors, who are more likely to work in skilled non-manual or even elementary occupations. The wage gap across levels of education is increasing, thus devaluing the bachelor's degree. We found that the wages of all young people declined due to the economic recession. The data show a gap between bachelor's and master's after the consolidation of the higher education reform. The expansion of higher education increased the supply of graduates, with the most marked consequences seen at the bachelor level.

Sutton, D., Kearney, A., & Ashton, K. (2023). **Improving educational inclusion for refugee-background learners through appreciation of diversity.** *International Journal of Inclusive Education*, 27(6), 671-688. <https://doi.org/10.1080/13603116.2020.1867377>

A refugee crisis is taking place as an unprecedented number of people, half of whom are under the age of 18, become displaced following conflict and persecution in their home countries. In the Aotearoa 1 New Zealand context refugees will continue to be welcomed, so it is important for schools and the wider education system to support inclusion of refugee-background learners. Enabling them the opportunity to participate meaningfully with education, and experience academic and social success, will support positive future outcomes and minimise marginalisation. In this research, a mixed-methods design explored the factors influencing inclusion of a small cohort of refugee-background learners in the Aotearoa New Zealand education system. Sixteen secondary school participants completed an online survey, with three engaging further in semi-structured interviews allowing them the opportunity to voice their experiences in their own words. Recognition and valuing of diversity were identified as key features positively contributing to inclusion and a sense of belonging for these learners. They reported experiencing greater feelings of inclusion when the school environment acknowledged their diverse backgrounds and their ability to navigate multiple cultures. The findings from this study enhance our understanding of the factors that impact the participation, belonging and learning of refugee-background learners in the Aotearoa New Zealand education system and will be useful for both practitioners and policy makers.

Swaner, L. E., Eckert, J., Ellefsen, E., & Lee, M. H. (2023). **Innovative structural and financial models in U.S. Christian education.** *International Journal of Educational Development*, 100, 102784. <https://doi.org/10.1016/j.ijedudev.2023.102784>

Financial sustainability is one of the greatest challenges facing private Christian schools. However, scant research has been conducted to identify innovative structural practices and financial models that may help sustain the mission of Christian schools. This study helps close that gap with a mixed methods inquiry into approaches like mergers and acquisitions, micro- and hybrid school models, third source income and entrepreneurship, and inclusive education, with a focus on 11 exemplars in the Christian school sector across the United States.

Templeton, T., White, C. L., & Horn, C. L. (2023). **The Far Reach of the Texas Top Ten Percent Plan: Consideration of Professional School Degrees.** *The Journal of Higher Education*, 94(5), 581-608. <https://doi.org/10.1080/00221546.2023.2171216>

The purpose of this paper is to document the indirect effects of the Texas Top Ten Percent Plan on professional school degrees awarded and to propose the far reach of the law as an alternative argument in support of race-conscious admissions policies challenged under the strict scrutiny standard. Designed around the two tests of strict scrutiny, this study first highlights the essential need for a diverse constituency of professionals to enable societal advancement as a compelling state interest established by the courts and then provides empirical evidence to support additional narrowly tailored race-conscious admissions policies. Complementary interrupted time series analysis and logistic regression find that current admissions policies fail to improve diversity in professional school degrees awarded.

Testé, B., Fournier, J., Torchet, A., Champendal, C., Philippe, T., Geffray, É., ... Richet, B. (2023). **Les conditions pour une acculturation à l'évaluation des politiques publiques éducatives dans le système éducatif français.** *Administration & Éducation*, 178(2), 119-135. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-119.htm>

Thomas, M. A. M., & Xu, R.-H. (2023). **The Emergence and Policy (mis)Alignment of Teach For Taiwan.** *Journal of Education Policy*, 38(4), 686-709. <https://doi.org/10.1080/02680939.2022.2095036>

Teach For All (TFAll) is global network of programs based on Teach For America. Since 2007, TFAll has spread to more than 60 countries and had a considerable impact on educational policy across educational jurisdictions. Scant research, however, has examined 'shadow' programs based on this model but unaffiliated with TFAll, such as Teach For Taiwan (TFT). This paper engages in a critical policy analysis of TFT and examines both its emergence and (mis)alignment with educational policy. Our analysis first highlights the inspiration and support TFT has drawn from TFAll and its affiliate programs, despite its unofficial status. The paper then examines how TFT is aligned strategically with recent policy shifts toward deregulation in Taiwanese education. We also find that TFT is misaligned with key educational structures, including the national salary scale for teachers and teacher education system, resulting in a new category of transient teachers who are uniquely positioned in the teaching roles they assume but largely unable to continue teaching beyond TFT. We argue that more attention within education policy studies should focus on the impacts of (un)official TFAll programs – particularly given their disproportionate power and positioning to effect global educational change – and their (mis)alignments with national systems.

Thompson, Q. (2023). **Universities and leadership.** *International Journal of Educational Development*, 100, 102775. <https://doi.org/10.1016/j.ijedudev.2023.102775>

Tran, H. (2023). **Confronting Spatial Injustice: The Role of Leadership in Improving Equitable Rural Educator Recruitment and Retention.** *Educational Administration Quarterly*, 59(2), 384-395. <https://doi.org/10.1177/0013161X231167168>

Uhlrich, G., Henaff-Pineau, P., Michel, S., & Charrier, D. (2023). **Un lycée de la nouvelle chance au temps du confinement: un collectif éducatif à l'épreuve.** *Carrefours de l'éducation*, (55), 123-139. <https://doi.org/10.3917/cdle.055.0124>

L'article étudie les conséquences du confinement et de la continuité pédagogique au lycée de la nouvelle chance (LNC) des Hauts de Seine. La fermeture des établissements scolaires a engendré pour cette structure de raccrochage scolaire une forte mise en tension du processus éducatif, ce qui en fait un terrain particulièrement pertinent pour analyser les réponses apportées à la rupture du présentiel. Les stratégies du collectif éducatif du LNC pour (ré)inventer des interactions avec les élèves et entre collègues sont observées et analysées. Par divers modes de communication et « bricolages » pédagogiques reproduisant au plus près les conditions habituelles du présentiel, mais au prix d'un engagement coûteux, le collectif enseignant a tissé un maillage éducatif serré et résistant assurant une continuité relationnelle plus que pédagogique. Dans cette mise à l'épreuve, le collectif éducatif a été bousculé mais aussi renforcé et a réussi à éviter l'augmentation redoutée du décrochage.

UNESCO. IPE Pôle de Dakar. (2023). **Développer les compétences : huit grands enjeux de l'EFTP en Afrique d'ici 2030 : dossier.** *PôleMag La lettre d'information du Pôle de Dakar*, (32), 13-22. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000385325_fre/PDF/385325fre.pdf.multi

La formation professionnelle des jeunes est un maillon fort de la croissance économique du continent africain. Mais les défis en matière d'employabilité et d'EFTP sont nombreux et complexes. Quels sont les enjeux dont les acteurs publics et privés veulent se saisir en priorité pour accélérer la transformation et l'impact de l'EFTP et comment l'IPE-UNESCO Dakar entend-il y contribuer à leurs côtés ? Le dossier du numéro comprend un article qui répond à ces questions et une interview d'Amidou Bancé, le secrétaire permanent du cadre de concertation des ministres en charge de l'emploi formation professionnelle de l'espace UEMOA (CCMEFP-UEMOA).

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023). **The right to education of minorities: overview of states' measures reported in the 10th Consultation on the 1960 Convention and recommendation against discrimination in education.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000385259/PDF/385259eng.pdf.multi>

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & Conseil de l'Europe. (2023). **Monitoring the implementation of the Lisbon recognition Convention: monitoring report.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000383465/PDF/383465eng.pdf.multi>

La Convention sur la reconnaissance des qualifications relatives à l'enseignement supérieur dans la région européenne (Convention de Lisbonne) a été adoptée en 1997 et compte 54 États parties. Tous les trois ans, ces États parties vérifient la mise en œuvre des dispositions de la Convention. Ce deuxième rapport de suivi se concentre sur les articles relatifs au droit de recours, à la communication d'informations et à l'éducation transnationale, ainsi qu'à la reconnaissance automatique et aux solutions numériques qui ne sont pas directement liées à la Convention. Sur la base des données d'une enquête réalisée en 2020, il fournit aux autorités nationales chargées de la reconnaissance et aux responsables des politiques éducatives une série de recommandations sur la manière d'améliorer ces différents domaines.

van den Hende, F., Whitsed, C., & Coelen, R. J. (2023). **An Organizational Change Perspective for the Curriculum Internationalization Process: Bridging the Gap Between Strategy and Implementation.** *Journal of Studies in International Education*, 27(3), 520-538. <https://doi.org/10.1177/10283153221105321>

Following a rapidly changing external environment, internationalization has become an institutional phenomenon with strategic relevance for universities worldwide. However, the frequently reported gap between theory and practice remains. Engaging staff and achieving successful organizational implementation appears increasingly problematic with more stakeholders and disciplines involved. This study explores the long-time gap between strategy and implementation with Pettigrew's organizational change framework (1987). We conducted a systematic scoping literature review of articles about curriculum internationalization (N = 325) published in English in peer-reviewed journals between 2000 and 2022. Our study demonstrates that the organizational change perspective provides guidelines to improve and facilitate the process. Based on an organizational change perspective we developed a comprehensive framework that

may contribute to more effective strategies for staff engagement and meaningful implementation outcomes for curriculum internationalization in higher education.

Vorlíček, R., Stašová, L., Hogenes, M., Janebová, E., & Průchová, Z. (2023). **Issues and challenges of inclusion in distance teaching and learning from the perspective of university students and teachers.** *Distance Education*, 44(2), 342-361. <https://doi.org/10.1080/01587919.2023.2210528>

This paper attempts to present the challenges and issues of inclusion in distance teaching and learning as experienced by Czech university teachers and students during the COVID-19 pandemic. The article offers analytical insights into how the virtual university environment and classrooms were affected by the pandemic crisis. Although several international studies have been conducted on COVID and distance education, only a few have explored in detail the topic of inclusion by covering both the perspectives of university teachers and students. Our results are based on a questionnaire survey of teachers and a pilot questionnaire survey of students administered at a public university in the Czech Republic. Further, the findings highlight the inclusion of students with special needs in the context of the pandemic crisis to provide up-to-date perspectives from university teachers and students on issues related to inclusivity in the teaching and learning environment. The study indicates that more support and further training to teachers are needed regarding issues of inclusion to help bring online learning to the same level as education in brick-and-mortar schools.

Weiss, P.-O., Alì, M., Guilmois, C., & Ramassamy, C. (2023). **Les enseignant(e)s de la Martinique en période de confinement: la continuité pédagogique en question.** *Carrefours de l'éducation*, (55), 53-74. <https://doi.org/10.3917/cdle.055.0054>

Cet article présente les résultats d'une étude sur le vécu, les perceptions et les attitudes des enseignants des premier et second degrés de l'académie de la Martinique en situation de confinement. L'enquête s'est réalisée en ligne, entre mars et avril 2020, sur un échantillon de 855 répondants, avec l'objectif de connaître et mesurer leur niveau d'intégration numérique, ainsi que les conditions domestiques et professionnelles pendant l'épidémie de covid-19. Les résultats obtenus montrent que les stratégies de continuité pédagogique mises en place par le gouvernement et les administrations régionales pour faire face à la crise ont engendré une surcharge de travail et un haut niveau d'insatisfaction chez les enseignants de l'île. De plus, ces stratégies n'ont atteint que partiellement leurs objectifs éducatifs et n'ont pu résoudre le manque de moyens techniques et ressources numériques (le digital divide) dont souffrent en particulier les enseignants des outre-mer.

White, P. J., Ardoin, N. M., Eames, C., & Monroe, M. C. (2023). **Agency in the Anthropocene: Supporting document to the PISA 2025 Science Framework.** <https://doi.org/10.1787/8d3b6cfa-en>

An important construct to be measured in the Programme for International Student Assessment (PISA) 2025 is the degree to which 15-year-olds are knowledgeable of, concerned about, and able to act on environmental issues as a result of their science education. This document justifies and explains the competencies youth need to address local and global challenges in this epoch of human influences on the planet. Those with agency in the Anthropocene work individually and collectively with hope and efficacy to understand diverse perspectives on socio-ecological systems and to create a more just and resilient future.

Wiers-Jenssen, J. (2023). **International Students in Norway: Satisfaction, Coping and Social Networks.** *Journal of Studies in International Education*, 27(3), 447-467. <https://doi.org/10.1177/10283153221082720>

In this paper we consider the experiences of international students studying in Norway, analysing data from more than 5,000 survey respondents. Variations according to students' region of origin and whether they are full degree students or exchange students are the focus. Students report a high level of overall satisfaction, exchange students in particular, and the vast majority of students are content with the quality of teaching. Students from the African continent report being more content than others, despite struggling somewhat more with academic demands and having weaker social networks, something they have in common with Asian students. Multivariate analyses show that type of mobility (full degree cf. exchange), region of origin, coping with academic demands, satisfaction with teaching and interaction with Norwegians are predictors of overall satisfaction with studying in Norway. The patterns observed are assumed to be related to prior experiences and expectations.

Woo, E. (2023). **What is the problem represented to be in China's world-class university policy? A poststructural analysis.** *Journal of Education Policy*, 38(4), 644-664. <https://doi.org/10.1080/02680939.2022.2045038>

Underlying current research on China's world-class university (WCU) policy approaches are analytical foci that privilege the agency of social actors and the problem-solving approach to policy analysis. Foucauldian poststructuralists draw our attention to policy document, which is seen as a discourse that organizes and administers society. Inspired by Foucault, Carol Bacchi's 'What's the Problem Represented to Be?' approach (WPR) views policy document as a technology of governmentality. As proposed solutions to a problem, policy text produces the very problem that it seeks to address. Carol Bacchi draws our analytical attention to the rationalities, technologies of governing and subjectification effects created by particular problem representations in the WCU policy. Using WPR, this paper shows that WCU is represented as merely a technical, managerial and organizational problem. Such representations naturally reify WCU in material terms, such as research output, and in a temporal form of state planning. Genealogically, the root of WCU can be traced to the neoliberal movement of knowledge economy. However, Shanghai Ranking overturned this center-periphery landscape in disseminating the concept of WCU. China's one-party state means that WCU is pursued at the expense of sacrificing social sciences and subjecting academics and students to become 'red experts.'

Wood, R., & Happé, F. (2023). **Barriers to tests and exams for autistic pupils: improving access and longer-term outcomes.** *International Journal of Inclusive Education*, 27(5), 603-619. <https://doi.org/10.1080/13603116.2020.1866685>

Despite the availability of access arrangements for tests and exams for pupils with special educational needs and disabilities, many autistic children and young people have low academic achievements. There is also a lack of consensus on what their educational priorities should be and a failure to link their school programmes to longer-term outcomes. More broadly in the UK, the value of tests in primary school is contested. In this qualitative study based in five mainstream primary schools in England, school staff (n = 36), autistic children (n = 10), their parents (n = 10), autistic adults (n = 10), and a sample of parents of children in the same class as the participating autistic children (n = 63) provided their

views on school tests and educational priorities for primary school pupils. Findings reveal mixed opinions on what autistic pupils should study in school, and suggest that they are not receiving the access arrangements for tests to which they are potentially entitled. Additional factors, including stress in school and the language of test questions, create further barriers to education and success in tests. Addressing these issues and consulting with autistic pupils on their educational priorities could help improve their future well-being and attainment.

Williamier, P. (2023). **Les outils de la DEPP au service des territoires**. *Administration & Éducation*, 178(2), 95-97. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-95.htm>

Yafei, K. A., Ayoubi, R. M., & Crawford, M. (2023). **The Student Experiences of Teaching and Learning in Transnational Higher Education: A Phenomenographic Study from a British-Qatari Partnership**. *Journal of Studies in International Education*, 27(3), 408-426. <https://doi.org/10.1177/10283153211070111>

Transnational higher education (TNHE) of UK universities has been noticeably expanding during the last two decades in the Arab Gulf region, but few studies investigated qualitatively the different ways in which students in that region experience both teaching and learning. The aim of this study is to understand the ways that students conceptualise their learning and educational experiences at a British TNHE in Qatar. Employing a phenomenographic approach, we interviewed forty students in a TNHE UK programme within a Qatari higher education institution (HEI). The outcomes of our interviews generated three hierarchically related categories as follows: developing academic skills, acquiring self-learning skills, and acquiring employability skills. Our findings also suggest themes of interdependence in learning and transferability of skills developed by students. This study offers HEIs a better understanding and insight into the design of TNHE programmes that would respond to the students' learning experiences and educational development.

Pratiques enseignantes

Acton, R. (2023). **Doing knowledge work differently: problem-based projects as encounters in coming-to-know**. *Higher Education*, 86(1), 225-242. <https://doi.org/10.1007/s10734-022-00910-z>

International education scholars often theorise alternative models of knowledge work in the university. These imagine the transformation of teaching and learning and a more inclusive society. This article presents the case of a university in Denmark, where problem-oriented, interdisciplinary, collaborative project work has been the pedagogic norm for over forty years. It draws on a theoretical basis that asserts the value of a different onto-epistemological paradigm for doing knowledge work, one that engages students in knowing as troublesome (stimulated through a personally-interesting complex issue) and contested (subject to different perspectives and purposes) to enact immersive and multifaceted learning processes. Mixed-method data from the case illustrate plural outcomes of the approach. While quantitative achievement data reveal a general pattern of higher achievement in problem-focused projects when compared to coursework, teasing into qualitative statements reveals a matrix of co-existing outcomes and epistemic dispositions for graduates. While a singular case, the study illuminates the ways that learning outcomes entwine with the ways students encounter and generate

knowledge in a university setting. Through processes of inquiry, students are invited to develop epistemic dispositions for engaging willingly with complexity, knowledge, others, and the world.

Adams, N., & Bourke, R. (2023). **Teachers' joy of teaching children with a chronic illness: the opportunities to learn.** *International Journal of Inclusive Education*, 27(6), 704-717. <https://doi.org/10.1080/13603116.2020.1867380>

Inclusive education communities and systems are based on how teachers can use their knowledge, skills, and social awareness to meet the increasingly diverse needs of the learners within their classrooms. International research suggests that teachers often feel underprepared to meet the needs of all learners and are largely ill-prepared to know how best to teach and include children living with a chronic illness. The findings from a mixed-methods study involving 55 New Zealand primary school teachers are reported here. Drawing on this study, this paper presents teachers' experiences on how they got to know these children as individuals. Teachers reflected on how they sought the children's own voices to better understand the implications of their illnesses for living and learning. The paper presents teachers' experiences on how they embraced the opportunity for their own professional learning and development, and for some teachers, the joys of working with these inspirational children. The themes 'don't stress', 'learn everything you can', and 'work as a team' are presented. This paper argues that teaching a child living with a chronic illness is a privilege. It is an opportunity for teachers to develop knowledge and skills that will benefit their practice with all children.

Ahmed, R. B. A., & Al-Enezi, E. H. (2023). **An ESP Approach to Teaching Nursing Students the Quality of Clinical Nursing Notes Writing.** *British Journal of Education*, 11(7), 70-95. <https://doi.org/10.37745/bje.2013/vol11n77095>

For nursing students in the education system in Saudi Arabia, English-language writing skills, whether for general or specific purposes, have long been ignored, which may jeopardize their success in medical-oriented courses and their future careers. This study designed clinical nursing note-writing course (CNNWC) for university nursing students and explored the teaching outcomes of its implementation. The three main objectives were to (a) examine the effectiveness of the CNNWC in enhancing learners' competencies; (b) survey learners' satisfaction with the CNNWC, and (c) investigate learners' perceptions of the CNNWC. In this action research, 47 students practiced four writing tasks while guided with four teaching tools, namely, multiple revisions, peer review activities, and direct and indirect teacher feedback, for a semester. External examiners included a language teacher and a nursing professional, and the data-collection instruments used included a writing competence scale and a course satisfaction questionnaire. The results showed that the learners' writing competence significantly improved after the CNNWC. They also demonstrated a fair level of satisfaction toward the CNNWC. The learners indicated a preference for feedback from the teacher rather than from peers, and they perceived vocabulary capability to be crucial. ESP/ENP teachers are advised to consider the implementation of the CNNWC when designing syllabi.

Andrade González, P. (2023). **Early childhood teacher identity development for working with culturally and linguistically diverse students in Chile.** *Teaching and Teacher Education*, 131, 104191. <https://doi.org/10.1016/j.tate.2023.104191>

This study investigates how three recently graduated early childhood educators in Chile construct teacher identities related to working with culturally and linguistically diverse (CLD) students. This multiple case study analyzes written narratives and interviews. Findings show that participants construct teacher identities that position them as advocates for CLD students, grounded on their personal identities and previous experiences, and expanded during the teacher education program. In this article, I argue that whereas participants constructed an identity for working with CLD students despite having graduated from a program that did not include those contents, the development of pedagogical skills is still needed.

ANOUAR, E. M. E., ELADNANI, M. J., & EL MUSTAPHA EL ANOUAR. (2022). **La contribution du e-learning dans le développement professionnel des enseignants.** *Revue marocaine d'évaluation et de la recherche éducative*, 8(8), 223-238. Consulté à l'adresse <https://revues.imist.ma/index.php/RMERE/article/view/35480/19023>

Cette étude empirique met en évidence le rôle essentiel du e-learning dans le développement professionnel des enseignants et vise à combler le manque de recherches existantes sur le sujet. L'e-learning offre aux professionnels et aux apprenants des possibilités d'apprentissage innovantes et diverses, facilitant l'accès à des ressources en ligne, de nouveaux styles et des méthodes d'enseignement-apprentissage, ainsi que la collaboration et l'échange d'expériences entre professionnels. De ce fait, le monde assiste au développement de technologies d'information et de communication, et à leur utilisation dans les domaines de l'éducation et de la formation, contribuant ainsi à la démocratisation du savoir.

Awanbor, J. E. (2023). **Investigating French Teachers' Professional Pedagogical Skills for Quality Basic Education in Edo State.** *British Journal of Education*, 11(7), 1-13. <https://doi.org/10.37745/bje.2013/vol11n7113>

The French language is the second foreign language in Nigeria and its curriculum is core at the basic school level. Teachers' professional pedagogical skills are important for quality basic education at this level; hence, this study was carried out. Two research questions were formulated with one hypothesis to guide this study. Descriptive survey research design ... Investigating French Teachers' Professional Pedagogical Skills for Quality Basic Education in Edo State Read More »

Baur, A. (2023). **Which student problems in experimentation are related to one another?** *International Journal of Science Education*, 45(10), 781-805. <https://doi.org/10.1080/09500693.2023.2175334>

Student problems (preconceptions, errors, and learner-specific approaches) that arise when planning and conducting experiments are relevant for lesson planning and the further development of teaching practice overall. Student problems are understood as a learning opportunity. So far, little attention has been paid to the relationships between different student problems when planning and conducting an experiment. A search of relevant literature revealed no work addressing this issue. So, this study investigates whether any relationships exist between various student problems. 53 students (age: 10–16) were filmed while planning and conducting experiments themselves (students worked individually, not in groups). The films were translated into observation protocols and analysed according to Mayring's qualitative content analysis technique. Students were given two tasks to solve using experiments: one on yeast and another on cone scales. The student problems identified were analysed using hierarchical cluster analysis

to search for relationships. In the analyses of both tasks, only one, near-identical cluster was found. The cluster includes the student problem variables: 'hypothesis consists of a combination of variables', 'hypothesis is changed during the experiment without being checked', 'missing test trial', 'missing control trial', and 'experimental trials are altered'. No other student problems showed any relationship to each other.

Beatty, A. E., Driessen, E. P., Clark, A. D., Costello, R. A., Ewell, S., Fagbodun, S., ... Ballen, C. J. (2023). **Biology Instructors See Value in Discussing Controversial Topics but Fear Personal and Professional Consequences.** *CBE—Life Sciences Education*, 22(3), ar28. <https://doi.org/10.1187/cbe.22-06-0108>

Traditional biology curricula depict science as an objective field, overlooking the important influence that human values and biases have on what is studied and who can be a scientist. We can work to address this shortcoming by incorporating ideological awareness into the curriculum, which is an understanding of biases, stereotypes, and assumptions that shape contemporary and historical science. We surveyed a national sample of lower-level biology instructors to determine 1) why it is important for students to learn science, 2) the perceived educational value of ideological awareness in the classroom, and 3) hesitations associated with ideological awareness implementation. We found that most instructors reported "understanding the world" as the main goal of science education. Despite the perceived value of ideological awareness, such as increasing student engagement and dispelling misconceptions, instructors were hesitant to implement ideological awareness modules due to potential personal and professional consequences.

Bedoin, D., Méloni, D., Lescouarch, L., Lemoine, M., Ponnou, S., & Briffault, X. (2023a, juin 20). **Pratiques pédagogiques : des alliées sous-estimées pour lutter contre les souffrances psychiques de l'enfant.** Consulté 21 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/pratiques-pedagogiques-des-alliees-sous-estimees-pour-lutter-contre-les-souffrances-psychiques-de-lenfant-207645>

En amont de toute prise en charge thérapeutique, la pédagogie recèle déjà de nombreux dispositifs prometteurs pour lutter contre la souffrance psychique des enfants. Comment et pourquoi ?

Bedoin, D., Méloni, D., Lescouarch, L., Lemoine, M., Ponnou, S., & Briffault, X. (2023b, juin 20). **Pratiques pédagogiques : des alliées sous-estimées pour lutter contre les souffrances psychiques de l'enfant.** Consulté 28 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/pratiques-pedagogiques-des-alliees-sous-estimees-pour-lutter-contre-les-souffrances-psychiques-de-lenfant-207645>

En amont de toute prise en charge thérapeutique, la pédagogie recèle déjà de nombreux dispositifs prometteurs pour lutter contre la souffrance psychique des enfants. Comment et pourquoi ?

Bjorklund Jr., P. (2023). **"I kind of have that place to sit": First-year teachers' experiences of belonging.** *Teaching and Teacher Education*, 131, 104187. <https://doi.org/10.1016/j.tate.2023.104187>

The first year of teaching is often fraught with difficulties. A sense of belonging can offer succor for first-year teachers as they navigate their new roles. Studies have explored belonging in K-12 students, but few have examined belonging in first-year teachers. To address this gap, I took a qualitative multiple case study approach using data from two

semi-structured interviews with nine teachers during their first year in the classroom to explore how they experienced belonging at their schools. Five themes emerged across the cases. I detail these findings and offer suggestions for schools to improve sense of belonging in first-year teachers.

Boiral, M. (2022). **Atelier artistique en collège: de l'utilité de l'art en pratiques pédagogiques**. *Synergies Europe*. Consulté à l'adresse <https://hal.science/hal-04129239>
Un projet artistique participatif photographique est mené au sein d'un collège rural en 2020. Les pratiques engagées lors de ce processus mêlent art et pédagogie. La posture de l'artiste ici est celle d'un pédagogue, dans la lignée de la vision humaniste et engagée défendue par le brésilien Paulo Freire. L'utilisation de l'outil photographique crée des situations dialogiques où le participant, ici l'élève, se raconte, se rencontre et partage autour de la création de textes et d'images. Repenser nos postures éducatives, repenser l'ensemble de nos dynamiques relationnelles permet de restaurer la confiance, en en appelant à la reconnaissance, en instaurant de l'écoute et du partage, pour contribuer, humblement, autant que possible, à ouvrir des espaces communs de rêves et de liberté dont nous manquons cruellement.

Bouchet-Gimenez, T. (2023). **À l'école des temps faibles. Quelques enjeux didactiques d'une éducation en mineur**. *Recherches en éducation*, (52).
<https://doi.org/10.4000/ree.11970>

Des formes de transmission non canoniques émergent clandestinement dans la classe peuvent-elles intéresser la recherche en didactique si l'on postule que celle-ci est génétiquement liée au cadrage fort des situations d'enseignement-apprentissage ? Pour répondre à cette interrogation, cet article cherche à montrer comment le desserrement opportun des temps forcés de la forme scolaire classique secrète des temporalités qui maintiennent la continuité du vécu scolaire dans sa valence épistémique. L'éducation scolaire est ici saisie dans sa modalité mineure laquelle, au regard de la maîtrise affirmée de l'ensemble des conditions de la diffusion des savoirs typique d'une éducation en majeur, donne à voir un processus didactique caractérisée par sa précarité et sa faillibilité. Ce texte s'attache à approcher théoriquement, à circonscrire éthiquement et à illustrer dans la pratique ces temps faibles didactiques par la description du frayage « scolaire » comme geste d'étude mineure et par la présentation du jeu de l'instant comme micro-situation permettant le passage vers un rapport épistémique au monde.

Bournaveas, V., & Gueye, M. L. (2023). **Conception pédagogique**. Consulté à l'adresse <https://hal-univ-pau.archives-ouvertes.fr/hal-04139051>

Bouton, C., Moyon, M., Rossier, O., Sabater, R., Julien, B., Riopel, M., & Leduc, D. (2023, juin 5). **Les étudiants co-constructeurs d'un espace de réflexion collaborative autour de problématiques de sciences et société**. Présenté à Questions de Pédagogie dans l'Enseignement Supérieur. Consulté à l'adresse <https://hal-universite-paris-saclay.archives-ouvertes.fr/hal-04145288>

Depuis quelques dizaines d'années, l'observation de la nature par les scientifiques nous révèle que les relations entre espèces fonctionnent davantage sous un mode altruiste, solidaire et d'entraide que compétitif. Ce changement de regard sur les modes d'organisations naturels et spontanés du monde vivant nous a amenés à concevoir une unité d'enseignement à l'attention des étudiant.es de 1ère année de licence biologie,

chimie et science de la terre à l'Université Paris-Saclay, laquelle a pour vocation de faire vivre aux étudiant.es une expérience collective autour de problématiques de sciences et société (S&S) en utilisant l'outil théâtre forum. La formation comportait sept ateliers de mutualisation, durant lesquels les étudiants ont pu co-construire des saynètes autour de problématiques de S&S sur la base de leurs vécus. Ont suivi une séance publique de théâtre forum puis une étape bilan. Ce dispositif a permis à nos étudiant.es de concevoir un espace de négociation et d'acquérir par ce biais des compétences en termes d'écoute et d'ouverture à l'altérité, essentielles à un travail en équipe collaboratif. Ce dispositif pourrait être proposé à d'autres acteurs tels que celles et ceux de la recherche scientifique qui souhaiteraient développer leurs qualités d'écoute et d'ouverture à l'altérité au service de la réalisation de programmes de recherche interdisciplinaires.

Breland, H., Clark, C. M., Shaked, S., & Paquette-Smith, M. (2023). **The Benefits of Participating in a Learning Assistant Program on the Metacognitive Awareness and Motivation of Learning Assistants.** *CBE—Life Sciences Education*, 22(3), ar30. <https://doi.org/10.1187/cbe.22-08-0156>

Learning assistant (LA) programs train undergraduate students to foster peer discussion and facilitate active-learning activities in undergraduate science, technology, engineering, and mathematics (STEM) classes. Students who take courses that are supported by LAs demonstrate better conceptual understanding, lower failure rates, and higher satisfaction with the course. There is less work, however, on the impact that participating in LA programs has on the LAs themselves. The current study implements a pretest–posttest design to assess changes in LAs' metacognition and motivation to succeed in STEM across their first and second quarters as an LA. Our findings suggest that participating in this program may help LAs become more reflective learners, as was demonstrated by an increase in their scores on the Metacognitive Awareness Inventory (MAI) after the first quarter. LAs also showed increases on the Intrinsic Motivation and Self-Efficacy subscales of the Science Motivation Questionnaire. Students who participated in the program for an additional quarter continued to show increases in their MAI scores and maintained the gains that were observed in their motivation. Taken together, this work suggests that, in addition to benefiting the learner, LA programs may have positive impacts on the LAs themselves.

Burke, K., Baker, W., & Hobdell, G. (2023). **Getting hands-on: Praxis-focused assessment to enhance online arts teacher education.** *Distance Education*, 44(2), 213-229. <https://doi.org/10.1080/01587919.2023.2198486>

Online learning has radically altered educational access; however, challenges emerge for learning domains relying on practical learning experiences, such as the creative arts. Research shows praxis is vital to effective arts teacher preparation. However, as Australian initial teacher educators, we noted the challenges of engaging online students in arts praxis and held concerns regarding preparing them adequately for the primary classroom. In exploring solutions, we developed an approach mandating hands-on learning through assessment, theorizing this as praxis-focused pedagogy. Through surveys and interviews, we sought to understand student perspectives regarding the assessment processes and whether this improved online engagement and self-efficacy as future arts educators. Findings confirm students supported a praxis-focused approach to assessment, and reveal beneficial attributes of this approach. The study affirms significant potential for praxis-focused assessment to enhance online arts learning; an

approach that may be useful in other online education courses where hands-on experience is central to learning.

Burrows, A., & Aguilar Río, J. I. (2023). **Comment (faire) observer le phénomène de la projection en formation, auprès d'enseignant.e.s novices de FLES : méthodologie, objets et outils.** *Recherches en didactique des langues et des cultures. Les cahiers de l'Acedle*, (21-2). <https://doi.org/10.4000/rdlc.12621>

En tant que phénomène psychologique, la projection suppose la perception des éléments du réel au travers des ressentis que l'individu porte en soi, sans pour autant être en mesure de les reconnaître comme propres. La recherche-intervention exploratoire que cet article présente, postule que la projection a un rôle au sein de l'interaction didactique, au cours de laquelle, un.e enseignant.e de langue assure une pratique pédagogique de médiation, en vue d'accompagner un processus d'apprentissage, auprès d'apprenant.e.s. Ainsi, l'influence de la projection sur l'agir professoral d'un.e enseignant.e, pourrait favoriser ou constituer un obstacle à la facilitation des processus d'apprentissage d'une langue, tels qu'ils sont caractérisés par la recherche en acquisition des langues. Dès lors, comment saisir ces phénomènes de projection pour en mesurer l'importance et y sensibiliser les enseignant.es novices ? Pour cette recherche-intervention exploratoire, un dispositif expérimental longitudinal de repérage et de prise de conscience des phénomènes de projection a été implémenté dans le cadre d'une formation de première année de master de didactique des langues, au sein d'une université francilienne, au cours de l'année universitaire 2020-2021, auprès de six étudiant.e.s (n = 6) de la cohorte (n = 93). L'analyse du dispositif (genèse, positionnement épistémologique et méthodologique) sera croisée avec l'analyse des premières données produites par les participant.e.s. Ce croisement nous permettra de déterminer la pertinence de cet outil de formation et de recherche tour à tour pour l'étude et la sensibilisation à l'influence de la projection sur les pratiques enseignantes.

Cadousteau, M., Buznic-Bourgeacq, P., & Ailincăi, R. (2023). **Le parent en position d'enseignant : proximité de la relation et construction subite de la fonction didactique en temps de crise.** *Carrefours de l'éducation*, (55), 93-108. <https://doi.org/10.3917/cdle.055.0094>

La crise de la COVID-19 a bouleversé le fonctionnement des familles, avec des attributions nouvelles données aux parents, notamment le fait d'assumer une position d'enseignant. Or, au-delà de compétences nécessaires pour enseigner, assumer une telle position demande de se construire soi-même autrement, de devenir officiellement un sujet didactique. Comprendre ce qui a pu se jouer dans la relation didactique particulièrement originale qui s'est instaurée entre des parents et leurs enfants apparaît alors essentiel. Cette étude s'appuie sur un terrain original, formé d'entretiens menés durant la période de confinement auprès de parents polynésiens ayant une certaine distance avec l'école. L'analyse vise à saisir la forme, les enjeux et les tensions inhérentes à leur assomption du rôle d'enseignant. Au croisement entre analyse didactique et clinique, cette recherche montre comment la proximité de la relation didactique contribue à construire une place assumée pour le sujet didactique et comment cette construction s'appuie principalement sur son histoire singulière d'élève. En dernier ressort, l'article contribue à construire le concept d'« effet miroir didactique » permettant de saisir la part de ce que projette le sujet en position d'enseignant sur l'apprenant pour se construire lui-même et en particulier ses compétences disciplinaires.

Carminatti, N., & Gomez-Gauthié, C. (2023). **L'écriture enseignante du récit de pratique : une forme de remaniement en réponse à une situation professionnelle inédite.** *Carrefours de l'éducation*, (55), 37-52. <https://doi.org/10.3917/cdle.055.0038>

C'est à partir du regard porté sur la continuité pédagogique comme situation professionnelle inédite, s'accompagnant d'un contexte particulièrement anxiogène, que notre article s'est construit. Il vient interroger les stratégies de remaniement du sujet pris dans ces réseaux de tensions dues au confinement et à l'injonction de la continuité pédagogique. Cet article présente trois vignettes de didactique clinique élaborées à partir de l'écriture de récits de pratique d'enseignants de la maternelle à l'université. Les auteures décrivent et tentent de comprendre le vécu singulier des trois sujets enseignants pendant la première période de confinement du printemps 2020. Ces derniers ont été amenés à faire émerger par le jeu de l'écriture les perceptions de ce qu'ils avaient ressenti lors de cette période. Le récit qui en découle constitue un écrit différé. Ce remaniement d'après-coup les a conduits à réinterpréter leurs « rapports à » et a réveillé certains traumas : abandon, assujettissement, souffrance...

Chaves, S. Q. (2022, octobre 20). **Conception de documents composites, supports de travail des élèves, par des professeurs : obstacles et contraintes d'une pratique enseignante.** Présenté à Colloque doctoral international de l'éducation et de la formation. Consulté à l'adresse <https://hal.science/hal-04134424>

Claverie, R. (2022). **Travailleurs sociaux et enseignants : penser des temps communs de formation pour construire une société inclusive.** *Pensée plurielle*, 56(2), 97-111. <https://doi.org/10.3917/pp.056.0097>

La recherche a transformé la conception initiale du handicap et, au travers des différentes définitions données, depuis le milieu du siècle dernier, de nouvelles pratiques éducatives et pédagogiques ont vu le jour. En ce début de troisième décennie du XXI^e siècle, il nous semble nécessaire de poser les questions du travail social, et de la formation des travailleurs sociaux, dans un contexte éducatif plus large, depuis notamment la mise en œuvre de la loi de février 2005, qui définit ainsi de nouveaux « espaces de travail », de nouvelles missions, de nouvelles pratiques professionnelles et de nouveaux partenariats. Cette posture nous amènera à considérer les métiers du travail social et ceux de l'enseignement dans une certaine forme de complémentarité, relevant d'un indispensable partenariat à construire. À ce titre, des propositions en matière de formation sont à envisager pour construire une société inclusive.

Denny, J.-L., Pagnani, B., & Durrive, L. (2023). **L'instrumentation de la démarche de professionnalisation par l'usage du carnet de bord en formation.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11784>

L'article aborde l'instrumentation des démarches de professionnalisation par l'écriture, dans les dispositifs de formation à l'université, en interrogeant en quoi elle contribue à la professionnalité des acteurs à l'accompagnement des étudiants. Est mobilisé l'usage d'un carnet de bord par les étudiants dans un D.U., « Accompagner l'étudiant.e » de l'université de Strasbourg. Tenant de la démarche ergologique qui revendique une approche anthropologique du travail, le protocole de recueil des données mobilise conjointement l'entretien semi-directif et le dessin en tant qu'artefact, deux entretiens sont menés avec trois participantes. Les résultats documentent un carnet initialement empreint d'étrangeté qui semble faire obstacle aux apprentissages jusqu'à se

transformer en un instrument « laboratoire » par un processus dialogique. La discussion défend une professionnalisation prise sous l'angle d'un débat de normes.

de Vries, E. (2021). **Trois regards sur l'enseignement et l'apprentissage avec des supports pédagogiques composites**. *La lettre de l'AIRDF*, (68), 43. Consulté à l'adresse <https://orbi.uliege.be/bitstream/2268/262673/1/AIRDF-Lettre-68%20-%20N.JORIS.pdf>

Dia, B., & Diouf, K. fatou. (2023). **De l'élémentaire au supérieur: Comment diriger sa classe avec succès dans un contexte de crise postmoderne**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140317460?utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_19_06_au_24_06_36083&utm_medium=email&utm_content=lienTitre

Sous-tendu par les théories postmodernes de spécialistes avérés de la question, cet ouvrage est le produit d'une recherche approfondie sur le leadership et la pédagogie. Dans cet essai, l'auteur rappelle que la classe, quoique restreinte, présente déjà de nombreux défis pour les enseignants. Il y aborde l'histoire diachronique du leadership enseignant au Sénégal en dressant de façon chronologique le portrait de trois générations de leaders pédagogiques et montre la manière dont ils ont exercé leur leadership sur leurs apprenants respectifs. Il met ensuite l'accent sur les implications de la mutation de ces derniers, mutation qui exige d'autres paradigmes, et surtout d'autres manières de penser et d'agir pour bien tenir sa classe. Ce faisant, il propose le leadership comme levier pour la performance des enseignants, et comme solution contre l'indiscipline et la violence sous toutes leurs formes, et de quelque bord qu'elles proviennent.

Dumas, D., & Edelsbrunner, P. (2023). **How to Make Recommendations for Educational Practice from Correlational Data Using Structural Equation Models**. *Educational Psychology Review*, 35(2), 48. <https://doi.org/10.1007/s10648-023-09770-0>

In this commentary, we outline a five-phase process by which recommendations for educational practice can be distilled from correlational data using structural equation modeling (SEM). First, meta-theoretical beliefs associated with latent variables—that mental attributes cause behavior and can therefore be measured indirectly by observing multiple indicators of that behavior—must be adopted and made explicit. Next, an SEM must be formulated with relevant pathways and covariates that exhaustively represent our theoretical knowledge and assumptions about the structure of the psychological phenomena being studied. Third, model-data-fit indices and estimated parameters associated with the SEM should be carefully interpreted. Fourth, the model should be replicated across educational contexts, and any necessary changes should be incorporated into the relevant psychological theory. Fifth, the results of multiple studies can then be interpreted together with other sources of evidence as a basis for communicating our current theoretical understanding and caveats to practitioners. We also point out that educational recommendations should likely never be entirely prescriptive, and instead lie on a continuum of specificity based on the strength of the evidence.

Dussaux, M. (2023). **L'assemblée délibérative, espace d'apprentissage**. Consulté à l'adresse <https://hal.science/hal-04131538>

Cette présentation a été faite le 30 septembre 2022 lors d'une journée d'étude consacrée aux conventions citoyennes. L'objectif de cette journée était de dégager

des pistes de recherche dans le cadre de la convention citoyenne étudiante qui s'est déroulée à l'UPEC au cours de l'année scolaire 2022-2023. Lors de cette journée, nous avons présenté la convention citoyenne comme une innovation pédagogique et montré les différents courants de recherche en éducation qui pourraient être mobilisés pour analyser ce dispositif de formation.

Erarslan, A. (2023). **Cognitive flexibility and grit during times of crisis for Turkish EFL teachers.** *Psychology in the Schools*, 60(7), 2296-2319. <https://doi.org/10.1002/pits.22852>
Due to the COVID-19 pandemic, the abrupt transition to virtual learning environments based on Emergency Remote Teaching (ERT) has posed significant challenges for teachers at all levels of education. The challenges of the pandemic revealed the significance of cognitive flexibility as a cognitive skill and grit as a noncognitive skill for teachers to adapt to the ERT conditions and to sustain their passion and perseverance. This study investigated whether the cognitive flexibility and grit levels of Turkish EFL (English as a Foreign Language) teachers significantly differed based on demographic variables and also explored how cognitive flexibility as a cognitive skill and grit as a noncognitive skill were associated with each other. Using a sequential, exploratory, mixed-method design, qualitative, and quantitative data were collected from 589 Turkish EFL teachers during the school closures. The collected data were analyzed qualitatively and quantitatively, and structural equation modeling was used to determine the relationship between cognitive flexibility and grit. The findings showed that cognitive flexibility and grit differed more in terms of profession-related variables (teaching experience and school type) than personal demographic variables (age and gender). Also, structural equation modeling showed that both cognitive flexibility and grit significantly correlated with each other as a novel finding contributing to the literature. The qualitative findings showed that teachers used cognitive flexibility and grit-based strategies to overcome the difficulties caused by the pandemic.

Fabjański, M., Carrus, G., & Tiberio, L. (2023). **Presence-Centered Flourishing: A Proposal of Alternative Strategies to Promote Sustainable Living.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 121-136. <https://doi.org/10.7358/ecps-2023-027-fabj>

Flourishing has been identified as a central concept in the new approaches based on the idea of positive psychology emerging at the end of the 20th and beginning of the 21st centuries. A culture based on the idea of harmony may never have existed among the large public in the history of human thought. An educational system of this type could be based on what we propose here as a «presence-centered» pedagogy (in contrast to the contemporary «information-centered» and «skill-centered» pedagogies). The alternative education process that we propose is also particularly fitted to be conducted amongst nature and outdoor spaces rather than within a classroom, based on the extensive literature on the positive effects of contact with nature for human health and wellbeing. From a philosophical perspective, a presence-centered pedagogy would result in the promotion of a new sense of agency: an identity developed by exercising our co-dependence with the rest of the ecosystemic processes and life-support systems, as opposed to an identity conceived as being separated from the external environment. We argue here that such a revolutionary change of human's self-definition could result in higher likelihood of changing our lifestyles in the direction of sustainability and collective wellbeing.

Firode, A. (2023). **Une épistémologie de professeur : Pierre Duhem et l'enseignement de la physique.** *Recherches en éducation*, (52). Consulté à l'adresse <https://journals.openedition.org/ree/11905>

Cette étude se propose de montrer que quelques-unes des principales thèses épistémologiques exposées en 1906 par Pierre Duhem dans *La théorie physique* trouvent leur origine dans l'intention d'apporter des solutions à des problèmes d'ordre pédagogique rencontrés par l'auteur au cours de sa carrière professorale, commencée en 1887 à la Faculté des sciences de Lille. Il s'agit, autrement dit, d'établir que l'épistémologie duhémienne peut être interprétée comme une « épistémologie de professeur », dans laquelle la question épistémologique traditionnelle des « conditions de possibilité de la connaissance scientifique » tend à se confondre avec celle des « conditions de possibilité de la transmission de la connaissance scientifique ».

Flanigan, A. E., Brady, A. C., Dai, Y., & Ray, E. (2023). **Managing Student Digital Distraction in the College Classroom: a Self-Determination Theory Perspective.** *Educational Psychology Review*, 35(2), 60. <https://doi.org/10.1007/s10648-023-09780-y>

Undergraduate student misuse of mobile technology (e.g., smartphones, laptops, tablets) for non-class purposes (e.g., texting, scrolling social media, playing games) has become ubiquitous in college classrooms across the globe. In addition, research has suggested that these digital distractions can negatively impact learning and performance. The prevalence and negative consequences of student digital distraction in the classroom require college instructors to proactively regulate student use of digital devices to protect the integrity of the learning environment. The present article aims to provide college instructors with a framework of strategies to curb student digital distraction. Specifically, the present article draws from the tenets of Self-Determination Theory (SDT) to illustrate how and why common policies and strategies intended to curb student digital distraction can inadvertently threaten students' basic psychological needs for autonomy, competence, and relatedness in the classroom and, subsequently, alienate students against instructors. The article concludes by presenting evidence-based digital distraction prevention strategies that can buffer against student digital distraction without threatening students' basic psychological needs or alienating students against their instructors.

Gégout, P. (2023). **L'hybridation conceptuelle en question. Le cas du concept de « situation » chez John Dewey et Guy Brousseau.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11924>

Cet article pose la question des conséquences conceptuelles de l'hybridation des disciplines en sciences de l'éducation et de la formation. Il soutient qu'une telle approche comporte un risque de confusion conceptuelle lorsque les divers concepts venus d'horizons très différents ne sont pas suffisamment bien clarifiés par celles et ceux qui souhaitent les employer. Pour illustrer cela, cet article prend l'exemple du concept de « situation » tel qu'il est usité en Théorie de l'Action Conjointe en Didactique. Il montre que la signification de ce concept est problématique parce qu'il se rapporte en fait à deux systèmes conceptuels très différents : la pensée du didacticien français Guy Brousseau et celle du philosophe américain John Dewey. Après avoir rappelé ce que le concept de « situation » signifiait respectivement dans ces deux systèmes, nous montrons qu'il s'agit de concepts clairement distincts qui n'ont de commun que leur nom. Ce faisant, nous plaidons pour une plus grande prudence, en sciences de l'éducation et de la formation, dans l'entreprise d'hybridation qui les caractérise pourtant.

Gotwalt, E. S. (2023). **Noticing structural inequities in classroom discussions: The relationship between teacher educator pedagogies and teachers' noticing.** *Teaching and Teacher Education*, 131, 104202. <https://doi.org/10.1016/j.tate.2023.104202>

Supporting teachers to acknowledge the influence of structural inequities in their classrooms is a perennial challenge in teacher education. There is a need for research on supporting teachers to do the important work of noticing structural inequities in their classrooms. Using qualitative methods, the present study responds to this need, revealing that one teacher educator pedagogy may have supported teachers to notice the influence of structural inequities in their classrooms. In an analysis that juxtaposes teacher noticing and teacher educator pedagogies, this manuscript tells a story of initial teacher resistance, teacher educator persistence, and resulting teacher noticing of structural inequities.

Goudsouzian, L. K., & Hsu, J. L. (2023). **Reading Primary Scientific Literature: Approaches for Teaching Students in the Undergraduate STEM Classroom.** *CBE—Life Sciences Education*, 22(3), es3. <https://doi.org/10.1187/cbe.22-10-0211>

Teaching undergraduate students to read primary scientific literature (PSL) is cited as an important goal for many science, technology, engineering, and math (STEM) classes, given a range of cognitive and affective benefits for students who read PSL. Consequently, there are a number of approaches and curricular interventions published in the STEM education literature on how to teach students to read PSL. These approaches vary widely in their instructional methods, target student demographic, required class time, and level of assessment demonstrating the method's efficacy. In this Essay, we conduct a systematic search to compile these approaches in an easily accessible manner for instructors, using a framework to sort the identified approaches by target level, time required, assessment population, and more. We also provide a brief review of the literature surrounding the reading of PSL in undergraduate STEM classrooms and conclude with some general recommendations for both instructors and education researchers on future areas of investigation.

Guérin, J., Simonian, S., & Thievenaz, J. (2023). **Vers une approche écologique de l'agir humain en éducation et formation** (1ère édition). Consulté à l'adresse <https://www.octares.com/accueil/301-vers-une-approche-ecologique-de-lagir-humain-en-education-et-formation.html>

Cet ouvrage, fruit d'un travail conduit depuis plusieurs années par un collectif d'enseignants-chercheurs en Sciences de l'éducation et de la formation, propose une première formalisation d'un chantier visant à délimiter les contours d'une approche écologique de l'agir humain en éducation et formation. En s'appuyant sur une variété d'enquêtes conduites sur et en partenariat avec différents milieux professionnels (santé, architecture, enseignement scolaire, formation professionnelle, etc.), l'ambition consiste à proposer un cadre d'analyse pluri-référencé permettant d'analyser les interrelations entre les sujets et leurs environnements ainsi que leurs transformations dans le cadre d'écosystèmes variés considérés comme des totalités complexes. Il s'agit ce faisant de proposer des conceptualisations plus intégrées de l'analyse de l'activité et des environnements de formation et/ou de travail finalisés par le développement humain.

Kammerer, B. (2023). **L'abandon de thèse, un problème d'encadrement**. *Sciences Humaines*, (359). Consulté à l'adresse https://www.scienceshumaines.com/l-abandon-de-these-un-probleme-d-encadrement_fr_45978.html

En France, de nombreux étudiants interrompent leurs études doctorales avant d'avoir pu soutenir leur thèse. Très variables selon les disciplines – de moins de 5 % en sciences expérimentales à 40 % en sciences humaines et sociales –, ces taux d'abandon sont comparables à ceux constatés à l'échelle internationale.

Karataş, K., Arpacı, I., & Yildirim, Y. (2023). **Predicting the Culturally Responsive Teacher Roles With Cultural Intelligence and Self-Efficacy Using Machine Learning Classification Algorithms**. *Education and Urban Society*, 55(6), 674-697. <https://doi.org/10.1177/00131245221087999>

This study aimed to predict the culturally responsive teacher roles based on cultural intelligence and self-efficacy using machine learning classification algorithms. The research group consists of 415 teachers from different branches. The Bayes classifier (NaiveBayes), logistic-regression (SMO), lazy-classifier (KStar), meta-classifier (LogitBoost), rule-learner (JRip), and decision-tree (J48) were employed in the assessment of the predictive model. The results indicated that JRip rule-learner had a better performance than other classifiers in predicting the culturally responsive teachers based on six attributes used in the study. The JRip rule-learner classified the culturally responsive teachers as low, medium, or high with an accuracy of 99.76% (CCI: 414/415) [Kappa statistic: 0.996, Mean Absolute Error (MAE): 0.003, Root Mean Square Error (RMSE): 0.043, Relative Absolute Error (RAE): 0.663, Relative Squared Error (RRSE): 9.244]. The results indicated that all classifiers had an acceptable performance but JRip rule-learner had a better performance than the other classifiers in predicting the culturally responsive teachers.

Khalifaoui, Y. (2023). **L'activité collective au sein des réunions pédagogiques : entre enjeux épistémiques, pragmatiques, relationnels en contexte historico-culturel** (Phdthesis, Nantes Université ; Université Mohammed V (Rabat)). Consulté à l'adresse <https://theses.hal.science/tel-04129104>

Cette thèse a pour enjeu de cerner les différences de fonctionnement des réunions de conseils des maîtres en France et de conseils de gestion au Maroc, à l'école primaire. Il s'agit notamment de comprendre la place et le rôle du directeur dans ces espaces institutionnels prévus pour la concertation des équipes pédagogiques. Dans le champ théorique de la didactique professionnelle appliqué à l'enseignement (Vinatier, 2009), une analyse quantitative de neuf réunions institutionnelles montre le poids du contexte scolaire dans le déroulement des échanges verbaux. L'analyse qualitative d'épisodes qui font débat montre que les enjeux intersubjectifs (motivations, intérêts, valeurs) prennent le pas sur la résolution des points à l'ordre du jour. Les arguments analysés révèlent une "cristallisation" (Traverso, 2004) des désaccords de nature subjective entre les membres des équipes. La combinaison d'indicateurs quantitatifs et qualitatifs montre que les directeurs tentent de faire autorité en France par la formation d'alliances avec les enseignants expérimentés de l'école. Il semble que la stabilité identitaire de l'école prime sur celle de l'équipe. Au Maroc, les directeurs font alliance avec l'institution. Faire passer les directives ministérielles prime sur la prise en compte des résistances des enseignants. À l'appui des résultats et du cadre méthodologique développé dans cette recherche, nous proposons quelques pistes pour enrichir la formation des directeurs à l'animation de réunions.

Kochmanski, N., & Cobb, P. (2023). **Identifying productive one-on-one coaching practices.** *Teaching and Teacher Education*, 131, 104188. <https://doi.org/10.1016/j.tate.2023.104188>

Despite recent advances in research on coaching, gaps remain in our understanding of effective coaching. We conducted a narrative review of a purposefully selected set of research reports on content-focused coaching to identify one-on-one coaching practices that can support teachers' development of ambitious and equitable instructional practices. Each of the resulting eight practices consists of three elements: a coaching activity, the purpose the activity serves in supporting teachers' learning, and the knowledge and perspectives implicated in enacting the activity. The practices clarify when, why, and how coaches might engage teachers in different coaching activities.

LaLonde, K., VanDerwall, R., Truckenmiller, A. J., & Walsh, M. (2023). **An evaluation of a decision-making model on preservice teachers' instructional decision-making from curriculum-based measurement progress monitoring graphs.** *Psychology in the Schools*, 60(7), 2195-2208. <https://doi.org/10.1002/pits.22863>

The current study used a randomized control trial to evaluate a decision-making model on special education preservice candidates' instructional decision-making and self-reported confidence ratings when analyzing graphed student data. Thirty-two special education preservice candidates viewed authentic curriculum-based measurement (CBM) graphs and selected an instructional decision based on the data. Half of the participants received a decision-making model (i.e., flowchart) to guide instructional decision-making and all participants were asked to rate their level of confidence analyzing graphs pre- and poststudy. Statistically significant and large differences in the accuracy of instructional decisions and confidence ratings were observed for the participants who used the decision-making model relative to the control group. The results of the study suggest that a simple, cost-effective intervention that does not require training from an expert can have a positive impact on teachers' data-based decision-making.

Lantheaume, F. (2023). **L'improvisation dans le travail enseignant, entre défiance et ressource.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11894>

Cet article traite de la place et du sens de l'improvisation dans le travail des enseignants en France en explorant un corpus d'entretiens sous l'angle de la sociologie pragmatique et de l'analyse de l'activité. La confrontation entre différents discours des enseignants et avec leurs pratiques montre que loin de la défiance généralement exprimée, l'improvisation prend plusieurs formes et peut représenter une ressource au service de l'enrichissement de la grammaire de l'activité, du genre et du style professionnel des enseignants.

Le Mentec, M., Mougnot, L., & Poucet, B. (2023). **Crise sanitaire et continuité pédagogique.** *Carrefours de l'éducation*, (55), 11-17. <https://doi.org/10.3917/cdle.055.0012>

Léon, X., & Belleghem, L. V. (2023). **Quand la réflexivité s'invite dans un dispositif de simulation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). <https://doi.org/10.4000/edso.24014>

Former les ingénieurs et managers de demain, c'est les préparer à agir dans ce que sera le monde du travail et des organisations, en sachant coopérer face aux enjeux complexes (écologie, géopolitique, santé, etc.) de nos sociétés. A partir d'un jeu d'entreprise en école d'ingénieur, cet article propose une analyse compréhensive d'une session réalisée et d'en tirer des enseignements à la fois opératoires et scientifiques. Comment le dispositif, qui permet la simulation d'une expérience sur laquelle une réflexivité devient possible, contribue à développer une posture de professionnel « compétent, pertinent, réflexif et éthique » en devenir ?

Lu, C., & So, W. W. M. (2023). **Translanguaging in scientific practices: a study of high school teachers in English Medium Instruction inquiry-based science classrooms.** *International Journal of Science Education*, 45(10), 850-871. <https://doi.org/10.1080/09500693.2023.2175628>

English as a Medium of Instruction (EMI) is being used to teach academic subjects in international programmes in China to meet the growing number of Chinese students' need to study abroad. Through the lens of inquiry-based science teaching, this study examined how the four EMI science teachers of an international programme at a private high school employed translanguaging in scientific practices such as identifying variables and formulating hypotheses. Based on the data collected from a case study, the analyses demonstrate how these science teachers used multilingual and multimodal resources to facilitate students' engagement in scientific inquiry activities and to promote the construction of scientific knowledge. A total of seven types of translanguaging practices were identified, including opening the inquiry, negotiating directions, teacher encouragement, managing discipline, fun learning environment, definitions, and explanations. The findings imply that pedagogical translanguaging can create a space for the construction of scientific knowledge, as well as a space for the implementation of scientific practices in an inquiry-based EMI classroom environment.

Lucisano, P., & Botta, E. (2023). **Validazione e standardizzazione del questionario «Quin – Quando insegno».** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 73-99. <https://doi.org/10.7358/ecps-2023-027-lubo>

Validation And Standardization Of The Questionnaire «Quin – When I Teach» The professionalism of a teacher is the topic of a wide-ranging debate aimed at overcoming crises of confidence in this category and reaffirming the teacher as a valuable source for students' growth and cognitive and socio-emotional development. This questionnaire shows the validation and standardization process of a self-perception instrument aimed at teachers and designed to explore some of the main dimensions of teaching that, overcoming the limitations found in the literature, highlights the need to encourage teachers to reflect on themselves in their work. The tool can be used both by individual teachers and by schools as support in their self-evaluation processes. The information that emerges can be shared within the educating community to orient work and teaching practices in a specific school context. In perspective, the tool will be used in combination with others, intended for teachers and students, and accessible via a dedicated digital platform. The system as a whole will allow us to detect experiences, needs and requirements aimed to focus on the good practices implemented and to design targeted improvement actions.

Ma, P., Yu, J., Qiao, Y., & Zhang, L. (2023). **Developing and validating a scale to measure teachers' emotional labor strategy in classrooms.** *Social Psychology of Education, 26*(3), 557-577. <https://doi.org/10.1007/s11218-022-09752-0>

Teachers' emotional labor is essential to teachers' instructional quality, psychological health, and students' learning effectiveness in classrooms. To assess how teachers manage their emotions to match the display rules of classrooms, this study developed and validated a self-report scale—the Teachers' Emotional Labor Strategy in Classrooms (TELSC)—through three rounds of investigation with secondary school teachers. First, strategies and item statements were collected through existing scales, an open-ended questionnaire, and interviews. Second, the pilot study was conducted, and the results of content validity and exploratory factor analysis confirmed the 17-item formal scale with four dimensions: surface acting, deep acting, expression of naturally felt emotions, and emotion termination. The third round investigated 491 teachers and validated the scale: confirmatory factor analyses verified the four-factor structure; correlations among the four subscales and average variance extracted indicated good discriminant validity; correlations between subscales and emotional exhaustion, teacher efficacy, and years of teaching showed good criterion validity; and Cronbach's α showed good reliability. Overall, the TELSC scale is an efficient instrument to measure the strategies that teachers use to manage their emotions in classrooms, and it can be applied to understand and improve teachers' professional competence in teaching and emotional interaction.

Mahalingappa, L. (2023). **Building teacher candidates' self-efficacy beliefs about the education of multilingual learners: A linguistically responsive approach.** *Teaching and Teacher Education, 131*, 104190. <https://doi.org/10.1016/j.tate.2023.104190>

This study explores possible effects of a linguistically responsive instructional intervention including critical language awareness and systemic functional linguistics on preservice teachers' self-efficacy beliefs about providing support for multilingual learners, focusing on their knowledge of language structures, and incorporating multilingual activities and critical perspectives in classroom instruction. Survey data were collected from 106 preservice teachers (control = 54, intervention = 52). Findings suggest that the intervention had several significant effects on teacher candidate's self-efficacy beliefs and that many of the effects were moderated by background factors. This study shows that critical content infused into teacher education coursework can make differences in preservice teachers' perceptions.

MARTY, S., & THOMAS-VASQUEZ, K. (2023). **Ingénieries pédagogiques et sensibilisation aux littératies numériques à l'Université. Le Projet Up, un dispositif collaboratif, hybride et innovant.** *Intelligibilité du numérique, (n° 4)*, [n.p.], bibliogr. Consulté à l'adresse <https://intelligibilite-numerique.numerev.com/numeros/n-4-2023/2902-ingenieries-pedagogiques-et-sensibilisation-aux-litteraties-numeriques-a-l-universite>

Les étudiants doivent posséder différentes littératies numériques afin d'utiliser des outils, de créer, comprendre et analyser des écrits et des contenus multi-modaux via des supports numériques. La culture numérique est essentielle à la réussite universitaire et socioprofessionnelle et l'employabilité. Enseignants, ingénieurs pédagogiques et médiateurs doivent déployer des ingénieries pédagogiques innovantes, inventer des modalités d'apprentissage alternatives numérisées, pour l'acquisition, la compréhension et l'analyse critique des littératies numériques. L'article explore et interroge les ingénieries pédagogiques œuvrant au développement de ces littératies au plan de leur acquisition

(alphabétisation), de leur mise en œuvre compréhensive (e-lettrisme) et de leur appropriation critique (érudition).

Mascret, N., Marlin, K., Laisney, P., Castéra, J., & Brandt-Pomares, P. (2024). **Teachers' acceptance of an open-source, collaborative, free m-learning app: The predictive role of teachers' self-approach goals.** *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11832-3>

Based on the Technology Acceptance Model (TAM), the aims of the present cross-sectional study were i) to investigate acceptance by teachers of an open-source, collaborative, free m-learning app, named Artefac, ii) to examine whether teachers' self-approach goals (i.e., the motivation to teach more effectively than before) may be a relevant external variable to include in the TAM, and iii) to investigate potential differences of acceptance between school subjects (humanities and social science teachers vs. science teachers), status (in-service teachers vs. pre-service teachers), and contexts (teachers in schools classified as difficult vs. teachers in schools not so classified). A total of 419 French teachers (277 women, 142 men) took part in the present correlational survey. After reading a text with pictures presenting an open-source, collaborative, free m-learning app, named Artefac, the participants filled out a self-reported questionnaire about its acceptance before use, assessing perceived usefulness for teaching, perceived ease of use, perceived enjoyment, and intention to use. Teachers' self-approach goals were also assessed. One-sample t-tests and structural equation modeling were used to analyze the data. The results showed that Artefac was rather well accepted by teachers (with middle to strong effect sizes), whatever their school subject, their status, and their teaching context. The results also highlighted that teachers' self-approach goals positively predicted perceived enjoyment and perceived ease of use but did not predict perceived usefulness for teaching, indicating that the more teachers wanted to increase their teaching skills, the more they found Artefac easy to use and fun to use.

Mayer, R. E. (2023). **How to Assess Whether an Instructional Intervention Has an Effect on Learning.** *Educational Psychology Review*, 35(2), 64. <https://doi.org/10.1007/s10648-023-09783-9>

This commentary critiques Brady et al.'s (2023) paper, "How scientific is educational psychology research? The increasing trend of squeezing causality and recommendations from non-intervention studies" and analyzes six research methods for assessing whether an instructional intervention affects learning outcomes.

Mbarik, L. (2021). **Étude des régulations et de l'évolution de l'organisation de l'activité enseignante: cas de l'enseignement d'un même contenu de physique à plusieurs classes au primaire et au collège** (Phdthesis, Université de Bretagne occidentale - Brest ; Education, Cognition, Tice et Didactique (Tunis) ; Université virtuelle de Tunis). Consulté à l'adresse <https://theses.hal.science/tel-04123628>

Cette étude s'inscrit dans le prolongement des recherches sur les pratiques enseignantes. Elle est focalisée sur l'étude de l'organisation de l'activité enseignante des enseignantes dans le contexte tunisien. Pour pouvoir étudier l'organisation de l'activité enseignante et les différentes régulations en situations de classe, nous avons choisi la didactique professionnelle comme cadre théorique (Pastré, 1996). Le corpus des données est constitué de fiches de préparation du cours, d'observations de classe et des entretiens avant la mise en œuvre de la préparation et des entretiens d'auto-

analyse avec les enseignants volontaires à contribuer dans cette recherche. Nous présentons dans cette étude, une analyse de l'activité enseignante de deux enseignantes, une professeure de physique au collège et qui enseigne en septième année de base et une enseignante d'éveil au primaire en sixième année de base, enseignant chacune le même cours avec des groupes d'élèves différents. Dans une première partie, nous envisageons une analyse de l'activité de préparation du cours avant la situation de classe à partir des fiches de scénarisations proposées et des entretiens avant la situation de classe. Puis, dans une seconde partie, une analyse de l'activité de mise en oeuvre de la préparation est réalisée en se basant sur les scénarios des situations des classes et des entretiens d'auto-analyse. Cette partie permet d'identifier les composantes des schèmes, les décisions dans le vif de l'action, les régulations effectuées, soit de boucle courte soit de boucle longue. Ce qui nous permet dans une troisième partie d'explorer les évolutions des composantes de chaque schème et les liens entre ces évolutions avec les régulations réalisées en situations. L'étude de l'activité de l'enseignante à l'échelle de plusieurs séances et avec différents groupes d'élèves montre que l'enseignante réfléchit son action, prend des décisions, régule son action, et que l'organisation de son activité évolue d'une séance à une autre.

McDowell, N. (2023). **A review of the literature to inform the development of a practice framework for supporting children with cerebral visual impairment (CVI)**. *International Journal of Inclusive Education*, 27(6), 718-738.
<https://doi.org/10.1080/13603116.2020.1867381>

Cerebral visual impairment (CVI) is now the most common cause of visual impairment affecting children in the developed world. Due to the increased survival rates of preterm infants and other early insult brain conditions, such as cerebral palsy, hydrocephalus and periventricular white matter injury, the numbers of children with CVI will also continue to rise. As such, focus needs to turn to developing effective approaches for supporting the growing number of children with this condition. Currently, many children with CVI are being supported using approaches and strategies that have been developed for children with ocular visual impairments (OVI). This is despite current evidence suggesting that many of these strategies may not be effective for children with CVI and in fact, in some situations, may actually be detrimental for them. This detailed review of relevant medical/scientific, educational and rehabilitation literature outlines a potential practical framework that could be implemented to help support each individual child with CVI. The proposed CVI practice framework has three main components, including: individual CVI profiles that detail the child's visual, emotional and behavioural needs; individualised habilitation/rehabilitation programmes based on the child's individual CVI profile; and empowerment of the child with CVI and their family.

McKnight, L. (2023). **Teaching writing by formula: empowerment or exclusion?** *International Journal of Inclusive Education*, 27(5), 571-585.
<https://doi.org/10.1080/13603116.2020.1864790>

The teaching of writing in secondary English subjects in Australia, as in other countries including England and the United States, has become increasingly formulaic. Pedagogies including direct instruction, modelling, scaffolding, and genre-based approaches involve the implementation of formulas for writing sentences, paragraphs, and entire essays; this has taken place in the neoliberal context of tightly proscribed, high stakes testing regimes that often demand the reproduction of these formulas. This article considers affordances and constraints for inclusion of this process. It then presents findings

of a small-scale qualitative study into the teaching of writing in Victoria that asked teachers about pedagogies for the teaching of writing, and how students were faring as a result. In conclusion, the article offers recommendations for inclusive practice in the teaching of writing.

Mernari, H. (2023). **Les représentations des enseignants de français sur un cours de langue : le cas d'enseignants universitaires marocains** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04147503>

La présente étude porte sur les représentations qu'ont des enseignants de français langue étrangère par rapport à leurs pratiques d'enseignement pour un public d'étudiants à l'université publique au Maroc. Ces étudiants suivent les cours d'un module transversal de langue française, partie intégrante de la première année de licence, qui a pour objectif de faciliter l'intégration linguistique des bacheliers arabophones poursuivant leurs études dans des disciplines universitaires dont la langue d'enseignement est le français. L'analyse des représentations via une méthodologie d'enquête réalisée en face-à-face auprès de 19 enseignants-informateurs avec questionnaires, observation de classes et entretien, nous permet d'approcher leur manière de concevoir et d'aborder en cours les cinq compétences langagières. À l'issue de l'analyse des données, il ressort un décalage important sur de nombreux aspects entre les pratiques déclarées et les pratiques effectives. Ce décalage n'est pas propre à ces enseignants, il nous informe sur les difficultés rencontrées. L'analyse des données recueillies débouche sur une série de propositions pour y remédier.

Messaoui, A. (2023). **Le développement professionnel des enseignants dans des situations de mutation : une analyse au prisme de l'expertise documentaire**. *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11846>

Une grande partie de la mise à jour des connaissances des enseignants se déroule en autoformation. Cet article interroge le rôle des compétences informationnelles dans le développement professionnel d'enseignants confrontés à des situations de changements inédits. En nous basant sur l'approche documentaire du didactique et la didactique professionnelle, nous proposons d'analyser l'activité de trois enseignantes, à travers un modèle de l'expertise documentaire. Nous avons constaté le rôle moteur de l'activité de conception d'une nouvelle leçon dans le développement de nouvelles connaissances, activité qui s'appuie sur la culture de l'information et la culture numérique des enseignantes suivies.

Mongrain, J. (2023). **La relation pédagogique positive en formation collégiale technique : modalités de fonctionnement, stratégie mises en oeuvre et caractéristiques des enseignant.e.s** (Mémoire accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/16639/>

Cette recherche porte sur la manière de mettre en place une relation pédagogique positive en classe en formation collégiale technique. Les bienfaits associés à cette dernière pour l'engagement et la réussite des élèves sont relativement bien étudiés, mais peu d'écrits scientifiques s'intéressent aux manières concrètes de la favoriser en salle de classe. 12 enseignant.e.s en FT ont pris part à l'étude par le biais d'entretiens semi-dirigés. Les résultats proposent différentes caractéristiques communes de la personne enseignante de même que certains aspects du fonctionnement en classe étant favorables à l'établissement d'une relation pédagogique positive en classe. Les résultats suggèrent également certaines stratégies que les participant.e.s déclarent utiliser et

illustrent concrètement la façon de mettre en place la relation pédagogique positive en classe.

Morales Aceiton, M. (2023). **Continuité éducative face à la crise sanitaire au Chili.** *Carrefours de l'éducation*, (55), 157-171. <https://doi.org/10.3917/cdle.055.0158>

Cet article interroge les enjeux de la continuité scolaire face à la crise sanitaire au Chili en comparant les possibilités, les conditions et l'accès à l'éducation dans les trois principaux types d'établissements qui co-existent dans le pays : publics, particuliers-subventionnés et privés. Pour comprendre et analyser cette problématique, nous proposons d'abord une brève mise en contexte de l'histoire récente du Chili pour ensuite nous concentrer sur le système social et éducatif actuel. À partir de notre travail de terrain, nous allons réfléchir aux différences entre les trois types d'écoles existant dans le pays. Comment ces trois types d'établissements sont-ils en mesure d'assurer la continuité pédagogique malgré la fermeture des écoles ? Quelles sont les conséquences immédiates ou visibles des différences entre ces trois types d'institutions éducatives ? Quel regard les parents d'élèves et les enseignants portent-ils sur cette situation ?

Munson, J., & Dyer, E. B. (2023). **Pedagogical sensemaking during side-by-side coaching: Examining the in-the-moment discursive reasoning of a teacher and coach.** *Journal of the Learning Sciences*, 32(2), 171-210. <https://doi.org/10.1080/10508406.2022.2132863>

Background Pedagogical sensemaking, in which teachers attempt to figure something out in relation to teaching and learning, as a form of generative teacher discourse can provide opportunities for teachers to learn. However, much of the research in these areas examines how teachers reason during sustained collegial discourse outside the classroom. Methods This exploratory case study of one side-by-side coaching session, in which a coach and teacher collaborate to support both student and teacher learning in the classroom, qualitatively examined the coach-teacher discourse to determine whether and how pedagogical sensemaking can occur in a practice-embedded teacher learning setting. Findings We find that generative pedagogical sensemaking is possible despite the contextual constraints. Findings indicate that teacher-coach interactions included and frequently moved between talk at three altitudes: within, across, and beyond moments of the lesson. The topics of these interactions were complex and connected across the lesson. Contribution These findings point to particular affordances of practice-embedded settings for generative pedagogical sensemaking. While prior research has emphasized the need for sustained time for sensemaking to support teacher learning, this study expands this conception by finding that, when coupled with shared experiences of pedagogy, brief, cumulative interactions during teaching can also create opportunities for generativity.

Nijland, F., Firssova, O., Robbers, S., & Vermeulen, M. (2023). **The networked student.** *Teaching and Teacher Education*, 131, 104169. <https://doi.org/10.1016/j.tate.2023.104169>

In a university Master's program, for educational professionals seeking professional development, a networked learning intervention was conducted to facilitate students' construction of learning relations for their academic development. Answers were sought to the question on how adult distance university students experience informal learning networks with peers as part of their academic socialization processes. The development of learning networks in two cohorts of students was analyzed using Social Network Analyses (SNA) at three moments during the course. Based on SNA results, 16 students were interviewed on their experiences with these learning networks. Results show that

students used their learning networks for knowledge construction, for academic socialization and to mitigate feelings of social and cognitive inadequacy. Results suggest that there is a relation between the ability to engage in learning relationships, and academic socialization processes and the utilization of new knowledge in students own professional practice.

N'Sanman, R. (2023). **La pédagogie des compétences dans le primaire catholique ivoirien.** *Éducation et socialisation. Les Cahiers du CERFEE*, (68). Consulté à l'adresse <https://journals.openedition.org/edso/24140>

Du fait de la mondialisation en Afrique subsaharienne, une entreprise managériale est à l'œuvre dans ses espaces scolaires. L'efficacité requise par la Banque Mondiale, c'est l'école formatée par la pédagogie des compétences. Au regard de ses rendements, le primaire catholique ivoirien apparaît exemplaire. Son personnel enseignant semble faire preuve d'un certain zèle, malgré des conditions jusqu'ici précaires. Ce phénomène conforte la posture managériale de la hiérarchie qui laisse croire à une simple docilité des salariés. Mais à l'analyse, cette réalité est loin d'être évidente. Dans les faits, pour être efficaces, les enseignants tordent par endroits le prescrit. Ils engagent dans leurs actes professionnels des raisons et valeurs singulières, pour une application alternative mais efficace de la pédagogie des compétences qui interroge sa prescription et son management.

NSENGIYUMVA, R. (2023). **La digitalisation des textes littéraires pour une pédagogie numérique : une meilleure gestion de l'impact de la Covid-19 sur le système scolaire.** *Synergies Afrique des Grands Lacs*, (12), 147-157, bibliogr. Consulté à l'adresse <https://gerflint.fr/images/revues/Afgrandslacs/Afgrandslacs12/nsengiyumva.pdf>

La numérisation des textes littéraires de français langue étrangère (FLE) est une alternative d'enseignement-apprentissage lors de crises comme celle de la Covid-19. L'article porte sur le passage de l'enseignement-apprentissage du FLE en présentiel à un enseignement à distance au Burundi. Il traite de l'impact de la pandémie sur l'éducation, dresse un état des lieux de l'enseignement à distance et présente les avantages de la pédagogie numérique et les résultats d'une enquête menée auprès de 129 enseignants sur la maîtrise de la formation à distance et de la numérisation des textes pour la formation à distance et le recours à l'enseignement à distance pour une didactisation du texte en français en situation de crises sanitaires.

Orozco, I., & Moriña, A. (2023). **Exploring the beliefs of Spanish teachers who promote the development of inclusive pedagogy.** *International Journal of Inclusive Education*, 27(5), 620-635. <https://doi.org/10.1080/13603116.2020.1866686>

This article explores the beliefs of 25 Spanish primary education teachers who develop inclusive pedagogy when planning and implementing actions for all students. We used a qualitative methodology and the data were gathered through semi-structured and in-depth interviews. We analysed the data using an inductive coding system. The results revealed the beliefs of the participants about diversity and inclusive education, their professional self-concept, how they understood learning and their beliefs about their self-efficacy as teachers. These teachers showed a humanistic perspective that welcomes diversity and they felt responsible for the presence, learning, happiness and success of all their students.

Özdemir, N., Kılınç, A. Ç., Polatcan, M., Turan, S., & Bellibaş, M. Ş. (2023). **Exploring Teachers' Instructional Practice Profiles: Do Distributed Leadership and Teacher Collaboration Make a Difference?** *Educational Administration Quarterly*, 59(2), 255-305. <https://doi.org/10.1177/0013161X231159092>

Purpose: While the literature includes multiple studies on the relationship between school leadership and instructional quality, they often use instructional practice as a continuous variable, assuming that a teacher would perform all sub-dimensions of instructional practice at a similar rate and failing to link distributed leadership to classroom teaching. Addressing these gaps in the literature, this study aims to identify teacher- and school-level latent profiles of teachers' instructional practices and to investigate how distributed leadership predicts teachers' membership in different instructional practice profiles, with the mediating role of teacher collaboration. Research Methods/Approach: The study employed a cross-sectional survey design using Türkiye's TALIS data for lower secondary education. Multilevel latent profile analysis with mediation modeling was conducted on data from 3,223 teachers in 192 schools. Findings: This analysis yielded four teacher profiles: laissez-faire, typical, controlling, and versatile; and two school profiles, high controlling and high laissez-faire. Findings indicate that distributed leadership promotes professional collaboration in lessons among teachers, which could, in turn, play a critical role in determining both individual teacher- and school-level profiles. Implications: This study provides practical contributions to understanding the nature of classroom teaching, suggesting that future studies should use instructional practice profiles instead of a single construct of teaching.

Passmore, A. H., Tejero Hughes, M., Maggin, D. M., & Barcus, C. L. (2023). **Exploring the utilization of high-leverage practices by teachers.** *Teaching and Teacher Education*, 131, 104201. <https://doi.org/10.1016/j.tate.2023.104201>

Special education high-leverage practices (HLPs) are designed to highlight practices foundational to teaching students with disabilities. While the field has focused most of its attention on HLPs in preservice teacher preparation, our research shifts attention towards how current educators utilize the HLPs. This study aimed to investigate general (n = 30) and special (n = 30) educators' perspectives of their utilization of HLPs in support of students with disabilities through a Q-sort methodology. Results of the Q-sort revealed three distinct factor groups. Factor group distributions related to themes of focus on immediate content outcomes, effectiveness, and observance of individualized outcomes.

Pérez-Sánchez, E. O., Chavarro-Miranda, F., & Riano-Cruz, J. D. (2023). **Challenge-based learning: A 'entrepreneurship-oriented' teaching experience.** *Management in Education*, 37(3), 119-126. <https://doi.org/10.1177/0892020620969868>

Challenge-based Learning (CBL) is a pedagogical approach that actively involves students in a realistic, problematic and meaningful situation related to their environment, which requires defining a challenge and implementing a solution for it (OIETM, 2015). The CBL methodology was applied by instructors with the support of students, part of the management programme from a Colombian university. The goal was to assess the validity of the methodology and examine solutions proposed by students to real-life problems in organisations. After assessing the challenge-based learning (CBL) it can be concluded, that a link to the entrepreneurial orientation exists. This link promotes the development of critical and constructive thinking, while encouraging students to

analyse, design, develop and execute solutions for real-life problems, similar to those they will encounter as graduate students in any organisation.

Périer, P. (2023). **L'école, de la classe à la maison : la continuité pédagogique en contexte de pauvreté.** *Carrefours de l'éducation*, (55), 141-156. <https://doi.org/10.3917/cdle.055.0142>

La période de confinement s'est traduite par une politique dite de continuité pédagogique impliquant la contribution attendue de tous les parents. Le transfert des tâches scolaires dans le cadre domestique a dévoilé des inégalités multiformes entre familles et entre élèves. Au-delà des conséquences sur les apprentissages, il s'agit de comprendre comment les parents confrontés à la précarité ou pauvreté ont fait face au rôle d'instructeur pédagogique qui leur a été signifié. Quelles sont les conditions d'une telle délégation, ses implicites et ses effets ? L'enquête exploratoire sur ce que l'école fait à distance aux familles les plus « éloignées » a dévoilé l'ampleur de l'emprise scolaire et fait émerger des relations inédites entre les parents et l'école.

Pouzergues, P. (2022a, juin 13). **Approche actionnelle et dispositif hybride au service de la pédagogie différenciée et de l'autonomisation pour gérer l'hétérogénéité des niveaux dans l'apprentissage.** Présenté à Les discours numériques : enjeux linguistiques et communicationnels, perspectives didactiques. Consulté à l'adresse <https://hal.science/hal-03693479>

Pouzergues, P. (2022b, juin 9). **Cadre méthodologique pour évaluer le caractère autonomisant d'un dispositif hybride adapté à la classe multi-niveaux.** Présenté à Étudier le langage à l'ère numérique Université Sorbonne Nouvelle - RJC 2022. Consulté à l'adresse <https://hal.science/hal-03693467>

Pouzergues, P. (2022c, octobre 19). **Mise en place d'un dispositif hybride pour la classe multi-niveaux en contexte pandémique : résultats d'une recherche-action et perspectives.** Présenté à VI Congrès international franco-espagnol E-GRAPHELES : Communication et enseignement des langues en environnement numérique. Consulté à l'adresse <https://hal.science/hal-03822553>

Pouzergues, P., & Catherine, D. (2023, juin 21). **Cours hybride et différenciation pédagogique en classe de FLE multiniveaux : vers une utilisation du numérique pour une personnalisation des apprentissages.** Présenté à Xème colloque international de l'Association des Directeurs des Centres Universitaires d'Études Françaises pour Étrangers) l'ADCUEFE 2023. Consulté à l'adresse <https://hal.science/hal-04127396>

Les classes de langues étrangères multilingues et multiniveaux sont des situations didactiques complexes que l'on retrouve dans de nombreux contextes, notamment dans les centres de langues universitaires. Les enseignants rencontrent des difficultés pour répondre à l'hétérogénéité de niveaux provoquant une certaine frustration et un ralentissement du rythme d'apprentissage chez les apprenants. Mais l'hétérogénéité d'une classe ne se cantonne pas seulement au niveau de langue des apprenants, elle est aussi sociale (histoires et cultures d'apprentissage), cognitive (manières d'apprendre de chacun), et linguistique (capital linguistique et degré d'aptitudes dans les compétences langagières). La pédagogie différenciée (Meirieu, 2016) part du constat que chaque apprenant a sa propre manière d'apprendre et vise à répondre à l'hétérogénéité dans son ensemble, en construisant un groupe classe où chaque apprenant est identifié à la fois comme unique et comme membre de cette collectivité. Cette démarche repose sur une réorganisation complexe des séquences didactiques de la part de l'enseignant (Puren, 2001d) mais aussi sur le développement de

l'autonomie d'apprentissage des apprenants, c'est-à-dire leur capacité à prendre en charge leur propre apprentissage. Cette capacité n'est pas innée, elle doit s'acquérir avec un accompagnement, notamment grâce à des activités métacognitives elles-mêmes reliées à des interactions sociales avec le tuteur, entre pairs ou avec une communauté (web social). Les travaux autour des centres de ressources en langue (Rivens Monpean & Eisnbeis, 2009) ont montré l'efficacité de trois outils favorisant cette autonomisation. Les séances apprendre à apprendre et les carnets de bord collectifs (Cappellini, 2015) soutiennent le processus de la métacognition à travers la coopération entre pairs. Parallèlement, la mise en place d'entretiens-conseil en début, milieu et fin de parcours avec l'enseignant-tuteur encourage une individualisation des apprentissages. Ces activités peuvent être réalisées à l'intérieur d'un dispositif hybride (Nissen, 2019) mettant à profit les avantages des modes présentiel et distanciel afin de favoriser à la fois le développement de l'autonomie et la pédagogie différenciée. L'authenticité de la tâche, pilier de l'approche actionnelle, peut représenter un enjeu (Guichon, 2012) stimulant et fédérateur pour les apprenants en classe multiniveaux, elle représente d'autre part l'élément structurant du scénario pédagogique du dispositif hybride. Confronté à ce contexte multilingue et multiniveaux dans nos classes de FLE à l'université en France (donc en milieu homoglotte) et tout en nous inspirant des recherches récentes sur la pédagogie différenciée en classe de FLE, nous avons voulu approfondir la réflexion sur les apports du numérique pour prendre en compte l'hétérogénéité des apprenants. Nous avons ainsi conçu un dispositif hybride basé sur la pédagogie différenciée, l'autonomie d'apprentissage et la pédagogie de projet. Dans cette communication nous évaluerons dans quelle mesure la résolution d'une tâche-projet authentique au sein d'un dispositif hybride en classe de FLE multiniveaux permet de proposer une pédagogie différenciée et de développer l'autonomie des apprenants. Notre étude se base sur nos résultats d'une recherche-action menée au sein de notre université, auprès de quatre groupes d'apprenants en FLE multiniveaux ayant participé à notre dispositif hybride différencié (entre trente et quarante heures). Ces quatre études ont été menées au cours des années universitaires 2020-2021 et 2021-2022. Notre corpus est composé de données invoquées (enregistrements d'entretiens conseils, de séances apprendre à apprendre, de séquences pédagogiques, de messages postés sur des carnets de bord collectifs), de données suscitées (questionnaires réalisés en début et fin de parcours) et de données provoquées (enregistrements d'entretiens compréhensifs individuels). Le traitement des données a été effectué en utilisant la technique d'analyse de contenu avec un double codage en aveugle intégrant différentes catégories de codage. Deux outils informatiques ont été utilisés (le logiciel Excel et le logiciel ELAN). Les résultats révèlent qu'un cours hybride adapté à la classe multiniveaux en FLE en milieu homoglotte, s'appuyant à la fois sur une démarche d'autonomisation des apprenants et sur la pédagogie différenciée permet une personnalisation des apprentissages et enrichit la réflexion pédagogique sur les démarches de différenciation. Si le dispositif est bien reçu par les apprenants quant à la prise en compte de l'hétérogénéité des niveaux, ils reconnaissent aussi avoir développé certaines aptitudes. De nombreuses perspectives s'ouvrent alors autour du potentiel de ce dispositif comme levier de développement de la littéracie numérique des apprenants, de certaines compétences transversales (comme la créativité, la curiosité, la confiance, le sens du collectif etc.) ainsi que sur la pertinence d'espaces d'apprentissages flexibles pour la réalisation de tâches-projets numérisés. Nous présenterons dans un premier temps le cadre théorique sur lequel nous nous sommes appuyés pour réaliser le dispositif. Dans un second temps nous décrirons schématiquement le dispositif et le contexte de l'étude analysée. Nous exposerons dans

une troisième partie la méthodologie employée pour recueillir notre corpus et réaliser notre analyse de contenu. Enfin nous concluons avec les résultats obtenus et les perspectives d'évolutions du dispositif.

Redouani, A. (2022). **L'impact de l'usage pédagogique du Tableau Blanc Interactif (TBI) sur l'engagement scolaire des élèves dans le cadre de l'enseignement de la langue arabe à l'école élémentaire en France : cas du département du Bas-Rhin** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-04137370>

Dans un contexte marqué par l'implantation massive des tableaux blancs interactifs (TBI) dans les établissements scolaires en France, comme dans plusieurs pays du monde, l'objectif de cette recherche est d'étudier l'impact de l'usage pédagogique de ce dispositif sur l'engagement scolaire des élèves dans le cadre de l'enseignement de la langue arabe à l'école élémentaire en France. Ce sont 135 élèves et 16 enseignants, dans 18 écoles élémentaires du Bas-Rhin (France), qui ont été interrogés et/ou observés pour cette recherche. Quatre instruments de collecte de données ont été utilisés : des observations directes en classe, un questionnaire quantitatif et des entretiens en focus groups auprès des élèves ainsi que des entretiens semi directifs individuels auprès des enseignants. Les résultats de notre enquête montrent que les interactions créées par l'usage du TBI, en tant que dispositif à part entière, permettent d'améliorer l'engagement scolaire des élèves selon les dimensions à la fois cognitives, affectives et comportementales.

Roy, V. (2023). **Pratiques pédagogiques favorisant la réussite des cours d'histoire du Québec et du Canada en formation générale des adultes** (Essai, Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/20396>

Au Québec, la formation générale des adultes (FGA) baigne dans un contexte organisationnel fort différent de celui des jeunes. En effet, les élèves peuvent y commencer leur formation à tout moment, à temps partiel ou à temps plein, de jour ou de soir. Les classes sont hétérogènes tant du côté des matières enseignées dans un même groupe que des niveaux enseignés au même moment. Il est donc rare d'y observer des dynamiques de groupe, car le type d'enseignement dispensé est habituellement différent de celui du secteur jeune. Depuis l'automne 2022, le nouveau Programme d'histoire du Québec et du Canada a été implanté en FGA. Semblable à celui proposé aux jeunes des troisième et quatrième secondaire, il touche très peu d'élèves au secteur adulte. Les préoccupations du personnel en FGA au CSSPI quant à la réussite des élèves ont motivé de cibler les pratiques pédagogiques favorisant la réussite des quatre cours du programme. Plus spécifiquement, les objectifs de recherche ciblés sont les suivants : OS 1 Déterminer quelles sont les pratiques qui favorisent la mémorisation des savoirs historiques; OS 2 déterminer quelles sont les pratiques qui favorisent l'apprentissage des savoir-faire relatifs aux opérations intellectuelles; OS 3 déterminer quelles sont les pratiques qui favorisent l'apprentissage des savoir-faire relatifs à l'analyse de documents historiques; OS 4 déterminer l'apport des TIC dans l'enseignement du cours d'histoire du Québec et du Canada. L'approche de recherche est qualitative. La collecte de données a été réalisée à l'aide d'entrevues semi-dirigées individuelles réalisées auprès de six personnes participantes volontaires. Elles ont été choisies à partir de critères d'inclusion dont leur connaissance du programme, leur expérience et leur connaissance des TIC. Les résultats de l'analyse des données sont regroupés en fonction de la fréquence avec laquelle elles sont mentionnées par les personnes participantes. L'utilisation des TIC, du cahier, ou

d'exercices, la prise en compte de la zone proximale de développement, le modelage et l'organisation des savoirs sont les pratiques ayant obtenu la fréquence la plus élevée. Finalement, les résultats permettent de cibler des pratiques pédagogiques qui favorisent la réussite des cours d'histoire du Québec et du Canada en FGA. D'autres recherches étalées dans le temps ainsi qu'un accompagnement du personnel enseignant pour la diffusion et le transfert des données de la recherche s'avèrent des pistes de développement intéressantes à la suite des conclusions de cet essai.

Saunders, W., Topham, T., Jensen, B., Marcelletti, D., McCarthy, K., & Lee, L. (2023). **What's in a teacher team meeting? Testing pedagogically productive talk as a framework for teacher collaboration.** *Teaching and Teacher Education*, 131, 104176. <https://doi.org/10.1016/j.tate.2023.104176>

This study examines transcripts of collaborations among an experienced team of sixth-grade teachers in southern California to determine the extent to which the framework for Pedagogically Productive Talk (PPT; Lefstein, Vedder-Weiss & Segal, 2020) is a useful tool for examining teachers' collaborative discourse. Based on our analysis of quantitative and qualitative data, PPT contributed to a thorough and meaningful analysis of the substance and progression of teacher collaborations. This case study highlights the value of efficient focus on a robust problem of practice and provides an operationalization of the PPT framework that tracks discourse over the course of one meeting.

Sedlacek, Q. C., & Murdock-Perriera, L. A. (2023). **Quantifying elementary teachers' foreknowledge about their students.** *Social Psychology of Education*, 26(3), 639-672. <https://doi.org/10.1007/s11218-023-09764-4>

Teachers sometimes learn information about their students prior to teaching them, a phenomenon we call "teacher foreknowledge." This information may be useful, but it may also bias teacher expectations for students in harmful ways. To date, few studies have quantitatively documented the types of foreknowledge teachers receive. When, where, and from whom do teachers commonly acquire foreknowledge? Are some sources or types of foreknowledge perceived to be more influential than others? We explore these questions through a survey of elementary teachers (N = 414) in one U.S. state. Most respondents received foreknowledge about at least some of their students months or even years prior to teaching them, and foreknowledge was primarily transmitted within school settings. Fellow teachers and students themselves were generally characterized as the most influential sources of foreknowledge. Foreknowledge about student behavior and character was considered more influential than foreknowledge about other topics. Some of these patterns covaried with classroom-, school- and teacher-level demographic or contextual variables. We discuss implications for research and practice with a focus on educational equity.

Sengupta-Irving, T., Vogelstein, L., Brady, C., & Phillips Galloway, E. (2023). **Prolepsis & telos: Interpreting pedagogy and recovering imagination in the mediation of youth learning.** *Journal of the Learning Sciences*, 32(2), 211-249. <https://doi.org/10.1080/10508406.2022.2114833>

Background Makerspaces are proliferating U.S. public schools and libraries. Few studies, however, take an in situ view on the pedagogical moves of mentors, and fewer still engage with ideologies of race and class therein. Without this, principles of pedagogy or design that build toward expansive learning for racially minoritized youth will remain

elusive. Methods Semi-structured interviews and fieldnotes of mentors in a U.S. public library makerspace were taken over six weeks (n = 12). The mentors were predominantly white and all were professional artists/creatives; teen patrons were predominantly racially minoritized. Findings Three recurring pedagogical moves surfaced through the interplay of prolepsis and telos as an interpretive lens. We identify how mentor history/memory and future imaginings of youth as adult creatives—both of which intersect with ideologies of race and class—shape their mediation of learning. Contributions 1) Documentation of specific pedagogical moves that extend efforts to name the work of mentors; 2) Presentation of prolepsis and telos as a lens to recover the power of imagination in pedagogy; and 3) Extension of how prolepsis is used to the study human learning and development by bringing it in contact with the study of ideologies among educators.

Singh, A., & Pallai, P. (2023). **Paving the Way Ahead: A Systematic Literature Analysis of Inclusive Teaching Practices in Inclusive Classrooms.** *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (27), 157-171. <https://doi.org/10.7358/ecps-2023-027-sipa>

Classroom deliberations in an inclusive environment is challenging yet rewarding. Teaching students with varied needs under the same roof provides the teachers with the opportunity to bring out their best and to help students to attain an optimum level of learning. The purpose set for this paper is to conduct a rigorous review of inclusive teaching-learning practices across countries to understand and present the best ways of conducting an inclusive classroom. To explore the stated objective the researchers opted for an extensive desk review method to review the available related literature in a systematic manner. As a result of conducting a systematic review analysis, certain themes have emerged under which plausible inclusive practices have been presented as a finding of the research. The study presented five categories of best teaching practices that emerged from the review. This paper presented a concise and accumulated version of the best practices and methods adopted by the practitioners in inclusive education across the world. Amalgamated findings present that using ICT, individualised learning and various classroom management techniques, collaboration and curriculum adaptations provide the best ways to promote inclusion.

Slaton, C. R., Lammers, W., & Park, A. (2023). **How school belongingness in diverse students moderates student perceptions of teachers' cultural humility in predicting student-teacher working alliance.** *Psychology in the Schools*, 60(7), 2360-2372. <https://doi.org/10.1002/pits.22862>

Student-teacher relationships and school belongingness are both strong predictors for students' academic success (Goodenow & Grady, 1993; Hattie, 2009). Experiences related to their cultural identities also inform how they perceive their educational environment (Kutsyuruba et al., 2015) and may also predict academic success. Although current literature supports all three constructs as separate predictors of academic success, the current study examined the relationship between student perceptions of their teacher's cultural humility and student-teacher working alliance, with student perceptions of school belonging as a moderator. Sixth-grade students from an urban, central Arkansas middle school (n = 334) considered a teacher with whom they had prolonged contact (e.g., two interactions a day, including mentoring and academic instruction), and responded to questions from three scales, the Cultural Humility Scale (predictor), the Classroom Working Alliance Inventory (outcome), and the Psychological

Sense of School Membership (moderator). Results showed that student perceptions of teacher's cultural humility predicted student-teacher working alliance and that this relationship was slightly stronger for those students with low levels of school belongingness. The importance of all three variables in understanding student success has implications for teacher and school psychologist training programs.

Solari Landa, M., Rakotomalala Harisoa, N. A., & Pottier, L. (2023). **Enseignants confinés : entre pratiques, besoins techno-pédagogiques et forme scolaire.** *Carrefours de l'éducation*, (55), 19-36. <https://doi.org/10.3917/cdle.055.0020>

À l'heure où l'ensemble des élèves et des enseignants, en France, ont été amenés à travailler à distance dans l'urgence, cet article fournit des éléments pour comprendre les expériences vécues par les enseignants dans la mise en place de la continuité des apprentissages. Quelles difficultés ont-ils rencontrées tant pour leur travail individuel que celui avec les élèves et familles ? Quelles pratiques souhaitent-ils désormais mettre en place ? Cet article s'appuie sur deux enquêtes par questionnaire menées auprès d'enseignants du premier et second degré (733 répondants de la région Auvergne-Rhône-Alpes et 2155 de la région Nouvelle-Aquitaine). Les résultats reviennent sur les contraintes de la forme scolaire et les représentations qu'en ont les acteurs de l'éducation dans ce contexte (présence scolaire à distance, implication des parents, étayage pédagogique) qui résultent notamment d'un besoin pour les enseignants en accompagnement et formation à l'ingénierie techno-pédagogique.

Song, C., Helikar, R., Smith, W. M., & Helikar, T. (2023). **Factors Influencing Instructors' Adoption and Continued Use of Computing Science Technologies: A Case Study in the Context of Cell Collective.** *CBE—Life Sciences Education*, 22(3), ar29. <https://doi.org/10.1187/cbe.22-11-0239>

Acquiring computational modeling and simulation skills has become ever more critical for students in life sciences courses at the secondary and tertiary levels. Many modeling and simulation tools have been created to help instructors nurture those skills in their classrooms. Understanding the factors that may motivate instructors to use such tools is crucial to improve students' learning, especially for having authentic modeling and simulation learning experiences. This study designed and tested a decomposed technology acceptance model in which the perceived usefulness and perceived ease of use constructs are split between the teaching and learning sides of the technology to examine their relative weight in a single model. Using data from instructors using the Cell Collective modeling and simulation software, this study found that the relationship between perceived usefulness-teaching and attitude toward behavior was insignificant. Similarly, all relationships between perceived ease of use-teaching and the other variables (i.e., perceived usefulness-teaching and attitude toward behavior) became insignificant. In contrast, we found the relationships between perceived ease of use-learning and the other variables (i.e., perceived usefulness-teaching, perceived usefulness-learning, and attitude toward behavior) significant. These results suggest that priority should be given to the development of features improving learning over features facilitating teaching.

Song, Y., Zhang, S., & Liu, B. (2023). **Investigating the dialogic patterns of mathematics lessons in different stages of education.** *The Journal of Educational Research*, 116(2), 77-89. <https://doi.org/10.1080/00220671.2023.2192686>

Classroom dialogue is widely used in mathematics teaching and learning, and if managed strategically, it will have productive benefits for mathematics achievement. However, dialogic participants often lack awareness of how dialogue could be constructed, and few studies show the characteristics of dialogic patterns in different stages of education. Drawing on the data from the Chinese National Cloud Platform, this study therefore comparatively examined the dialogic patterns of mathematics lessons captured in primary, secondary and high schools in China, using 300 video-recorded mathematics lessons, with 100 lessons for each stage of education. Classroom dialogue was transcribed and systematically coded, after which a lag sequential pattern mining technique was used to examine the collective process of dialogic contributions. Findings indicated that there were both similarities and differences in terms of the dialogue pattern throughout the three stages. Dialogue concerning previously-learned knowledge, subjective expressions and analysis appeared frequently in mathematics lessons in the three education stages, while speculative talk and querying were less often observed. There were commonalities between dialogic patterns captured in mathematics lessons in secondary and high schools, which were significantly different from those in primary schools. The variation was most obvious in dialogue showing high-level cognition, namely, analysis, coordination and speculation. Prominent sequences captured in secondary and high school lessons were able to involve dialogue at both low and high cognitive levels, which demonstrated the characteristics of exploratory talk. This knowledge could help create productive classroom dialogue, and benefit mathematics teaching and learning.

To, J., Tan, K., & Lim, M. (2023). **From error-focused to learner-centred feedback practices: Unpacking the development of teacher feedback literacy.** *Teaching and Teacher Education*, 131, 104185. <https://doi.org/10.1016/j.tate.2023.104185>

Driven by the need to build teachers' capacity to implement effective feedback, this study explored how a professional development programme fostered teacher feedback literacy in a Singapore secondary school. A learner-centred feedback design featuring peer and self-assessment was trialled in collaborative action research. Data from reflective journals, focus group interviews and feedback artifacts indicated that the programme enhanced teachers' understanding of learner-centred feedback and their capabilities to soothe students during peer feedback production and tackle pragmatic constraints. The interweaving of experimentation and multiple reflection opportunities was crucial to nurturing teacher feedback literacy. Implications for designing professional development programmes are outlined.

Trinh, E., & Behizadeh, N. (2023). **Unmasking queer bodies to humanize teacher education: A diffractive collaborative autohistoria-teoria.** *Teaching and Teacher Education*, 131, 104189. <https://doi.org/10.1016/j.tate.2023.104189>

Recent scholarship in social justice-oriented teacher education emphasizes the importance of critical reflection for preservice teachers and teacher educators. However, more research is needed to document how teacher educators carry out this complex work from various perspectives. Therefore, we queer teacher educators explored selves in this study. We employed a diffractive collaborative autohistoria-teoria to unmask our identities and humanity. Specifically, we drew on queer, new materialist, and humanizing approaches to think with us. We have experienced joy and identity development and offer a queer way of designing and researching in teaching and teacher education.

Uhrich, G., Henaff-Pineau, P., Michel, S., & Charrier, D. (2023). **Un lycée de la nouvelle chance au temps du confinement: un collectif éducatif à l'épreuve.** *Carrefours de l'éducation*, (55), 123-139. <https://doi.org/10.3917/cdle.055.0124>

L'article étudie les conséquences du confinement et de la continuité pédagogique au lycée de la nouvelle chance (LNC) des Hauts de Seine. La fermeture des établissements scolaires a engendré pour cette structure de rattachement scolaire une forte mise en tension du processus éducatif, ce qui en fait un terrain particulièrement pertinent pour analyser les réponses apportées à la rupture du présentiel. Les stratégies du collectif éducatif du LNC pour (ré)inventer des interactions avec les élèves et entre collègues sont observées et analysées. Par divers modes de communication et « bricolages » pédagogiques reproduisant au plus près les conditions habituelles du présentiel, mais au prix d'un engagement coûteux, le collectif enseignant a tissé un maillage éducatif serré et résistant assurant une continuité relationnelle plus que pédagogique. Dans cette mise à l'épreuve, le collectif éducatif a été bousculé mais aussi renforcé et a réussi à éviter l'augmentation redoutée du décrochage.

Varona, A. E. (2023, juin 15). **Lire à haute voix en classe, est-ce utile ?** Consulté 19 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/lire-a-haute-voix-en-classe-est-ce-utile-206147>

La lecture à voix haute permet aux élèves une autre approche des textes. Quelques pistes d'activités pour la classe.

Vinson, M. (2023). **Le contrat didactique différentiel et le positionnement de genre épistémique: concepts pour éclairer la fluidité du genre au cœur du processus d'enseignement-apprentissage.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (53), 74-95. <https://doi.org/10.4000/ejrieps.8649>

Cet article s'appuie sur une étude en didactique de l'EPS au cœur de laquelle nous avons croisé deux cadres théoriques : le modèle de l'action conjointe en didactique et les Études de genre. Plus spécifiquement, nous leur avons emprunté deux concepts : le contrat didactique différentiel et le positionnement de genre épistémique tout en nous inscrivant dans une réflexion de nature épistémologique, avec pour horizon des perspectives pour l'intervention. Nous montrons comment, loin d'être passif·ves, les filles et les garçons peuvent être acteurs·trices de leur positionnement de genre et de leurs apprentissages, même si des arrière-plans éducationnels, sociaux représentent un frein à une émancipation possible. Ces freins existent également du côté des enseignant·es qui eux-mêmes sont installés dans des assujettissements prégnants.

Weiss, P.-O., Alì, M., Guilmois, C., & Ramassamy, C. (2023). **Les enseignant(e)s de la Martinique en période de confinement: la continuité pédagogique en question.** *Carrefours de l'éducation*, (55), 53-74. <https://doi.org/10.3917/cdle.055.0054>

Cet article présente les résultats d'une étude sur le vécu, les perceptions et les attitudes des enseignants des premier et second degrés de l'académie de la Martinique en situation de confinement. L'enquête s'est réalisée en ligne, entre mars et avril 2020, sur un échantillon de 855 répondants, avec l'objectif de connaître et mesurer leur niveau d'intégration numérique, ainsi que les conditions domestiques et professionnelles pendant l'épidémie de covid-19. Les résultats obtenus montrent que les stratégies de continuité pédagogique mises en place par le gouvernement et les administrations régionales pour faire face à la crise ont engendré une surcharge de travail et un haut

niveau d'insatisfaction chez les enseignants de l'île. De plus, ces stratégies n'ont atteint que partiellement leurs objectifs éducatifs et n'ont pu résoudre le manque de moyens techniques et ressources numériques (le digital divide) dont souffrent en particulier les enseignants des outre-mer.

Whitehead, A. J., Beak, Kelly. M., Russell, T., & Ross, M. H. (2023). **Allied health clinical placements with a remote supervision model: Students' and clinical educators' perceptions.** *Distance Education*, 44(2), 284-305.
<https://doi.org/10.1080/01587919.2023.2209024>

COVID-19 restrictions prompted change to clinical placements for students, including a move to a remote supervision model where students, clinical educators, and patients were geographically remote from each other but connected via videoconferencing technology. A total of seven students and 11 clinical educators from occupational therapy and speech pathology participated in focus groups, reflecting on their experiences and perceptions of the rapid transition to remote supervision. Qualitative data were analyzed using a thematic analysis approach. No participants had experience with remote supervision prior to COVID-19. Three key themes were generated from the data: (a) key considerations, processes, and suggestions for remote supervision, (b) impact of remote supervision on relationship development, and (c) development of student professional competencies within the model. This study provides insights and practical considerations for implementing remote supervision and confirms this model can effectively meet students' supervision needs and support the development of professional competencies.

Yoshimizu, A. (2023). **Student-centered, "embodied inter-referencing" as antiracist and anticolonial pedagogy.** *Asia Pacific Education Review*, 24(2), 227-237.
<https://doi.org/10.1007/s12564-022-09811-3>

This article reflects on an experimental pedagogical approach I developed in a Japanese literature course that examines sex, gender, and sexuality in response to institutional and epistemic racism that exist in university in Canada and in the specific context of the COVID-19 pandemic when the number of anti-Asian hate crimes rose at an enormous rate in the city where my university is situated. Building on the intellectual movements of "Asia as method" and "diaspora as method" my project attempts to move beyond the convention of studying Asian culture by referencing western theory, knowledge, and experience. More specifically, I developed an assignment called Peer-Engaged Embodied Reflection Journal where students discuss what they learned from Japanese literature by referencing their own, local experiences and engage in peer interactions in small groups. In this article, I discuss the effectiveness of my pedagogical approach based on the classroom study conducted in the fall of 2020 and the spring of 2021, semi-structured interviews with teaching assistants (TAs), and my own teaching experience. Based on my qualitative analysis of student engagement with the assignment as well as TAs' and my grading experiences, I conclude that recentring student experience and peer engagement produces meaningful sites for decolonial and antiracist pedagogy while teaching Japanese modern literature in a Canadian institutional context.

Young, A., Clendon, S., & Doell, E. (2023). **Exploring augmentative and alternative communication use through collaborative planning and peer modelling: a descriptive**

case-study. *International Journal of Inclusive Education*, 27(6), 755-770.
<https://doi.org/10.1080/13603116.2020.1867383>

A descriptive case-study design was used to document the implementation of a four-phase intervention for a child with autism spectrum disorder (ASD) who uses augmentative and alternative communication (AAC) in an inclusive classroom. The focus of the intervention was on enhancing social communication through peer modelling of the child's speech-generating app during news-sharing, and the intervention was developed and enacted in a collaborative partnership with the classroom teacher. Various sources of data, including interviews, observations, and data from the child's AAC system, were collated and analysed. From this analysis, three key themes emerged: (a) Enhanced Participation, (b) Optimising AAC Acceptance and Use, and (c) Increased Teacher Agency. These themes suggest positive outcomes for a naturalistic, social-communication intervention, adding to the calls for further research in this area.

Relation formation-emploi

Balas, S. (2022). **Référentiels et besoins de formation : un pas vers le travail ?** Présenté à Congrès international de l'AREF 2022. Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-04047956>

Bernard, P.-Y., Gosseaume, V., Meslin, K., Roupnel-Fuentes, M., & Walker, J. (2023, juin 14). **Rapprocher les personnes de l'emploi : politiques des territoires, territoires des politiques.** (19). Consulté à l'adresse <https://shs.hal.science/halshs-04134007>

Bonnard, C. (2023). **The Vocational Drift of French Higher Education and the Employability of Graduates.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 181-197). https://doi.org/10.1007/978-3-031-20653-5_9

As in other European countries, the employability of graduates is at the heart of higher education policies in France. The question of the vocational drift of higher education has become an important issue through the creation of new degrees and the implementation of various measures (apprenticeships, etc.) aimed at developing the employability of graduates. The concept of employability promoted by current policies is part of the human capital theory where the aim is to equip students with a set of skills to facilitate their entry into the labour market. Based on a review of French empirical research studies, this chapter presents the effect of the vocational drift of higher education on the employability of graduates and the importance of considering graduates' perspectives on employability.

Cai, Y. (2023). **Institutionalisation of Employability Capital in Employment Markets.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 161-180). https://doi.org/10.1007/978-3-031-20653-5_8

Cai and Tomlinson's (A renewed analytical framework for understanding employers' perceptions of graduate employability: Integration of capital and institutionalist perspectives. In T. Broadley, Y. Cai, M. Firth, E. Hunt, & J. Neugebauer (Eds.), *SAGE Handbook of Graduate Employability* (pp. 479-495). Sage, 2023) renewed analytical framework for understanding employers' beliefs about graduate employability integrates

Tomlinson's (Forms of graduate capital and their relationship to graduate employability. *Education + Training*, 59(4), 338–352. <https://doi.org/10.1108/et-05-2016-0090>, 2017) concept of employability capital and Cai's (Graduate employability: a conceptual framework for understanding employers' perceptions. *Higher Education*, 65(4), 457–469. <https://doi.org/10.1007/s10734-012-9556-x>, 2013) conceptualisation of the institutionalisation of employers' perceptions of graduate employability. This paper uses it to reinterpret an empirical investigation of China-based Finnish employers' perceptions of Finnish-educated Chinese graduates (Cai, *Understanding employers' perceptions of international graduates: An investigation of the employment prospects of Finnish-educated Chinese graduates in Finnish companies operating in China*. Tampere University Press, 2012) to test and enhance the framework. The re-analysis of old findings with the new framework focuses on two questions: What is the explanatory power of Cai and Tomlinson's (A renewed analytical framework for understanding employers' perceptions of graduate employability: Integration of capital and institutionalist perspectives. In T. Broadley, Y. Cai, M. Firth, E. Hunt, & J. Neugebauer (Eds.), *SAGE Handbook of Graduate Employability* (pp. 479–495). Sage, 2023) framework, and how can it be demonstrated? How can the framework be further enhanced? By answering these questions, the paper also contributes to resolving some long-standing debates in the graduate employability literature, such as whether an international education improves employability.

Collin, C., & Marchal, N. (2023). **Six apprentis sur dix et un lycéen professionnel sur trois, en emploi six mois après leur sortie de formation en 2020, exercent un métier en lien avec leur domaine de formation.** *Note d'Information*, (23.28), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/six-apprentis-sur-dix-et-un-lyceen-professionnel-sur-trois-en-emploi-six-mois-apres-leur-sortie-de-378581>

L'emploi exercé n'est pas toujours en lien avec la formation suivie. Parmi les jeunes issus de la voie professionnelle, de niveau CAP à BTS, en emploi six mois après leur sortie de formation en 2020, six apprentis sur dix et un lycéen sur trois exercent un emploi en pleine correspondance avec leur formation.

Handley, K., & Millar, J. (2023). **The Affective Life of Neoliberal Employability Discourse.** In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 95-112). https://doi.org/10.1007/978-3-031-20653-5_5

This chapter argues that the affective life of neoliberalism should be taken seriously since it permeates the formation of neoliberal reason, including the identification of goals, or 'happy objects', to which individuals are encouraged to aspire (Ahmed, *The affect theory reader*. Duke University Press, Durham North Carolina, 2010; Anderson, *Progress in Human Geography*, 40, 734–753, 2016). The chapter examines neoliberal practices that shape the subjectivities of university students and encourage their valorisation of the happy object of graduate employability. It shows how some graduates are led to seek employability by learning to 'play the game' of displaying qualities they believe employers expect, and by inhabiting a discourse of responsibility and initiative, whilst at the same time becoming more anxious and dependent on the expanding market for employability advice.

Hirvonen, I., Siivonen, P., & Komulainen, K. (2023). **Finnish University Students Constructing Their Ideal Employable Identities: A Case Study of Top Performing Experts.** In P. Siivonen,

U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 275-297). https://doi.org/10.1007/978-3-031-20653-5_13

The society has a great impact on defining what is a successful employable identity. This means that the construction of employable identity has become crucial to pursuing opportunities in the competitive labour market. In this article, employability is seen as a process where Finnish university students play out an identity project and construct their future-oriented employability. By applying narrative thematical analysis, the study shows that students constructed an ideal employable identity, designated as a Top Performing Expert. The process of constructing this identity contained three phases: 1. employability as a long-term goal, 2. constructing employability in a specific field, and 3. harnessing personality to strengthen employability. The authors suggest that identity process requires each individual's own activity and problem-solving.

Holmes, L. (2023). **Graduate Employability and Its Basis in Possessive Individualism**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 29-49). https://doi.org/10.1007/978-3-031-20653-5_2

This chapter examines the basis of the pervasiveness and persistence of the possessive, skills and attributes perspective on graduate employability, despite the well-attested problems with that perspective and the existence of published alternative approaches. It identifies the origins of the perspective in the possessive individualist assumptions about the nature of human persons and society, as explored by the political philosopher C. B. Macpherson. The chapter argues that these assumptions, central to the development of capitalist society and to its current neoliberal form, coupled with conceptual confusion about the key terms (skills, attributes, etc.), sustain flawed and unsustainable approaches to graduate employability.

Hora, M. T. (2023). **Re-Framing Employability as a Problem of Perceived Opportunities: The Case of Internships in a U.S. College Using the Student Perceptions of Employment Opportunities (SPEO) Framework**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 199-224). https://doi.org/10.1007/978-3-031-20653-5_10

The dominant framework of employability focuses on individuals' acquisition of skills and experiences such as internships as primary drivers of job acquisition. Yet evidence shows that access to internships is not universal, and that employment is shaped by the interaction among individual attributes, structural forces, and the sociocultural milieu in which students perceive opportunities. What is needed is an account of employability where the perspectives of real students and the multidimensional nature of employability are highlighted as actionable knowledge for practitioners. In this chapter I introduce the Student Perceptions of Employment Opportunities (SPEO) framework, which focuses on individual perceptions of constraints within their environments regarding their job prospects. To illustrate the SPEO framework in action, I also report findings from a mixed-methods study of internships in the U.S.

Isopahkala-Bouret, U., & Tholen, G. (2023). **Relative Employability: Applying the Insights of Positional Competition and Conflict Theories Within the Current Higher Education Landscape**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia

(Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 51-72). https://doi.org/10.1007/978-3-031-20653-5_3

The purpose of this chapter is to expand the understanding of the relativity of graduate employability, applying the insights of a critical sociological tradition. Although various studies have outlined how social and educational backgrounds shape the employability of graduates, very few have systematically outlined the interplay of labour market positioning, educational positioning, and graduates' social positioning, as this chapter does. Furthermore, the chapter assesses the emerging trends and importance of relative employability within the current higher education landscape. The main argument it puts forward is that employability cannot be understood without considering the actions of others and the social and cultural contexts, which structure the relative chances of graduates in the labour market. Finally, the chapter discusses a new agenda for policy and research on graduate employability.

Kahn, P., & Lundgren-Resenterra, M. (2023). **Grounding Employability in Both Agency and Collective Identity: An Emancipatory Agenda for Higher Education**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 113-132). https://doi.org/10.1007/978-3-031-20653-5_6

Debates on graduate employability are presently dominated by a focus on labour market outcomes that are framed on an individualistic basis. Such a focus is evident not only when attention falls on the skills and experience of individual graduates, but also when analysis highlights the impact of social differences on individual positioning in the labour market. This chapter presents the argument that work itself is determined in fundamental ways on collective considerations. It argues, furthermore, that if graduate employability were to be understood as the capacity of a graduate to exercise agency in ways that contribute to collective agendas within workplaces, then there would be enhanced potential for universities and workplaces to address challenges that matter to society, including those that relate to such concerns as decent work, sustainability and equity. In considering the nature of contributions to collective agendas, the account explores how collective identity underpins both primary and corporate agency within workplaces, drawing on the realist social theory of Margaret Archer.

Laalo, H., Kinnari, H., Silvennoinen, H., & Haltia, N. (2023). **Boosting Employability Through Fostering an Entrepreneurial Mindset: Critical Analysis of Employability and Entrepreneurship in EU Policy Documents**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 73-93). https://doi.org/10.1007/978-3-031-20653-5_4

In EU higher education policy, improving graduate employability is a central concern, setting guidelines and putting pressure not only on higher education institutions but also on individuals. In this chapter, the policy discourse on producing employable graduates is analysed by considering entrepreneurship education as a governing technology. The analysis illustrates how entrepreneurship education is represented as an empowering solution to maximise graduates' employment and economic potential. Graduates are within the policy being governed by risk. While the goal of the policy appears to be producing empowered and employable graduates with a self-responsible entrepreneurial mindset, the policy might also set unintentional pressures and participate in generating a character of a 'neurotic citizen' who has a constant fear of losing control in life and dropping out from society.

Merrill, B., & Revers, S. (2023). **Working-Class Adult Students: Negotiating Inequalities in the Graduate Labour Market**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 225-247). https://doi.org/10.1007/978-3-031-20653-5_11

Increasing attention has been paid to the ways in which higher education is attuned to the labour market. Graduates have typically, in terms of their role and input, been positioned as key players on the economic stage. The discussion over 'work-readiness' and the economic contribution they can make has spawned a narrative and language in HE around the question of 'employability' which is dominated by a human capital approach. As Tomlinson asserts: 'It now appears no longer enough just to be a graduate, but instead an employable graduate' (Graduate employability: A review of conceptual and theoretical themes. Higher Education Policy, 25, 412–431, 2012, p. 25).

Mutanen, H., Korhonen, M., & Siivonen, P. (2023). **Employability as Self-branding in Job Search Games: A Case of Finnish Business Graduates**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 319-339). https://doi.org/10.1007/978-3-031-20653-5_15

The chapter focuses on self-branding as situated employable identity performance in terms of difference and sameness at the time of labour market entry. The chapter provides rarely adopted critical approach to self-branding and contributes to new theoretical-methodological understandings of current manifestations of employability by introducing an interaction-oriented narrative approach to identities. Drawing from detailed analysis of 27 interviews with Finnish business degree graduates, the study shows the various ways graduates strive to accomplish, reaffirm or contest specific versions of themselves in relation to the ideals around employability and the discourse of self-branding. As the graduates present themselves as credible labour market actors, they also strive to solve the moral dilemmas associated with self-branding, that is, authenticity versus fabrication, in the context of Finnish working life.

Pham, T. (2023). **Strategies Undertaken by International Graduates to Negotiate Employability**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 299-318). https://doi.org/10.1007/978-3-031-20653-5_14

This study aimed to explore how international graduates engaged with different employability approaches. Eighteen international students at several universities in Australia participated in this study. The findings revealed that the graduates engaged with different employability approaches and prioritised the development of different capitals at various stages of their career. They mainly engaged with the possessional approach to build human capital at university. However, after graduation, they were more engaged with the positional and processual approaches through which they had to interact with the labour market contexts and find ways to further enrich and mobilise their employability capitals. This study implies that there is a gap between the intentions and purposes of higher education and expectations in the labour market.

Siivonen, P., Isopahkala-Bouret, U., Tomlinson, M., Korhonen, M., & Haltia, N. (2023a). **Introduction: Rethinking Graduate Employability in Context**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability*

in *Context: Discourse, Policy and Practice* (p. 1-26). https://doi.org/10.1007/978-3-031-20653-5_1

This book offers critical multidisciplinary analyses of graduate employability, which have thus far been scarce and often scattered. The book examines employability from macro, meso and micro perspectives: higher education policy, the labour market, higher education institutions, organisations, individuals and social groups. The multinational analyses include chapters that examine employability in European, North American and Australian contexts. Thus, the book aims to provide a multifaceted social and contextual analysis of graduate employability as a theoretical concept, as a discourse and policy imperative, and as a social and discursive practice. The book is divided into three different parts that examine employability from the perspective of theory and discourse, policy and the graduate labour market, and as a career and identity process. Moreover, it introduces novel methodological perspectives to study graduate employability as a process.

Siivonen, P., Isopahkala-Bouret, U., Tomlinson, M., Korhonen, M., & Haltia, N. (Éd.). (2023b). **Rethinking Graduate Employability in Context: Discourse, Policy and Practice**. <https://doi.org/10.1007/978-3-031-20653-5>

Siivonen, P., Korhonen, M., Komulainen, K., Mutanen, H., & Haltia, N. (2023). **Negotiating (Employable) Graduate Identity: Small Story Approach in Qualitative Follow-up Research**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 341-362). https://doi.org/10.1007/978-3-031-20653-5_16

In this methodological chapter, narrative positioning analysis in qualitative follow-up research is developed to analyse continuity and change of (employable) graduate identity through time. The analysis is illustrated with one business graduate's example that was chosen as the educational and working life trajectory consists of breaks that require identity negotiation in relation to the normative ideals of employability. Narrative analysis permits the reading of graduate identity as an emergent phenomenon, making diverse positionings in relation to employability visible. Continuous negotiation of graduate identity implies that there is no single end-point in employability, but instead employability is a socially constructed process in which identity work has become salient to pursuing opportunities in working life. Moreover, our study shows that the normative employable ideal of an enterprising graduate identity is not equally available for those coming from a working-class background.

Suleman, F., da Conceição Torres Figueiredo, M., & Guimarães, R. H. (2023). **Are Graduates Working in Graduate Occupations? Insights from the Portuguese Labour Market**. In P. Siivonen, U. Isopahkala-Bouret, M. Tomlinson, M. Korhonen, & N. Haltia (Éd.), *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (p. 135-159). https://doi.org/10.1007/978-3-031-20653-5_7

Our study draws on the Portuguese linked employer-employee data (2007–2019) to examine the type of occupations assigned to young bachelor and master graduates. Empirical findings show positive signs but sound some alarms. Postgraduates are assigned to high-skilled jobs that could be done by bachelors, who are more likely to work in skilled non-manual or even elementary occupations. The wage gap across levels of education is increasing, thus devaluing the bachelor's degree. We found that the wages of all young people declined due to the economic recession. The data show a gap between bachelor's and master's after the consolidation of the higher education reform. The

expansion of higher education increased the supply of graduates, with the most marked consequences seen at the bachelor level.

Réussite scolaire

Abadía Alvarado, L. K., Gómez Soler, S. C., & Cifuentes González, J. (2023). **Gone with the pandemic: How did Covid-19 affect the academic performance of Colombian students?** *International Journal of Educational Development*, 100, 102783. <https://doi.org/10.1016/j.ijedudev.2023.102783>

The Covid-19 pandemic is an unprecedented shock that has tested the responsiveness of education systems around the world. The international literature that has studied the Covid-19 pandemic and school performance is still limited. Colombia presents an interesting scenario for the analysis due to the prolonged school closures and long lockdowns it experienced in 2020, and the availability of a rich dataset on the results of a high school exit examination (Saber11) that was administered even during the pandemic. Using this data, we estimate whether the COVID-19 pandemic is associated to lower levels of performance amongst graduating high school students using a school and time fixed effects model, finding a negative relation. Due to the significant reduction in the number of students taking the national standardized high school exit exam in 2020, we use inverse probability weighting (IPW) regressions to control for possible selection bias. The results of these regressions show that the Covid-19 pandemic has a negative and statistically significant relation with the scores obtained by students on the Saber11 exam. These results are relevant because they provide evidence to motivate the design of public policies that mitigate the side effects of the pandemic on educational outcomes.

Borne, S., & Moliner, P. (2023). **La représentation de la réussite sociale chez les étudiants : contenus, structuration et variabilités interindividuelles.** *L'orientation scolaire et professionnelle*, (52/2), 279. <https://doi.org/10.4000/osp.17421>

Dans cette recherche, nous nous sommes intéressés aux contenus de la représentation de la réussite sociale chez des étudiants de première année (étude 1 : n = 921), à la structuration de cette représentation et à l'impact des variabilités interindividuelles sur la structuration de cette représentation (étude 2 : n = 2022). La recherche a été menée dans le cadre théorique de l'approche structurale des représentations sociales et selon les méthodologies issues de ce cadre théorique. Au niveau des contenus de la représentation, nous observons la présence de cinq thématiques traditionnellement rencontrées dans les précédents travaux sur les conceptions de la réussite (dimensions personnelle, sociale, professionnelle, scolaire et matérielle). Au niveau de la structuration de la représentation, les résultats montrent que les dimensions personnelle, sociale et professionnelle sont centrales, tandis que les dimensions scolaire et matérielle sont périphériques. Enfin, il apparaît que les variabilités interindividuelles (e.g. sexe, milieu social, etc...) n'impactent que la périphérie de la représentation de la réussite sociale.

Kammerer, B. (2023). **L'abandon de thèse, un problème d'encadrement.** *Sciences Humaines*, (359). Consulté à l'adresse https://www.scienceshumaines.com/l-abandon-de-these-un-probleme-d-encadrement_fr_45978.html

En France, de nombreux étudiants interrompent leurs études doctorales avant d'avoir pu soutenir leur thèse. Très variables selon les disciplines – de moins de 5 % en sciences expérimentales à 40 % en sciences humaines et sociales –, ces taux d'abandon sont comparables à ceux constatés à l'échelle internationale.

Kindelbeger, C., & Safont-Mottay, C. (2023). **Trajectoires d'élaboration d'un projet vocationnel au cours du lycée: interrelations avec les processus identitaires, la motivation et les indicateurs de décrochage scolaire.** *L'orientation scolaire et professionnelle*, (52/2), 307. <https://doi.org/10.4000/osp.17450>

Se projeter dans un avenir scolaire et/ou professionnel constitue un enjeu majeur que les lycéens négocient différemment. La présente étude avait pour objectif principal de mettre en évidence la diversité des trajectoires dans la construction de projet vocationnel au cours du lycée et d'en identifier les spécificités identitaires et motivationnelles. Deux cent quatre-vingt-onze lycéens (cent quatre-vingt-dix filles) ont indiqué leur projet en début de seconde (T1), puis en fin de terminale (T2), et ont répondu à des questionnaires mesurant les processus identitaires et la motivation autodéterminée à T2. Différents indicateurs de décrochage scolaire ont aussi été collectés à T2. Les résultats mettent en lumière six trajectoires de projet vocationnel, qui varient en termes de degré de précision et de stabilité ou non des projets. Ces profils présentent des configurations identitaires et motivationnelles spécifiques, ainsi que des risques de décrochage scolaire différents, soulignant la place de l'élaboration du projet vocationnel dans la dynamique scolaire. projet d'avenir scolaire et professionnel, adolescence, processus identitaires, motivation autodéterminée, évolution des projets

Lin, W., Zaman, S. I., Jamil, S., & Khan, S. A. (2023). **Students engagement in distant learning: How much influence do the critical factors have for success in academic performance?** *Psychology in the Schools*, 60(7), 2373-2394. <https://doi.org/10.1002/pits.22858>

This research identifies the critical factors of student engagement and distance learning that will improve academic performance during a pandemic. The fuzzy Delphi method and fuzzy analytical hierarchy process method are applied to this research, which is a multicriteria decision-making technique. A survey is conducted and evaluated based on experts' opinions. The social constructivism theory was selected to be applied here; it supports student engagement and distance-learning factors' relationships with academic performance. After the analysis, the six most significant factors are evaluated. It is observed that Social isolation (C1), Technology effectiveness (C2), Social status enhancement (C3), Student Competency (C4), Motivation (C5), and Satisfaction (C6) are the highest-ranking factors that increase academic performance. On the basis of the results, it is suggested that management's primary responsibility is to provide training and guidance to instructors/teachers to enhance, motivate the students, and create opportunities for every student to improve their academic performance in a pandemic situation through distance learning.

Lockwood, A. B., Klatka, K., Parker, B., & Benson, N. (2023). **Administration and Scoring Errors on the Woodcock–Johnson IV Tests of Achievement: Before and During COVID-19.** *Journal of Psychoeducational Assessment*, 41(5), 501-513. <https://doi.org/10.1177/07342829231166725>

Eighty Woodcock–Johnson IV Tests of Achievement protocols from 40 test administrators were examined to determine the types and frequencies of administration and scoring errors made. Non-critical errors (e.g., failure to record verbatim) were found on every protocol (M = 37.2). Critical (e.g., standard score, start point) errors were found on 98.8% of protocols (M = 15.3). Additionally, a series of paired samples t-test were conducted to determine differences in total, critical, and non-critical errors pre- and during-COVID-19. No statistic differences were found. Our findings add to a growing body of research that

suggests that errors on norm-referenced tests of achievement are pervasive. However, the frequency of errors did not appear to be affected by COVID-19 stressors or social distancing requirements. Implications of these findings for training and practice are discussed. Suggestions for future research are also provided.

Madden, M. (2023). **Dear Students: 10 Letters to Empower and Transform Your Higher Education Journey.** Consulté à l'adresse <https://www.peterlang.com/document/1297589>

Dear Students: 10 Letters to Empower and Transform Your Higher Education Journey is a higher education guide that prepares students to authentically ...

Merri, M., & Dubeau, A. (2023). **Des contradictions au décrochage : récits de parcours en adaptation scolaire.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11931>

Cet article décrit les interprétations de leur expérience en adaptation scolaire au Québec de 18 jeunes adultes ayant décroché de l'école et rencontrés dans le cadre d'entretiens biographiques. Les contradictions exprimées sont analysées à trois étapes du parcours : au moment de l'orientation en adaptation scolaire, dans le rapport aux moyens mis en œuvre (cahiers, activités...) et au moment du décrochage final. À la suite de Yrjö Engeström, le dispositif scolaire est situé au sein d'un ensemble de systèmes d'activités. Quatre expressions des contradictions sont distinguées : le conflit, le conflit interne, le dilemme et la double contrainte. Les résultats présentent une dépréciation générale des dispositifs au moment de l'orientation, la perte de la valeur d'échange de l'activité scolaire, une injonction au rythme personnel comme double contrainte et la rareté des expériences d'agentivité à l'école et dans le décrochage final. Enfin, les participants des classes pour « difficulté comportementale » se caractérisent par une critique de l'exclusion et de la segmentation des publics scolaires.

Michaut, C. (2023). **État des recherches en économie et en sociologie sur la réussite universitaire.** *Recherches en éducation*, (52). <https://doi.org/10.4000/ree.11961>

Cet état des recherches est issu d'un chapitre de mon habilitation à diriger des recherches (Michaut, 2020) et d'une synthèse produite pour l'observatoire de la réussite universitaire de Nantes Université. Depuis une cinquantaine d'années, de nombreuses recherches en sociologie et en économie de l'éducation ont cherché à établir les facteurs individuels et contextuels de la réussite dans l'enseignement supérieur. Cet article dresse un état de ces recherches à partir d'une revue critique de la...

Miller, H., Bourke, R., & Dharan, V. (2023). **Fostering success: young people's experience of education while in foster care.** *International Journal of Inclusive Education*, 27(6), 689-703. <https://doi.org/10.1080/13603116.2020.1867378>

All children have the right to an education and a voice, to be heard and to influence aspects of their lives and their education. Children and young people in foster care face unique and often challenging experiences that can make them vulnerable to having these basic rights eroded. This paper presents the findings from an in-depth study exploring the educational experiences and self-determined educational successes of young people who spent time in foster care in New Zealand. Findings from semi-structured interviews with seven young people reflected broad and holistic experiences of educational success. Relationships with teachers, foster caregivers and friends were key supports to success, along with having a voice, influence over decisions and having an advocate. Young people demonstrated marked resilience throughout the challenges

they faced, which was both supportive to success, and a success in itself. Given the unique life experiences of children and young people in foster care, there is an imperative to create space for their voices to determine and define what educational success means. They need their rights to share these perspectives to enhance their own educational experiences, and to influence both the policy and practice agendas around foster care and education.

Miras, G. (2023, juin 20). **Réussite scolaire : faut-il croire au don pour les langues étrangères ?** Consulté 21 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/reussite-scolaire-faut-il-croire-au-don-pour-les-langues-etrangeres-207247>

L'idée que certains élèves auraient un don pour les langues est courante. Mais est-elle juste ? Et permet-elle vraiment de mettre en place de bonnes conditions d'apprentissage ?

Ossai, M. C., Ethe, N., Edougha, D. E., & Okeh, O. D. (2023). **Academic integrity during examinations, age and gender as predictors of academic performance among high school students.** *International Journal of Educational Development*, 100, 102811. <https://doi.org/10.1016/j.ijedudev.2023.102811>

The study sought to determine if students academic integrity during examinations, age and gender predict their academic performance and examine its implications for adopting preventive actions against cheating in examinations. It was based on the Modified Theory of Planned Behaviour. Analysis of data collected with the aid of Academic Integrity Measurement Instrument (AIMI) led to significant findings that Academic Integrity during examinations and Age significantly predict Academic Performance. There was significant predictive relationship between Age and Academic Integrity during examinations as well as between Age and Academic Performance. Also, there was a statistically significant difference between male and female students in the Academic Integrity during examinations as well as in their Academic Performances. Whereas mean Academic Integrity score of female students were slightly higher than that of the males; the mean Academic Performance of male students was higher than that of the female students. These findings have implications for test development, administration and students' academic integrity policies and practices. Test developers and administrators should consider inclusion of a segment in the question papers that assess students' academic integrity especially in developing countries like Nigeria. The essence of such inclusion is to determine the relationship between students academic integrity quotient and their academic performance. In other words, the authors strongly recommend to the examination bodies and stakeholders to consider the possibility of determining the proportion of a student's academic performance attributable to academic dishonesty or honesty.

Reid, K., Butler, D. L., Comfort, C., & Potter, A. D. J. (2023). **Virtual internships in open and distance learning contexts: Improving access, participation, and success for underrepresented students.** *Distance Education*, 44(2), 267-283. <https://doi.org/10.1080/01587919.2023.2209029>

This study at The Open University in the United Kingdom examined the effectiveness of specifying internship opportunities for underrepresented student groups in two faculties. Our data, gathered through intern focus groups and supervisor interviews, demonstrate that the virtual internship scheme has been successful from both intern and supervisor

perspectives, providing flexible and supportive opportunities which help interns to develop transferable skills and confidence. The virtual internship approach therefore provides opportunities for large-scale distance learning institutions to routinely offer work experience to their students, supported by the further development of effective remote working practices. Unexpected benefits of this program emerged through the staff-student partnerships developed in university-based internships. Future research will focus on mechanisms to further improve and scale up the virtual internship program to enhance access for underrepresented students and to explore how virtuality contributes to new perspectives of employability.

Romuald, N. K. (2023). **An analysis of inequalities in school performance between public and private students in sub-Saharan Africa.** *International Journal of Educational Development*, 100, 102802. <https://doi.org/10.1016/j.ijedudev.2023.102802>

This paper investigates which micro factors among student, classroom, teacher, and school characteristics explain inequalities in public-private school achievement at the end of primary school in 14 sub-Saharan African (SSA) countries. Using data from the 2019 CONFEMEN Education Systems Analysis Program (PASEC) assessment and an empirical strategy that leverages an educational production function, an Oaxaca-Blinder, Juhn Murphy, and Pierce decomposition, the main findings are as follows. Private schools provide a higher quality of education than public schools. The variables gender of the student, age and gender of the teacher, and number of inspections contribute to reducing inequalities between the two groups, while the variables home language, kindergarten attendance, socioeconomic level of the student's family, age of the student, and location and infrastructure of the school contribute to maintaining educational inequalities. Students who do less well in private schools are less likely to succeed in public schools. Those who do well in public schools are equally likely to do well in private schools.

Roy, V. (2023). **Pratiques pédagogiques favorisant la réussite des cours d'histoire du Québec et du Canada en formation générale des adultes** (Essai, Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/20396>

Au Québec, la formation générale des adultes (FGA) baigne dans un contexte organisationnel fort différent de celui des jeunes. En effet, les élèves peuvent y commencer leur formation à tout moment, à temps partiel ou à temps plein, de jour ou de soir. Les classes sont hétérogènes tant du côté des matières enseignées dans un même groupe que des niveaux enseignés au même moment. Il est donc rare d'y observer des dynamiques de groupe, car le type d'enseignement dispensé est habituellement différent de celui du secteur jeune. Depuis l'automne 2022, le nouveau Programme d'histoire du Québec et du Canada a été implanté en FGA. Semblable à celui proposé aux jeunes des troisième et quatrième secondaire, il touche très peu d'élèves au secteur adulte. Les préoccupations du personnel en FGA au CSSPI quant à la réussite des élèves ont motivé de cibler les pratiques pédagogiques favorisant la réussite des quatre cours du programme. Plus spécifiquement, les objectifs de recherche ciblés sont les suivants : OS 1 Déterminer quelles sont les pratiques qui favorisent la mémorisation des savoirs historiques; OS 2 déterminer quelles sont les pratiques qui favorisent l'apprentissage des savoir-faire relatifs aux opérations intellectuelles; OS 3 déterminer quelles sont les pratiques qui favorisent l'apprentissage des savoir-faire relatifs à l'analyse de documents historiques; OS 4 déterminer l'apport des TIC dans l'enseignement du cours d'histoire du Québec et du Canada. L'approche de

recherche est qualitative. La collecte de données a été réalisée à l'aide d'entrevues semi-dirigées individuelles réalisées auprès de six personnes participantes volontaires. Elles ont été choisies à partir de critères d'inclusion dont leur connaissance du programme, leur expérience et leur connaissance des TIC. Les résultats de l'analyse des données sont regroupés en fonction de la fréquence avec laquelle elles sont mentionnées par les personnes participantes. L'utilisation des TIC, du cahier, ou d'exercices, la prise en compte de la zone proximale de développement, le modelage et l'organisation des savoirs sont les pratiques ayant obtenu la fréquence la plus élevée. Finalement, les résultats permettent de cibler des pratiques pédagogiques qui favorisent la réussite des cours d'histoire du Québec et du Canada en FGA. D'autres recherches étalées dans le temps ainsi qu'un accompagnement du personnel enseignant pour la diffusion et le transfert des données de la recherche s'avèrent des pistes de développement intéressantes à la suite des conclusions de cet essai.

Wladis, C., Hachey, A. C., & Conway, K. (2023). **Time Poverty: A Hidden Factor Connecting Online Enrollment and College Outcomes?** *The Journal of Higher Education*, 94(5), 609-637. <https://doi.org/10.1080/00221546.2022.2138385>

This study explored the relationships between voluntary online course enrollment (pre-pandemic), time poverty, and college outcomes. Results indicate that students who enrolled in at least one fully online course were significantly more time poor than other students; these differences were largely explained by age, parental status, and paid work. Yet, despite being more time poor, students who enrolled in online courses were more likely to successfully complete their courses, especially after controlling for time poverty. While students who took at least one online course were less likely to be retained in college and accumulated on average fewer credits, outcomes in online courses did not explain these differences; rather, other factors that make students both more likely to enroll online and to drop out or take fewer credits likely play a role. In particular, time poverty fully mediated the relationship between online enrollment and credit accumulation.

Yilmaz Bodur, Z., Kılıç, A. F., & Aktan, S. (2023). **Perceived instructional environment and English achievement: The mediating role of student engagement.** *The Journal of Educational Research*, 116(2), 100-112. <https://doi.org/10.1080/00220671.2023.2203093>

This study examined the mediating role of student engagement in the relationship between students' perception of the instructional environment and English course achievement. The study sample consisted of 456 volunteer students studying in the 6th grade of secondary school in Türkiye. Structural equation modeling was used to examine the mediation relationship between variables. According to the analysis, REACT explains 66% of the SES variance, and both REACT and SES explain 37% of the achievement variance. Moreover, mediational pathways going through SES significantly predicted achievement. In addition, the study determined that SES played a partial mediating role in the relationship between REACT and English achievement. Based on the finding in this study that 90% of the total effect of REACT on achievement is realized through SES, it can be said that teachers can increase students' achievements in English by supporting their participation in lessons.

Zheng, L., Qi, X., & Zhang, C. (2023). **Can improvements in teacher quality reduce the cognitive gap between urban and rural students in China?** *International Journal of Educational Development*, 100, 102781. <https://doi.org/10.1016/j.ijedudev.2023.102781>

The urban-rural educational gap is a pressing issue for many countries, including China. Rural students have access to fewer educational resources and have less qualified teachers. Enhancing the quality of rural teachers is being prioritized by the Chinese government in its efforts to advance rural education. Using data from the China Education Panel Survey, we examine the impact of teacher quality on the cognitive gap between rural and urban students in China. We find that, first, the quality of teachers, as measured by academic qualifications and professional titles, significantly affects students' cognitive achievements. Second, middle and high achievers benefit more than their other peers from highly qualified teachers. Third, urban-rural discrepancy in teacher quality accounts for 9.06% of the cognitive gap on average. Our findings highlight the critical role of teacher quality in promoting educational equity and the importance of recruiting high-quality teachers for rural schools.

Valeurs

Biffi, E. (2023). **Oltre la retorica della partecipazione: i giovani e le nuove forme dell'agire politico**. *Encyclopaideia*, 27(1S), 55-63. <https://doi.org/10.6092/issn.1825-8670/16882>

The importance of youth participation is underlined by international policies, which widely stress youth's fundamental role in developing more just and sustainable societies. At the same time, disaffection from the more traditional democratic processes is registered by young people, who instead seem to be looking for forms of expression of a different nature. This paper aims to question the forms of participation of young people, offering to consider them as resources for the broader society within the perspective of public pedagogy (Biesta, 2012), suggesting that the institutions let themselves be informed by what is happening.

Bruzzone, D. (2023). **Rediscovering the Meaning of Education: The Aims of Teaching in an Era of "Learnification"**. *Encyclopaideia*, 27(1S), 1-8. <https://doi.org/10.6092/issn.1825-8670/16680>

The aim of education is a key question; in a certain sense it is a traditional question — viewed by some as a given. Indeed, perhaps because it appears to be self-evident, it has long since ceased to be a focus, with a number of undesirable consequences. Education invariably remains an action that is explicitly or implicitly imbued with intentionality, but if it loses sight of its goals (or, worse still, does not acknowledge them expressively), it risks becoming ethically and politically ambiguous, if not downright corrupted or distorted.

Caronia, L. (2023). **The Haunting Question of Values in the Era of Measurement, Assessment and Evidence-Based Education: Towards a Moral Accountability of Educational Decision-Making**. *Encyclopaideia*, 27(1S), 29-36. <https://doi.org/10.6092/issn.1825-8670/16338>

The evidence-based turn in education reveals renewed consensus on empiricism and shared trust in science as if it were the allegedly value-free basis for decision-making: good, justifiable governance should be a non-discretionary corollary of scientific knowledge. The article focuses on some risks implied in pursuing the de-moralization of educational decision-making, namely the realistic, the reductionist, and the perspective fallacies, as well as the minimization of individual responsibility in favor of the third-person perspective implied in following protocols and guidelines. In the discussion I address some possible reasons for the appeal of the evidence-based turn despite these risks: the

contemporary pressure for “accountability” and the need to justify social policies and practices with consensual criteria. In the conclusion, I claim that educational decision-making should deploy rather than conceal its moral bases despite their being potentially highly divisive. Consequently, I make a case for “moral accountability”: making publicly inspectable what evidence-based education tries to conceal, i.e. the unavoidable value-ladenness of educational policies and practices.

Çelik, Ö. (2023). **Developing a multipronged academic integrity policy writing tool for secondary schools.** *International Journal of Educational Development*, 100, 102807. <https://doi.org/10.1016/j.ijedudev.2023.102807>

Academic integrity is best achieved by creating a culture at schools. Developing and implementing an academic integrity policy is one of the key elements of creating a culture of academic integrity. It is well established that developing and implementing effective academic integrity policies have clear implications for upholding academic integrity at schools. In this respect, developing and implementing an academic integrity policy should be among the top priorities of educational institutions. Academic integrity policy development is a challenging process that takes time and requires expertise and the collaboration of all stakeholders at the school. Moreover, this challenge may be one of the reasons why schools refrain from developing their policies. K-12 schools, motivated to create a culture of academic integrity in their settings, may need a roadmap or guideline during the process. From this standpoint, this study set out to identify the core themes of a multipronged academic integrity policy, reveal the qualifications of each theme and, based on this data and develop an online academic integrity policy writing tool that K-12 schools can use to develop their academic integrity policies.

Conte, M. (2023). **Before the Classroom. Translation as Internship.** *Encyclopaideia*, 27(1S), 75-80. <https://doi.org/10.6092/issn.1825-8670/16384>

What are the problems that teaching encounters today? In what way today is teaching spoken of? The words that speak of the school today, which words are they and where do they come from? What rationality more generally informs them? The Essay tries to answer these questions by employing a critical-theoretical perspective. Starting from the presupposition that teaching has principally to do with the knowledges deposited in the disciplinary contents, the first step, following Lyotard, considers the conditions of knowledge in the more developed societies, examining in particular what knowledge is expected to be and who takes this decision. Then the Essay moves further critically examining the hegemonic advent of neo-liberalism and the paradigmatic horizon of connections and economical-political presuppositions that follows. The analysis continues by focusing on the words that characterize the Neo-Language that today insists on education and teaching, proposing the practice of a ‘foreignizing’ translation as a premise to rethink the emancipatory education.

Culp, J. (2023). **Democratic Citizenship Education in Digitized Societies: A Habermasian Approach.** *Educational Theory*, 73(2), 178-203. <https://doi.org/10.1111/edth.12573>

In this article Julian Culp offers a new conceptualization of democratic citizenship education in light of the transformations of contemporary Western societies to which the use of digital technologies has contributed. His conceptualization adopts a deliberative understanding of democracy that provides a systemic perspective on society-wide communicative arrangements and employs a nonideal, critical methodology that concentrates on overcoming democratic deficits. Based on this systemic, deliberative

conception of democracy, Culp provides an analysis of the public sphere's normative deficits and argues that current political communication may be systemically distorted. Drawing on this analysis, he suggests that practices of democratic citizenship education in digitized societies must not concentrate narrowly on the effective and responsible use of digital technologies. Instead, these practices should also focus on the economic and cultural conditions that are co-responsible for the structural problems of political communication as well as address the democratic deficits that are reflected in inadequate communicative arrangements.

D'Addelfio, G. (2023). **What is not Teaching? Levinasian Notes on Maieutics and Contemporary Education.** *Encyclopaideia*, 27(1S), 81-88.
<https://doi.org/10.6092/issn.1825-8670/16892>

The paper orbits around Lévinas' idea of teaching as opposite to Socratic maieutic method. According to the phenomenologist, pursuing only the goal of drawing out of the students what is already contained in them relegates teaching to a secondary role and, first and foremost, underlies an anthropology centered on the ego and not on the relationship. The aim of the paper is to show how this anthropology is unable to respond to many "emergencies" of contemporary education.

Frau-Meigs, D. (2023, juin 19). **ChatGPT : face aux artifices de l'IA, comment l'éducation aux médias peut aider les élèves.** Consulté 21 juin 2023, à l'adresse The Conversation website: <http://theconversation.com/chatgpt-face-aux-artifices-de-lia-comment-education-aux-medias-peut-aider-les-eleves-207166>

Les nouveaux outils d'intelligence artificielle bouleversent l'information et multiplient les pièges en ligne. Quel type de boussole l'éducation aux médias fournit-elle aux élèves dans ce contexte ?

Ghirotto, L. (2023). **Revitalising Empirical Research in Education with Citizen Science: From (Solving) Misinterpretations to (Embracing) Opportunities.** *Encyclopaideia*, 27(1S), 45-53.
<https://doi.org/10.6092/issn.1825-8670/16383>

Empirical research in education needs to be revitalised. However, there are some misunderstandings to solve: I) experts must refrain from expropriating the teachers from any possibility of voicing about scientific research that matters; II) considering scientific evidence as incontrovertible fact is erroneous; III) believing that the only research worth being conducted at school is that that delivers certainty and political/ethical impartiality is the last misconception. A couple of obstacles to counter these misunderstandings subsists: I) the teacher training, which does not equip teachers to comprehend and conduct scientific research; II) the practices of accountability of scientific production in academic institutions pushing researchers to publish low-quality/interest studies. In this context, Citizen Science (involvement of non-researchers in interactions with researchers as equals) can be a promising resolving direction.

Gilliot, J.-M., & Karmann, M. (2023, juin 6). **Enseigner la transition écologique et sociétale, un renouvellement des postures ?** Présenté à Questions de Pédagogie dans l'Enseignement Supérieur. Consulté à l'adresse <https://hal.science/hal-04136276>

Les enseignants souhaitant s'investir dans des enseignements renouvelés pour aborder la transition nécessaire face aux enjeux climatiques, économiques et sociaux, ainsi que les étudiants, s'inquiètent des postures à adopter pour développer un enseignement propice. Nous abordons les postures proposées pour répondre à un monde en mutation,

et les examinons au regard de ces nouveaux enjeux. Nous nous appuyons pour cela sur le retour d'enseignants et d'étudiants ayant participé à des ateliers sur cette question de posture dans le cadre de l'initiative Riposte Créative Pédagogique. Au regard de l'expérience acquise dans cette initiative, nous proposons d'encourager le développement de communautés locales, intégrant les questions de développement professionnel de ses membres, et reliées en coopération ouverte.

Leiviskä, A. (2023). **Truth, Moral Rightness, and Justification: A Habermasian Perspective on Decolonizing the University.** *Educational Theory*, 73(2), 223-244. <https://doi.org/10.1111/edth.12575>

In this paper, Anniina Leiviskä examines the moral, political, and epistemic claims of the social justice movement known as “decolonizing the university” from the perspective of Jürgen Habermas’s distinction between objective and normative validity and the respective notions of truth and moral rightness. Leiviskä challenges the view, held by some representatives of decolonization, that the normative and epistemic claims of the movement are inseparable from each other and suggests that evaluating the justification of the movement requires holding these claims at least analytically distinguishable. She argues that while the moral and political claims of “decolonizing the university” find strong justification through Habermas’s discourse morality, its epistemic claims, especially the rejection of shared standards of knowledge, might have epistemically problematic consequences. Accordingly, Leiviskä suggests here that the epistemic justification of decolonization is conditional on the acceptance of shared epistemic standards — the pragmatic truth concept and the criterion of impartiality — which she develops in the paper on the basis of Habermas’s pragmatic theory of truth and rational discourse as a model of justification. Finally, she proposes that the implications of these criteria for practices of higher education and the curriculum should be determined through an open and unconstrained discussion by the members of an inclusive university community.

Madrusan, E. (2023). **Some Considerations on the Educational “Situation”, Between Performativity and Commitment.** *Encyclopaideia*, 27(1S), 37-43. <https://doi.org/10.6092/issn.1825-8670/16268>

Considering the distortion of meaning to which the word lends itself in the neo-liberal use of the expression “stay-at/in-situation” with reference to school and educational contexts, my brief analysis will focus on the meaning the word originally assumed in the phenomenological-existential vocabulary. Here, in fact, ‘situation’ does not only identify the necessary anchorage to the already-given contingency, but mainly describes the relation of meaning between subject and reality. In the first case, the prescription of being constrained (even morally) by the real prevails, which corresponds to the action-outcome nexus; in the second case, intersubjectivity as a field of forces that creates the changing meanings of the real prevails, which corresponds to the ability to project oneself. In the first case, reality can be described by indicators that measure it, based on which it is necessary to measure the expected outcome. In the second case, reality consists of elements with different meanings for each of the contributors, the mutual influence of which determines reality itself. The same discourse also applies to the confusion between result and project: project, phenomenologically understood, does not correspond to the result, but to the broader horizon that maintains the relation between different existential and social situations.

Martin, C. (2023a). **Educational Institutions and Indoctrination.** *Educational Theory*, 73(2), 204-222. <https://doi.org/10.1111/edth.12574>

The concept of indoctrination is typically used to characterize the actions of individual educators. However, it has become increasingly common for citizens to raise concerns about the indoctrinatory effects of institutions such as schools and universities. Are such worries fundamentally misconceived, or might some state of affairs obtain under which it can be rightly said that an educational institution is engaged in indoctrination? In this paper Christopher Martin outlines what the concept of institutional indoctrination could mean. He then uses Jürgen Habermas's discourse theory in order to develop a specific conception of institutional indoctrination: an educational institution indoctrinates when it exercises its authority in order to support the deliberative norm that some belief P ought to be exempt from tests of or challenges to its truth or rightness just because it is belief P. Martin argues that this norm undermines conditions of symmetrical and inclusive public discourse essential to the development of knowledge and understanding among free and equal citizens. That is, institutional indoctrination involves a closing of the public mind.

Martin, C. (2023b). **Symposium Introduction: Discourse Ethical Perspectives on Education in Polarized Political Cultures.** *Educational Theory*, 73(2), 174-177. <https://doi.org/10.1111/edth.12572>

Nunner-Winkler, G. (2023). **Discourse Ethics: A Pedagogical Policy for Promoting Democratic Virtues.** *Educational Theory*, 73(2), 273-291. <https://doi.org/10.1111/edth.12578>

The guidelines followed by many educational boards recommend behavioristic practices for dealing with student discipline; however, Lawrence Kohlberg's idea of organizing schools as "just communities" suggests a more promising approach. It translates to the school context the core principle of Habermas's discourse ethics: those norms to which all concerned agree are valid. In such democratically organized schools, students engage in less violence and take greater responsibility for safeguarding each other's welfare. Public debates about rules and handling transgressions generate knowledge regarding shared norms, promote role-taking abilities, and foster ego-syntonic commitment to democratic values. Such participatory experiences may contribute to constituting ego identity. Whereas identity politics relies on particularistic affiliations and emphasizes demarcations between social groups, ego identity is based on a commitment to universal moral values. This commitment allows individuals to develop and sustain a sense of coherence, continuity, and uniqueness, and it fosters democratic cooperation and social cohesion. In this article, Gertrud Nunner-Winkler provides empirical support for these claims.

Oliverio, S. (2023). **Is Failure the Best Option? An Untimely Reflection on Teaching.** *Encyclopaideia*, 27(1S), 65-74. <https://doi.org/10.6092/issn.1825-8670/16396>

After outlining the renascent interest in teaching within contemporary educational theory, the present paper engages with a reflection on teaching beyond the predominant learnification and the related emphasis on efficacy as a primary value. In this endeavour, the theme of teachers' demoralization is introduced in a philosophical-educational key, by deploying an existential perspective. Within this horizon, a special focus is on failure construed as intimately linked with the 'essence' of education qua an encounter of free beings and as a possibility inherent to the dignity of teaching. In

conclusion, some implications of this recognition of the 'significance' of failure are indicated in regard to teacher education.

Stojanov, K. (2023). **Inclusive Universalism as a Normative Principle of Education.** *Educational Theory*, 73(2), 245-257. <https://doi.org/10.1111/edth.12576>

In recent years we have seen a newfound engagement with Jürgen Habermas's work in philosophy of education, focusing on his conception of argumentative dialogue, or discourse, as the origin of both truth-related epistemic judgments and justifications of moral norms that claim rightness rather than truth. In this article, Krassimir Stojanov first reconstructs the way in which Habermas determines the relation between truth and rightness, and he then shows that moral rightness functions as a "truth-analogue" since moral norms, like true facts, transcend the actual and local practices of their justification. In the case of moral rightness, this transcendence occurs as an infinite process of inclusion of the perspectives and interests of all potentially concerned persons — also (and foremost) the perspectives and interests of those who are strange to each other in their respective values, worldviews, and interests. With this account of "truth-analogue" moral rightness, Habermas conceptualizes a kind of processual and "difference-sensible" universalism, which is very different from the substantialist universalism of some traditional conceptions of education, or *Bildung*. In the final section, Stojanov shows why including children in their otherness as children in the discursive process of production of moral knowledge, and thus treating them with a kind of epistemic respect, is a constitutive condition for that process. The demand for the discursive inclusion of children follows from the discourse ethics approach, but it requires an enlargement and some corrections of that approach.

Tarozzi, M. (2023). **The Obsession with Measurement and Construction of Possible Futures in Education.** *Encyclopaideia*, 27(1S), 21-27. <https://doi.org/10.6092/issn.1825-8670/16427>

Over the last decade, there has been a growing consensus, including in Italy, that it makes sense to provide an objectively measurable empirical basis for educational policies and practices in order to escape from the uncertainty of practices based on individual experience or subjective values. The quantification of the social sphere, the "metric society" (Mau, 2019), and data-driven models of governance have led not only to "learnification", a culture of performativity and standardised testing as the dominant model (Biesta, 2010), but also to a loss of future-oriented visions as these latter are overwhelmed by statistical models of anticipation. The main aim of this paper is to critique the post-positivist epistemological assumptions of so-called Evidence Based Education as well as the neoliberal organisational models whose indiscriminate application to professionals in education robs these roles of professionalism. Secondly, based on the recent UNESCO report on the "Futures of Education", it intends to discuss the dimension of the future as a key direction of meaning for educational policies and practices, held up as an alternative to anticipatory governance models (Robertson, 2022).

Zwang, A., Bois, E., & Hugon, M. (2023, mars 27). **Être éco-délégués au collège ou au lycée : quels moyens d'action ?** Consulté 3 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/etre-eco-delegues-au-college-ou-au-lycee-quels-moyens-daction-195979>

Depuis 2020, chaque classe de collège et de lycée élit un ou deux éco-délégués chargés de porter des projets de développement durable. Au-delà du symbole, de quelle marge de manœuvre disposent-ils ?