

Veille de l'IREDU



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Acquisition de compétences

Bautier, É., Brissaud, C., Delarue-Breton, C., Crinon, J., Fenoglio, P., Ferone, G., ... Viriot-Goeldel, C. (2022). **Projet e-FRAN «Twictée pour apprendre l'orthographe» (TAO). Rapport scientifique final** [Report]. Consulté à l'adresse Université Paris Est Créteil website: <https://shs.hal.science/halshs-04152540>

Projet financé dans le cadre du programme e-FRAN (Programme d'Investissement d'avenir, PIA2) et piloté par l'Université Paris-Est Créteil (coordination : Thierry Pagnier). L'objectif du projet TAO (Twictée pour apprendre l'orthographe) est d'étudier et éventuellement d'améliorer les effets d'un dispositif pédagogique collaboratif numérique d'enseignement de l'orthographe sur les apprentissages des élèves et sur le développement professionnel des enseignants. L'enquête conduite dans ce cadre par les unités de recherche CIRCEFT et LIDILEM s'est déroulée en 2017-2018, où des données ont été recueillies dans quarante classes d'enseignants volontaires exerçant en cycle 3, choisies dans des milieux contrastés des académies de Créteil et Grenoble, participant pour moitié au dispositif Twictée. Les élèves ont passé des tests d'orthographe, et pour chaque classe, des séances dédiées à différentes activités orthographiques ont été filmées, codées et, pour certaines, transcrites, et des productions et cahiers d'élèves ont été recueillis. Les enseignants ont rempli un questionnaire et ont participé à des entretiens afin d'explorer leurs perceptions des compétences des élèves, leurs pratiques déclarées, leurs conceptions de la langue, leur engagement dans le dispositif et dans la collaboration. Dans chaque classe, dix élèves de niveaux scolaires différents ont été interviewés (entretiens métagraphiques, rapport à l'orthographe, pratiques de l'écrit). Enfin, des corpus d'échanges à distance entre enseignants membres du réseau ont été recueillis. Au plan théorique, on sait depuis longtemps qu'il n'y a pas d'effet des technologies sur les apprentissages, mais des effets éventuels de certains usages des technologies, d'où l'importance accordée dans l'étude aux situations mises en œuvre, et aux interactions langagières qui les accompagnent. D'une manière générale, l'enquête statistique montre que les élèves progressent davantage dans l'année en fonction de leur niveau initial et de leur niveau dans le cursus : les moins performants progressent plus que les plus performants, et les plus jeunes plus que leurs aînés, ce qui s'explique peut-être par un effet plafond à ce moment du développement de leurs connaissances orthographiques et grammaticales. Si on observe une différence significative sur quelques performances orthographiques de base (formes courtes et fréquentes) des élèves twictants par rapport aux non twictants, on ne note pas de différence en ce qui concerne les procédures orthographiques complexes (chaines d'accords, distinction -er/-é...), quel que soit le contexte socioscolaire, contrairement à ce que pensent les enseignants et concepteurs du dispositif. Ces résultats sont sans doute liés au caractère peu contraignant du dispositif, qui autorise des mises en œuvre très diverses, et ne peut de plus pallier un éventuel déficit de formation des enseignants sur les questions d'orthographe ou sur le rôle des interactions verbales dans les apprentissages. Le questionnement grammatical notamment, tel qu'il est conduit lors des corrections, participe peu à l'identification par tous les élèves des savoirs sur le fonctionnement de la langue. Sur le rôle de l'activité numérique dans l'apprentissage de l'orthographe, l'élaboration collective des twoutils (messages envoyés aux auteurs des erreurs orthographiques dans la dictée pour justifier l'orthographe des mots erronés corrigés) produit davantage d'effet que son élaboration individuelle, mais la quête de la balise (mot-clé dans une liste finie de catégories orthographiques) s'apparente plus à une quête de réponse juste qu'à un moyen de comprendre et catégoriser les erreurs.



On observe également un double décalage, d'une part entre les potentialités supposées du dispositif et la manière dont il est réellement exploité par les enseignants, d'autre part entre les effets qu'ils en attendent et la manière dont les élèves le reçoivent. Ces décalages s'expliquent en partie par le fait que les enseignants privilégient les dimensions pédagogiques du dispositif, non spécifiques du numérique (motivation, dynamique de groupe...) aux dépens des dimensions didactiques (travail de fond sur les structures de la langue, rôle de l'écrit dans la communication à distance...). Du côté des élèves, si la plupart pense que le dispositif favorise les apprentissages, bien peu sont en mesure de dire en quoi, et ils peinent à expliquer le rôle d'une balise ou de la rédaction d'un twoutil (pourtant à la base du raisonnement orthographique) qui demeure difficile pour les moins performants. L'étude des échanges langagiers entre élèves dans cinq classes twictantes, attentive au travail des moins performants, montre en effet que leur démarche est plus répétitive que réflexive, de l'ordre de l'étiquetage plus que du raisonnement, alors que celui-ci devrait précéder les phases de normalisation orthographique et d'automatisation. Or, l'analyse des entretiens avec les enseignants (twictants ou non) montre précisément que tous considèrent qu'apprendre à orthographier revient principalement à faire mémoriser et produire des automatismes, même si on peut distinguer deux types d'approches, plus ou moins intégratives. On est frappé par le béhaviorisme sous-jacent à ces conceptions, qui laissent de côté la dimension conceptuelle des apprentissages scolaires. Du côté des twictonautes, les objectifs de collaboration ou de motivation, qui concernent aussi bien les élèves que les enseignants, restent les principaux facteurs invoqués pour expliquer l'engagement dans ce dispositif. L'étude des interactions en classe lors de moments de correction de dictées ou de twictées montre également que la participation des élèves aux échanges ne les implique pas nécessairement dans une réflexion sur le fonctionnement de la langue, et que les conceptions qui s'y manifestent laissent voir l'orthographe comme une somme de savoirs ponctuels qu'il s'agit de rappeler sans cesse. Du point de vue des élèves, l'étude des entretiens métagraphiques confirme celle des échanges en classe, et montre principalement que l'orthographe n'est pas perçue comme un système par les moins performants d'entre eux. En ce qui concerne les classes twictantes, l'étude d'entretiens réalisés avec quinze élèves considérés par leurs enseignants comme les moins performants montre que s'ils apprécient le travail de groupe, ils n'y sont pas pour autant toujours cognitivement engagés, et que les différentes visées du dispositif sont mal comprises. Son amélioration nécessiterait d'une part un étayage important et structurant de la part de l'enseignant, notamment autour du choix des balises et de l'élaboration des justifications, d'autre part une révision de la typologie proposée (le dicobalise) afin qu'elle soit plus restreinte, plus précise et construite avec les élèves, enfin la mise en place d'un tutorat entre pairs et l'individualisation de la partie rédactionnelle de la tâche. L'avant-dernier chapitre de ce rapport présente les raisons invoquées par les enseignants de leur implication dans le dispositif Twictée, et ses effets éventuels sur leur développement professionnel. Si participer au réseau vient renouveler le plaisir d'enseigner, les questions d'orthographe ou d'enseignement avec le numérique ne sont pas au cœur des échanges, et on note une absence de controverses professionnelles. L'étude spécifique de la préparation des dictées par les enseignants montre ainsi que la collaboration au sein du réseau favorise plutôt l'expression d'un soutien mutuel que la circulation des savoirs nécessaires ou l'analyse collective des difficultés rencontrées par les élèves. Précisons cependant que la modestie des effets du dispositif actuellement observés ne doit pas conduire à sous-estimer trop rapidement l'intérêt potentiel des



réseaux connectés, loin d'être encore à maturité. Le rapport s'achève par une série de recommandations et de points d'attention.

Ben Hamouda, L. (2023, juillet 6). **Évaluation à mi-parcours des CP : des résultats stables**. Consulté 11 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/07/06/evaluation-a-mi-parcours-des-cp-des-resultats-stables/>

Dans une note publiée dernièrement, la Direction de l'évaluation, de la prospective et de la performance (DEPP) dresse le bilan des évaluations à mi-parcours des élèves de CP. « En janvier 2023, l'ensemble des élèves de CP ont été évalués en français et en mathématiques. Ce point d'étape, en milieu d'année scolaire, permet de mesurer l'évolution des...

Demirbaş, İ., & Şahin, A. (2023). **The effect of digital stories on primary school students' creative writing skills**. *Education and Information Technologies*, 28(7), 7997-8025. <https://doi.org/10.1007/s10639-022-11440-7>

This study aims to determine the effect of digital stories on the creative writing skills of primary school 4th-grade students. For this purpose, a quasi-experimental research model with a pretest-posttest control group was utilized. The data were collected in the second semester of the 2018–2019 academic year in Şanlıurfa, Turkey. Prior to application, students in both groups wrote 3 stories using 3 different story maps prepared by the researcher at the beginning. During the research process, eight digital stories created by the researcher were played to the students in experimental group. In contrast, these stories were read by the teacher and listened by the students in control group. At the end of the 8-week application process, students were expected to write 3 stories based on the same story maps. "Creative Writing Rubric" was used to determine the creative writing scores of the students in the experimental and control groups both before and after the application process. In the study, it was figured out that digital stories increase the creative writing success scores of the students in the experimental group. It was also identified that there is a significant difference between the creative writing pretest and post-test mean scores of the students in the experimental and control groups in favor of the post-tests. In addition, the effect of the digital stories applied to students in the experimental group on creative writing skills was greater than the students in control group instructed by paper-based technique.

Göktepe Yıldız, S., & Göktepe Körpeoğlu, S. (2023). **Prediction of students' perceptions of problem solving skills with a neuro-fuzzy model and hierarchical regression method: A quantitative study**. *Education and Information Technologies*, 28(7), 8879-8917. <https://doi.org/10.1007/s10639-022-11446-1>

Traditionally, students' various educational characteristics are evaluated according to the grades they get or the results of their answers to the scales. There are some limitations in making an evaluation based on the results. The fuzzy logic approach, which tries to eliminate these limitations, has recently been used in the field of education. While applying the fuzzy logic method to education, students' qualifications are determined qualitatively without using formulas in calculating student performance. However, fuzzy systems lack learning abilities. By combining fuzzy rules and neural networks, the evaluation tool will have greater adaptability to changing conditions. Thus, an educationally robust and easy-to-use assessment tool will be obtained. In this study, in the first stage, students' perceptions of problem solving skills, which is one of their

educational characteristics, were modeled with the ANFIS approach, which is one of the neuro-fuzzy systems apart from traditional methods, through creative problem solving features. ANFIS is an adaptive network that allows neural network topology to be combined with fuzzy logic. It not only incorporates the benefits of both strategies but also eliminates some of their drawbacks when used alone. The inputs of the research were determined as students' creative problem-solving characteristics and the output was their perceptions of problem-solving skills. As a second step, statistical methods (correlation and hierarchical regression) were used to examine whether there was a relationship between students' PoPS skills and CPS characteristics. Afterwards, students' artificial PoPS skill scores obtained with ANFIS in the first step and real PoPS skill scores obtained from their answers to the scale were compared. 360 students from Turkey took part in the study. Depending on the findings of the study, real PoPS scores and artificial ANFIS PoPS scores do not statistically differ significantly. Therefore, the ANFIS results based on creative problem solving features accurately predict students' PoPS scores. Additionally, there is a clear relationship between PoPS talents and CPS features. One of the study's most startling conclusions is that the environment, which is accepted as one of the components affecting creative problem solving in this research, predicts students' perceptions of problem solving skills. These results also prove that the variable of creative problem solving characteristics, which is used to predict students' perceptions of problem solving, is an appropriate variable. It is possible to create the ANFIS system employed in this study utilizing a variety of fuzzy functions and other neuro/fuzzy techniques, and the systems can be compared with each other.

Haskel-Ittah, M., & George-Levi, S. (2023). **Characterisation of knowledge of cancer, illness perceptions and their interaction among high-school students.** *International Journal of Science Education*, 45(9), 709-733. <https://doi.org/10.1080/09500693.2023.2174819>

The ability of school students to use health-related knowledge for their and their community's needs is referred to as health literacy and is regarded as a combination of knowledge and motivational factors. In the case of cancer literacy, high-school students have some knowledge about risk factors, but not much is known about their understanding of the mechanisms by which these risk factors cause cancer. In addition, motivational factors, such as psychological perceptions of cancers, are not well-characterised in this population. Hence, data are insufficient to support the development of educational programmes for enhancing cancer literacy. We characterised 10th-grade students' knowledge and illness perceptions using open questions and Brief Illness Perception Questionnaire and searched for an association between the two. We found that students have much more causal knowledge than mechanistic knowledge about cancer. We also found that the ability to reason about the mechanisms by which cancer develops is associated with the perceived severity of the disease. Thus, the mechanisms leading to cancer should be taught rather than focusing on risk factors. This study also provides evidence for a possible interplay between a specific type of knowledge (mechanistic) about a given phenomenon (cancer) and psychological perceptions of that phenomenon.

Ibrahim, B., & Ding, L. (2023). **Students' sensemaking of synthesis physics problems: an exploration of their eye fixations.** *International Journal of Science Education*, 45(9), 734-753. <https://doi.org/10.1080/09500693.2023.2175183>

We investigate students' eye movements when they solve sequential and simultaneous synthesis physics problems. In sequential synthesis problems, multiple events occur chronologically, whereas in simultaneous synthesis problems, multiple events take place concurrently. We captured students' eye fixations on each problem diagram and recorded their verbal descriptions of problem-solving approaches. Results indicate that for sequential synthesis tasks, students fixated heavily and frequently on regions of a diagram where information is unknown or on empty space related to future events. Further, most students could invoke all relevant principles and intermediate variables to solve the sequential problems. However, for simultaneous synthesis tasks, students prioritised aspects of the diagram where information is given in the problem statement. Moreover, they mostly invoked only one fundamental principle to solve the problems by either using the values given in the statement or identifying one relevant intermediate variable. These findings may be explained by the differences in the spatiotemporal occurrence of the multiple events in the two types of synthesis problem. The chronological events in sequential synthesis tasks seem to support students' sensemaking, but the concurrent events of simultaneous synthesis tasks do not.

Kawarazaki, H., Mahmud, M., Sawada, Y., & Seki, M. (2023). **Haste Makes No Waste: Positive Peer Effects of Classroom Speed Competition on Learning.** *Oxford Bulletin of Economics and Statistics*, 85(4), 755-772. <https://doi.org/10.1111/obes.12545>

This study investigates the effects of speed competition in classrooms on young pupils' learning outcomes. To examine how faster peers' speed affects slower pupils' speed and learning, we employ students' daily progress data in a self-learning programme at BRAC primary schools in Bangladesh. The programme's unique setting allows us to address the reflection problem reasonably well. While speed competition could generate negative consequences, our results show overall positive peer effects on problem-solving time and scores. The effects are stronger among peers with similar abilities, without negatively affecting others. Our results show efficiency gains from non-market competition in education and learning.

Kumar, J. A., Ibrahim, N., McEvoy, D., & Sehsu, J. (2023). **Anthropomorphised learning contents: Investigating learning outcomes, epistemic emotions and gaze behaviour.** *Education and Information Technologies*, 28(7), 7877-7897. <https://doi.org/10.1007/s10639-022-11504-8>

Anthropomorphism is defined as attributing human traits and emotions to non-human entities. In the field of emotional design in multimedia learning, anthropomorphising essential learning elements has been associated with promoting positive learning experiences. Although it has been widely used for educational purposes, there are still limitations when considering different contexts, learning variables, and non-invasive measurement. Therefore, in this study, we investigated how anthropomorphising affects and associates with learning based on three perspectives: learning outcomes, epistemic emotions, and gaze behaviour. The findings indicate that anthropomorphism did not directly affect learning achievement, perceived satisfaction, and effort or when moderated by the need for cognition. However, anthropomorphism reduced the effect of perceived negative epistemic emotions, namely Bored and Anxiety. Additionally, a comparative correlation analysis indicated that anthropomorphism significantly reduced the perception of negative epistemic emotions for learning achievement (Confused and Frustrated) and effort (Frustrated). The gaze behaviour analysis revealed that anthropomorphism only influenced the initial view and not the number of views or dwell

time. However, dwell time reflected partiality towards anthropomorphised elements showing negative emotions. The results implicate design and research considerations for future studies.

Lee, J. won, Wolters, A., & Grace Kim, Y.-S. (2023). **The Relations of Morphological Awareness with Language and Literacy Skills Vary Depending on Orthographic Depth and Nature of Morphological Awareness.** *Review of Educational Research*, 93(4), 528-558. <https://doi.org/10.3102/00346543221123816>

We examined the relation of morphological awareness with language and literacy skills, namely phonological awareness, orthographic awareness, vocabulary, word reading, spelling, text reading fluency, and reading comprehension. We also examined potential moderators of the relations (grade level, orthographic depth of language, receptive vs. productive morphological awareness, inflectional vs. derivational vs. compound morphological awareness, and L1/L2 status). After systematic search, a total of 232 articles (965 unique samples, $N = 49,936$ participants, and 2,765 effect sizes in 17 languages) met inclusion criteria. Morphological awareness was, on average, moderately related to phonological awareness ($r = .41$), orthographic awareness ($r = .39$), vocabulary ($r = .50$), word reading ($r = .49$), spelling ($r = .48$), text reading fluency ($r = .53$), and reading comprehension ($r = .54$). Importantly, morphological awareness had a stronger relation with word reading in orthographically deep languages (.52) than in orthographically shallow languages (.38). The relation with vocabulary was stronger for upper elementary grades than for primary grades. The magnitude of the relation also varied by the nature of morphological awareness: productive morphological awareness had a stronger relation with phonological awareness and vocabulary than receptive morphological awareness; derivational morphological awareness had a stronger relation with vocabulary and word reading compared to inflectional morphological awareness; and compound morphological awareness had a weaker relation with phonological awareness but a stronger relation with vocabulary compared to inflectional morphological awareness. These results underscore the importance of morphological awareness in language and literacy skills, and reveal a nuanced and precise picture of their relations.

Lemarchand-Chauvin, M.-C. (2023, juillet 11). **Les enfants plurilingues, une chance pour l'école.** Consulté 13 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/les-enfants-plurilingues-une-chance-pour-lecole-204222>

Dans le cadre familial ou celui d'une garde d'enfants, certains élèves parlent d'autres langues que le français. Un plurilinguisme que l'école gagnerait à valoriser. Retour sur une expérimentation.

Martinez-Yarza, N., Santibáñez, R., & Solabarrieta, J. (2023). **A Systematic Review of Instruments Measuring Social and Emotional Skills in School-Aged Children and Adolescents.** *Child Indicators Research*, 16(4), 1475-1502. <https://doi.org/10.1007/s12187-023-10031-3>

Strengthening social and emotional skills can be particularly relevant concerning the emerging skills need as it yields benefits for individuals' successful development. A growing body of research suggests that social and emotional competences are associated with well-being and positive life and academic outcomes. Despite the notable benefits of social and emotional skills, assessment tools are still scarce or target specific risk and problematic behaviours. This systematic review seeks to address this gap

and identify instruments measuring social and emotional skills for students in elementary through secondary education. This review also aims to describe the study characteristics and key features of the identified instruments and to assess the extent to which the instruments comprehensively evaluate the five Collaborative for Academic, Social, and Emotional Learning (CASEL) areas of competence. A systematic search of the literature was carried out in Scopus, Web of Science and ERIC databases. This review resulted in the identification of 25 unique assessments over a 20-year period, reported on the basis of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Our results suggest a rapid growth and notable advancements of social and emotional skills assessment systems and demonstrate the direct influence of the CASEL framework. Our results also show that a combination of multi-method and multi-informant assessment should be employed to effectively assess social and emotional skills. Thus, this paper contributes to support school-based practitioners and psychologists in their efforts to lead social and emotional skills instruction and assessment in routine educational practice.

Pansu, P., de Place, A.-L., Bouffard, T., Blaise, F., Boissicat, N., Insel, H., ... Verkampt, F. (2021). **Le biais d'auto-évaluation de compétence scolaire : Risque ou opportunité pour la réussite des élèves?** [Report]. Consulté à l'adresse Université Grenoble Alpes; Université Toulouse Jean Jaurès; Université du Québec (Montréal); Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche website: <https://hal.science/hal-04150879>

Les croyances de compétence peuvent être chez certains élèves un frein et chez d'autres un atout pour l'acquisition des apprentissages fondamentaux indispensables à leur avenir scolaire et social. Le programme SchoolBias s'est focalisé sur les jugements que les élèves ont de leur propre compétence scolaire, en particulier sur la différence entre leur potentiel réel et l'évaluation qu'il font de leur compétence. Cette différence rend compte du biais d'auto-évaluation de compétence scolaire. Ce biais peut être positif (surestimation de sa compétence scolaire) ou négatif (sous-estimation). Le programme comprend deux niveaux d'analyse distincts. A un niveau intra-individuel (élève), il s'agissait de recueillir des informations sur la dynamique des biais d'auto-évaluation de compétence scolaire (positif et négatif) et leurs effets sur les apprentissages fondamentaux à différents niveaux de la scolarité. A un niveau inter-individuel (jugement de l'enseignant), nous avons étudié comment les enseignants jugeaient les élèves ayant une évaluation biaisée, positive ou négative, de leur compétence scolaire. Enfin, nous avons étendu l'examen de l'impact de ces croyances à d'autres cultures. Vingt-deux études, toutes conduites en situation ordinaire de classe, ont été réalisées. Ces études ont impliqué plus de 5000 élèves de niveaux scolaires variés (de l'école élémentaire au collège) et plus de 200 enseignants. Elles ont combiné aussi bien des approches longitudinales (analyses de trajectoires développementales) et transversales que des devis expérimentaux et corrélationnels. Une méthode d'entretiens cognitifs structurés adaptée aux enfants a aussi été utilisée afin d'analyser les schémas de pensée des élèves biaisés positivement et négativement. L'examen des croyances de compétence des élèves dans différentes cultures (Chine, France, Québec et Russie) a également nécessité de mobiliser une méthodologie de validation transculturelle des échelles et plus largement du matériel utilisé. Les résultats des analyses de trajectoires montrent d'abord clairement que, dès le milieu d'école élémentaire, les élèves peuvent présenter un biais d'auto-évaluation dans une matière fondamentale, sans fatalement le présenter dans d'autres matières. Ils soulignent donc l'importance de considérer, non

seulement, le biais d'auto-évaluation de compétence scolaire à un niveau global mais aussi spécifique. Ils indiquent ensuite que, toutes choses égales par ailleurs, surévaluer sa compétence scolaire est bénéfique à l'élève alors que la sous-estimer est délétère pour son ajustement scolaire, et ce tout au long de la scolarité. Au niveau intra-individuel, les élèves qui se surestiment sont plus motivés, s'auto-régulent bien, sont plus actifs dans leurs apprentissages et réussissent mieux que leurs pairs biaisés négativement. Au niveau inter-individuel, apparaissant plus en conformité avec les attentes du système scolaire, les enseignants leur accordent une plus-value et les jugent mieux que les autres. Ce pattern se retrouve aussi dans d'autres systèmes culturels. Enfin, on observe un manque de discernement des enseignants quant aux élèves biaisés positivement et négativement qu'ils ont du mal à identifier correctement. En conclusion, ce travail invite les acteurs du milieu éducatif à mieux saisir la complexité des évaluations de soi des élèves et leur implication dans les apprentissages des élèves et le jugement des enseignants. Il ouvre aussi des pistes de réflexions pour améliorer la prise en charge des élèves ayant des perceptions irréalistes négatives d'eux-mêmes.

Pažur Aničić, K., Gusić Mundar, J., & Šimić, D. (2023). **Generic and digital competences for employability — results of a Croatian national graduates survey.** *Higher Education*, 86(2), 407-427. <https://doi.org/10.1007/s10734-022-00940-7>

Mastery of generic competences is widely recognized as important for a successful transition from higher education to the world of work, especially in today's networked, digitalized, and globalized environment. This study analyses data of 7201 respondents to the Croatian national graduate survey 2017 on students who graduated in the academic year 2015/2016 in different fields of education (Medicine and Biomedical Sciences, Biotechnical Sciences, Social Sciences, Humanities, Natural Sciences, Technical Sciences and Arts). The goal of this study is to identify graduates' perspectives on gaps between the generic and digital competences acquired during higher education studies and those required in the first workplace. It addresses three research questions: (1) Which generic and digital competences do graduates consider relevant for employability?, (2) Which groups of competences show a similar pattern of competence gap, from the graduate's perspective?, and (3) How do graduates' perceptions of gaps in competence levels vary among fields of education? Research results reveal disparities in graduates' perceptions about achieved competence levels and labour market requirements. The study identifies differences among graduates from different fields of education. Results may be useful to educators in all fields of education as guidelines for the introduction of generic and digital competences development in higher education.

Schmitt, A., & Scheibe, S. (2023). **Beliefs About the Malleability of Professional Skills and Abilities: Development and Validation of a Scale.** *Journal of Career Assessment*, 31(3), 493-515. <https://doi.org/10.1177/10690727221120367>

The concept of a professional skills and abilities mindset denotes beliefs that professional skills and abilities are either malleable (growth mindset) or are uncontrollable and difficult to change (fixed mindset). Based on the career construction theory, we argue that employees' professional skills and abilities mindset represents an indicator of adaptive readiness that predicts career adaptability and adaptive responses in terms of learning and career engagement. Across four studies (total N = 709), we developed the 6-item professional skills and abilities mindset scale. Study 1 establishes a two-factor structure, satisfactory psychometric properties, and convergent validity. Studies 2 and 3 provide evidence of the criterion validity of the growth but not the fixed mindset subscale for



career engagement and learning through career adaptability. Study 4 establishes moderate retest reliability across four weeks. This research establishes a previously neglected predictor of career-related resources and behaviors. Findings can inform vocational consulting and coaching.

Shirish, A., Chandra, S., & Srivastava, S. C. (2023, juillet 10). **Les compétences relationnelles, une lacune à combler pour les chatbots**. Consulté 13 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/les-competences-relationnelles-une-lacune-a-combler-pour-les-chatbots-208680>

Une étude montre une réticence des usagers à engager des discussions avec des robots conversationnels liée à un manque de confiance dans les intelligences artificielles.

Vossen, T. E., Land-Zandstra, A. M., Russo, P., Schut, A., Van Vulpen, I. B., Watts, A. L., ... Tupan-Wenno, M. (2023). **Effects of a STEM-oriented lesson series aimed at inclusive and diverse education on primary school children's perceptions of and sense of belonging in space science**. *International Journal of Science Education*, 45(9), 689-708. <https://doi.org/10.1080/09500693.2023.2172693>

The number of women and underrepresented individuals working in science, technology, engineering and mathematics (STEM) fields does not reflect the diversity of our societies. Even if children have an interest in STEM, they may not consider choosing a study or career in that direction if their perception is that they would not belong in science. This study examines the effects of a STEM lesson series aimed at inclusivity and diversity on children's perception and sense of belonging in space science. Before and after the lesson series, children filled out a questionnaire aimed at eliciting their perception of space science and space scientists. After the lessons, a subsample of children was interviewed about the effects of the lesson series on the children's perception and sense of belonging regarding space science. Six months after the last lesson took place, children from two classes filled out a short survey with open questions to measure retention. The results of this study showed that the lesson series had a significant impact on children's perception of space scientists, and that the implementation of the lessons facilitated thinking about (a future in) space science. This lesson series has succeeded in changing children's perception of space scientists as a diverse and international group of people.

Yang, J., Zhu, F., Jiang, Y., & Pi, Z. (2023). **Do adults and children learn differently from video lectures with an instructor's deictic gestures?** *Education and Information Technologies*, 28(7), 8377-8400. <https://doi.org/10.1007/s10639-022-11523-5>

Evidence regarding the benefits of an instructor's deictic gestures in video lectures on adults' learning may not necessarily be reflective of their effect on children's learning. Furthermore, there is a lack evidence regarding how deictic gestures specifically affect learners' learning process. Based in cognitive load theory, with consideration of the signaling principle and embodiment principle in multimedia learning, the present study sought to determine whether an instructor's deictic gestures affected young adults' and children's learning from video lectures differently. Participants consisted of 60 college students as the young adults sample and 63 pupils as the children sample. Each participant viewed one of two video lectures, either with or without the instructor using deictic gestures. During the experiment, participants' eye movements, prior knowledge, learning process, and learning performance were recorded and measured. The results of nonparametric tests showed that when the instructor used deictic gestures, the



children paid more attention to the video content while the young adults reported a higher learning experience. Both groups demonstrated improved learning performance, regardless of age. Our findings highlight the fact that young adults and children do learn differently from video lectures with an instructor using deictic gestures. Furthermore, our findings contribute to understandings regarding the design of video lectures and video-based learning, specifically, that if an instructor is presenting the content in video lectures, they should be encouraged to use deictic gestures to improve students' learning.

Aspects économiques de l'éducation

Duc, L. T., & Behrman, J. R. (2023). **Are Girls' and Boys' Cognitive Test Performance in Adolescence Differently Affected by Deprivation at Earlier Ages?** *Oxford Bulletin of Economics and Statistics*, 85(4), 671-691. <https://doi.org/10.1111/obes.12535>

Using data on the Millennium Children from the Young Lives Survey in Ethiopia, India, Peru, and Vietnam, we find that earlier nutritional growth and household wealth are important predictors of adolescent outcomes in math, reading, and receptive vocabulary for all children. Gender differences in the effect of wealth are significant mostly for non-poor regions. The cognitive outcomes at age 8 are more strongly associated with growth between ages 1 and 5 for girls than boys. The gender differences reverse after age 8 mostly due to strong associations between growth in preadolescence ages and cognitive outcomes at age 15 for boys. Under the conditional mean independence assumption, the estimators for growth of the children are unbiased and consistent.

Fernandez, F., Hu, X., & Umbricht, M. (2023). **Examining Wyoming's Endowment Challenge Program: A Synthetic Control Analysis.** *Research in Higher Education*, 64(5), 654-674. <https://doi.org/10.1007/s11162-022-09722-7>

Public funding to higher education has declined over the years and many states have experimented with policies to encourage private sector donations to public universities. Building on research that examines the intersection of state policy and philanthropy, we examine the influence of a state policy on endowment gifts to the University of Wyoming (UW). Wyoming sought to support institutional advancement efforts by matching private gifts that were at least \$50,000 in value. We use synthetic control methods (SCM) to analyze data from the Integrated Postsecondary Data System (IPEDS) and test whether the policy increased endowment growth of the university between 2001 and 2018, relative to similar universities. We find limited evidence that the state policy led to long-term growth in UW's endowment that was proportionally larger than a counterfactual synthetic control. We discuss implications for research, state policy, and higher education philanthropy.

Gagne Chabrol, C. (2023, juillet 7). **L'inflation renforce encore la précarité étudiante.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/07/07/l-inflation-renforce-encore-la-precarite-etudiante_6180909_4401467.html

Après la pandémie, c'est l'augmentation des prix qui fragilise désormais la situation financière des étudiants. L'association Linkee, qui organise des distributions de colis alimentaires, s'alarme de l'aggravation de la précarité des jeunes.



Garen, J. (2023). **Enhancing economic freedom via school choice and competition: Have state laws been enabling enough to generate broad-based effects?** *The American Journal of Economics and Sociology*, 82(4), 289-312. <https://doi.org/10.1111/ajes.12515>

An aspect of economic freedom that varies across U.S. states is K-12 educational freedom. Some states allow a degree of choice for families in selecting schools outside public schools for their children. However, the enabling laws for such programs are often quite restrictive and limited to few children. Can this limited degree of competition and choice have a noticeable effect on an entire state's overall K-12 performance? I find strikingly large test score gains for states that have adopted voucher programs and/or Education Savings Accounts (ESAs), swamping the effect of per pupil K-12 spending on test scores. Moreover, vouchers and ESAs are associated with less per pupil spending. These effects are robust to a host of specification checks. A key factor is the amount of a program's funding that "follows the student," even if a small number of students are eligible. Overall, it seems that even a small measure of educational freedom has a large effect.

Kawarazaki, H., Mahmud, M., Sawada, Y., & Seki, M. (2023). **Haste Makes No Waste: Positive Peer Effects of Classroom Speed Competition on Learning.** *Oxford Bulletin of Economics and Statistics*, 85(4), 755-772. <https://doi.org/10.1111/obes.12545>

This study investigates the effects of speed competition in classrooms on young pupils' learning outcomes. To examine how faster peers' speed affects slower pupils' speed and learning, we employ students' daily progress data in a self-learning programme at BRAC primary schools in Bangladesh. The programme's unique setting allows us to address the reflection problem reasonably well. While speed competition could generate negative consequences, our results show overall positive peer effects on problem-solving time and scores. The effects are stronger among peers with similar abilities, without negatively affecting others. Our results show efficiency gains from non-market competition in education and learning.

Ortagus, J. C., Rosinger, K. O., Kelchen, R., Chu, G., & Lingo, M. (2023). **The Unequal Impacts of Performance-Based Funding on Institutional Resources in Higher Education.** *Research in Higher Education*, 64(5), 705-739. <https://doi.org/10.1007/s11162-022-09719-2>

The study examines the impact of various types of performance-based funding (PBF) policies on institutional resources across postsecondary institution types. Although 41 states have implemented PBF over time, the design and dosage of PBF policies look very different across PBF-adopting states. We leverage multiple quasi-experimental approaches and find that high-dosage PBF policies had a negative impact on state funding for four-year historically Black colleges and universities (HBCUs) and four-year institutions serving an above-average share of racially minoritized students. We also show that sporadic positive effects of PBF policies on state funding are concentrated primarily among non-minority serving institutions (non-MSIs) and institutions serving below-average shares of racially minoritized or low-income students. Taken together, our findings reveal the unequal impacts of PBF policies and suggest that PBF policy design is an important consideration with critical implications for under-resourced institutions and the underserved students they educate.

Thapa, A., Miranda, A., Sánchez, A., & Behrman, J. R. (2023). **'Marketization' of higher education in Peru: Who attends private institutions and what are the perceived**



advantages (disadvantages)? *Higher Education Quarterly*, 77(3), 465-485.
<https://doi.org/10.1111/hequ.12413>

Debate continues on the effects of the global proliferation of private higher-educational institutions, especially for-profit institutions. We examine two related questions for Peru using mixed methods: Who attends private institutions and what are their perceived advantages/disadvantages? Longitudinal quantitative data suggest higher-educational segmentation starting early in life, whereby young people from wealthier households attended private institutions and those from poorer households attended public ones. Interviews with teachers, students, and staff provide insights on perceived strengths and drawbacks of higher-educational marketization and highlight the importance of family background in higher-educational choices, governmental regulation, and close monitoring of higher-educational quality.

Aspects psychologiques de l'éducation

Autin, K. L., Shelton, A. J., Garcia, R. G., Diaz Tapia, W. A., & Cadenas, G. A. (2023). **Work Needs Satisfaction Scale- Spanish Version: Psychometric Properties and Validity Evidence.** *Journal of Career Assessment*, 31(3), 442-457.
<https://doi.org/10.1177/10690727221119798>

With a growing Latinx workforce in the U.S., many of whom are Spanish-speaking, there is a pressing need to examine key constructs related to vocational well-being in this population. The aim of the current study was to validate a Spanish language version of the Work Needs Satisfaction Scales (WNSS; Autin et al., 2019). The WNSS comprises a set of scales developed to measure satisfaction of survival, social contribution, autonomy, competence, and relatedness needs, all of which are theorized to be key mediators in the link from decent work to well-being and work fulfillment. Using cross-sectional data across two samples of Latinx workers, we tested the reliability and validity of a Spanish language version of the WNSS (WNSS-SV). In Study 1 we conducted an exploratory factor analysis (EFA) with a sample of 195 participants. This resulted in a 19-item scale with five factors mirroring those of the English language scale. In Study 2 (N = 377), we examined factor structure and model fit using confirmatory factor analysis (CFA); measurement invariance across gender, language, and social class group; and concurrent validity. Results from Study 2 demonstrated the model was a good fit to the data; showed concurrent validity; and provided support for measurement invariance. Thus, overall results indicated that the WNSS-SV may serve as a useful tool for future research on work-related need satisfaction among Latinx workers. A discussion regarding the importance of these findings and implications for practice and research are provided.

Chu, M., Fang, Z., Lee, C.-Y., Hu, Y.-H., Li, X., Chen, S.-H., ... Chiang, Y.-C. (2023). **Collaboration between School and Home to Improve Subjective Well-being: A New Chinese Children's Subjective Well-being Scale.** *Child Indicators Research*, 16(4), 1527-1552. <https://doi.org/10.1007/s12187-023-10018-0>

Children's psychological well-being is critical for students' school performance and mental health. This study developed the Chinese Children's Subjective Well-being Scale and explored an appropriate strategy to improve children's subjective well-being from the collaboration between school and home perspective. Based on a literature review, focus group interviews, expert validity, factor structure and confirmatory factor analysis, this study developed the Chinese Children's Subjective Well-being Scale. We then



enrolled 289 grade 3–6 students from a public primary school in southeastern China to conduct multiple linear regression analysis. The Chinese Children's Subjective Well-being Scale had good reliability and validity. Homework anxiety was negatively associated with subjective well-being ($\beta = -0.21$, $p = 0.011$). Family interaction and support improved subjective well-being. Less parental supervision and family conflict could buffer the negative effect of homework anxiety on subjective well-being. The Chinese Children's Subjective Well-being Scale can be used with primary school students in China. This study also recommended that governments and education practitioners focus on optimizing collaboration between school and home to improve children's subjective well-being by reducing their homework anxiety and increasing the harmonious family atmosphere (more family interaction and support and less parental supervision and family conflict).

Denner, J., Potter, S., Anderson, P., & Torres, D. (2023). **What Predicts the Momentum of Information and Communications Technologies Students in Community College?** *Research in Higher Education*, 64(5), 623-653. <https://doi.org/10.1007/s11162-022-09721-8>

There is persistent underrepresentation of female and ethnic and racial minority students in computing. While community colleges provide a unique opportunity to increase diversity in computing fields, many students do not persist. This study aims to understand the factors that predict students' momentum—completion of a certificate, degree, or transfer in an information and communications technology (ICT) major—in order to generate information that can be used to tailor interventions. Participants were enrolled in ICT classes at 17 community colleges. Surveys were collected from 474 students at three time points over two years. Multilevel logistic regression was used to identify the factors that predict momentum approximately one year after the class ended. The results expand on Wang's theoretical model of student momentum. Men were more likely than women to have achieved an academic milestone, which was partially a result of taking more prior ICT classes, having more positive interactions with faculty and a more positive perception of the classroom climate, as well as greater motivation and fewer childcare responsibilities. Among students from groups that are underrepresented in computing, momentum was positively associated with taking prior ICT classes, motivation during the class, and romantic relationships; it was negatively associated with educational barriers. Being enrolled less than full-time at baseline or having financial challenges did not undermine momentum. Implications for practice, as well as study limitations are discussed.

Haw, J. Y., & King, R. B. (2023). **Understanding Filipino students' achievement in PISA: The roles of personal characteristics, proximal processes, and social contexts.** *Social Psychology of Education*, 26(4), 1089-1126. <https://doi.org/10.1007/s11218-023-09773-3>

Much of the existing educational research has focused on affluent Western societies. Despite comprising a broad swathe of the world population, less work has focused on lower middle-income economies such as the Philippines. Perhaps part of this reason is the lack of high-quality data in such contexts. PISA provides a potential solution to this problem. The Philippines participated in PISA in 2018 for the first time and scored lowest in reading out of 78 participating economies. This study was rooted in the bioecological model and simultaneously considered the roles of personal characteristics, proximal processes, and contextual factors to identify the most important predictors of reading achievement in the Philippine context. We used the 2018 PISA Philippine data, which consisted of 7233 15-year-old adolescent participants. Machine learning was used to select important variables. Results revealed the 26 top predictors of reading



achievement out of 52 variables. The most critical predictors in order of importance included reading difficulty self-concept, socioeconomic status, grade repetition, school belonging, and fixed mindset among others. Hierarchical linear modelling broadly indicated similar results with small to moderate effect sizes. Theoretical and practical implications were discussed.

Hoffman, D. L., Furutomo, F., Eichelberger, A., & McKimmy, P. (2023). **Matters of Frequency, Immediacy and Regularity: Engagement in an Online Asynchronous Course.** *Innovative Higher Education*, 48(4), 655-677. <https://doi.org/10.1007/s10755-023-09646-9>
Many models of online student engagement posit a “more is better” relationship between students’ course-related actions and their engagement. However, recent research indicates that the timing of engagement is also an important consideration. In addition to the frequency (how often) of engagement, two other constructs of timing were explored in this study: immediacy (how early) and regularity (in what ordered pattern). These indicators of engagement were applied to three learning assessment types used in an online, undergraduate, competency-based, technology skills course. The study employed advanced data collection and learning analytics techniques to collect continuous behavioral data over seven semesters (n = 438). Results revealed that several indicators of engagement predicted academic success, but significance differed by assessment type. “More” is not always better, as some highly engaged students earn lower grades. Successful students tended to engage earlier with lessons regardless of assessment type.

Jabbari, J., Bessaha, M., Malik, S., Ferris, D., Brickman, S., Schiff, M., ... Frank, T. (2023). **How does social support relate to emotional availability for learning during COVID-19? A multi-group structural equation model of university students from the U.S. and Israel.** *Social Psychology of Education*, 26(4), 1037-1061. <https://doi.org/10.1007/s11218-023-09783-1>
Given the social and emotional tolls of the COVID-19 pandemic on college and university students, many students have become academically disengaged during the pandemic. Although some colleges and universities have the capacity to promote social support for their students, research has yet to comprehensively demonstrate the relationship between social support and academic engagement. To fill this gap, we leverage survey results from four universities across the United States and Israel. Through multi-group structural equation modelling, we explore (a) how perceived social support relates to being emotionally unavailable for learning, (b) how this relationship is partially explained through coping and COVID-19 concerns, and (c) how these relationships can differ across countries. We find that students who perceived higher levels of social support had lower rates of being emotionally unavailable for learning. Part of this relationship occurred through greater rates of coping and, subsequently, fewer concerns about the pandemic. We also noticed significant differences in these relationships between countries. We conclude with a discussion of study implications for higher education policies and practices.

Kashikar, L., Soemers, L., Lüke, T., & Grosche, M. (2023). **Does the 'Learning Disability' label lower teachers' performance expectations?** *Social Psychology of Education*, 26(4), 971-1000. <https://doi.org/10.1007/s11218-023-09775-1>
Teachers' expectations are known to influence students' outcomes. Specifically, better performance is observed among students for whom teachers have high expectations, and vice versa. Teachers not only form their expectations on the basis of previous



achievements, but also on the (presumed) group affiliation of students. One group for whom teachers have low-performance expectations are students with learning disabilities. Studies in English-speaking countries have shown that the explicit mention of the diagnosis learning disability lowers teachers' performance expectations for students labelled in this way. Our study aims to explore (1) whether the effects of this label on performance expectations can be replicated in a sample of prospective teachers in Germany, (2) whether regular and special education teachers generally differ in their expectations, and (3) whether the learning disability label influences the two professional groups differently. In an experimental design, N=276 participants were randomly assigned to either the experimental or the control group. In both groups, they read the description of a fictitious student showing major academic problems. The student was labelled as having a learning disability in the experimental group only. Different dependent variables concerning performance expectations were evaluated. The results show that while no main effect of the learning disability label was observed, prospective special education teachers partially seem to have lower performance expectations than prospective regular education teachers. Further analysis showed that the participants in the experimental group and special education teachers suspect a learning disability more frequently. Limitations and directions for the further research are discussed.

Kenny, M. E., Medvide, M. B., Wu, X., Guterres, K. M. P., & Yang, Y. (2023). **Extending the Psychology of Working Model for Latinx Youth: Incorporating Youth Voice**. *Journal of Career Assessment*, 31(3), 588-606. <https://doi.org/10.1177/10690727221138618>

Psychology of working theory (PWT) emphasizes the role of contextual constraints in career development, as well as promotive factors that might be cultivated to navigate these constraints. Although PWT has implications for promoting youth career development, most research has focused on college students and working adults. We interviewed 12 youth residing in a Latinx community with a high level of poverty and attending a well-resourced private high school with a high degree of college acceptance to explore developmentally and culturally relevant promotive factors that might inform the extension of PWT for youth. Analyses conducted through Consensual Qualitative Research revealed a strong sense of purpose and hope that were grounded in family, school, and workplace supports. Participants reported critical awareness of societal inequities and a focus on challenging inequity through hard work rather than societal change. We discuss implications for extending PWT theory, research, and intervention with Latinx youth.

Kim, J., & Kweon, S.-O. (2023). **Effects of English proficiency on motivational regulation in a videoconference-based EFL speaking class**. *Education and Information Technologies*, 28(7), 8401-8422. <https://doi.org/10.1007/s10639-022-11374-0>

Despite the significance of motivational regulation in the development of second language speaking skills, few studies have scrutinized its relationship with an emergent learning context. This study investigates how differently tertiary level English as a foreign language (EFL) learners exert autonomy and regulate motivation by proficiency levels to acquire speaking skills in the target language via a videoconference platform. Specifically, it contrastively examines student and instructor responses to several contextual factors specific to EFL speaking class, including synchronous online video platforms, native English-speaking instructors, and an English-medium instruction (EMI) policy. Employing a mixed method, it analyzes questionnaire responses of 340 students from two Korean universities and subsequent interviews with students and their instructors.

These analyses reveal that the learners employed instructor feedback and motivational self-talk most commonly to regulate their motivation while acquiring EFL speaking skills. Although students across all three levels of proficiency showed increased vulnerability to the learning context, those of the lower two were found to be less aware of the significance of the imminent context created by EMI and videoconferencing. They also showed stronger tendency to the strategies depending on their perceptions of the contextual factors than the advanced group. These overt differences in motivational regulation among proficiency levels were hardly problematized by the instructors. Notably, their views on peer interaction via videoconference were distinctly positive, displaying a clear difference from those of the students. A discussion of these findings follows to give insight into EFL speaking instruction in the emerging higher education context.

Kollerová, L., Květon, P., Zábrodská, K., & Janošová, P. (2023). **Teacher exhaustion: The effects of disruptive student behaviors, victimization by workplace bullying, and social support from colleagues.** *Social Psychology of Education*, 26(4), 885-902. <https://doi.org/10.1007/s11218-023-09779-x>

Exhaustion, as a key facet of burnout, is one of the most common risks that compromises teacher well-being and contributes to a shortage of teachers. While the school social environment has been identified as an influential context for teacher exhaustion, the relative importance of its different facets remains unclear. This study focused on the most proximal social environment in school and examined the role of teachers' social experiences with students, fellow teachers, and leadership. The sample comprised teachers (N = 740; 77% women and 23% men) of adolescent students. In an online survey, participants reported their exhaustion and perceptions of student disruptive behaviors, victimization by workplace bullying, and social support from colleagues. A sequential linear regression controlling for gender, school type, and length of teaching experience indicated that exhaustion was positively associated with disruptive student behaviors and victimization by workplace bullying and negatively associated with social support from leadership. Regarding the individual control variables, exhaustion was higher in female teachers and in less experienced teachers. The type of school (elementary vs. secondary) did not play a role in exhaustion. The main findings suggest that to help prevent teacher exhaustion, teacher education should aim to better prepare teachers to handle disruptive student behaviors, and schools should maximize their efforts to reduce workplace bullying and foster leadership support for teachers.

Konings, R., Aġirdaġ, O., & De Leersnyder, J. (2023). **School diversity models revisited: A plea and first evidence for a domain specific approach.** *Social Psychology of Education*, 26(4), 1127-1179. <https://doi.org/10.1007/s11218-023-09784-0>

Existing measures of school diversity models use general (abstract) scales to capture how schools approach ethnic-cultural diversity. We argue that it is important to measure such diversity models in (concrete) domain-specific ways. We first constructed a novel domain-specific scale that asks for teachers' perceptions of practices associated with three common cultural diversity models (i.e., assimilationism, color-blindness and pluralism) across four concrete domains (i.e., language, religion, curriculum and identity) in the school context. Using exploratory and confirmatory factor analyses on the responses of 309 Flemish pre- and in-service teachers, we examined whether domain-specific scales fitted the data better than more general scales. In a final step, we examined whether and how teachers' perceptions of domain-specific diversity models



were differently related to their personal diversity beliefs, diversity knowledge and self-efficacy beliefs for culturally responsive teaching. We found that domain-specific diversity model scales fitted the data better than more general scales. Moreover, we found that these domain-specific scales were related to personal and educational diversity beliefs, multicultural teaching knowledge, and self-efficacy beliefs in expected directions. Highlighting the importance of a domain-specific approach, we did find that the correlations of diversity models with teacher and personal diversity beliefs were sometimes different depending on the domain in which the diversity model was applied. Together, these results highlight that it is important to capture school diversity models in concrete and domain specific ways.

Kozlowski, M. B., & Fouad, N. A. (2023). **Development and Validation of the Academic Persistence Outcome Expectations Scale.** *Journal of Career Assessment*, 31(3), 555-570. <https://doi.org/10.1177/10690727221126145>

Outcome expectations, an integral theoretical component of social cognitive career theory, remains almost completely unexamined in the domain of academic persistence, or the decision a student makes to remain in college. This study sought to develop a theoretically derived scale to measure outcome expectations. An initial item pool was developed and sent to a sample of college students. A second, confirmatory sample of undergraduate students was collected via an online crowdsourcing platform. Results suggested the presence of a two-factor structure was the most parsimonious solution across both samples. The two factors retained across both samples reflected positive and negative outcome expectations that students perceived about remaining in college for the year. Limitations and implications are discussed.

Marouani, Y. (2023). **La psychologie de l'éducation: Comprendre et accompagner.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140346743?utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_03_07_au_08_07_36145&utm_medium=email&utm_content=lienTitre

Quelles sont les recherches les plus récentes dans la psychologie de l'éducation ? Psychologie de l'apprentissage, neurosciences, médiations en psychopédagogie, pédagogie coopérative etc., toutes les disciplines évoluent rapidement. L'enseignant n'est pas le seul à avoir la mission d'éduquer l'enfant, d'en faire l'homme de demain, de l'aider à trouver le chemin de l'épanouissement optimal, de la réussite pour être un citoyen actif et autonome. La pédagogie de transmission, favorisée par les technologies modernes, favorise-telle l'accession à une pensée réfléchie ? C'est autour de ces sujets de débat que l'auteur essaie de s'attarder et de réfléchir.

Nesje, K. (2023). **When the education emphasises empathy: does it predict differences in professional commitment between male and female students in caring education?** *Tertiary Education and Management*, 29(1), 63-78. <https://doi.org/10.1007/s11233-023-09116-z>

Men are underrepresented in caring degrees such as nursing, teaching and social work. There is a political ambition to attract more men to these educational programmes, in part because of the future, global need for professionals such as nurses and teachers. A common explanation for men not entering these programmes concerns the relational aspects. Care and empathy are important components in caring professions - skills which traditionally have been associated with the female role, and stereotypically viewed as less suitable for men. There has been too little research on how male students that do



enter caring degrees evaluate the programmes' emphasis on empathy, and furthermore whether this relates to their commitment to their future profession. In this study I show that there is no difference between male and female students in reporting that the study programmes have overemphasised empathy. However, reporting that the degree has given excessive weight to empathy is negatively related to commitment to the profession among male students and not among female students.

Nesje, K., & Wiers-Jenssen, J. (2023). **Initial motivation and drop-out in nursing and business administration programmes.** *Tertiary Education and Management*, 29(1), 25-39. <https://doi.org/10.1007/s11233-023-09113-2>

While intrinsic motivation is often seen as the ideal form of motivation for entering higher education, students may also have external motivations related to the life after graduation. There has been limited focus on how different enrolment motivations are related to dropping out of higher education. In this study, we investigated how motivations and dropping out are related in nursing programmes versus business administration programmes. The study demonstrates that type of motivation predicts the risk of dropping out differently for students of the two study programmes. For nursing students, intrinsic motivation reduces the risk of leaving the programme before completion, while for business administration students an instrumental type of motivation related to status and money reduces this. The study nuances the assumption that intrinsic motivation for choosing a study programme is the most favourable form of motivation when it comes to persistence through the programme.

Obrovská, J., Aguiar, C., Silva, C. S., & Petrogiannis, K. (2023). **Predictors of educational aspirations of Roma mothers in Czech Republic, Greece, and Portugal.** *Social Psychology of Education*, 26(4), 1063-1088. <https://doi.org/10.1007/s11218-023-09780-4>

Roma communities are a disadvantaged minority in Europe which is particularly underrepresented in social and educational research. This study aimed to investigate the predictors of Roma mothers' educational aspirations for their children in the Czech Republic, Greece, and Portugal. Participants included 461 mothers with a Roma background (135 from the Czech Republic, 130 from Greece, and 196 from Portugal), with a child between 3 to 6 ($n = 181$) or 9 to 12 ($n = 280$) years old. Data were based on mothers' reports, obtained during a structured in-person interview. Material deprivation (microsystem level), frequency and quality of interactions with non-Roma parents, as well as the quality of parent-teacher interactions (mesosystem level), predicted Roma mothers' educational aspirations. Findings suggest that, in addition to microsystemic variables such as material deprivation, mesosystemic predictors such as those examining contact with non-Roma parents may play an important role in shaping Roma mothers' educational aspirations and need to be further examined.

Pansu, P., de Place, A.-L., Bouffard, T., Blaise, F., Boissicat, N., Insel, H., ... Verkampt, F. (2021). **Le biais d'auto-évaluation de compétence scolaire : Risque ou opportunité pour la réussite des élèves?** [Report]. Consulté à l'adresse Université Grenoble Alpes; Université Toulouse Jean Jaurès; Université du Québec (Montréal); Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche website: <https://hal.science/hal-04150879>

Les croyances de compétence peuvent être chez certains élèves un frein et chez d'autres un atout pour l'acquisition des apprentissages fondamentaux indispensables à leur avenir scolaire et social. Le programme SchoolBias s'est focalisé sur les jugements



que les élèves ont de leur propre compétence scolaire, en particulier sur la différence entre leur potentiel réel et l'évaluation qu'il font de leur compétence. Cette différence rend compte du biais d'auto-évaluation de compétence scolaire. Ce biais peut être positif (surestimation de sa compétence scolaire) ou négatif (sous-estimation). Le programme comprend deux niveaux d'analyse distincts. A un niveau intra-individuel (élève), il s'agissait de recueillir des informations sur la dynamique des biais d'auto-évaluation de compétence scolaire (positif et négatif) et leurs effets sur les apprentissages fondamentaux à différents niveaux de la scolarité. A un niveau inter-individuel (jugement de l'enseignant), nous avons étudié comment les enseignants jugeaient les élèves ayant une évaluation biaisée, positive ou négative, de leur compétence scolaire. Enfin, nous avons étendu l'examen de l'impact de ces croyances à d'autres cultures. Vingt-deux études, toutes conduites en situation ordinaire de classe, ont été réalisées. Ces études ont impliqué plus de 5000 élèves de niveaux scolaires variés (de l'école élémentaire au collège) et plus de 200 enseignants. Elles ont combiné aussi bien des approches longitudinales (analyses de trajectoires développementales) et transversales que des devis expérimentaux et corrélationnels. Une méthode d'entretiens cognitifs structurés adaptée aux enfants a aussi été utilisée afin d'analyser les schémas de pensée des élèves biaisés positivement et négativement. L'examen des croyances de compétence des élèves dans différentes cultures (Chine, France, Québec et Russie) a également nécessité de mobiliser une méthodologie de validation transculturelle des échelles et plus largement du matériel utilisé. Les résultats des analyses de trajectoires montrent d'abord clairement que, dès le milieu d'école élémentaire, les élèves peuvent présenter un biais d'auto-évaluation dans une matière fondamentale, sans fatalement le présenter dans d'autres matières. Ils soulignent donc l'importance de considérer, non seulement, le biais d'auto-évaluation de compétence scolaire à un niveau global mais aussi spécifique. Ils indiquent ensuite que, toutes choses égales par ailleurs, surévaluer sa compétence scolaire est bénéfique à l'élève alors que la sous-estimer est délétère pour son ajustement scolaire, et ce tout au long de la scolarité. Au niveau intra-individuel, les élèves qui se surestiment sont plus motivés, s'auto-régulent bien, sont plus actifs dans leurs apprentissages et réussissent mieux que leurs pairs biaisés négativement. Au niveau inter-individuel, apparaissant plus en conformité avec les attentes du système scolaire, les enseignants leur accordent une plus-value et les jugent mieux que les autres. Ce pattern se retrouve aussi dans d'autres systèmes culturels. Enfin, on observe un manque de discernement des enseignants quant aux élèves biaisés positivement et négativement qu'ils ont du mal à identifier correctement. En conclusion, ce travail invite les acteurs du milieu éducatif à mieux saisir la complexité des évaluations de soi des élèves et leur implication dans les apprentissages des élèves et le jugement des enseignants. Il ouvre aussi des pistes de réflexions pour améliorer la prise en charge des élèves ayant des perceptions irréalistes négatives d'eux-mêmes.

Park, H. I., Lee, S., & Lee, B. (2023). **Does the Attainment of Vocational Aspirations Make Youths Happy?** *Journal of Career Assessment*, 31(3), 458-475.
<https://doi.org/10.1177/10690727221119800>

The current study aims to investigate the developmental perspective on the relationships between person-vocation (P-V) fit and its criteria (extrinsic job satisfaction, workplace satisfaction, and happiness) using longitudinal data of 1041 youths in South Korea. While most previous studies on P-V fit examined the fit between vocational interests and characteristics of actual vocation, we examined the fit between aspired and attained occupation in its prestige levels. We utilized data collected at two time points with an 8-



year interval: when the participants were high school seniors and when they were in early adulthood. Polynomial regression and response surface graphs revealed that the levels of the criteria increased as attained occupation matched with the aspired occupation at a high-high fit compared to a low-low fit. However, P-V misfit did not have a systematic relationship with any criteria. Happiness was the most relevant outcome, suggesting important implications regarding youths' vocational aspirations and attainment.

Skaalvik, E. M., & Skaalvik, S. (2023). **Collective teacher culture and school goal structure: Associations with teacher self-efficacy and engagement.** *Social Psychology of Education*, 26(4), 945-969. <https://doi.org/10.1007/s11218-023-09778-y>

One purpose of this study was to test a model of a collective teacher culture (CTC) proposed by Skaalvik and Skaalvik (Skaalvik and Skaalvik, *Social Psychology of Education* 24:1389–1406, 2021). In this model, a second-order CTC variable was indicated by four first-order variables: positive and supportive social relations with colleagues, collective teacher efficacy, shared goals and values, and value consonance. A second purpose was to test how a CTC was associated with teachers' perceptions of the school goal structure (learning and performance goal structures). A third purpose was to explore relations between the two dimensions of the school goal structure, CTC, teacher self-efficacy, and teacher engagement. Participants in the study were 1145 teachers in elementary school, middle school, and high school. The data were analyzed by means of confirmatory factor analyses and SEM analysis. The factor analyses supported the proposed model and revealed that a CTC was positively and strongly associated with a learning goal structure and positively and moderately associated with both teacher self-efficacy and teacher engagement. In contrast, a CTC was negatively associated with a performance goal structure. A learning goal structure was also positively associated with teacher self-efficacy and engagement. In the SEM model, CTC partly mediated the associations between a learning goal structure and teacher self-efficacy and engagement.

Soares, J., Taveira, M. do C., Barroso, P., & Silva, A. D. (2023). **Career Adapt-Abilities Scale-Short Form: Validation among Portuguese University Students and Workers.** *Journal of Career Assessment*, 31(3), 571-587. <https://doi.org/10.1177/10690727221129281>

Career Adapt-Abilities Scale (CAAS) was recently reduced to a briefer 12-items version, the Career Adapt-Abilities Scale-Short Form (CAAS-SF). Considering its advantages in long protocols, we validated CAAS-SF for the Portuguese context. Participants were 314 university students (17–47 years old, Mage = 21.50, SDage = 4.32, 82.8% females), and 899 working adults (17–66 years old, Mage = 40.14, SDage = 11.95, 76.8% females). Sociodemographic, career adaptability, vocational identity, and life satisfaction measures were applied. Confirmatory factor analyses supported CAAS-SF four-factor hierarchical structure, Cronbach alpha estimates supported CAAS-SF good reliability, and Pearson correlations indicated positive associations with CAAS, vocational identity, and life satisfaction. Multigroup analyses indicated CAAS-SF adequate configural invariance, full metric and scalar invariance across genders, and partial scalar invariance across students and workers' groups. These findings support CAAS-SF usage as a valid and reliable measure to assess career adaptability with Portuguese university students and workers both in research and practice.

Sweetman, R., Hovdhaugen, E., & Thomas, L. (2023). **The (dis)integration of nursing students. Multiple transitions, fragmented integration and implications for retention.**



Tertiary Education and Management, 29(1), 79-92. <https://doi.org/10.1007/s11233-022-09106-7>

There are widespread concerns about a shortage of nurses in society, making it vital to educate and retain as many nursing students as possible. This paper interrogates the fit and relevance of established models for student retention, particularly Tinto's model of student departure and its central notion of 'integration'. Early social and academic integration of students is generally important to promote persistence and prevent early departure. We consider how integration plays out in degrees with extensive practice placements in clinical settings and large degree programme cohorts, investigating the challenges for persistence. Additionally, we question how well Tinto's understanding of integration fits with the structure and format of the nursing programme. Building on comparative interviews with 2nd and 3rd year nursing students in Norway and England, we argue that common understandings about how students are integrated into degree programmes are unlikely to fit the case of nursing. As this programme takes place at multiple sites, the integration process is often experienced as fragmented or interrupted. We find many nursing students describe a prolonged liminal state of disrupted integration, posing challenges for motivation, and greater risk of leaving. We suggest this is driven by shifts between practice and academic sites, combined with institutional practices which encourage frequent changes of peer group, physical location and academic network, all of which interrupt integration processes. Finally, the paper offers suggestions of institutional scope to promote integration within nursing degrees.

Thomas, L., Hovdhaugen, E., & Sweetman, R. (2023). **Professional or student identity and commitment? Comparing the experiences of nursing students with literature on student success.** *Tertiary Education and Management*, 29(1), 93-106. <https://doi.org/10.1007/s11233-023-09115-0>

Improving the rates of continuation and completion of nursing students is a priority to ensure there are sufficient qualified staff to deliver national healthcare services. In the literature, which is predominantly informed by research undertaken in traditional HE institutions with students studying conventional academic programmes, the development of a student identity and course commitment are identified as key components of persistence and success. This linear model assumes that student identity formation takes place during the transition into HE - and professional identities develop as graduates progress into the workplace. Qualitative research in the UK and Norway with nursing and midwifery students found that a strong desire to become a healthcare professional is often the starting point for enrolling in HE, rather than the culmination of the course. A strong future-facing professional identity and commitment sustain many students through the process of accessing and 'enduring' their nursing degree programmes that qualify them for practice. But these programmes do little to nurture professional commitment and identity, which could be harnessed to help these students to successfully complete their nursing studies. Recognising the differences between these professionally-oriented, future-facing students, and those studying traditional degree programmes, should inform approaches to improve the continuation and success of nurses. Their learning experience needs to be affirming and nurturing of this emerging professional identity to allow students to overcome academic and professional challenges they experience as they strive to become nurses, and allow them to fully embrace their professional identity.

Wang, J.-K., Xue, H.-Q., & Wu, X.-F. (2023). **Mental health and academic achievement among Chinese adolescents during COVID-19 pandemic: The mediating role of self-regulation learning.** *Social Psychology of Education*, 26(4), 1001-1015. <https://doi.org/10.1007/s11218-023-09772-4>

The changes that COVID-19 pandemic has brought upon the world are unprecedented. Its impact on students' learning is equally profound, making it critical to heed students' academic achievement effects that may derive from these alterations. Therefore, the present study explored an integrative model of mental health, self-regulated learning and academic achievement among adolescents during the pandemic. Participants were 1001 senior high school students ($M_{age} = 17.00$, $SD_{age} = 0.78$, 48.7% female) from China. Results showed that the degree to which students were mentally healthy was not significantly related to academic achievement, whereas academic achievement and mental health were positively associated with self-regulated learning. Following structural equation modelling analysis, the effect of mental health on academic achievement was fully mediated by self-regulated learning. Taken together, the findings emphasised the necessity of developing self-regulated learning strategies during public health emergencies and have clinical and educational implications for planning psychological interventions in order to improve mental health and academic performance as well.

Weinstein, N., Haddock, G., Chubb, J., Wilsdon, J., & Manville, C. (2023). **Supported or stressed while being assessed? How motivational climates in UK University workplaces promote or inhibit researcher well-being.** *Higher Education Quarterly*, 77(3), 537-557. <https://doi.org/10.1111/hequ.12420>

Academic culture now places high expectations on researchers to demonstrate research productivity alongside teaching, leadership and knowledge exchange. In two studies of researchers across career stages in UK higher education institutions (HEIs), we examined workplace climate within academic departments as (1) supportive of researchers' needs for autonomy, competence and relatedness, (2) publish-or-perish focused and (3) hyper-competitive. In Study 1 (multiwave from 2018 to 2020), need support predicted researchers' lower turnover intention 2 years later, even when controlling for concurrent need support, and career and economic conditions. In Study 2, need support correlated with academic well-being (lower job strain and turnover intention, greater job satisfaction) in a nationwide sample of 2951 researchers. Study 2 found that need support related to improved, and a hyper-competitive motivational climate related to undermined, well-being. Results were mixed for publish-or-perish climate. Performative demands can have deleterious effects on researcher well-being.

Wettstein, A., Jenni, G., Schneider, S., Kühne, F., grosse Holtforth, M., & La Marca, R. (2023). **Teachers' perception of aggressive student behavior through the lens of chronic worry and resignation, and its association with psychophysiological stress: An observational study.** *Social Psychology of Education*, 26(4), 1181-1200. <https://doi.org/10.1007/s11218-023-09782-2>

Aggressive student behavior is considered a leading risk factor for teacher stress. However, teachers' coping styles may affect how they perceive and respond to aggressive student behavior. This study tests whether teachers' perceptions of aggressive student behavior mainly mirror objectively observed aggression in presence of the teacher (as coded by external observers) or whether teachers' perception of aggressive student behavior primarily reflects teachers' avoidant coping styles, such as chronic worry and resignation. Finally, we examine whether observed and teacher-perceived



aggression relates to increased vital exhaustion and psychophysiological stress among teachers (i.e., higher hair cortisol concentration). In an ambulatory assessment study, we administered self-reports to 42 Swiss teachers to assess perceived student aggression, chronic worry, resignation, and vital exhaustion. Additionally, four consecutive lessons per teacher were filmed, and aggressive student behavior in presence of the teacher was coded by four trained external observers. The concentration of cortisol was assessed in hair samples. Results showed that teacher-perceived and observed aggression were moderately associated. Observed aggression was related to teacher perceptions to a much lesser extent than teachers' avoidant coping styles, that is, chronic worry and resignation. While teacher-perceived student aggression was associated with teachers' self-reported vital exhaustion, we did not find any significant association with hair-cortisol concentration. Our findings suggest that teachers perceive student aggression through the lens of their coping styles. Teachers' dysfunctional coping styles are associated with an overestimation of student aggression. Teachers' overestimation of student aggression relates to higher levels of vital exhaustion. Therefore, it is crucial to identify and change teachers' dysfunctional coping styles to prevent a vicious cycle of dysfunctional teacher–student interactions.

Worley, J. T., Meter, D. J., Ramirez Hall, A., Nishina, A., & Medina, M. A. (2023). **Prospective associations between peer support, academic competence, and anxiety in college students.** *Social Psychology of Education*, 26(4), 1017-1035. <https://doi.org/10.1007/s11218-023-09781-3>

Previous literature has demonstrated that peer support is instrumental for the promotion of adaptive academic and mental health outcomes; however, limited research has examined prospective directional associations between peer support and adjustment within college settings. The purpose of this study was to investigate the longitudinal associations between peer support, academic competence, and anxiety among U.S. college students. U.S. students from a diverse 4-year university (N = 251, 75% women, 24% men, and < 1% a different gender) reported on peer support, academic competence, and anxiety using validated questionnaires at two time points (Fall term of sophomore year and Spring term of senior year). Results showed that peer support was positively associated with academic competence over time but was not significantly related to future anxiety. Academic competence did not significantly predict peer support or anxiety over time, but anxiety was associated with lower future academic competence. These findings offer insight into how types of social relationships link with academic motivation and anxiety over time within educational settings.

Yaffe, Y. (2023). **How do impostor feelings and general self-efficacy co-explain students' test-anxiety and academic achievements: The preceding role of maternal psychological control.** *Social Psychology of Education*, 26(4), 925-943. <https://doi.org/10.1007/s11218-023-09767-1>

This exploratory study aims to reveal how impostor feelings and general self-efficacy co-explain students' test-anxiety and academic achievements, while testing the possible preceding effect of maternal psychological control using the students' recollections of their mothers. The study's sample comprised 142 students at several academic institutions in Israel, whose age ranges from 20 to 52 (Mage = 27.53, SD = 5.61). The results of a path model testing the direct and indirect associations between these variables yielded three main findings: First, students' impostor feelings and self-efficacy were inversely intercorrelated, while, when taken together, only the former was uniquely associated

with test-anxiety (i.e., in a positive direction). This finding is among the first that empirically confirms the association between the two phenomena in students. The association between self-efficacy and test-anxiety was fully mediated by the students' impostor feelings. Second, maternal psychological control was negatively and positively associated with the students' self-efficacy and impostor feelings (respectively). The latter, in turn, significantly mediated the maternal effect on the students' test-anxiety. Finally, test-anxiety and self-efficacy were inversely related to the students' academic achievements (i.e., in opposite directions). Test-anxiety fully mediated the negative association between the students' impostor feelings and their academic achievements. The importance and novelty of the findings are discussed in light of the background literature, while specifying the directions for further research.

Yasuda, Y., & Goegan, L. D. (2023). **The relationship between regulatory focus, perfectionism, and school burnout.** *Social Psychology of Education, 26*(4), 903-923. <https://doi.org/10.1007/s11218-023-09776-0>

The current study investigated the relationship between regulatory focus, perfectionism, and school burnout. Regulatory focus theory posits two self-regulatory styles: promotion focus and prevention focus. Similarly, perfectionism also consists of two components: perfectionistic strivings and perfectionistic concerns. Taken together, promotion focus and perfectionistic strivings commonly show an approach orientation, while prevention focus and perfectionistic concerns demonstrate an avoidance orientation. In school settings, a plethora of research has investigated the relationship between perfectionism and school burnout, while little research on the relationship between regulatory focus and school burnout has been conducted. Given that regulatory focus and perfectionism share a commonality, both concepts need to be examined together to predict school burnout. As such, the purpose of this paper was to extend current research by examining school burnout from both perspectives. The current study investigated the relationship between regulatory focus, perfectionism and school burnout (as measured by inadequacy, exhaustion, and cynicism). In this study, 200 undergraduate students answered a questionnaire. Then, correlation, hierarchical regression and moderation analyses were conducted. The results indicated that promotion focus negatively predicted inadequacy, while prevention focus positively predicted all three subscales of school burnout. Moreover, perfectionistic strivings positively predicted exhaustion and perfectionistic concerns positively predicted exhaustion, cynicism, and inadequacy. Limitations and future directions are discussed.

Zhao, S., Zhang, Y., Yu, C., Zhang, H., Xie, M., Chen, P., & Lin, D. (2023). **Trajectories of Perceived Stress among Students in Transition to College: Mindset Antecedents and Adjustment Outcomes.** *Journal of Youth and Adolescence, 52*(9), 1873-1886. <https://doi.org/10.1007/s10964-023-01788-5>

There is growing evidence of a clear association between students' perceived stress and their adjustment to life at college. However, the predictors and implications of distinct changing patterns of perceived stress during the transition to college life are less clear. To address these research gaps, the current study aims to identify distinct patterns of perceived stress trajectories among 582 Chinese first-year college students (Mage = 18.11, SDage = 0.65; 69.40% female) across the first 6 months upon enrollment. Three distinct profiles of perceived stress trajectories, i.e., low-stable (15.63%), middle-decreasing (69.07%), and high-decreasing (15.29%), were identified. Moreover, individuals who followed the low-stable trajectory showed better distal outcomes



(specifically, higher levels of well-being and academic adjustment) 8 months after enrollment than those who followed the other two trajectories. Furthermore, two types of positive mindset (a growth mindset of intelligence and a stress-is-enhancing mindset) contributed to differences in perceived stress trajectory, either independently or jointly. These findings highlight the significance of identifying different patterns of perceived stress among students during the transition to college, as well as the protective roles of both a stress mindset and a mindset of intelligence.

Zhong, L., Xie, Y., & Xu, L. (2023). **The impact of personalization feature on students' engagement patterns in a role-playing game: A cultural perspective.** *Education and Information Technologies*, 28(7), 8357-8375. <https://doi.org/10.1007/s10639-022-11529-z>

The personalization feature has been implemented in various ways in educational games but the effectiveness of personalization feature on students' engagement was mixed in literature. Culture might be one possible reason but has been seldom explored in previous studies. This study filled in this gap by investigating the impact of the personalization feature on students' engagement patterns through the lens of culture. Results showed that the personalization game feature could engage students by capturing and maintaining students' attention and interest. Gender affected students' engagement patterns via cultural differences in attitudes toward time. Additionally, when the game was personalized, students' perceptions of student-teacher relation and group power would affect engagement patterns during gameplay and re-engagement in the future. Findings of this study demonstrated that the personalization game feature delivered via computers could be used to initiate and maintain students' engagement. Gender needs to be considered when utilizing games to engage students. Motivational design is needed to engage less active students in the personalized gaming environment. Students' cultural differences, such as perceptions of power distribution between students and instructors and power of group, need to be considered when designing personalized games. This study contributes to the field by explaining how gender influenced students' engagement patterns and why nonengagement was observed in some previous studies.

Zhou, X., & Tsai, C.-W. (2023). **The Effects of Socially Shared Regulation of Learning on the Computational Thinking, Motivation, and Engagement in Collaborative Learning by Teaching.** *Education and Information Technologies*, 28(7), 8135-8152. <https://doi.org/10.1007/s10639-022-11527-1>

Collaborative learning by teaching (CLBT) is a pedagogical approach that combines collaborative learning and learning by teaching pedagogy, which can be applied to university classrooms with the support of information and communication technology (ICT). This pedagogy not only emphasizes the independent learning of group members, but also emphasizes the process of collaborative learning and cooperative teaching among group members. For current Chinese college students, even with the support of online learning resources and ICT, CLBT is a relatively difficult task for group members, which needs to be combined with some regulatory strategies. Socially shared learning regulation (SSRL) has attracted widespread attention from educators and researchers as an effective collaborative learning regulation strategy, but so far, there is few studies on the effects of SSRL in CLBT environment, especially on psychological variables. This study explored the effects of SSRL on the computational thinking, learning motivation, engagement, and academic achievement of university students in CLBT by conducting a semester-long quasi-experiment in a data mining course with 72 third-year

undergraduates at a Chinese public university. The experimental class adopted SSRL in CLBT with 41 students (33 males, eight females), while the control class only implemented CLBT with 31 students (26 males, five females). The independent sample t-test results showed that the students in the experimental class significantly improved their intrinsic motivation, engagement (Deep processing strategy and affective engagement), and computational thinking (Algorithmic thinking, critical thinking and problem solving) than those in the control class. In addition, the student's academic achievements in the experimental class were significantly higher than the students in the control class. This study enriches the practical cases of educators and researchers and makes recommendations for future research, such as combining project-based learning approaches with CLBT or investigating the relationship among these psychological variables and academic performance.

Zhou, Z., Shi, Z., Li, X., & Qu, Y. (2023). **Parents' Self-Development Socialization Goals and Chinese Adolescents' Academic Motivation: The Mediating Role of Parents' Autonomy Support.** *Journal of Youth and Adolescence*, 52(9), 1887-1901. <https://doi.org/10.1007/s10964-023-01797-4>

The socialization goals parents hold for their adolescents, which reflect the qualities, skills, or behaviors they want their adolescents to acquire, play an important role in shaping adolescents' adjustment via parenting practices. Nevertheless, there is a lack of studies that examine the longitudinal implications of parents' socialization goals for adolescents' academic motivation, especially in non-Western cultures. Moreover, evidence is still scarce regarding the full process from parents' socialization goals to parenting practices and further to adolescents' academic adjustment. To address these gaps, the current two-wave longitudinal study spanning one year examined whether two critical socialization goals endorsed by parents in Chinese culture, namely self-development (i.e., parents wanting adolescents to be unique, autonomous, and self-assertive) and academic achievement socialization goals (i.e., parents wanting adolescents to achieve academic success), predicted Chinese adolescents' academic motivation over time via parents' autonomy support. Two hundred and eighty-five Chinese adolescents (Mean age = 12.29 years, SD = 0.64, range = 11–14, 51% girls) reported on perceived parental socialization goals and autonomy support, as well as different aspects of their own academic motivation (i.e., academic interest, mastery orientation, and persistent responses to academic failure). Results showed that perceived parents' self-development socialization goals positively predicted adolescents' academic motivation one year later, which was mediated by parents' increased autonomy support. The findings highlight the positive role of parents' self-development socialization goals in Chinese adolescents' academic adjustment in the changing society, and identify the underlying socialization processes via parenting practices.

Aspects sociaux de l'éducation

Aerts, N., & Van Mol, C. (2023). **Explaining Social Selectivity in Study Abroad Participation of German Students between 1994 and 2016.** *Sociology of Education*, 96(3), 234-252. <https://doi.org/10.1177/00380407231167087>

In recent years, it has been well established that study abroad participation is a socially selective process. Today, scholars generally focus on single social markers, often using cross-sectional data. In this article, we instead adopt an intersectional and longitudinal



approach to improve our understanding of the development of social selectivity in study abroad, with a particular focus on the intersection between socioeconomic background and gender. Our analyses are based on the Learning Conditions and Student Orientations (N = 49,931), a representative survey of German higher education students, and covers the period 1994 to 2016. Our analyses indicate that social selectivity in German study abroad programs increased in 2003 and remained stable afterward, which can be partly explained by differences in cultural, economic, and social capital. Finally, our analysis suggests that cultural capital also explains the gender imbalance in study abroad programmes.

Apugo, D., Castro, A. J., & Dougherty, S. A. (2023). **Taught in the Matrix: A Review of Black Girls' Experiences in U.S. Schools.** *Review of Educational Research*, 93(4), 559-593. <https://doi.org/10.3102/00346543221125476>

In recent decades, a growing body of work casts light on Black girls' schooling experiences to inform the emerging field of Black girlhood studies. Our theoretical review applies intersectionality as a guiding analytic framework to synthesize literature in this emerging field. We specifically highlight the macro and microlevel domains of power (interpersonal, cultural, structural, and disciplinary) in U.S. K–12 schools shaping Black girls' schooling experiences. The data were drawn from a systematic search of 75 research articles. Our analysis indicated that schools perpetuate racial containment through the policies and practices they maintain as well as the cultural artifacts, objects, and people that coalesce to influence school culture, the instructional practices and curricula Black girls encounter, and the social scripts and covert messaging that dictate how Black girls claim agency in school environments. A key contribution of this review aims to situate power—a central concept in intersectionality—to offer new insights and directions for research on Black girls.

Ben Hamouda, L. (2023, juillet 4). **L'influence de l'origine sociale sur le temps de travail et l'aide aux devoirs.** Consulté 11 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/07/04/linfluence-de-lorigine-sociale-sur-le-temps-de-travail-et-laide-aux-devoirs/>

Selon une récente étude de la Depp – Direction de l'évaluation, de la prospective et de la performance, les élèves se différencient non seulement par leur niveau d'acquis, mais aussi par leur gestion du temps de travail en dehors de la classe. Les résultats montrent que les élèves aux acquis les plus élevés se distinguent...

Blanchard, M., & Lemistre, P. (2023). **Bacheliers et bachelières scientifiques dans l'enseignement supérieur. Quatre ans après, qui persiste dans les sciences ?** *Éducation & formations*, 105(1), 25-46. <https://doi.org/10.48464/ef-105-02>

Boveda, M., & Annamma, S. A. (2023). **Beyond Making a Statement: An Intersectional Framing of the Power and Possibilities of Positioning.** *Educational Researcher*, 52(5), 306-314. <https://doi.org/10.3102/0013189X231167149>

In this essay, two women of Color researchers examine the intersections of race and disability and ask, "What is the power and purpose of positioning and positionality statements?" Informed by Black feminist theory, and drawing from the DisCrit tenets of intersectional oppressions, historicity, and whiteness and ability as property, the authors focus on researchers' positioning in relation to how they engage and communicate knowledge about multiply marginalized people. Positionality statements, they argue,

must be more than a listing of identities or a claim on authority through the naming of professional proximity to marginalized communities. Recognizing the increasing expectations for education scholars to articulate positionality in their scholarship, the authors offer a three-pronged intersectional framework, with provocations about the onto-epistemic, sociohistoric, and sociocultural elements of positioning. Education researchers interested in conveying how intersectional oppressions effect knowledge production will find this framework useful for crafting positionality statements that consider the multidimensional nature of power, oppression, and research in relation to their field, the literature, and multiply marginalized participants.

Burke, K. J., Juzwik, M., & Prins, E. (2023). **White Christian Nationalism: What Is It, and Why Does It Matter for Educational Research?** *Educational Researcher*, 52(5), 286-295. <https://doi.org/10.3102/0013189X231163147>

The ascendance of White Christian nationalism has profound implications for democracy and public institutions in the United States, including public education. This article explains the core beliefs and features of White Christian nationalism as a contemporary religiopolitical movement that seeks to fuse Christianity with civic life; delineates how and why it matters for educational research; and identifies how education scholars might begin to address White Christian nationalism, particularly by investigating how it can be unlearned. We argue that learning about White Christian nationalism can help educational stakeholders better understand current educational battles, such as banning books and discussion of critical race theory, and contextualize a wide range of pressing problems facing US education, especially problems involving educational justice and equity.

Dherbécourt, C. (2023). **Mesurer la mobilité intergénérationnelle et l'inégalité des chances à partir du revenu. Une opportunité pour (ré)évaluer le lien entre éducation et destin individuel.** *Éducation & formations*, 105(1), 95-116. <https://doi.org/10.48464/ef-105-05>

Dong, J., Lee, S., Wang, C., & Shannon, D. M. (2023). **Impact on social capital and learning engagement due to social media usage among the international students in the U.S.** *Education and Information Technologies*, 28(7), 8027-8050. <https://doi.org/10.1007/s10639-022-11520-8>

International students who pursue their academic goals in United States are prone to difficulties when attempting to build social resources and adjust to the new culture. Social media is a practical means of connection due to its ease of use and accessibility. Previous research has indicated contradictory effects of social media use on academic engagement. In addition to the direct effect, this research examined social media use influences on international students' learning engagement by mediating social capital and cultural adjustment. A total of 209 international students completed a web-based survey distributed via e-mail and social media between November 2021 and May 2022. Data were analyzed using Structural Equation Model. Results showed that only purposely using social media to collaborate with learning counterparts or materials directly improves international students' learning engagement. Other uses of social media (e.g., expanding new resources, solidifying close relationships) have no significant direct effects. Nonetheless, they are essential to improving levels of learning engagement via the mediation of bridging capital (social resources attributed to expanding relationships) and students' cultural adjustment in the U.S. International students' bonding capital



(social resources available through trustworthy relationships) and home cultural retention showed little direct or indirect effects on learning engagement. This study recognizes the importance of social resources and cultural adjustment for international students. Also, this study provides valuable information to educators and administrators, as there is a need to identify the underlying mechanisms to contribute feasible learning intervention approaches and alleviate negative effects for international students.

Dupray, A. (2023). **Les conditions de la mobilité géographique à l'entrée dans le supérieur selon le territoire d'origine. Le cas des bacheliers 2014.** *Éducation & formations*, 105(1), 67-91. <https://doi.org/10.48464/ef-105-04>

Esidio, E. C., França, M. T. A., & Frio, G. S. (2023). **Differences between genders in the subjective well-being of students participating in PISA 2018.** *Child Indicators Research*, 16(4), 1781-1809. <https://doi.org/10.1007/s12187-023-10034-0>

Adolescence is a critical period for the development of cognitive personality and maturation. Subjective well-being (SWB) levels decreases during this phase of life. Within this theme, the article investigates possible differences between the genders in the three dimensions established by subjective well-being. Each of its components, satisfaction with life, positive effect and negative effect are estimated through Exploratory Factorial Analysis. To do so, Pisa 2018 data is used and the differences between genders are measured by an Oaxaca-blinder decomposition. The estimation indicates that girls present a lower level of subjective well-being that their male peers in all three factors. These results are important to understand the gender differentials in SWB and to develop public policies for adolescents who are in school.

Gagne Chabrol, C. (2023, juillet 7). **L'inflation renforce encore la précarité étudiante.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/07/07/l-inflation-renforce-encore-la-precarite-etudiante_6180909_4401467.html

Après la pandémie, c'est l'augmentation des prix qui fragilise désormais la situation financière des étudiants. L'association Linkee, qui organise des distributions de colis alimentaires, s'alarme de l'aggravation de la précarité des jeunes.

Garen, J. (2023). **Enhancing economic freedom via school choice and competition: Have state laws been enabling enough to generate broad-based effects?** *The American Journal of Economics and Sociology*, 82(4), 289-312. <https://doi.org/10.1111/ajes.12515>

An aspect of economic freedom that varies across U.S. states is K-12 educational freedom. Some states allow a degree of choice for families in selecting schools outside public schools for their children. However, the enabling laws for such programs are often quite restrictive and limited to few children. Can this limited degree of competition and choice have a noticeable effect on an entire state's overall K-12 performance? I find strikingly large test score gains for states that have adopted voucher programs and/or Education Savings Accounts (ESAs), swamping the effect of per pupil K-12 spending on test scores. Moreover, vouchers and ESAs are associated with less per pupil spending. These effects are robust to a host of specification checks. A key factor is the amount of a program's funding that "follows the student," even if a small number of students are eligible. Overall, it seems that even a small measure of educational freedom has a large effect.



Gasman, M., Ekpe, L., Ginsberg, A. C., Lockett, A. W., & Samayoa, A. C. (2023). **Why Aspiring Leaders Choose to Lead Historically Black Colleges and Universities.** *Innovative Higher Education*, 48(4), 637-654. <https://doi.org/10.1007/s10755-022-09644-3>

Motivated and effective leadership is necessary for college and university presidents and even more paramount at Historically Black Colleges and Universities (HBCUs), given the significant impact that these institutions have on Black lives and overall equity in the nation. Using Greenleaf's (1970) servant leadership model as a guiding framework, we examine why aspiring leaders want to lead and serve HBCUs. Based on interviews with 26 aspiring Black leaders, our findings revealed that being a graduate of an HBCU, the impact of the HBCU experience, an interest in paying the HBCU experience forward and believing in the HBCU mission are factors that contribute to why aspiring leaders want to become HBCU presidents. Based on our findings, we provide concrete recommendations for future researchers and practitioners.

Genevois, S., & Wolff, L. (2023, juin 28). **Rester sur son île ou « sauter la mer » pour faire ses études? Vers une approche multi-échelle des mobilités étudiantes à La Réunion.** Présenté à 59e colloque l'Association de Science Régionale de Langue Française (ASRDLF). Consulté à l'adresse <https://hal.science/hal-04147824>

L'étude des territoires de mobilité invite à prendre en compte la question des distances et des proximités (Drevon, Kaufman, 2022), particulièrement dans les territoires ultramarins où l'insularité, l'éloignement et l'isolement prennent une dimension plus forte qu'en métropole. L'étude géographique des mobilités porte assez souvent sur les déplacements quotidiens domicile-travail et sur les mobilités résidentielles qui s'inscrivent davantage dans le temps. Les mobilités étudiantes sont plus spécifiques dans la mesure où elles peuvent être temporaires ou définitives, avec ou sans changement de lieu de résidence. La décision de faire ses études sur place, donc de rester sur son île ou au contraire de « sot la mer » (expression créole pour désigner le fait d'aller en métropole ou dans d'autres pays) relève de multiples facteurs individuels ou collectifs. Entre mobilité choisie et mobilité subie, la mobilité géographique des étudiants et des étudiantes de La Réunion s'inscrit dans des dynamiques complexes et à plusieurs échelles (Célestine, Vitale, Bertile & al. 2012; Leroux, Ihaddadene, 2017). Comme le montre une étude de l'INSEE conduite en 2019, La Réunion est l'un des Départements et régions d'outre-mer (DROM) où les étudiants sont le moins mobiles en dehors de leur académie d'origine. Les néo-bacheliers réunionnais sont en revanche très mobiles à l'échelle de l'île qui dispose d'un grand pôle universitaire et d'un pôle secondaire ainsi que de différents instituts publics ou privés de formation répartis au sein du territoire (Fabre, Pawlowski, 2019). Cette situation de faible mobilité externe n'est pas liée seulement à l'éloignement de la métropole. Elle ne peut pas non plus être découplée des mobilités internes qui restent compliquées pour beaucoup de jeunes en raison des difficultés de déplacement et des logiques de choix de filières. Il en résulte d'importants déséquilibres territoriaux ainsi qu'une assez forte fragmentation, débouchant sur des formes de périphéricité à l'intérieur même d'un territoire dit « ultra périphérique ». A partir d'une méthodologie quantitative, la présente communication vise d'une part à interroger l'hypothèse selon laquelle les étudiants réunionnais seraient de plus en plus mobiles et, d'autre part, à montrer l'intérêt d'une approche multi-échelles pour décrire et analyser leur mobilité géographique. Le corpus mobilisé concerne les données de déplacements domicile-études produites par l'INSEE sur la période 2007-2019 ainsi que les données Parcoursup permettant de recouper ces données avec les choix d'orientation des étudiants. L'objectif est de croiser différentes sources statistiques disponibles en open data et de



mettre en visibilité, par des cartes et des graphiques, les déterminants de la mobilité étudiante. L'étude s'inscrit dans le projet de recherche Géorun conduit au sein du laboratoire ICARE (Université de la Réunion) et vient alimenter la production d'un Atlas numérique des territoires éducatifs à La Réunion (Genevois, 2023).

Graveleau, S. (2023, juillet 12). **Sur Parcoursup, « les filles et les élèves des milieux défavorisés sous-estiment leur niveau »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/07/12/sur-parcoursup-les-filles-et-les-eleves-des-milieux-defavorises-sous-estiment-leur-niveau_6181578_4401467.html

Alors que la phase principale de Parcoursup s'est achevée le 7 juillet, une étude de l'Institut des politiques publiques montre que les bons élèves de milieux défavorisés et les filles sont moins ambitieux dans leurs vœux par manque de confiance en eux.

Guillerm, M., & Monso, O. (2023). **Évolution de la mixité sociale des collèges**. *Note d'information*, (23.37), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evolution-de-la-mixite-sociale-des-colleges-378782>

Les collèges ont des compositions sociales très différentes, ce qui est régulièrement décrit comme un facteur renforçant les inégalités scolaires.

Haskins, A. R., Jacobsen, W. C., & Mittleman, J. (2023). **Optimism and Obstacles: Racialized Constraints in College Attitudes and Expectations among Teens of the Prison Boom**. *Sociology of Education*, 96(3), 211-233. <https://doi.org/10.1177/00380407231167412>

Using data from the Future of Families and Child Wellbeing Study, we estimate associations of paternal incarceration with three measures of teens' attitudes and expectations: (1) optimism about the future, (2) perceived importance of college graduation, and (3) perceived likelihood of college graduation. Results suggest that whereas optimism toward the future and the importance of college are resilient in the face of paternal incarceration, teens' expectations of actual college completion are reduced, particularly for Black youth. An examination of micro-, meso-, and macro-level mechanisms suggests that early consequences of paternal incarceration influence perceptions of future educational trajectories. Our findings point to the complexity of contemporary teens' college-related attitudes in the wake of the prison boom. Signs of optimism surfaced, yet obstacles associated with paternal incarceration represent a type of racialized constraint. An updating of the educational expectations literature is needed to account for the racialized nature of the era of mass incarceration in the United States.

Hirschl, N., & Smith, C. M. (2023). **Advanced Placement Gatekeeping and Racialized Tracking**. *Sociology of Education*, 96(3), 190-210. <https://doi.org/10.1177/00380407231161334>

Racialized tracking is central to sociological explanations for racially stratified educational outcomes. However, school officials' decision-making is of debated importance for explaining racialized tracking. We contribute to this literature by examining the effects of schools' enrollment policies for Advanced Placement (AP) courses. Using a unique combination of school survey data and administrative data from Wisconsin, we examine what happens to racial inequality in AP participation when school officials enforce performance-based selection criteria, which we call "course gatekeeping." We find that course gatekeeping has racially disproportionate effects.



Although racialized differences in prior achievement partially explain the especially large negative effects among students of color, course gatekeeping produces Black-white and Hispanic-white disparities in participation even among students with similar, relatively low prior achievement. We further find that course gatekeeping has longer-run effects, particularly discouraging Black and Asian or Pacific Islander students from attending highly selective four-year colleges.

Horta, H., & Tang, L. (2023). **Male and female academics' gendered perceptions of academic work and career progression in China.** *Higher Education Quarterly*, 77(3), 515-536. <https://doi.org/10.1111/hequ.12419>

This article explores the experiences of male and female academics in China's higher education system concerning career progression and examines how they perceive the challenges faced by the opposite gender. Our analysis of interviews with 40 academics from a research university revealed that academics' experience of career progression is informed by gendered divisions of labour at home and work and by gendered role expectations that are prevalent in Chinese culture. Female academics reported performing a disproportionate amount of household work: some felt satisfied with having moderately successful academic careers, whereas others aspired to do more but grappled with the difficulties of doing so. In contrast, male academics mentioned great pressure to pursue promotion and career progression: they reported feeling less work-family stress but were fearful of failing in their role as breadwinners. Male and female academics showed mixed comprehension of each other's plight, but in general, female academics recognised that male academics faced higher career expectations but lower household burdens, and male academics felt that female academics had lower career expectations and many more burdens and constraints. Male academics tended to stress biological and societal reasons for gender differences in Chinese academia, whereas female academics highlighted the power of cultural and social beliefs. We argue that the challenges faced by Chinese academics can only be mitigated if gender-specific promotion paths that recognise men's and women's social roles and obligations are made available.

Hundebo, P. O. (2023). **Degree completion among students with an immigrant background in short-cycle welfare-oriented professional education.** *Tertiary Education and Management*, 29(1), 41-61. <https://doi.org/10.1007/s11233-023-09114-1>

This article examines degree completion among students with an immigrant background who enrolled in professional bachelor's degree programmes in early childhood or teacher education, nursing, or social work. By using the high-quality Norwegian register data covering national cohorts of students enrolled in higher education between 1990 and 2014, the analysis indicates that immigrants and native-born descendants of immigrants were less likely to complete these study programmes, compared with native majority students. Explanations for this could be linked to ethnic minorities being inadequately integrated—socially and academically—in these study programmes and therefore less able and/or motivated to stay enrolled until graduation. In all four professional study programmes, students with an immigrant background had comparatively higher probabilities of transferring to other study programmes or dropping out of higher education altogether. On the positive side, minority-majority gaps in degree completion were considerably smaller for those who achieved academically well in these professional study programmes, measured as high first-year GPAs. However, it is quite alarming that immigrants and immigrant descendants who achieved poor



academic results were substantially less likely to complete a degree than native majority students with correspondingly poor results.

Ispa-Landa, S., & Thomas, S. E. (2023). **Navigating the Risks of Party Rape in Historically White Greek Life at an Elite College: Women's Accounts.** *Sociology of Education*, 96(3), 169-189. <https://doi.org/10.1177/00380407231163799>

Landmark research from before the 2010s shows that college women rarely held institutions responsible for allowing rape-prone party contexts to persist and failing to support survivors. Yet the college landscape has changed profoundly since these studies were published, with prominent anti-rape campaigns and new guidelines to Title IX policy. To update a research stream that has provided the basis for theorizing about sexual violence in college peer cultures, we examine 121 intensive interviews with 68 women who are at heightened risk of party rape because of their involvement in historically White sororities. Several key findings emerged. First, women were highly invested in the Greek party circuit. Second, participants blamed institutions for failing to do more to keep them safe. Reflecting their focus on institutions, women also proposed that institutional authorities change their policies so sororities could move parties out of fraternity houses and into sorority houses. Third, women took on the labor of trying to protect themselves and other women at parties by designating monitors. However, they reported that with this system, other women could be deemed responsible, not for being assaulted but for failing to prevent rape. Finally, women found ways to identify and exclude men they deemed "rapey" from Greek gatherings. However, boycotting an entire fraternity was more controversial and harder to sustain. Overall, women's preferred prevention strategies reflect a strong desire to avoid disturbing the Greek party scene. Implications for research and policy on gender and sexual violence prevention in higher education are discussed.

Keane, E., Heinz, M., & Lynch, A. (2023). **Factors impacting on the retention of students from under-represented groups in initial teacher education in Ireland.** *Tertiary Education and Management*, 29(1), 5-23. <https://doi.org/10.1007/s11233-022-09108-5>

Initial teacher education (ITE) programmes in Ireland have seen continued high demand for places, reflecting high regard for the teaching profession. However, there is a dearth of diversity amongst Ireland's student teacher and teaching populations, with the vast majority of entrants to ITE being from majority ethnic groups and a high proportion from higher socio-economic backgrounds. Diversifying the teaching profession has come to be of research and policy significance in recent decades in Ireland. This paper explores issues of retention in ITE in Ireland, with a focus on supporting the engagement and completion of student teachers from under-represented groups. We draw on data collected as part of the Access to Post-primary Teaching (APT) project, funded under the Higher Education Authority's Programme for Access to Higher Education (PATH): Strand 1 (Equity of Access to Initial Teacher Education), including interviews with 'working class' student teachers and a focus group interview with teacher educators. While the paper highlights high retention rates in ITE in Ireland, it reports key barriers that particularly negatively impact student teachers from under-represented groups, in relation to identity and belonging, and finance and part-time work. The paper also observes the necessity of a high level of support by programme staff in maintaining high retention rates more generally in ITE programmes. Given the significant barriers student teachers from under-represented groups encounter in ITE, their high levels of retention merits further research,



particularly the roles played by their motivation and by the specific additional supports provided by ITE staff and teacher diversity projects.

Lott, J., Bauman, K. M., & Yeh, T. L. (2023). **Men of Color Programs at Public Baccalaureate Institutions: A Typology of Institutional Context & Diversity**. *Research in Higher Education*, 64(5), 740-764. <https://doi.org/10.1007/s11162-022-09726-3>

This study provides a typological analysis of public, four-year institutions implementing programs for men of color (MoC). The purpose of the study is to expand our understanding of the institutional context and conditions in which these interventions operate. As more of these programs emerge, it is important to understand if and how institutional mission, composition, and resources shape supports and opportunities for underrepresented men of color attending four-year public institutions. Through an exhaustive search process, we identified 177 MoC programs across 166 public four-year institutions across the United States and organized them along a range of institutional characteristics. We then applied descriptive statistics and cluster analysis to program search findings. Results show that public institutions implementing MoC programs can be understood as seven clusters or institutional types. This research provides important information and context for stakeholders who are interested in addressing educational disparities for men of color by illuminating the institutional diversity through which these programs are catalyzed and implemented. To date, this is the first study to organize MoC programs located across four-year public institutions by a range of institutional categories.

Matschiner, A. (2023). **A Systematic Review of the Literature on Inservice Professional Development Explicitly Addressing Race and Racism**. *Review of Educational Research*, 93(4), 594-630. <https://doi.org/10.3102/00346543221125245>

This systematic literature review examines research on U.S. professional development (PD) in which practicing teachers are asked to engage explicitly with race and racism. Using Kennedy's PD theories of action, this review examines 64 studies published from 1981 to 2019 and analyzes race-related PD goals, pedagogical approaches, and documented outcomes of PD. The body of scholarship shows an array of PD program goals, often-limited pedagogical explicitness and detail, and descriptive and developmental outcomes. Recent scholarship has centered racial-equity-oriented teachers and teachers of Color and identified PD characteristics associated with positive outcomes. Extant literature has seldom directly documented PD transfer and incorporation in schools or documented PD impact on students. Areas for future research include further leveraging scholarship on change processes including teacher learning and PD effectiveness, documenting teacher development beyond PD sessions, probing affordances of different PD settings and formats, and examining how PD ultimately impacts student experience.

Miler, M. (2023, juillet 4). **A l'ENS de Lyon, la cohabitation parfois douloureuse des normaliens et des « admis sur dossier »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/07/04/a-l-ens-de-lyon-la-cohabitation-parfois-douloureuse-des-normaliens-et-des-admis-sur-dossier_6180400_4401467.html

Chaque année, un tiers d'étudiants intègre l'ENS de Lyon sur dossier, une voie d'admission parallèle au concours créée en 2016, qui propose d'accéder au même diplôme, mais sans le statut de fonctionnaire des normaliens.

Nachatar Singh, J. K. (2023). **Unequal opportunities in accessing employability-related programmes: South Asian graduates' experiences in Australia.** *Higher Education Quarterly*, 77(3), 501-514. <https://doi.org/10.1111/hequ.12416>

Limited scholarly work has been conducted on obtaining equal opportunities to participate in employability-related programmes by international students while studying in Australia. Drawing on a qualitative study, 20 South Asian postgraduates were interviewed to explore their experiences in accessing employability-related programmes. Based on the findings, South Asian graduates have experienced unequal opportunities in accessing employability-related programmes as postgraduate international students in Australia. They are disadvantaged by generic career advice and resume assistance offered by their university career office, and companies invited to university career fairs offer internships, placements or graduate programme opportunities mostly to domestic students. As a result, South Asian graduates were unable to gain employment in their field of studies. South Asian graduates have also offered several useful recommendations to facilitate more equal chances of developing employability and thereby gaining successful employment in Australia. These include partnerships with companies in providing employment opportunities, diversification of university career office roles, and establishing connections with alumni. The paper also discusses implications for Australian higher education institutions and higher education policy and practice in Australia.

Park, A., Kim, Y., & Murphy, J. (2023). **Adverse Childhood Experiences and Substance Use Among Korean College Students: Different by Gender?** *Child Indicators Research*, 16(4), 1811-1825. <https://doi.org/10.1007/s12187-023-10036-y>

Research has shown that adverse childhood experiences (ACEs) lead to substance use and this relationship may differ by gender. There is limited knowledge about how ACEs relate to the risk of substance use in South Korea. The current study aims to identify the latent patterns of co-occurring ACEs and examines their relationships with substance use among college students. This study used data collected in 2019 from a national sample of Korean college students (N = 1,037). This study conducted a Latent Class Analysis (LCA) with distal outcomes, using the Bolck, Croons, and Hagenaars method. The independent variable was the patterns of ACEs identified using 14 indicators of childhood adversity. Two dependent variables measured self-reported substance use in smoking and alcohol use. The LCA identified four heterogeneous ACEs classes: High Adversity, Family Violence, Economic Hardship, and Low Adversity. The analysis showed different associations between the ACE patterns and substance use by gender: For women, the Family Violence classes (OR = 1.13, $p < .05$) were significantly associated with the odds of daily smoking; for men, the High Adversity class was significantly associated with the odds of problem drinking (OR = 1.24, $p < .01$). This study discusses the importance of understanding the roles of ACEs on substance use and gender differences. These findings highlight the need for gender-specific understanding and interventions efforts to reduce the impact of ACEs on substance use.

Seri-Hersch, I. (2023). **Education, Violence, and Transitional Uncertainties: Teaching « Military Sciences » in Sudan, 2005-2011.** <https://doi.org/10.1515/9783110719611-021>

Sigurdardottir, M. S., Torfason, M. T., & Jonsdottir, A. H. (2023). **Social tie formation of COVID-19 students: evidence from a two-cohort longitudinal study.** *Higher Education*, 86(2), 333-351. <https://doi.org/10.1007/s10734-022-00935-4>

The COVID-19 pandemic and the consequent move of higher education to online courses has disrupted the learning paths of many students. Social network data were collected from two cohorts of students, those starting their higher education in normal conditions in 2017 and those starting in 2020 during the pandemic. The findings showed that students in the 2020 cohort reported making fewer connections at the beginning of the first semester and developed significantly fewer connections during the first semester. Female students lost the relative advantage they had compared with male students in developing new connections. Based on our findings, and because of the importance of social connections made during the first year of study, the 2020 cohort will need considerable support in catching up with previous cohorts. The findings provide strong support for the assumption that online studies offer limited possibilities in building social connections compared with on-campus education.

Wong, G. K. W., Tsang, B. Y. P., Wu, Q., & Zhang, X. (2023). **Do underprivileged youth find hope, sense of community, and perceived social support in computational participation? A socio-cognitive approach to computational learning.** *Education and Information Technologies*, 28(7), 8975-8997. <https://doi.org/10.1007/s10639-022-11522-6>

While increasing the equitable participation in computer science (CS) education at schools, most existing studies focus on the acquisition of computational skills and measurements of cognitive skills as the learning outcome. The potential benefits of developing psychosocial attributes in the process of computational learning are of less concern, particularly for the underprivileged youth with Special Educational Needs (SEN) and from low-income family. To improve the inequitable learning in school, the Project C program has been developed to integrate computational participation and mentoring scheme through social-cognitive approach for underprivileged youth. The aim of this research is to investigate the psychosocial impact of the program, and examine the interrelation between hope, sense of community, and perceived social support in computational learning. The Project C program was piloted in a special school in Hong Kong under the category of Schools for Children with Moderate Intellectual Disability, targeting 8th grade students (n=51) with SEN (i.e., mild autism) living in low-income residential districts, and a self-reported pre/post questionnaire was administered to measure the psychosocial changes before and after the intervention. The findings reveal a statistically significant change in hope, sense of community, and perceived social support through the program, and the relation between sense of community and hope was fully mediated by the perceived social support. Based on the findings, theoretical and practical implications of social-cognitive approach to computational learning are discussed.

Xia, Q., Chiu, T. K. F., & Chai, C. S. (2023). **The moderating effects of gender and need satisfaction on self-regulated learning through Artificial Intelligence (AI).** *Education and Information Technologies*, 28(7), 8691-8713. <https://doi.org/10.1007/s10639-022-11547-x>

Artificial intelligence (AI) has the potential to support self-regulated learning (SRL) because of its strong anthropomorphic characteristics. However, most studies of AI in education have focused on cognitive outcomes in higher education, and little research has examined how psychological needs affect SRL with AI in the K-12 setting. SRL is a self-directed process driven by psychological factors that can be explained by the three basic needs of self-determination theory (SDT), i.e., autonomy, competence, and relatedness. This study fills a research gap by examining the moderating effects of need satisfaction and gender in predicting SRL among Grade 9 students. The results indicate

that girls perceive more need support than boys. In predicting SRL, satisfaction of the need for autonomy and competence is moderated by both gender and AI knowledge, whereas satisfaction of the need for relatedness is moderated by gender only. Particularly among girls, the effects of autonomy and competence more strongly predict SRL when AI knowledge is low. These findings confirm the gender differences in need satisfaction when predicting SRL with a chatbot. The findings have implications for both teacher instruction and the design and development of intelligent learning environments.

Zhou, Z., Shi, Z., Li, X., & Qu, Y. (2023). **Parents' Self-Development Socialization Goals and Chinese Adolescents' Academic Motivation: The Mediating Role of Parents' Autonomy Support.** *Journal of Youth and Adolescence*, 52(9), 1887-1901. <https://doi.org/10.1007/s10964-023-01797-4>

The socialization goals parents hold for their adolescents, which reflect the qualities, skills, or behaviors they want their adolescents to acquire, play an important role in shaping adolescents' adjustment via parenting practices. Nevertheless, there is a lack of studies that examine the longitudinal implications of parents' socialization goals for adolescents' academic motivation, especially in non-Western cultures. Moreover, evidence is still scarce regarding the full process from parents' socialization goals to parenting practices and further to adolescents' academic adjustment. To address these gaps, the current two-wave longitudinal study spanning one year examined whether two critical socialization goals endorsed by parents in Chinese culture, namely self-development (i.e., parents wanting adolescents to be unique, autonomous, and self-assertive) and academic achievement socialization goals (i.e., parents wanting adolescents to achieve academic success), predicted Chinese adolescents' academic motivation over time via parents' autonomy support. Two hundred and eighty-five Chinese adolescents (Mean age = 12.29 years, SD = 0.64, range = 11–14, 51% girls) reported on perceived parental socialization goals and autonomy support, as well as different aspects of their own academic motivation (i.e., academic interest, mastery orientation, and persistent responses to academic failure). Results showed that perceived parents' self-development socialization goals positively predicted adolescents' academic motivation one year later, which was mediated by parents' increased autonomy support. The findings highlight the positive role of parents' self-development socialization goals in Chinese adolescents' academic adjustment in the changing society, and identify the underlying socialization processes via parenting practices.

Climat de l'école

Chu, M., Fang, Z., Lee, C.-Y., Hu, Y.-H., Li, X., Chen, S.-H., ... Chiang, Y.-C. (2023). **Collaboration between School and Home to Improve Subjective Well-being: A New Chinese Children's Subjective Well-being Scale.** *Child Indicators Research*, 16(4), 1527-1552. <https://doi.org/10.1007/s12187-023-10018-0>

Children's psychological well-being is critical for students' school performance and mental health. This study developed the Chinese Children's Subjective Well-being Scale and explored an appropriate strategy to improve children's subjective well-being from the collaboration between school and home perspective. Based on a literature review, focus group interviews, expert validity, factor structure and confirmatory factor analysis, this study developed the Chinese Children's Subjective Well-being Scale. We then enrolled 289 grade 3–6 students from a public primary school in southeastern China to

conduct multiple linear regression analysis. The Chinese Children's Subjective Well-being Scale had good reliability and validity. Homework anxiety was negatively associated with subjective well-being ($\beta = -0.21$, $p = 0.011$). Family interaction and support improved subjective well-being. Less parental supervision and family conflict could buffer the negative effect of homework anxiety on subjective well-being. The Chinese Children's Subjective Well-being Scale can be used with primary school students in China. This study also recommended that governments and education practitioners focus on optimizing collaboration between school and home to improve children's subjective well-being by reducing their homework anxiety and increasing the harmonious family atmosphere (more family interaction and support and less parental supervision and family conflict).

Dias-Viana, J. L., Noronha, A. P. P., & Valentini., F. (2023). **Bullying Victimization and Mathematics Achievement Among Brazilian Adolescents: Moderated Mediation Model of School Subjective well-being and Perceived Social Support.** *Child Indicators Research*, 16(4), 1643-1655. <https://doi.org/10.1007/s12187-023-10026-0>

This study proposed a moderated mediation model to examine the mediating effect of school subjective well-being and moderating effect of perceived social support in the relationship between bullying victimization and mathematics academic performance. A sample of 428 adolescents from northeast Brazil, ages ranging from 12 to 19 years ($M = 14.88$; $SD = 1.70$), students from middle and high school. Mediation analysis indicated that positive affects at school completely mediated the relationship between bullied and math grades. Moderated mediation analysis further indicated that the overall perceived social support moderates the mediating pathway of bullying on school subjective well-being. The findings elucidated that positive feelings in the school context could benefit students' learning process, and the school's responsibility to improve the quality of social support provided to victims of bullying.

Esidio, E. C., França, M. T. A., & Frio, G. S. (2023). **Differences between genders in the subjective well-being of students participating in PISA 2018.** *Child Indicators Research*, 16(4), 1781-1809. <https://doi.org/10.1007/s12187-023-10034-0>

Adolescence is a critical period for the development of cognitive personality and maturation. Subjective well-being (SWB) levels decrease during this phase of life. Within this theme, the article investigates possible differences between the genders in the three dimensions established by subjective well-being. Each of its components, satisfaction with life, positive effect and negative effect are estimated through Exploratory Factorial Analysis. To do so, PISA 2018 data is used and the differences between genders are measured by an Oaxaca-blinder decomposition. The estimation indicates that girls present a lower level of subjective well-being than their male peers in all three factors. These results are important to understand the gender differentials in SWB and to develop public policies for adolescents who are in school.

Galand, B., Pascal, S., & Janosz, M. (2023). **Prévenir les violences à l'école via le climat scolaire ? Une analyse de l'effet-école sur la victimisation des élèves et des enseignants.** *Revue française de pédagogie*, 218(1), 95-115. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-95.htm>

Le climat scolaire est de plus en plus présenté comme un levier pour lutter contre les violences à l'école. Cet article passe en revue les arguments empiriques qui soutiennent cette affirmation. Il présente ensuite deux études multiniveaux évaluant l'ampleur de l'effet-établissement sur le risque de victimisation des élèves et des enseignants, ainsi que



les liens entre le climat scolaire et ces variations entre établissements. Les résultats indiquent une faible variation entre établissements, en particulier chez les élèves. Une partie de ces variations est associée à la composition du public de l'établissement, tandis qu'une autre partie est associée à des pratiques de gestion de la discipline et de soutien en cas de difficulté, y compris de manière prospective. Les résultats interrogent l'importance supposée du climat d'établissement dans la prévention des victimisations et invitent à plus de précision et de rigueur dans l'étude du climat scolaire.

García-Díaz, V., Urbano-Contreras, A., Iglesias-García, M.-T., & Álvarez-Blanco, L. (2023). **Identification, Witnessing and Reaction to School Bullying Behaviour in Secondary Education**. *Child Indicators Research*, 16(4), 1627-1641. <https://doi.org/10.1007/s12187-023-10023-3>

This study, carried out with 10,795 Compulsory Secondary Education students (Asturias, Spain), seeks to determine what behaviours are considered school bullying, to what extent they are witnessed, and what the typical reactions to bullying are. To gather the data, a 19-item questionnaire was used, with a high degree of reliability ($\alpha = 0.85$). Regarding the results, most of the students have a concept of bullying generally related to the use of physical force, although the behaviours witnessed with the greatest frequency are insults, social exclusion, or damaging belongings. As for their reaction, students tend to assume the role of a proactive witness, the tendency being to ask an adult for help. Nevertheless, there are many students whose knowledge and recognition of bullying is scarce, and who, by choice, limit themselves to observing. The results are useful for designing educational actions aimed at the intervention and prevention of school bullying.

Guedes, F. B., Cerqueira, A., Gaspar, S., Gaspar, T., Moreno, C., & de Matos, M. G. (2023). **Quality of Life and Well-Being of Adolescents in Portuguese Schools**. *Child Indicators Research*, 16(4), 1381-1394. <https://doi.org/10.1007/s12187-023-10021-5>

The quality of the school environment is associated with greater school involvement and academic success and improved levels of well-being/quality of life. In this sense, this study intends to explore the relationship between the quality of life of Portuguese adolescents and school. 8215 adolescents participated in this study, 52.7% of which were female, aged between 10 and 22 years and an average age of 14.36 years ($SD = 2.28$). The sample was collected as part of the Health Behavior in School-aged Children (HBSC) study. The results show that girls like school, teachers, school breaks (between classes) and classes more than boys and present less concerns/difficulties with school. Compared to boys, they report more pressure with the schoolwork and a better perception of safety at school. On the other hand, boys have a better relationship with their peers and teachers, miss more classes on purpose and report a higher perception of quality of life. An above-average QoL is statistically and significantly related with liking school, peers, teachers, school breaks (between classes) and classes. It is also related with feeling less pressure with the schoolwork, a better perception of school success and of safety in the school environment. Additionally, having an above-average QoL is statistically significantly associated with having a better relationship with peers and teachers and less concerns/difficulties with school. This is an important message for the reorganization of schools in terms of their practices and curricula. The need to develop strategies to promote greater identification of students with school is reinforced.

Kilic, M., & Yaman, S. (2023). **Life Quality and Factors Affecting in Primary School Students: A Multivariate Analysis.** *Child Indicators Research*, 16(4), 1503-1526. <https://doi.org/10.1007/s12187-023-10027-z>

The present study aimed to assess the relationship between socio-demographic characteristics and quality of life (QoL) of 2nd and 5th-grade primary school students utilizing multivariate analysis methods. This is a retrospective registry study. The data were obtained from the forms dated back to the years 2017 that nursing students used in school health practices. Accordingly, 866 registration forms belonging to 2nd-grade (412) students from three primary schools and 5th-grade (454) students from three secondary schools were included in the analyses. The data were evaluated in the general introductory information form including the socio-demographic characteristics and health behaviors of the students in the health screening forms and the Pediatric Quality of Life Questionnaire (PedsQL4) form. Of the students, 50.9% were girls, 75.9% always ate their meal before school, 55.3% always brought food to school, 86.1% ate three or more meals a day, 47% 61.4% brushed their teeth twice a day or more, 78.2% washed their hands before eating and 71.7% after using the toilet, and 9.2% was found to be obese. The mean T scores of the students in PedsQL total and physiological, emotional, social, school, and psychosocial sub-dimensions were 83.7, 81.8, 83.5, 83.3, and 84.7, respectively, and these values were found to be very high. Studying in the 5th grade compared to the 2nd grade, being a male, having a good self-perception and perception by the family of school achievements, always eating a meal before school, brushing teeth two times a day or more, not having any diseases, and using the computer for playing games 1–2 h was found to be statistically related. Body mass index percentile, the family's interest level towards the child, the mother and father's education level, the number of siblings, bringing food to school, number of daily meals, hand washing habits, weekly bathing frequency, daily sleep time, TV watching time, playing outside time, and the frequency of doing sports was found to be not significant. The QoL total and sub-dimension levels of the students were high, and these levels increased even more from the 2nd grade towards the 5th grade.. The quality of life is higher for children who come to school after eating their meals, brushing their teeth regularly, have no diseases, and play games on the computer for a shorter period.

Peker, A., & Cengiz, S. (2023). **Academic Monitoring and Support from Teachers and School Satisfaction: The Sequential Mediation Effect of Hope and Academic Grit.** *Child Indicators Research*, 16(4), 1553-1579. <https://doi.org/10.1007/s12187-023-10020-6>

School satisfaction and teacher-student connections have recently drawn more attention. However, it is still unknown what elements influence how students perceive academic monitoring and help from teachers about school pleasure. Therefore, this study aimed to reveal whether hope and academic grit mediate the relationship between secondary school students' perceived academic monitoring and support from teachers and school satisfaction. The participants of this study were 720 Turkish secondary school students (Mage = 13.6; 48.9% female, 51.1% male). In the study, we used School Satisfaction Scale, Academic Engagement Scale, Children's Hope Scale, and Academic Grit Scale as data collection tools. We tested the data of the study with the bootstrapping-based sequential mediation model Process Macro. The results show that there are positive relationships between students' perceived academic monitoring and support from teachers and school satisfaction, hope, and academic grit. In addition, we found that hope and academic grit mediated the relationship between students' perceived academic monitoring and support from teachers and school satisfaction,



respectively. The research results provide new information on how to increase the school satisfaction of middle school students.

Évaluation des dispositifs d'éducation-formation

Zabala Eisshofer, C. (2023). **Framing and Efficacy of University-Required Diversity Courses in the Research Literature.** *Review of Educational Research*, 93(4), 491-527. <https://doi.org/10.3102/00346543221123793>

This literature review examines the research in the last 30 years in relation to university-required diversity courses, as well as highlights areas that have been understudied. Utilizing the social justice rationale for diversity, this review analyzes 25 quantitative and qualitative research articles that address university-required diversity courses. This literature review unpacks the mixed results from quantitative studies as well as analyzes the case studies presented in qualitative research. The results highlight that addressing student bias is an important goal and framework for these courses, but that the ability to shift quantitative measures of bias is not clear. I also argue that research examining student work produced in required diversity courses and course design for strategies is largely absent from the field of study.

Formation continue

Besozzi, R. (2023). **Swiss in-company trainers: multiple ways to train and socialize apprentices.** *Swiss Journal of Educational Research*, 45(1), 2-14. <https://doi.org/10.24452/sjer.45.1.1>

The Dual system, which involves courses at vocational schools and in-company training, is the most popular form of post-compulsory education in Switzerland. The role of in-company trainers has not been extensively studied to date. This article aims to fill this research gap by highlighting their role as socialization agents. Qualitative and typological analyses point out the different practices and contents of young apprentices' socialization, structured around four ideal-typical profiles of trainers called "entrepreneurs", "artisans", "converted" and "resigned". This typology was constructed based on their perception of apprentices and their satisfaction with the training function.

Matschiner, A. (2023). **A Systematic Review of the Literature on Inservice Professional Development Explicitly Addressing Race and Racism.** *Review of Educational Research*, 93(4), 594-630. <https://doi.org/10.3102/00346543221125245>

This systematic literature review examines research on U.S. professional development (PD) in which practicing teachers are asked to engage explicitly with race and racism. Using Kennedy's PD theories of action, this review examines 64 studies published from 1981 to 2019 and analyzes race-related PD goals, pedagogical approaches, and documented outcomes of PD. The body of scholarship shows an array of PD program goals, often-limited pedagogical explicitness and detail, and descriptive and developmental outcomes. Recent scholarship has centered racial-equity-oriented teachers and teachers of Color and identified PD characteristics associated with positive outcomes. Extant literature has seldom directly documented PD transfer and incorporation in schools or documented PD impact on students. Areas for future research include further leveraging scholarship on change processes including teacher learning and PD

effectiveness, documenting teacher development beyond PD sessions, probing affordances of different PD settings and formats, and examining how PD ultimately impacts student experience.

Roupnel-Fuentes, M., Heichette, S., & Glaymann, D. (2023). **L'injonction à se former. Nouvel avatar de l'adaptation des individus au marché?** (Première édition). Octarès Editions.

Cet ouvrage interroge les évolutions et le devenir du champ de la formation, en mobilisant la notion « d'injonction à se former » pour rendre compte de la tendance du droit à la formation, cet acquis social datant du début des années 1970, à prendre le caractère d'une obligation sociale à l'insertion et à l'employabilité. Il traite de différentes questions : en quoi l'éducation et la formation se transforment-elles en un levier du façonnement des individus au « marché du travail » ? Comment les organismes et institutions de la formation évoluent-ils face à cette pression croissante à l'insertion professionnelle et au développement de carrière des individus qu'ils accompagnent ? Dans quelle mesure et de quelle façon ces derniers s'approprient-ils les injonctions à se former et à s'adapter qui leur sont adressées, en fonction des ressources dont ils disposent et des configurations sociales qui les environnent ? Les onze chapitres qui composent l'ouvrage fournissent une analyse d'un certain nombre de politiques de formation (initiale ou continue) et questionnent leurs effets à diverses échelles, dans différents secteurs professionnels et plusieurs pays. L'ensemble permet de revisiter des enjeux classiques du champ de la formation (les conflits de normes, les inégalités d'accès, ...) sur fond d'un utilitarisme croissant et d'un déport de la responsabilité de la formation vers les individus eux-mêmes, rendus responsables de leur insertion, de leur accès et de leur maintien en emploi.

Marché du travail

Antunez, K., Bédué, M., & Simonovici, M. (2023). **Les espaces dédiés à l'activité économique regroupent la moitié de l'emploi salarié privé.** *INSEE Première*, (1960). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/7650197>

Autin, K. L., Shelton, A. J., Garcia, R. G., Diaz Tapia, W. A., & Cadenas, G. A. (2023). **Work Needs Satisfaction Scale- Spanish Version: Psychometric Properties and Validity Evidence.** *Journal of Career Assessment*, 31(3), 442-457. <https://doi.org/10.1177/10690727221119798>

With a growing Latinx workforce in the U.S., many of whom are Spanish-speaking, there is a pressing need to examine key constructs related to vocational well-being in this population. The aim of the current study was to validate a Spanish language version of the Work Needs Satisfaction Scales (WNSS; Autin et al., 2019). The WNSS comprises a set of scales developed to measure satisfaction of survival, social contribution, autonomy, competence, and relatedness needs, all of which are theorized to be key mediators in the link from decent work to well-being and work fulfillment. Using cross-sectional data across two samples of Latinx workers, we tested the reliability and validity of a Spanish language version of the WNSS (WNSS-SV). In Study 1 we conducted an exploratory factor analysis (EFA) with a sample of 195 participants. This resulted in a 19-item scale with five factors mirroring those of the English language scale. In Study 2 (N = 377), we examined factor structure and model fit using confirmatory factor analysis (CFA); measurement



invariance across gender, language, and social class group; and concurrent validity. Results from Study 2 demonstrated the model was a good fit to the data; showed concurrent validity; and provided support for measurement invariance. Thus, overall results indicated that the WNSS-SV may serve as a useful tool for future research on work-related need satisfaction among Latinx workers. A discussion regarding the importance of these findings and implications for practice and research are provided.

Blustein, D. L., Allan, B. A., Davila, A., Smith, C. M., Gordon, M., Wu, X., ... Whitson, N. (2023). **Profiles of Decent Work and Precarious Work: Exploring Macro-Level Predictors and Mental Health Outcomes.** *Journal of Career Assessment*, 31(3), 423-441. <https://doi.org/10.1177/10690727221119473>

Using a person-centered approach, this study explored the interrelationship between decent work and precarious work via a latent profile analysis (LPA). This investigation sought to replicate the latent profiles from Blustein and colleagues (2020) and extend the results by examining the role of individual lifetime experiences of macro-level factors (economic constraints and marginalization) as predictors and selected mental health indices (depression and anxiety) as outcomes of profile membership. Using a sample of 422 working adults in the U.S., the findings of the LPA yielded four profiles (indecent-precarious, low healthcare-low rights, highly decent, and vulnerability dominant), replicating four out of the five of the profiles identified in Blustein et al. Informed by psychology of working theory (PWT) and precarity theory, we assessed a structural model of the aforementioned predictors and outcomes in relation to profile membership. Consistent with theoretical expectations, economic constraints and marginalization positively predicted profiles that reflected greater instability and precarity. In addition, the profiles that reflected greater instability and precarity predicted both depression and anxiety. Implications for theory, counseling practice, public policy, and new directions in research are presented.

Demonteil, M. (2023). **Cadres du secteur public : des inégalités de carrière et de genre qui se creusent avec l'âge.** *Connaissance de l'emploi*, (191). Consulté à l'adresse https://ceet.cnam.fr/medias/fichier/cde-191-cadres-du-secteur-public-des-inegalites-de-carriere-et-de-genre_1689079530434-pdf?ID_FICHE=1140872&INLINE=FALSE

La réforme des retraites a reposé avec acuité la question de la fin de carrière. Dans le secteur public, l'intensification des rythmes de travail et l'injonction croissante à la mobilité questionnent le maintien dans la carrière avec l'âge, y compris pour les cadres. À rebours de la représentation unifiante de hauts fonctionnaires circulant sans heurts entre les postes de direction, les cabinets ministériels et le secteur privé, l'observation qualitative des trajectoires montre, dans ce numéro de *Connaissance de l'emploi*, que l'allongement de la vie professionnelle couplée à la réforme de la carrière publique creuse les inégalités, d'âge et de genre en particulier, dans les strates supérieures de l'administration culturelle de l'État.

Fu, C., Cai, Y., Yang, Q., Pan, G., Xu, D., & Shi, W. (2023). **Career Adaptability Development in the School-To-Work Transition.** *Journal of Career Assessment*, 31(3), 476-492. <https://doi.org/10.1177/10690727221120366>

The development pattern of career adaptability has an important influence on individual mental health and career outcomes. Based on career construction theory, our study explored the development characteristics of the career adaptability of college students during the school-to-work transition and discussed how the notions of future work selves

and core self-evaluation affect the development trajectories and development patterns of career adaptability. Our study investigated 429 college graduates at an interval of 6 months over the course of 1 year. The results indicated that the graduates had a positive career adaptability trajectory during the school-to-work transition. There were three different development patterns: rapid growth group, growth group, and stationary group. Future work selves predicted career adaptability positively and dynamically. A higher core self-evaluation predicted a higher initial level of career adaptability and a slower development speed. Our study has important implications for enriching career construction theory and career counseling practice.

Kenny, M. E., Medvide, M. B., Wu, X., Guterres, K. M. P., & Yang, Y. (2023). **Extending the Psychology of Working Model for Latinx Youth: Incorporating Youth Voice**. *Journal of Career Assessment*, 31(3), 588-606. <https://doi.org/10.1177/10690727221138618>

Psychology of working theory (PWT) emphasizes the role of contextual constraints in career development, as well as promotive factors that might be cultivated to navigate these constraints. Although PWT has implications for promoting youth career development, most research has focused on college students and working adults. We interviewed 12 youth residing in a Latinx community with a high level of poverty and attending a well-resourced private high school with a high degree of college acceptance to explore developmentally and culturally relevant promotive factors that might inform the extension of PWT for youth. Analyses conducted through Consensual Qualitative Research revealed a strong sense of purpose and hope that were grounded in family, school, and workplace supports. Participants reported critical awareness of societal inequities and a focus on challenging inequity through hard work rather than societal change. We discuss implications for extending PWT theory, research, and intervention with Latinx youth.

Laussu, J., & Rieucan, G. (2023). **Les métiers du réemploi dans les recycleries et ateliers vélos : quels défis et quels soutiens ?** *Connaissance de l'emploi*, (190), 1-4. Consulté à l'adresse https://ceet.cnam.fr/medias/fichier/cde-190-les-metiers-du-reemploi-dans-les-recycleries-et-ateliers-velos_1688559068328-pdf?ID_FICHE=1140520&INLINE=FALSE

Ntamakuliro Inema, J.-L. (2023). **Les salaires dans la fonction publique territoriale**. *INSEE Première*, (1956), 1-4. Consulté à l'adresse <https://www.insee.fr/fr/statistiques/7642268>

En 2021, un salarié de la fonction publique territoriale (FPT) perçoit en moyenne 2 039 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous les agents des collectivités locales, tous statuts et catégories confondus, qu'ils soient fonctionnaires ou non. Ce salaire net moyen augmente de 1,2 % sur un an en euros courants. Compte tenu du regain d'inflation en 2021 (+1,6 % après +0,5 %), il se replie en euros constants : -0,5 %, après +0,8 % en 2020. Le salaire net moyen des fonctionnaires, qui représentent 3 agents sur 4, baisse de 0,3 % en euros constants ; celui des non-fonctionnaires augmente en revanche légèrement (+0,2 %). Le salaire net moyen en équivalent temps plein atteint 1 922 euros par mois dans les communes et 2 243 euros dans les départements. Les femmes gagnent en moyenne 8,3 % de moins que les hommes, un écart en légère baisse sur un an (-0,2 point). À caractéristiques identiques, l'écart est de 4,8 %, en légère baisse également. Pour les salariés présents toute l'année en 2020 et en 2021 chez le même employeur et avec la même quotité de travail, soit près de deux salariés sur trois dans la FPT, le salaire net moyen augmente de 0,8 % en euros constants.

Xie, S., Meng, X., & Li, C. (2023). **The Insubordination Scale Among Full-Time Chinese Employees: A Cross-Cultural Validation Study.** *Journal of Career Assessment*, 31(3), 516-535. <https://doi.org/10.1177/10690727221125132>

The present study aimed to translate the insubordination scale into the Chinese version (ISBD-C) and to test its reliability and validity among 994 full-time Chinese employees. In Study 1 (N = 551), the insubordination scale was translated, and exploratory factor analysis (EFA) was conducted, which revealed a single factor structure of insubordination. In Study 2 (N = 443), the scale's convergent validity and discriminant validity were supported by confirmatory factor analyses (CFA). Further, measurement invariance was tested and indicated that the ISBD-C was equivalent across gender, age, education level and job position. Finally, the scale's concurrent validity was demonstrated by positive correlations with general counterproductive workplace behavior and procrastination, and negative correlations with workplace well-being, work engagement, and affective commitment. These findings provide strong evidence that ISBD-C is a useful measure in the Chinese context.

Métiers de l'éducation

Alamu R, Roy, Y., & Das, S. (2023). **The neglect of researchers during the first COVID-19 pandemic induced national lockdown in India: inside the lives of JNU's research scholars.** *Higher Education*, 86(2), 243-270. <https://doi.org/10.1007/s10734-022-00927-4>

This paper discusses the main findings of a study on the impact of the first COVID-19 induced nationwide lockdown and university closure in India on the research scholars (PhD and MPhil) of the Jawaharlal Nehru University (JNU). An online survey was employed using the quantitative descriptive methodology. With responses from 530 research scholars, this is one of the first quantitative studies to assess the pandemic's effect on the research work, finances, and mental health of researchers in India from March to June 2020. Given the existing social inequality in higher education, the survey reflects the researchers' dismal state of reality as reported during the first 4 months of the pandemic. Research work witnessed a standstill with large-scale disruption in travel and every other scholar encountering unreliable electricity or internet connectivity. Untimely disbursement of fellowships intensified their already existing financial hardship. Nearly 90% of scholars reported stalled fieldwork, a lack of clarity regarding extension of their research programme, and financial woes as some of the top reasons for their anxiety. Using the chi-square method, the study predicts that dropouts from research programmes are likely in the context of the pandemic, which correlates significantly with socio-economic backgrounds (caste, class and gender) of research scholars. Further, the results show that the challenges faced by terminal, mid-stage, and course-work scholars are unique, emphasizing on the need for targeted interventions beyond extended research deadlines. Non-addressal of these immediate effects of the COVID-19 pandemic will have long-term repercussions on the lives of India's researchers and academic workers. It will only deepen existing inequalities in higher education, leading to gentrification of research degrees in India.

Bello, S. A., Azubuike, F. C., & Akande, O. A. (2023). **Reputation disparity in teaching and research productivity and rewards in the context of consequences of institutionalization of Publish or Perish culture in academia.** *Higher Education Quarterly*, 77(3), 574-584. <https://doi.org/10.1111/hequ.12417>



The reputation disparity between teaching and research has stirred up an unending debate. The age-long notion that teaching and research overlap has become a controversial issue in academia. Consequences of the institutionalization of Publish OR Perish (POP) abound in the literature. This paper investigates the reputations disparity between teaching and research productivity and the rewards for these academic activities. It explores which, out of teaching activities and research publications receive higher or less attention and rewards. Relevant existing literature was reviewed to establish the institutionalization of POP and its consequences of the reputations disparity between teaching and research and its adverse effects on these activities. Evidence from the literature reviewed reveals the existence of POP reputation disparity as part of its consequences. A key finding is that teaching activities are insignificant and unrewarded as research publications. Neither the effectiveness nor the number of teaching loads counts like the numbers of publications.

Ben Hamouda, L. (2023, juillet 7). **Crise de recrutement des profs, la faute aux salaires et aux conditions de travail**. Consulté 11 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/07/07/crise-de-recrutement-des-profs-la-faute-aux-salaires-et-conditions-de-travail/>

Les résultats des différents concours sont tombés. Plus de 3 200 postes sont non pourvus. 1 584 dans le premier degré (le ministère en comptabilise 1 315), 1 618 dans le second (CAPES et CAPLP confondus). La crise de recrutement des professeurs s'installe, quoiqu'en dise le ministère. Pour Laurent Frajerman, professeur d'histoire et chercheur associé au...

Besozzi, R. (2023). **Swiss in-company trainers: multiple ways to train and socialize apprentices**. *Swiss Journal of Educational Research*, 45(1), 2-14. <https://doi.org/10.24452/sjer.45.1.1>

The Dual system, which involves courses at vocational schools and in-company training, is the most popular form of post-compulsory education in Switzerland. The role of in-company trainers has not been extensively studied to date. This article aims to fill this research gap by highlighting their role as socialization agents. Qualitative and typological analyses point out the different practices and contents of young apprentices' socialization, structured around four ideal-typical profiles of trainers called "entrepreneurs", "artisans", "converted" and "resigned". This typology was constructed based on their perception of apprentices and their satisfaction with the training function.

Demongeot, A., & Lombard, F. (2023). **L'apprentissage au 31 décembre 2022**. *Note d'Information*, (23.35), 1-4. <https://doi.org/10.48464/ni-23-35>

Au 31 décembre 2022, les centres de formation d'apprentis accueillent 953 600 apprentis, soit une augmentation de 14,3 % par rapport à 2021, après deux années de hausse historique autour de 30 % en 2020 et 2021. Au total, ce sont 8,2 % des 16-29 ans qui sont en apprentissage. Les effectifs d'apprentis dans l'enseignement secondaire continuent d'augmenter (+ 6,5 % après + 15,7 % l'an dernier), et la croissance de l'apprentissage dans l'enseignement supérieur est encore à un niveau élevé (+ 20,1 % après + 48,3 % en 2021). Après une troisième, moins d'un élève sur quinze s'oriente vers une formation professionnelle sous apprentissage. Près d'un apprenti sur quinze est accueilli dans un EPLE (établissement public local d'enseignement).

Drégoir, M. (2023). **L'évolution du salaire des enseignants entre 2020 et 2021**. *Note d'Information*, (23.34), 1-4. <https://doi.org/10.48464/ni-23-34>

Le statut, le corps et les fonctions exercées par l'enseignant expliquent en premier lieu les écarts de salaire entre enseignants, allant du simple au double. Ainsi, les professeurs agrégés et de chaire supérieure gagnent 1,5 fois plus que les professeurs des écoles et près de 2 fois plus que les professeurs contractuels. En 2021, sous l'effet de la mise en œuvre des mesures du Grenelle de l'éducation, de la poursuite de la revalorisation de l'indemnité REP+ et d'un rebond des heures supplémentaires, le salaire moyen des enseignants rémunérés par le ministère chargé de l'éducation nationale à la fois en 2020 et en 2021 a augmenté de 1,9 % en euros constants. Parmi les enseignants présents en 2020 et 2021, un sur deux observe une hausse de son salaire net.

Ferguson, Z. E., Jarvis, S. N., Antonopolis, S., & Okonofua, J. A. (2023). **Principal Beliefs Predict Responses to Individual Students' Misbehavior**. *Educational Researcher*, 52(5), 315-319. <https://doi.org/10.3102/0013189X231158389>

National policies have targeted widespread exclusionary discipline in schools which is associated with negative academic outcomes. Principals play an important role in making disciplinary decisions, yet little is understood about how their mindsets might impact these decisions. We hypothesized that principals' mindsets regarding the purpose of discipline (exclusion vs. prevention) would predict their responses to misbehavior. In a random, nationwide sample (N = 234), principals responded to misbehavior by a hypothetical Black or White student. Exclusion beliefs predicted more severe discipline, whereas prevention beliefs predicted greater endorsement of referring the student to a school counselor. Principal mindsets also predicted exclusionary discipline in real-world contexts.

Gasman, M., Ekpe, L., Ginsberg, A. C., Lockett, A. W., & Samayoa, A. C. (2023). **Why Aspiring Leaders Choose to Lead Historically Black Colleges and Universities**. *Innovative Higher Education*, 48(4), 637-654. <https://doi.org/10.1007/s10755-022-09644-3>

Motivated and effective leadership is necessary for college and university presidents and even more paramount at Historically Black Colleges and Universities (HBCUs), given the significant impact that these institutions have on Black lives and overall equity in the nation. Using Greenleaf's (1970) servant leadership model as a guiding framework, we examine why aspiring leaders want to lead and serve HBCUs. Based on interviews with 26 aspiring Black leaders, our findings revealed that being a graduate of an HBCU, the impact of the HBCU experience, an interest in paying the HBCU experience forward and believing in the HBCU mission are factors that contribute to why aspiring leaders want to become HBCU presidents. Based on our findings, we provide concrete recommendations for future researchers and practitioners.

Gilstrap, D. L., Whitver, S. M., Scalfani, V. F., & Bray, N. J. (2023). **Citation Metrics and Boyer's Model of Scholarship: How Do Bibliometrics and Altmetrics Respond to Research Impact?** *Innovative Higher Education*, 48(4), 679-698. <https://doi.org/10.1007/s10755-023-09648-7>

This article explores how well bibliometrics and altmetrics reflect research impact in relation to Boyer's Model of the Scholarship. Indices used for both types of metrics are explored and discussed while including an analysis on primary methodological works performed on each in the literature to date. As confirmatory in nature, we chose as our focus of analysis the most highly cited, solo-authored, peer-reviewed article from each

of two scholars at an R1 institution in the field of higher education: a rising junior scholar and a well-established senior scholar. In addition to analysis of bibliometric and altmetrics, extensive textual analysis was conducted on the works ($n = 165$) of both scholars to determine how substantive in-text citations were from authors citing these scholars' research. Different authors coded each of the citing works, and both inter-rater reliability ($k < 0.001$, $\overline{\chi^2} = 0.055$) and intraclass correlation tests ($r = .000$) were conducted at the nominal and interval levels to provide strong reliability measures of the rubric with each showing a confidence interval of 95% for coding results. In-text citations for dissertations were actually found to be more substantive than articles at a level of significance ($p < .05$). The vast majority of references were found to have a score of 3 or below, implying impact of the original research was not strong. In relation to Boyer's domains, inference can be made that the majority of research literature associated with citation metrics, either bibliometrics or altmetrics, do not move beyond the Scholarship of Discovery into the Scholarship of Integration.

Horta, H., & Tang, L. (2023). **Male and female academics' gendered perceptions of academic work and career progression in China.** *Higher Education Quarterly*, 77(3), 515-536. <https://doi.org/10.1111/hequ.12419>

This article explores the experiences of male and female academics in China's higher education system concerning career progression and examines how they perceive the challenges faced by the opposite gender. Our analysis of interviews with 40 academics from a research university revealed that academics' experience of career progression is informed by gendered divisions of labour at home and work and by gendered role expectations that are prevalent in Chinese culture. Female academics reported performing a disproportionate amount of household work: some felt satisfied with having moderately successful academic careers, whereas others aspired to do more but grappled with the difficulties of doing so. In contrast, male academics mentioned great pressure to pursue promotion and career progression: they reported feeling less work-family stress but were fearful of failing in their role as breadwinners. Male and female academics showed mixed comprehension of each other's plight, but in general, female academics recognised that male academics faced higher career expectations but lower household burdens, and male academics felt that female academics had lower career expectations and many more burdens and constraints. Male academics tended to stress biological and societal reasons for gender differences in Chinese academia, whereas female academics highlighted the power of cultural and social beliefs. We argue that the challenges faced by Chinese academics can only be mitigated if gender-specific promotion paths that recognise men's and women's social roles and obligations are made available.

Keane, E., Heinz, M., & Lynch, A. (2023). **Factors impacting on the retention of students from under-represented groups in initial teacher education in Ireland.** *Tertiary Education and Management*, 29(1), 5-23. <https://doi.org/10.1007/s11233-022-09108-5>

Initial teacher education (ITE) programmes in Ireland have seen continued high demand for places, reflecting high regard for the teaching profession. However, there is a dearth of diversity amongst Ireland's student teacher and teaching populations, with the vast majority of entrants to ITE being from majority ethnic groups and a high proportion from higher socio-economic backgrounds. Diversifying the teaching profession has come to be of research and policy significance in recent decades in Ireland. This paper explores issues of retention in ITE in Ireland, with a focus on supporting the engagement and

completion of student teachers from under-represented groups. We draw on data collected as part of the Access to Post-primary Teaching (APT) project, funded under the Higher Education Authority's Programme for Access to Higher Education (PATH): Strand 1 (Equity of Access to Initial Teacher Education), including interviews with 'working class' student teachers and a focus group interview with teacher educators. While the paper highlights high retention rates in ITE in Ireland, it reports key barriers that particularly negatively impact student teachers from under-represented groups, in relation to identity and belonging, and finance and part-time work. The paper also observes the necessity of a high level of support by programme staff in maintaining high retention rates more generally in ITE programmes. Given the significant barriers student teachers from under-represented groups encounter in ITE, their high levels of retention merits further research, particularly the roles played by their motivation and by the specific additional supports provided by ITE staff and teacher diversity projects.

Khan, T. A., Jabeen, N., & Christensen, T. (2023). **Rewarding academics: Experiences of the Tenure Track System in Pakistan.** *Higher Education Quarterly*, 77(3), 427-446. <https://doi.org/10.1111/hequ.12410>

Pakistan introduced the Tenure Track System (TTS) as a new performance-based reform in public universities in 2005. The purpose of this study is to understand the experiences of higher education authorities, university leaders and tenure-track faculty about the implementation of this reform. This is a qualitative interpretive study and utilised a nested case study design, focusing on two cases—Science Faculty and Social Sciences and Humanities Faculty in a large provincial university. It utilises three perspectives taken from organisation theory—instrumental, cultural and myth perspectives. The main results show instrumental problems of hierarchical authority and horizontal coordination, lack of expertise to implement, cultural compatibility problems through active resistance from some groups and active use of symbols to modify the impression of a challenging reform implementations. Summing up, this is a Western-inspired reform that meet challenging conditions in Pakistan, making is rather less successful.

Minnotte, K. L., & Pedersen, D. E. (2023). **Sexual Harassment, Sexual Harassment Climate, and the Well-Being of STEM Faculty Members.** *Innovative Higher Education*, 48(4), 601-618. <https://doi.org/10.1007/s10755-023-09645-w>

Despite the documented negative outcomes accompanying sexual harassment, the experience of sexual harassment among STEM faculty members remains underexamined. In this paper, we explore how two sexual harassment variables—gender harassment and sexual harassment climate—are linked to four facets of faculty well-being: job burnout, turnover intentions, psychological distress, and self-rated physical health. Using data from STEM faculty at a mid-sized university located in the upper Midwest (N = 117 faculty members), we find gender harassment is associated with lower self-rated physical health and higher turnover intentions among women STEM faculty. In contrast, gender harassment was not significant in predicting well-being outcomes among men STEM faculty. Instead, the sexual harassment climate features more prominently in the experiences of STEM men faculty, with the perception that sexual harassment charges will be treated seriously (the sexual harassment climate) being negatively related to men's job burnout and psychological distress and positively related to men's self-rated physical health. Taken together, our findings extend the existing literature by documenting that outcomes for STEM men faculty are more strongly shaped

by the perceived institutional climate surrounding sexual harassment, whereas women's outcomes are more intricately linked to experiencing gender harassment.

Petiot, O., Dugény, S., & Kermarrec, G. (2023). **Le travail émotionnel de l'enseignant en milieu fermé : le contexte d'exercice et les caractéristiques individuelles des enseignants font-ils la différence ?** *Revue française de pédagogie*, 218(1), 117-133. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-117.htm>
Cette étude visait à analyser les formes de travail émotionnel de 34 enseignants lors de 132 incidents critiques vécus en milieu fermé. L'analyse inductive a révélé trois formes faisant référence à l'expression authentique des émotions ressenties. Elles regroupaient 53,8 % des incidents critiques recueillis (par exemple « Ressentir et exprimer des émotions positives générées par une situation plaisante »). Trois autres formes renvoyaient à un travail émotionnel actif (46,2 % des incidents critiques recueillis), consistant à lutter pour modifier le ressenti et/ou l'expression des émotions face aux élèves (par exemple « Maîtriser ses émotions négatives générées par une situation déplaisante »). Les analyses statistiques n'ont pas révélé de différence significative selon le sexe et l'expérience professionnelle des enseignants. L'influence des facteurs contextuels et des différences individuelles sur le travail émotionnel des enseignants est ainsi discutée.

Püttmann, V., Ruhose, J., & Thomsen, S. L. (2023). **Academics' Attitudes Toward Engaging in Public Discussions: Experimental Evidence on the Impact of Engagement Conditions.** *Research in Higher Education*, 64(5), 765-788. <https://doi.org/10.1007/s11162-022-09725-4>
Growing demands and expectations on the side of policy makers and the public have changed the conditions for academics' engagement in public discussions. At the same time, risks related to this engagement for the professional and even private lives of academics have become apparent. Conducting a survey experiment among 4091 tenured professors in Germany, we study how these conditions causally affect academics' attitudes toward engaging. Consistent with the crowding-out of intrinsic motivation, we find less-positive attitudes when emphasizing demands for engagement by public authorities and public expectations toward science's societal relevance. Effects are particularly strong among professors endorsing science-society relations. Moreover, effects are similar when highlighting risks associated with engagement, but more pronounced for females and younger professors. Emphasizing public support for academics' engagement has no discernible effects. We conclude that considering individual incentive structures and safeguarding against negative repercussions may promote academics' engagement and an adequate representation of the diversity of academics in the public.

Steffy, K., & Langfeldt, L. (2023). **Research as discovery or delivery? Exploring the implications of cultural repertoires and career demands for junior economists' research practices.** *Higher Education*, 86(2), 317-332. <https://doi.org/10.1007/s10734-022-00934-5>
Recently, social scientists have begun to study the implications of increasing pressures in the early academic career. Studies focusing mostly on the life sciences have shown junior scholars making research decisions based on a productivity logic to increase their chances of career success. In this paper, we extend this literature to the very different context of economics, characterized by a dominant mainstream, a clear hierarchy, and an independent/small-team approach to scholarship. Adopting a culture-in-action framework, we analyze how cultural repertoires help early career economists deal with the sometimes competing career pressures associated with working in high-status

departments. Drawing from in-depth interviews with tenure-track economists in three Scandinavian countries, we find that skillful use of discovery-talk and delivery-talk helps respondents respond to the challenges they face as junior academics. Implications for research include the avoidance of, e.g., interdisciplinary work and questions of only regional importance. Furthermore, the data indicate that discovery and delivery notions partly overlap and so contribute to preserving economics as a relatively coherent and homogenous field.

Weinstein, N., Haddock, G., Chubb, J., Wilsdon, J., & Manville, C. (2023). **Supported or stressed while being assessed? How motivational climates in UK University workplaces promote or inhibit researcher well-being.** *Higher Education Quarterly*, 77(3), 537-557. <https://doi.org/10.1111/hequ.12420>

Academic culture now places high expectations on researchers to demonstrate research productivity alongside teaching, leadership and knowledge exchange. In two studies of researchers across career stages in UK higher education institutions (HEIs), we examined workplace climate within academic departments as (1) supportive of researchers' needs for autonomy, competence and relatedness, (2) publish-or-perish focused and (3) hyper-competitive. In Study 1 (multiwave from 2018 to 2020), need support predicted researchers' lower turnover intention 2 years later, even when controlling for concurrent need support, and career and economic conditions. In Study 2, need support correlated with academic well-being (lower job strain and turnover intention, greater job satisfaction) in a nationwide sample of 2951 researchers. Study 2 found that need support related to improved, and a hyper-competitive motivational climate related to undermined, well-being. Results were mixed for publish-or-perish climate. Performative demands can have deleterious effects on researcher well-being.

White, R. S. (2023). **Ceilings Made of Glass and Leaving En Masse? Examining Superintendent Gender Gaps and Turnover Over Time Across the United States.** *Educational Researcher*, 52(5), 272-285. <https://doi.org/10.3102/0013189X231163139>

Given that a national superintendent dataset has never existed, claims about superintendent turnover and gender gaps have traditionally been based on conjecture or data from a single year and small sample of superintendents. Utilizing a new dataset of all K–12 public school district superintendents in the United States across four school years, this study explores how the superintendent gender gap and turnover have changed over time and across states and district types. Analyses reveal that superintendent turnover has increased, particularly among men, and the superintendent gender gap has marginally narrowed. Although men are increasingly turning over, women are seldom filling those positions—a necessity if the superintendent gender gap is to narrow. State and district analyses are presented, as well as discussion of the implications of the findings and the power of a longitudinal superintendent dataset.

Windlinger, R., Warwas, J., & Hostettler, U. (2023). **Personalbindung an Schulen in herausfordernden Kontexten - Kann transformationale Führung Kündigungsabsichten mildern?** *Swiss Journal of Educational Research*, 45(1), 15-26. <https://doi.org/10.24452/sjer.45.1.2>

Working at schools in challenging contexts is characterised by pedagogical challenges that can lead to an intention to resign on the part of teachers. The article examines the relationship between the socio-spatial context of the school and turnover intentions among 1,658 teachers from 114 schools in the canton of Berne and analyses the role of

transformational leadership by the school management. Results show that challenging circumstances of pedagogical work are positively, and transformational leadership negatively associated with intentions to resign, but the effects occur independently of each other. This suggests that transformational leadership contributes to staff retention but does not necessarily compensate for adverse working conditions.

Zhang, L., & Xie, Z. (2023). **Research agendas and organizational commitment among academics in mainland China.** *Higher Education*, 86(2), 429-448. <https://doi.org/10.1007/s10734-022-00941-6>

This research pioneered the investigation of the statistically predictive power of academics' research agendas for their organizational commitment—beyond age, gender, academic rank, and academic discipline. Three hundred and thirty-two academics from nine research-oriented comprehensive universities in Zhejiang province and Shanghai, mainland China, responded to the Multi-Dimensional Research Agendas Inventory-12 Items (MDRAI-12) and the Organizational Commitment Inventory. Three main findings were obtained. First, the MDRAI-12 was confirmed to be a valid and reliable instrument for assessing the research agendas of academics in mainland China. Second, both academics' research agendas and their organizational commitment varied as a function of demographics. Third and most importantly, when age, gender, academic rank, and academic discipline were put under control, three of the four trailblazing research agendas (scientific ambition, collaboration, and discovery) predicted the three adaptive organizational commitments (affective, normative, and ideal), whereas the two cohesive research agendas (convergence and conservative) chiefly contributed to the two maladaptive organizational commitments (economic and choice). These findings have shed new light on the literature concerning research agendas and that on organizational commitment. At the same time, the findings have practical implications for university academics and senior managers in their respective efforts to promote innovative research and adaptive organizational commitment among academics.

Numérique et éducation

Adharamadinka, M., & Junaidy, D. W. (2023). **Spatial mental imagery gap of student-studio lecturer and client-designer/architect by virtual reality and non-virtual reality.** *Education and Information Technologies*, 28(7), 8607-8643. <https://doi.org/10.1007/s10639-022-11534-2>

This study used the verbal protocol method to examine differences in perceptions of spatial mental imagery between students and studio lecturers and between clients and designers/architects, which lead to interpretational bias between groups of respondents regarding interior spaces. Individual perceptions of virtual space dimensions were captured by the 3D application, Associative Words Generator® (AWG®), which revealed impressions of the four respondent groups, using associative concept networks analysis on the visualization of virtual space with a database of 16,200 associative words. This study determined AWG® reduced the visual discrepancy gap during design critic and design consultation. Comparison of the results of the associative words generated during non-VR mental imagery and the VR session (AWG®) indicated that the student group most effectively used the VR. The lecturer group exhibited a thorough understanding of interior design and space architecture in their response in non-VR and VR sessions, which created a mental spatial imagery gap between the students and lecturers. The client group was inexperienced in interior design and architecture, resulting in different

outcomes than the designer/architect group. In the VR session, the student and client groups more easily accepted visualizations generated by AWG, because they had fewer experiences and references than the lecturers and designers/architects, and thus, accepted the AWG virtual space visualization stimuli. The lecturer and designer/architect groups shared experiences that affected their expectations in responding to the generated visualizations, resulting in difficulty to accept the AWG virtual space visualization stimuli.

Adler, R. F., Hibdon, J., Kim, H., Mayle, S., Pines, B., & Srinivas, S. (2023). **Assessing computational thinking across a STEM curriculum for pre-service teachers.** *Education and Information Technologies*, 28(7), 8051-8073. <https://doi.org/10.1007/s10639-022-11508-4>

In order to assess computational thinking (CT) modules embedded into multiple STEM courses for educators, we created a CT rubric which incorporates key CT components using Bloom's Taxonomy. We implemented the rubric in four different courses in our pre-service STEM education program for elementary and middle school teachers. We analyzed our rubric results in addition to a pre- and post-survey gauging students' CT skills using the same rubric items. Our rubric results show that students scored well after completing our modules with over 90% in proficiency or high proficiency in all areas in our rubric. We also report on improvements in our CT assignments and scores based on the rubric. In addition, students' self-efficacy in each CT item improved significantly from the beginning to end of the semester. Using the newly developed CT rubric allowed us to assess students' CT skills with a single method across a variety of STEM education courses.

Alam, S. S., Masukujjaman, M., Ahmad, M., & Jaffor, R. (2023). **Acceptance of online distance learning (ODL) among students: Mediating role of utilitarian and hedonic value.** *Education and Information Technologies*, 28(7), 8503-8536. <https://doi.org/10.1007/s10639-022-11533-3>

Nowadays, the teaching methods are changed from offline to online primarily for the advent of the internet facility. The Industrial Revolution 4.0 ("Education 4.0") stresses offering online courses at the university level. The study aims to find out the factors influencing students' intentions to admit to online distance learning courses. In addition, the study wanted to establish the utilitarian and hedonic value construct in mediating the association between attitude and intention. Based on an intensive literature survey, an extended Technology Acceptance Model was proposed including some cognitive and technology-specific factors to test empirically. This is a quantitative study with an exploratory and descriptive scope and cross-sectional design. The information was gathered by applying the convenience sampling method from 293 Malaysian students who participated in anonymous surveys. The obtained data were analyzed using structural equation modeling applying AMOS 21 version. The study reveals that hedonic value, utilitarian value, perceived ease of use, and attitude except for perceived usefulness, affect behavioral intention to accept online distance learning courses except for perceived usefulness construct. The antecedents of utilitarian value are perceived fees, attitude, perceived usefulness, and perceived ease of use, whereas the antecedents of hedonic value are perceived fees, attitude, and perceived usefulness, except for perceived ease of use. Finally, self-efficacy affects perceived ease of use, perceived usefulness, and attitude towards joining online distance learning courses. This

study's conclusions will benefit all stakeholders in the education system who are considering or have already adopted e-learning.

Al-Shamli, M., Al Hijji, K. Z., & Shaikh, A. K. (2023). **Information Security Awareness practices: Omani Government Agencies as a case study**. *Education and Information Technologies*, 28(7), 8571-8605. <https://doi.org/10.1007/s10639-022-11513-7>

This paper aims at reviewing Information Security Awareness (ISA) practices in general and at Omani Government Agencies (OGA) in particular. It also explores the concerns and challenges that may affect their implementation, and the reasons why ISA practices remained problematic for more than a decade at the OGAs. To inform the aim of this research, the researchers employed a systematic process to review the publications that explored ISA practices in general and at OGAs in particular. As a sampling technique, the researchers created a research strategy to select relevant publications for the study. The grounded theory technique is adopted for data analysis since it provides an inductive and systematic interpretive approach to generate theoretical insights from the data. The review reveals that current ISA practices seem ineffective in meeting the needs of employees. Furthermore, a set of important ISA practices are either missing or undeveloped. The review also revealed the absence of a framework for the ISA process at OGAs. To the best of our knowledge, the present study is one of the first to conduct an in-depth review on ISA practices applied in general and at OGAs in particular. Therefore, this study contributed to the emerging field of information security by reviewing the current state of ISA practices. In addition, this research study contributed a comprehensive picture of sources dealing with vital issues of insider threats and human factors within OGAs that were indeed unclear and surrounded by various ambiguities in the past.

Arifeen, S. R. (2023). **Ecological aspects of online learning in higher education: a qualitative multi-level exploration in a developing country**. *Education and Information Technologies*, 28(7), 8195-8217. <https://doi.org/10.1007/s10639-022-11507-5>

Using 22 undergraduate business students' online learning experiences during the COVID-19 lockdown in Pakistan (as the pandemic was the only time these students were enrolled as online students in Pakistan), this study demonstrates that online learning is a multi-level phenomenon and a practice situated within the environment. Despite online learning being a heavily researched area, research has under-examined the interaction of the Community of Inquiry (Col) framework with the context. By adopting an ecological perspective, and by examining the interaction of micro, meso, and macro levels, this qualitative research provides useful insights into the interaction of the individual (micro-level) captured through the Col framework, with the broader environment in which learners are located (meso and macro levels). It contributes to research on online learning broadly, and the Col framework specifically, by revealing that each element of the Col framework (micro-level), is influenced by macro (developing country), as well as meso (institutional policies and institutional preparedness) levels. It also spotlights the negotiated relationship between the individual and the systemic forces. The findings of this study are particularly relevant given that online education has the potential to become a norm in higher education in developing countries.

Aroonsrimarakot, S., Laiphrakpam, M., Chathiphot, P., Saengsai, P., & Prasri, S. (2023). **Online learning challenges in Thailand and strategies to overcome the challenges from**



the students' perspectives. *Education and Information Technologies*, 28(7), 8153-8170. <https://doi.org/10.1007/s10639-022-11530-6>

Recently, at the end of 2019, the whole world was affected by the outbreak of COVID – 19 disease, which has caused massive disruption of the normal teaching and learning process worldwide, including Thailand's educational system. This sudden shift of the educational processes to online learning and teaching has caused many challenges as teachers, learners, and educational institutes are not well-prepared, especially in developing countries like Thailand. This research used a mixed-methods approach, quantitative and qualitative data, in which a google form survey questionnaire was designed in both English and Thai language to 1). investigate Thai students' perceptions of the online learning experience; 2). assess factors that cause challenges in online learning in Thailand; 3). find out strategies for improvement and overcome the challenges. For the sample of the study, 465 students were selected purposively from two public Universities in Thailand due to convenience for collecting data as two co-researchers were teaching in these universities. Results identified major challenges such as the temptation to see other sites, difficulty in understanding the lesson context, poor internet connectivity, difficulty in time management, difficulty in attending the online examination, poor quality of learning experience, low interest/motivation, difficulty in selecting the area at home, difficulty in doing work assignment/task, and distraction at home learning environment. Among the identified factors for these challenges were distraction due to noise and poor learning environment at home, teacher's incompetency due to technical, poor teaching skills, unstructured content or no follow-up, and technological constraint affecting the quality of audio/video uploaded connectivity, technical issue or data limit. Students also suggested strategies to overcome online learning challenges such as improvement in evaluation, connectivity, interactivity, content and accessing materials. The study concluded that all these factors and strategies should be considered for the effective implementation of the online education system in Thailand.

Aseeri, M., & Kang, K. (2023). **Organisational culture and big data socio-technical systems on strategic decision making: Case of Saudi Arabian higher education.** *Education and Information Technologies*, 28(7), 8999-9024. <https://doi.org/10.1007/s10639-022-11500-y>

Considering the rise of implementation of big data analytics (BDA) in Saudi Arabian higher education institutions but with relatively lesser optimal performance, the study investigated the causality of organisational culture (OC) and BDA's social and technical subsystems, following the Socio- Technical Systems theory, with the strategic decision-making in Saudi Arabian higher education institutions. The study's objectives are based on the ontological positivist paradigm, and the methodology applies a quantitative cross-sectional survey. The sample population involved the IT staff and data scientists representing the big data people (BDP) and top management as the OC in the Saudi Arabian universities. The data was collected using validated scales of previous studies through an online survey, and the hypotheses were evaluated using PLS-SEM. The PLS-SEM analysis conducted to test the hypotheses highlighted the insignificance of organisational culture in big data systems (BDS), although having a positive value. Nonetheless, the organisational culture significantly impacted BDP, implying the influence of a data-driven culture and supportive top management on the workforce's attitude towards BDA-related change and skill development. Besides, the social and technical subsystems of the BDA— the BDS and BDP— are significantly correlated, along with their correlation with strategic decision-making. The study's implications comprised



insights guiding the managers and policymakers to acknowledge the importance of organisational culture (hierarchical, adhocratic, market, and clan) while strategising the implementation of BDA and its systems and developing training modules for its BDP accordingly.

Badie, N., Hussin, A. R. C., Yadegaridehkordi, E., Singh, D., & Lashkari, A. H. (2023). **A SEM-STELLA approach for predicting decision-makers' adoption of cloud computing data center.** *Education and Information Technologies*, 28(7), 8219-8271. <https://doi.org/10.1007/s10639-022-11484-9>

Cloud computing is the next generation of on-demand information technology services and products that deliver various applications over the Internet. Cloud computing is often adopted as a superior alternative by data centers to replace their current system. However, cloud computing services are still accompanied by many issues which hinder their adoption in data centers. Therefore, this study proposed a Cloud Computing Data Center (CCDC) adoption model for administration activities in higher education institutions. Technology Organization Environment (TOE), Diffusion of Innovation theory (DOI), and Institutional theory were considered as theoretical bases of CCDC model. A new Structural Equation Modelling (SEM)-STELLA method was applied to examine the proposed model and simulate it like a real system to investigate the respondents' interest in adopting cloud by passing the time. A questionnaire instrument was designed, and data were collected from 204 decision-makers at Malaysian universities. The results showed that eight out of ten factors, namely relative advantage, Complexity, compatibility, top management support, policy and standardization, competitive pressure, outage, and security influenced CCDC adoption. Finally, STELLA simulated the value changing of some factors or sub factors on the level of interest in adopting CCDC. Results showed that security and policy play the highest influence on the adoption of cloud computing. This research contributes to a theoretical understanding of factors that influence CCDC adoption. Meanwhile, it provides a better understanding of changes in users' behavior during the adoption of cloud computing services.

Bautier, É., Brissaud, C., Delarue-Breton, C., Crinon, J., Fenoglio, P., Ferone, G., ... Viriot-Goeldel, C. (2022). **Projet e-FRAN «Twictée pour apprendre l'orthographe» (TAO). Rapport scientifique final** [Report]. Consulté à l'adresse Université Paris Est Créteil website: <https://shs.hal.science/halshs-04152540>

Projet financé dans le cadre du programme e-FRAN (Programme d'Investissement d'avenir, PIA2) et piloté par l'Université Paris-Est Créteil (coordination : Thierry Pagnier). L'objectif du projet TAO (Twictée pour apprendre l'orthographe) est d'étudier et éventuellement d'améliorer les effets d'un dispositif pédagogique collaboratif numérique d'enseignement de l'orthographe sur les apprentissages des élèves et sur le développement professionnel des enseignants. L'enquête conduite dans ce cadre par les unités de recherche CIRCEFT et LIDILEM s'est déroulée en 2017-2018, où des données ont été recueillies dans quarante classes d'enseignants volontaires exerçant en cycle 3, choisies dans des milieux contrastés des académies de Créteil et Grenoble, participant pour moitié au dispositif Twictée. Les élèves ont passé des tests d'orthographe, et pour chaque classe, des séances dédiées à différentes activités orthographiques ont été filmées, codées et, pour certaines, transcrites, et des productions et cahiers d'élèves ont été recueillis. Les enseignants ont rempli un questionnaire et ont participé à des entretiens afin d'explorer leurs perceptions des compétences des élèves, leurs pratiques déclarées, leurs conceptions de la langue, leur engagement dans le dispositif et dans la



collaboration. Dans chaque classe, dix élèves de niveaux scolaires différents ont été interviewés (entretiens métagraphiques, rapport à l'orthographe, pratiques de l'écrit). Enfin, des corpus d'échanges à distance entre enseignants membres du réseau ont été recueillis. Au plan théorique, on sait depuis longtemps qu'il n'y a pas d'effet des technologies sur les apprentissages, mais des effets éventuels de certains usages des technologies, d'où l'importance accordée dans l'étude aux situations mises en œuvre, et aux interactions langagières qui les accompagnent. D'une manière générale, l'enquête statistique montre que les élèves progressent davantage dans l'année en fonction de leur niveau initial et de leur niveau dans le cursus : les moins performants progressent plus que les plus performants, et les plus jeunes plus que leurs aînés, ce qui s'explique peut-être par un effet plafond à ce moment du développement de leurs connaissances orthographiques et grammaticales. Si on observe une différence significative sur quelques performances orthographiques de base (formes courtes et fréquentes) des élèves twictants par rapport aux non twictants, on ne note pas de différence en ce qui concerne les procédures orthographiques complexes (chaines d'accords, distinction -er/-é...), quel que soit le contexte socioscolaire, contrairement à ce que pensent les enseignants et concepteurs du dispositif. Ces résultats sont sans doute liés au caractère peu contraignant du dispositif, qui autorise des mises en œuvre très diverses, et ne peut de plus pallier un éventuel déficit de formation des enseignants sur les questions d'orthographe ou sur le rôle des interactions verbales dans les apprentissages. Le questionnement grammatical notamment, tel qu'il est conduit lors des corrections, participe peu à l'identification par tous les élèves des savoirs sur le fonctionnement de la langue. Sur le rôle de l'activité numérique dans l'apprentissage de l'orthographe, l'élaboration collective des twoutils (messages envoyés aux auteurs des erreurs orthographiques dans la dictée pour justifier l'orthographe des mots erronés corrigés) produit davantage d'effet que son élaboration individuelle, mais la quête de la balise (mot-clé dans une liste finie de catégories orthographiques) s'apparente plus à une quête de réponse juste qu'à un moyen de comprendre et catégoriser les erreurs. On observe également un double décalage, d'une part entre les potentialités supposées du dispositif et la manière dont il est réellement exploité par les enseignants, d'autre part entre les effets qu'ils en attendent et la manière dont les élèves le reçoivent. Ces décalages s'expliquent en partie par le fait que les enseignants privilégient les dimensions pédagogiques du dispositif, non spécifiques du numérique (motivation, dynamique de groupe...) aux dépens des dimensions didactiques (travail de fond sur les structures de la langue, rôle de l'écrit dans la communication à distance...). Du côté des élèves, si la plupart pense que le dispositif favorise les apprentissages, bien peu sont en mesure de dire en quoi, et ils peinent à expliquer le rôle d'une balise ou de la rédaction d'un twoutil (pourtant à la base du raisonnement orthographique) qui demeure difficile pour les moins performants. L'étude des échanges langagiers entre élèves dans cinq classes twictantes, attentive au travail des moins performants, montre en effet que leur démarche est plus répétitive que réflexive, de l'ordre de l'étiquetage plus que du raisonnement, alors que celui-ci devrait précéder les phases de normalisation orthographique et d'automatisation. Or, l'analyse des entretiens avec les enseignants (twictants ou non) montre précisément que tous considèrent qu'apprendre à orthographier revient principalement à faire mémoriser et produire des automatismes, même si on peut distinguer deux types d'approches, plus ou moins intégratives. On est frappé par le béhaviorisme sous-jacent à ces conceptions, qui laissent de côté la dimension conceptuelle des apprentissages scolaires. Du côté des twictonautes, les objectifs de collaboration ou de motivation, qui concernent aussi bien les élèves que les



enseignants, restent les principaux facteurs invoqués pour expliquer l'engagement dans ce dispositif. L'étude des interactions en classe lors de moments de correction de dictées ou de twictées montre également que la participation des élèves aux échanges ne les implique pas nécessairement dans une réflexion sur le fonctionnement de la langue, et que les conceptions qui s'y manifestent laissent voir l'orthographe comme une somme de savoirs ponctuels qu'il s'agit de rappeler sans cesse. Du point de vue des élèves, l'étude des entretiens métagraphiques confirme celle des échanges en classe, et montre principalement que l'orthographe n'est pas perçue comme un système par les moins performants d'entre eux. En ce qui concerne les classes twictantes, l'étude d'entretiens réalisés avec quinze élèves considérés par leurs enseignants comme les moins performants montre que s'ils apprécient le travail de groupe, ils n'y sont pas pour autant toujours cognitivement engagés, et que les différentes visées du dispositif sont mal comprises. Son amélioration nécessiterait d'une part un étayage important et structurant de la part de l'enseignant, notamment autour du choix des balises et de l'élaboration des justifications, d'autre part une révision de la typologie proposée (le dicobalise) afin qu'elle soit plus restreinte, plus précise et construite avec les élèves, enfin la mise en place d'un tutorat entre pairs et l'individualisation de la partie rédactionnelle de la tâche. L'avant-dernier chapitre de ce rapport présente les raisons invoquées par les enseignants de leur implication dans le dispositif Twictée, et ses effets éventuels sur leur développement professionnel. Si participer au réseau vient renouveler le plaisir d'enseigner, les questions d'orthographe ou d'enseignement avec le numérique ne sont pas au cœur des échanges, et on note une absence de controverses professionnelles. L'étude spécifique de la préparation des dictées par les enseignants montre ainsi que la collaboration au sein du réseau favorise plutôt l'expression d'un soutien mutuel que la circulation des savoirs nécessaires ou l'analyse collective des difficultés rencontrées par les élèves. Précisons cependant que la modestie des effets du dispositif actuellement observés ne doit pas conduire à sous-estimer trop rapidement l'intérêt potentiel des réseaux connectés, loin d'être encore à maturité. Le rapport s'achève par une série de recommandations et de points d'attention.

Bearman, M., Ryan, J., & Ajjawi, R. (2023). **Discourses of artificial intelligence in higher education: a critical literature review.** *Higher Education*, 86(2), 369-385. <https://doi.org/10.1007/s10734-022-00937-2>

Artificial intelligence (AI) holds significant implications for higher education; however, references to AI in the literature are often vague and open to debate. In order to understand how to progress AI-related research and analysis, this critical review systematically searched top higher education journals for references to the term 'artificial intelligence'. We reviewed definitions and conducted a discourse analysis of included texts. Our findings identify few, confusing definitions and little overt reference to AI as a research object. We delineated two Discourses. The Discourse of imperative change outlines how AI is seen as an inevitable change to which all must respond. Additionally, the Discourse of altering authority describes how texts position AI as decentering the teacher and spreading authority across staff, machines, corporations and students. Our analysis prompts a call for new research foci that attend to the social implications of AI, including tracing accountability in AI-mediated practices and exploring how AI influences learning and teaching relationships.

Ben Hamouda, L. (2023, juillet 7). **Bruno Devauchelle : l'opposition travail/loisirs.** Consulté 11 juillet 2023, à l'adresse Le Café pédagogique website:



<https://www.cafepedagogique.net/2023/07/07/bruno-devauchelle-lopposition-travail-loisirs/>

Pour Bruno Devauchelle, le numérique est venu exacerber les inégalités. « Les adultes ont renforcé l'opposition entre les milieux, sociaux, culturels et économiques, avec le développement des moyens numériques. Ces oppositions maintiennent ceux qui sont le plus en difficulté à l'écart des compétences culturelles nécessaires pour évoluer dans ce monde numérisé et donc d'en tirer,...

Benedicto, M. T., Sala, A. M. V., Carascal, I. C., & Mutya, R. C. (2023). **Development and Utilization of Online Teacher Professional Development Program to Improve Private e-Tutors' TPACK Skills.** *Jurnal Pendidikan Progresif*, 13(2), 736. Consulté à l'adresse <https://hal.science/hal-04148387>

Objective: The study aimed to design, implement, and evaluate an online teacher professional development (oTPD) training program and develop the TPACK skills of private e-tutors as evidenced by their lesson design and teaching demonstration performance. Methods: A mixed method in data gathering such as TPACK survey, pre-postperformance, and feedbacking was utilized. The input-process-output method with the PRIME framework in the process stage was used. The training program design was evaluated by experts anchored with the frameworks and theories with the synchronous form of learning for 20 contact hours. Findings: Findings revealed a significant mean gain between the pre-post-performance of the teachers' lesson design and teaching demonstration. Conclusion: The online teacher professional development training program developed and enhanced the teachers' TPACK skills. The study proposed guidelines for conducting oTPD training programs and compilation of lesson designs based on the TPACK framework.

Demirbaş, İ., & Şahin, A. (2023). **The effect of digital stories on primary school students' creative writing skills.** *Education and Information Technologies*, 28(7), 7997-8025. <https://doi.org/10.1007/s10639-022-11440-7>

This study aims to determine the effect of digital stories on the creative writing skills of primary school 4th-grade students. For this purpose, a quasi-experimental research model with a pretest-posttest control group was utilized. The data were collected in the second semester of the 2018–2019 academic year in Şanlıurfa, Turkey. Prior to application, students in both groups wrote 3 stories using 3 different story maps prepared by the researcher at the beginning. During the research process, eight digital stories created by the researcher were played to the students in experimental group. In contrast, these stories were read by the teacher and listened by the students in control group. At the end of the 8-week application process, students were expected to write 3 stories based on the same story maps. "Creative Writing Rubric" was used to determine the creative writing scores of the students in the experimental and control groups both before and after the application process. In the study, it was figured out that digital stories increase the creative writing success scores of the students in the experimental group. It was also identified that there is a significant difference between the creative writing pretest and post-test mean scores of the students in the experimental and control groups in favor of the post-tests. In addition, the effect of the digital stories applied to students in the experimental group on creative writing skills was greater than the students in control group instructed by paper-based technique.

Demirbilek, N. (2023). **Teachers' and school administrators' perceptions of emergency distance education.** *Education and Information Technologies*, 28(7), 8335-8355. <https://doi.org/10.1007/s10639-022-11528-0>

This research was conducted to determine the perceptions of school administrators and teachers about Covid-19 and distance education. The research is a descriptive study conducted to reflect the specific characteristics of the participants. In this context, the research model is the scanning model. In the population of the study, 31 school administrators and 156 teachers voluntarily participated in a province of Turkey in the 2020–2021 academic year. An easily accessible situation sampling technique was used in determining the participants. Within the scope of the research, a distance education satisfaction questionnaire was developed based on the experiences of the researcher himself, and an information form containing the personal information of the participants was used to collect data. The data within the scope of the research were collected by sending the data collection tool prepared online to school administrators and teachers. The data collection tool was delivered to participants via WhatsApp groups via google forms. While analyzing the data obtained within the scope of the study, descriptive statistical analyzes were made in all questions and basic statistical values such as frequency, percentage, standard deviation, mode, median was reported. At the end of the study, it was determined that half of the participants did not consider the distance education conducted in their schools during the epidemic period to be sufficient. Administrators and teachers; 49.7% of them stated that they could partially benefit from distance education while conducting the lessons, 40.1% stated that it is not appropriate to conduct the lessons with distance education, and 10.2% stated that all the lessons could be conducted by distance education.

Dong, J., Lee, S., Wang, C., & Shannon, D. M. (2023). **Impact on social capital and learning engagement due to social media usage among the international students in the U.S.** *Education and Information Technologies*, 28(7), 8027-8050. <https://doi.org/10.1007/s10639-022-11520-8>

International students who pursue their academic goals in United States are prone to difficulties when attempting to build social resources and adjust to the new culture. Social media is a practical means of connection due to its ease of use and accessibility. Previous research has indicated contradictory effects of social media use on academic engagement. In addition to the direct effect, this research examined social media use influences on international students' learning engagement by mediating social capital and cultural adjustment. A total of 209 international students completed a web-based survey distributed via e-mail and social media between November 2021 and May 2022. Data were analyzed using Structural Equation Model. Results showed that only purposely using social media to collaborate with learning counterparts or materials directly improves international students' learning engagement. Other uses of social media (e.g., expanding new resources, solidifying close relationships) have no significant direct effects. Nonetheless, they are essential to improving levels of learning engagement via the mediation of bridging capital (social resources attributed to expanding relationships) and students' cultural adjustment in the U.S. International students' bonding capital (social resources available through trustworthy relationships) and home cultural retention showed little direct or indirect effects on learning engagement. This study recognizes the importance of social resources and cultural adjustment for international students. Also, this study provides valuable information to educators and administrators, as there is a

need to identify the underlying mechanisms to contribute feasible learning intervention approaches and alleviate negative effects for international students.

Dos Santos, R., Ninnin, L.-M., Paillet, V., & Salles, F. (2023). **Étude de comparabilité de passations « papier crayon » et numérique. L'exemple de Cedre mathématiques collège.** *Éducation & formations*, 105(1), 117-142. <https://doi.org/10.48464/ef-105-06>

Elmaadaway, M. A. N., & Abouelenein, Y. A. M. (2023). **In-service teachers' TPACK development through an adaptive e-learning environment (ALE).** *Education and Information Technologies*, 28(7), 8273-8298. <https://doi.org/10.1007/s10639-022-11477-8>

Due to the effects of the COVID-19 crisis on educational institutions, schools had to close and switch to online education. Training in-service teachers to incorporate and utilize technology as part of Internet-based instructions was a challenge and pressing necessity. TPACK is an essential framework for comprehending how teachers employ technology in teaching. Despite the significance of adaptive learning environments in recent years, research has not addressed how to use these environments to improve the TPACK of in-service teachers, particularly during crises. Consequently, our objective was to design an adaptive learning environment that provides in-service math, science, and English teachers with substantial and continuing support for each TPACK component. A total of 173 in-service teachers were divided into two groups: an experimental group of 83 who used adaptive learning and a control group of 90 who used Zoom techniques. TPACK questionnaires were administered before and after the experiment. The experimental group improved TPACK more than the control group. All teachers believed that adaptive learning training helped them to build technology-integrated lesson plans. This study provides ideas and practices for developing an adaptive learning environment for the in-service teachers' TPACK development. The challenges to adaptive learning environments have been highlighted, identifying the potential for future investigations.

Esteve-Mon, F. M., Postigo-Fuentes, A. Y., & Castañeda, L. (2023). **A strategic approach of the crucial elements for the implementation of digital tools and processes in higher education.** *Higher Education Quarterly*, 77(3), 558-573. <https://doi.org/10.1111/hequ.12411>

Implementation of digital tools and processes in Higher Education Institutions (HEIs) as an emergent activity depends on the sociomaterial relationships between institutional factors that dynamically interact with each other. This article systematically explores through a literature review some of the most relevant and up-to-date published studies to identify the 'important factors' to consider for the implementation of digital tools and processes in HEI. The goal of the paper is to turn these factors, conceived initially as previous conditions or characteristics of the institutions or people, into a list of strategic elements to be fostered by HEI leadership teams to promote better implementation of digital tools and processes in their institutions. In the final part of this work, we propose a framework that reflects these elements in a visual approach that highlights the activity-centred character of the framework as well as the emergent character of the implementation process itself.

Göktepe Yıldız, S., & Göktepe Körpeoğlu, S. (2023). **Prediction of students' perceptions of problem solving skills with a neuro-fuzzy model and hierarchical regression method: A quantitative study.** *Education and Information Technologies*, 28(7), 8879-8917. <https://doi.org/10.1007/s10639-022-11446-1>

Traditionally, students' various educational characteristics are evaluated according to the grades they get or the results of their answers to the scales. There are some limitations in making an evaluation based on the results. The fuzzy logic approach, which tries to eliminate these limitations, has recently been used in the field of education. While applying the fuzzy logic method to education, students' qualifications are determined qualitatively without using formulas in calculating student performance. However, fuzzy systems lack learning abilities. By combining fuzzy rules and neural networks, the evaluation tool will have greater adaptability to changing conditions. Thus, an educationally robust and easy-to-use assessment tool will be obtained. In this study, in the first stage, students' perceptions of problem solving skills, which is one of their educational characteristics, were modeled with the ANFIS approach, which is one of the neuro-fuzzy systems apart from traditional methods, through creative problem solving features. ANFIS is an adaptive network that allows neural network topology to be combined with fuzzy logic. It not only incorporates the benefits of both strategies but also eliminates some of their drawbacks when used alone. The inputs of the research were determined as students' creative problem-solving characteristics and the output was their perceptions of problem-solving skills. As a second step, statistical methods (correlation and hierarchical regression) were used to examine whether there was a relationship between students' PoPS skills and CPS characteristics. Afterwards, students' artificial PoPS skill scores obtained with ANFIS in the first step and real PoPS skill scores obtained from their answers to the scale were compared. 360 students from Turkey took part in the study. Depending on the findings of the study, real PoPS scores and artificial ANFIS PoPS scores do not statistically differ significantly. Therefore, the ANFIS results based on creative problem solving features accurately predict students' PoPS scores. Additionally, there is a clear relationship between PoPS talents and CPS features. One of the study's most startling conclusions is that the environment, which is accepted as one of the components affecting creative problem solving in this research, predicts students' perceptions of problem solving skills. These results also prove that the variable of creative problem solving characteristics, which is used to predict students' perceptions of problem solving, is an appropriate variable. It is possible to create the ANFIS system employed in this study utilizing a variety of fuzzy functions and other neuro/fuzzy techniques, and the systems can be compared with each other.

Hatot, F. (2023a). **Accessibilité Numérique**. Consulté à l'adresse <https://hal.science/hal-04147120>

L'accessibilité numérique, du point de vue légal, est la traduction technique pour les systèmes numériques de l'obligation légale d'inclusion des citoyens, indépendamment de leurs situations particulières de handicap durable ou passager. Ses quatre principes fondamentaux sont la perceptibilité, l'utilisabilité, la compréhensibilité et la robustesse. Au-delà de ce champ institutionnel et légal, on peut étendre le périmètre de l'accessibilité numérique à l'inclusion de tous les usagers du numérique.

Hatot, F. (2023b). **Internet**. <https://puf.fr>. Consulté à l'adresse <https://hal.science/hal-04144841>

Internet est un réseau mondial qui interconnecte les ordinateurs, smartphones, tablettes et autres machines connectées. Ce réseau a la particularité d'être ouvert : on peut s'y connecter de n'importe où dès lors que l'on a payé son abonnement aux fournisseurs d'accès à internet (F.A.I.) ou que l'on est connecté à un réseau public gratuit, et que l'on se connecte depuis un pays où internet n'est pas interdit ou censuré. Cette ouverture

le distingue d'un intranet, réseau d'ordinateurs internes accessibles après authentification sur le réseau par l'utilisateur. On navigue sur le réseau internet par liens hypertextes, renvoyant d'un point à l'autre du réseau. L'internaute consulte des sites web pour prendre connaissance visuellement des contenus hébergés sur les serveurs.

Hatot, F. (2023c). **Numérique**. <https://puf.fr>. Consulté à l'adresse <https://hal.science/hal-04145074>

Le terme « numérique » renvoie en premier lieu à ce qui concerne un ou des nombres. Par extension, le terme renvoie au codage informatique en format binaire (0 ou 1) mais équivalent aujourd'hui à « digital » en anglais, le numérique désigne d'une part les programmes informatiques (Software), d'autre part les machines (ordinateurs, tablettes, serveurs, téléphones) (Hardware).

Hau, K.-T., Wu, W. J., Chung, W. T., Chan, S. C., & Ng, M. H. (2023). **Emergency remote teaching technology and pedagogy at covid outbreak: different perspectives of students, parents, and teachers in Hong kong**. *Education and Information Technologies*, 28(7), 8815-8836. <https://doi.org/10.1007/s10639-022-11526-2>

With the COVID-19 outbreak, emergency remote teaching – an unprepared distant mode of education became the only possible alternative for schools. The present large-scale survey with 3,672 Grade 3 and 9 students, their parents, and 863 teachers/principals was conducted in the metropolitan city of Hong Kong after half a year of school lockdown. Results showed teachers, principals, and parents were worried about students' inability to concentrate and learn without teachers' explanations. In contrast, students, particularly younger ones, were less affected. They perceived their academic achievement was not worsened and they were more lively. Generally, lack of computers and stable internet was not seen as problems. Notably, socially disadvantaged students were not different in their perceived challenges, affects, life satisfaction, or perceived academic achievement. For cities with adequate provision of computers and internet facilities, the pandemic probably forced a positive and giant leap in using advanced technologies and pedagogies.

Heidari, E., Moghaddam, A., & Salimi, G. (2023). **Cyberloafing in academia: a sequential exploration into students' perceptions**. *Education and Information Technologies*, 28(7), 8113-8133. <https://doi.org/10.1007/s10639-022-11524-4>

This study intended to explore students' perceptions of cyberloafing and how they experience it in and out of class in a higher education institution and evaluate the prevalence of these behaviours among them. It is an area overlooked in a country that has extensively invested in information and communication technologies in its universities in recent years. We adopted a sequential mixed-method approach by performing four focus group interviews with bachelor, master, and doctoral students. To broaden our understanding of the interview responses on a larger scale, we extended the study by a survey that emerged from the qualitative findings. The qualitative component resulted in four primary areas: activities, tools, reasons, and outcomes of cyberloafing, with nine main themes supported by the theory of interpersonal behaviour. Findings revealed that students cyberloafed for various reasons, of which the lack of participation in learning activities was crucial. The sequential survey confirmed the qualitative findings showing the prevalence of cyberloafing behaviours. The study opens a window into cyberloafing where building trust between students and instructors to talk about it is rarely established. Such trust-building in a context where power differentials exist could be even more

challenging when the vulnerable side (students) challenges the instructor who is in a power position.

Hsu, T.-C., Chang, Y.-S., Chen, M.-S., Tsai, I.-F., & Yu, C.-Y. (2023). **A validity and reliability study of the formative model for the indicators of STEAM education creations.** *Education and Information Technologies*, 28(7), 8855-8878. <https://doi.org/10.1007/s10639-022-11412-x>

There is a growing number of products for learning the interdisciplinary application of science, technology, engineering, art, and mathematics (STEAM) in K-12. However, there is no general assessment tool for those STEAM creations, so as to help parents or instructors to experience and evaluate the STEAM products created or sold by companies or proposed by academic institutes when they want to introduce one to their children or students. Therefore, this study developed and validated an assessment of STEAM Creation with formative constructs by utilizing the PLS-SEM technique. The four constructs taken into account based on the theoretical foundations were computational thinking (CT) levels, design thinking (DT) levels, STEAM interdisciplinary levels, and literacy-oriented (LO) levels. CT was operationalized as four indicators (i.e., problem decomposition, pattern recognition, abstraction, and algorithm steps), and DT was operationalized as another four indicators (i.e., analysis of design requirements, creative brainstorming, hands-on experience, and test and verification). Meanwhile, STEAM was operationalized with five indispensable indicators, where each indicator refers to one discipline. LO was operationalized with three indicators (i.e., cooperation and co-creation, problem solving, and daily application). There were 16 indicators in total. Therefore, the formative relationship was established and evaluated in this study. This paper assessed STEAM creations with a formative measurement model comprising four hypotheses indicating that CT has a significant direct effect on STEAM and LO, DT has a significant direct effect on STEAM while STEAM has a significant direct effect on LO. The results reveal that all four hypotheses were accepted and the paths in the model were confirmed. CT has a significant indirect effect on LO through STEAM, which was also deeply discussed.

Hu, X., He, W., Chiu, T. K. F., & Zhao, L. (2023). **Using a teacher scheme for educational dialogue analysis to investigate student–student interaction patterns for optimal group activities in an artificial intelligence course.** *Education and Information Technologies*, 28(7), 8789-8813. <https://doi.org/10.1007/s10639-022-11556-w>

Recently, Artificial Intelligence (AI), seen as an engineering domain, has been introduced into school education, but its pedagogy remains unclear. In general, group learning has been applied as a primary form of instruction in hands-on engineering activities. This learning approach is more common in higher education. School students are less mature; therefore, the benefits of adopting group learning as a pedagogical approach remain unclear. Group learning quality can be reflected by student–student interactions and dialogue within a group, and is classified into four types: collective, cooperating-in-parallel, dominant/defensive, and expert/novice. Accordingly, this experimental study involved 37 middle school students, and explored how they interacted within groups when learning AI through hands-on activities in the four group learning types. The Teacher Scheme for Educational Dialogue Analysis (T-SEDA) was used to code student–student interactions and compute their frequencies, and Lag Sequential Analysis was used to analyze the behavioral interaction sequence characteristics of the four group interaction patterns. The results showed that the expert/novice group learning had higher frequency of interaction, and also produced the longest, richest, and most complex sequences. The

results suggest that this is the optimal approach to learning for younger students in hands-on AI activities as it encourages group members to interact with each other and reach a consensus. The results contribute to the literature by suggesting effective practices and confirming the use of T-SEDA in a new engineering school subject.

Kam, A. H. T., & Umar, Irfan. N. (2023). **Would gamification affect high and low achievers differently? A study on the moderating effects of academic achievement level.** *Education and Information Technologies*, 28(7), 8075-8095. <https://doi.org/10.1007/s10639-022-11519-1>

Gamification has been reported to increase learning motivation and produce positive learning behaviors or outcomes. As gamification research continues to mature, more studies are investigating factors that may contribute to the varying effectiveness of gamification, as well as factors that may moderate its effects. This study investigated whether academic achievement levels moderated the effects of gamified learning among 118 students enrolled in a private higher education institution in Malaysia. Previous studies have shown that high, medium and low achievers do not respond equally to gamification. To explore this further, the current study evaluated gamification's effect on motivational dimensions such as the sense of competence, intrinsic motivation, valuation and engagement on different levels of achievers. The findings showed that academic achievement levels moderated gamification's effect on valuation. Nevertheless, there was no significant moderation effect on competence, intrinsic motivation and engagement. The findings also revealed that gamification produced more significant effect on low-level achievers compared to high level achievers.

Kim, J., & Kweon, S.-O. (2023). **Effects of English proficiency on motivational regulation in a videoconference-based EFL speaking class.** *Education and Information Technologies*, 28(7), 8401-8422. <https://doi.org/10.1007/s10639-022-11374-0>

Despite the significance of motivational regulation in the development of second language speaking skills, few studies have scrutinized its relationship with an emergent learning context. This study investigates how differently tertiary level English as a foreign language (EFL) learners exert autonomy and regulate motivation by proficiency levels to acquire speaking skills in the target language via a videoconference platform. Specifically, it contrastively examines student and instructor responses to several contextual factors specific to EFL speaking class, including synchronous online video platforms, native English-speaking instructors, and an English-medium instruction (EMI) policy. Employing a mixed method, it analyzes questionnaire responses of 340 students from two Korean universities and subsequent interviews with students and their instructors. These analyses reveal that the learners employed instructor feedback and motivational self-talk most commonly to regulate their motivation while acquiring EFL speaking skills. Although students across all three levels of proficiency showed increased vulnerability to the learning context, those of the lower two were found to be less aware of the significance of the imminent context created by EMI and videoconferencing. They also showed stronger tendency to the strategies depending on their perceptions of the contextual factors than the advanced group. These overt differences in motivational regulation among proficiency levels were hardly problematized by the instructors. Notably, their views on peer interaction via videoconference were distinctly positive, displaying a clear difference from those of the students. A discussion of these findings follows to give insight into EFL speaking instruction in the emerging higher education context.

Kolil, V. K., & Achuthan, K. (2023). **Longitudinal study of teacher acceptance of mobile virtual labs.** *Education and Information Technologies*, 28(7), 7763-7796. <https://doi.org/10.1007/s10639-022-11499-2>

Synthesizing the advancements in technology with classroom practices depends considerably on teachers acceptance of such internet and communication technology (ICT) tools. Adequate teacher training and upgrading of their IT skills are not prioritized in developing economies leading to poor adoption of emerging technology assisted pedagogic interventions. This paper investigated the underlying characteristics of teachers acceptance of mobile friendly virtual laboratories (M-VLs) as part of a longitudinal study conducted over 5 years covering both pre-pandemic and pandemic periods. Systematic analysis of quantitative data from 650 chemistry teachers was carried out. Viewing through the theoretical lens of Unified Theory of Acceptance and Use of Technology (UTAUT2) theory, the effects of performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC), hedonic motivation (HM) and habit (HA) on the behavioral intention (BI) and use behavior (UB) were scrutinized. Structural Equation Modeling (SEM) analysis revealed that PE, SI, and HA are the considerable predictors of the BI to use M-VLs and HA is the predictor of UB. The present study found HM influencing teacher's BI and UB before COVID-19. However during COVID-19 the FC influenced usage. Moreover, we found that the technology training focused on enhancing knowledge, skill and, access leads to teachers' are critical to empowering teachers and causing wider adoption.

Kumar, J. A., Ibrahim, N., McEvoy, D., & Sehsu, J. (2023). **Anthropomorphised learning contents: Investigating learning outcomes, epistemic emotions and gaze behaviour.** *Education and Information Technologies*, 28(7), 7877-7897. <https://doi.org/10.1007/s10639-022-11504-8>

Anthropomorphism is defined as attributing human traits and emotions to non-human entities. In the field of emotional design in multimedia learning, anthropomorphising essential learning elements has been associated with promoting positive learning experiences. Although it has been widely used for educational purposes, there are still limitations when considering different contexts, learning variables, and non-invasive measurement. Therefore, in this study, we investigated how anthropomorphising affects and associates with learning based on three perspectives: learning outcomes, epistemic emotions, and gaze behaviour. The findings indicate that anthropomorphism did not directly affect learning achievement, perceived satisfaction, and effort or when moderated by the need for cognition. However, anthropomorphism reduced the effect of perceived negative epistemic emotions, namely Bored and Anxiety. Additionally, a comparative correlation analysis indicated that anthropomorphism significantly reduced the perception of negative epistemic emotions for learning achievement (Confused and Frustrated) and effort (Frustrated). The gaze behaviour analysis revealed that anthropomorphism only influenced the initial view and not the number of views or dwell time. However, dwell time reflected partiality towards anthropomorphised elements showing negative emotions. The results implicate design and research considerations for future studies.

Kuo, Y.-C., & Chang, Y.-C. (2023). **Adaptive teaching of flipped classroom combined with concept map learning diagnosis- an example of programming design course.** *Education*

and Information Technologies, 28(7), 8665-8689. <https://doi.org/10.1007/s10639-022-11540-4>

In recent years, flipped classroom has become a popular teaching method. Compared with the traditional teaching method, the flipped classroom gives learners and teachers more opportunities to discuss. However, the flipped classroom has also encountered some difficulties. If we do not consider the different learning conditions of each learner when conducting group discussions in the classroom, the learning effectiveness will not be as expected. Therefore, this study uses the Apriori algorithm in association rule analysis to diagnose learning and implement adaptive teaching, hoping to improve the deficiencies in the flipped classroom. This study developed a multimedia learning system applied in the experiment. In pre-class stage, learners were provided with teaching videos, conducted unit tests online, and then used Apriori association rules to analyze the test results for learning diagnose, derive association rules between concepts, and perform adaptive grouping according to learners' test results. Learners will carry out classroom tasks in the class stage, and then implement post-test and post-questionnaire to analyze whether there are significant differences among learners. Finally, we found that using adaptive teaching of flipped classroom combined with concept map learning diagnosis, there were significant differences in research issues such as learning effectiveness, learning motivation, self-efficacy, cognitive load and programming learning attitude. It is hoped that through the results of this study, meaningful contributions can be made in the research field of flipped classroom and adaptive teaching, and it is also hoped that there can be a theoretical basis for scholars who study these fields in the future.

Kuo, Y.-C., & Chen, Y.-A. (2023). **The impact of chatbots using concept maps on correction outcomes—a case study of programming courses.** *Education and Information Technologies*, 28(7), 7899-7925. <https://doi.org/10.1007/s10639-022-11506-6>

With the development of science and technology, the demand for programmers has increased. However, learning computer programs is not an easy task. It might cause a significant impact on programming if misconceptions exist at the beginning of the study. Hence, it is important to discover and correct them immediately. Chatbots are effective teaching aids, they can assist students in eliminating misconceptions. They also assist teachers to instruct students according to their aptitude, which teachers found it hard to accomplish without technical supports when teaching in large classes. Therefore, this experiment uses chatbots to assist learners in the correction phase. We consider that learners who failed unit quizzes might have misunderstandings in programming concepts. We believe chatbots can teach according to individual misunderstandings and give correct responses to their unclear concepts. It is more effective than traditional teaching methods. In addition, to prevent human-computer interaction barriers, such as picking wrong keywords and giving plausible replies, or learners not being able to express their problems clearly, this experiment also adds concept maps to the chatbots' dialogue, to work as the dialogue structure for each chatbot. The maps help the chatbots to explain concepts in each unit systematically and logically. The chatbots give questions according to the concepts on the concept maps and ask learners to reply with their answers. An ANCOVA test investigated students' scores. Result showed the p-value is below 0.001, indicating that the group using concept map chatbots has better correction effects than the other group using only concept maps.

Kwapong. (2023). **Learning Online during Crisis – Experiences of Students of a Women's Community College in Ghana.** *Community College Journal of Research and Practice*, 47(8), 515-536. <https://doi.org/10.1080/10668926.2022.2050839>

This qualitative study explored how female college students in a community in Ghana undertook their online learning activities during the outbreak of the Covid-19 pandemic. To achieve the objectives of the study, criterion sampling, and an open-ended online questionnaire were used to collect data from 24 female students from the Presbyterian Women's' College of Education (PWC) in the Aburi community of Ghana. From conventional content analysis, it was found that the female community college students appreciate online learning. They are able to position themselves to adapt, change their mind-set, and build their confidence to effectively study online. They have also shown the ability to leverage on basic interactive tools such a WhatsApp, chatrooms, and conference telephone calls to undertake virtual group study activities. They, however, have concerns with poor internet connectivity, limited financial resources for accessing internet services, limited time for grasping their content and lack of electronic devices. If they are supported with free internet services, electronic devices such as smart phones and laptops and equipped with online study skills, they will be able to consolidate and utilize the gains of online learning that has emerged from the outbreak of the Covid-19 pandemic.

Lahoud, C., Moussa, S., Obeid, C., Khoury, H. E., & Champin, P.-A. (2023). **A comparative analysis of different recommender systems for university major and career domain guidance.** *Education and Information Technologies*, 28(7), 8733-8759. <https://doi.org/10.1007/s10639-022-11541-3>

Academic advising is inhibited at most of the high schools to help students identify appropriate academic pathways. The choice of a career domain is significantly influenced by the complexity of life and the volatility of the labor market. Thus, high school students feel confused during the shift period from high school to university, especially with the enormous amounts of data available on the Web. In this paper, an extensive comparative study is conducted to investigate five approaches of recommender systems for university study field and career domain guidance. A novel ontology is constructed to include all the needed information for this purpose. The developed approaches considered user-based and item-based collaborative filtering, demographic-based recommendation, knowledge base supported by case-based reasoning, ontology, as well as different hybridizations of them. A case study on Lebanese high school students is analyzed to evaluate the effectiveness and efficiency of the implemented approaches. The experimental results indicate that the knowledge-based hybrid recommender system, combined with the user-based collaborative filtering and braced with case-based reasoning as well as ontology, generated 98% of similar cases, 95% of them are personalized based on the interests of the high school students. The average usefulness feedback and satisfaction level of the students concerning this proposed hybrid approach reached 95% and 92.5% respectively, which could be a solution to similar problems, regardless of the application domain. Besides, the constructed ontology could be reused in other systems in the educational domain.

Latif, M. M. M. A., & Alhamad, M. M. (2023). **Emergency remote teaching of foreign languages at Saudi universities: Teachers' reported challenges, coping strategies and training needs.** *Education and Information Technologies*, 28(7), 8919-8944. <https://doi.org/10.1007/s10639-022-11512-8>

Though considerable research has been reported on COVID-19-related distance education, some dimensions of remote foreign language teaching experiences during the pandemic crisis remain to be explored. The study reported in this paper investigated Saudi university foreign language teachers' accumulated experiences and reflective beliefs of emergency remote instruction. The study focused specifically on: a) the general educational challenges the teachers encountered and their attempts to overcome them; b) the teachers' perceived difficulties in remotely teaching and assessing foreign language areas and their strategies for coping with them; and c) their reflective evaluation of remote foreign language teaching after doing it for three academic terms. Questionnaire data was collected from 112 teachers of Arabic and English as foreign languages, and semi-structured interviews were conducted with 14 teachers. The analysis of both data types showed that the participants had a number of general educational and language-teaching-specific challenges in their COVID-19-related remote teaching. The teachers generally viewed the remote assessment of language areas as a more challenging task than teaching them. Reading was rated as the least difficult language area to teach and assess remotely, whereas writing was the most difficult one. The teachers reported using various coping strategies to overcome the educational and language teaching-specific challenges. They perceived their remote teaching experiences positively, but reported their needs for further training in developing better online assessment methods, using different teaching platforms and technological tools, and managing classroom interactions. The paper ends by discussing the results of the study and their implications.

Lim, T., Gottipati, S., Cheong, M., Ng, J. W., & Pang, C. (2023). **Analytics-enabled authentic assessment design approach for digital education**. *Education and Information Technologies*, 28(7), 9025-9048. <https://doi.org/10.1007/s10639-022-11525-3>

There are known issues in authentic assessment design practices in digital education, which include the lack of freedom-of-choice, lack of focus on the multimodal nature of the digital process, and shortage of effective feedbacks. This study looks to identify an assessment design construct that overcomes these issues. Specifically, this study introduces an authentic assessment that combines gamification (G) with heutagogy (H) and multimodality (M) of assessments, building upon rich pool of multimodal data and learning analytics (A), known as GHMA. This is a skills-oriented assessment approach, where learners determine their own goals and create individualized multimodal artefacts, receive cognitive challenge through cognitively complex tasks structured in gamified non-linear learning paths, while reflecting on personal growth through personalized feedback derived from learning analytics. This pilot research looks to: (i) establish validity of all elements within the assessment design, and (ii) identify if application of assessment design leads to improved learner satisfaction. Results showed positive validations of all key elements of the GHMA assessment model, as beneficial factors tied to positive learner satisfaction on assessment delivery. There existed statistically significant post- and pre-treatment differences between experimental and control group satisfaction levels, indicating positive receptivity of GHMA authentic assessment design in digital education.

Liu, M., & Yu, D. (2023). **Towards intelligent E-learning systems**. *Education and Information Technologies*, 28(7), 7845-7876. <https://doi.org/10.1007/s10639-022-11479-6>

The prevalence of e-learning systems has made educational resources more accessible, interactive and effective to learners without the geographic and temporal boundaries.

However, as the number of users increases and the volume of data grows, current e-learning systems face some technical and pedagogical challenges. This paper provides a comprehensive review on the efforts of applying new information and communication technologies to improve e-learning services. We first systematically investigate current e-learning systems in terms of their classification, architecture, functions, challenges, and current trends. We then present a general architecture for big data based e-learning systems to meet the ever-growing demand for e-learning. We also describe how to use data generated in big data based e-learning systems to support more flexible and customized course delivery and personalized learning.

Luo, Z., Zheng, C., Gong, J., Chen, S., Luo, Y., & Yi, Y. (2023). **3DLIM: Intelligent analysis of students' learning interest by using multimodal fusion technology.** *Education and Information Technologies*, 28(7), 7975-7995. <https://doi.org/10.1007/s10639-022-11485-8>

Learning interest affects the way of learning and its process, which is an important factor that affects the learning effect. At present, students' learning interest in a teaching environment is mainly based on a traditional questionnaire or case analysis, which is not conducive for teachers to promptly access students' interest in class to effectively improve the teaching behavior. To intelligently analyze students' learning interest, a Three-Dimensional Learning Interest Model (3DLIM) is proposed based on educational psychology angle, which includes cognitive attention (Attention), learning emotion (Emotion), and thinking activities (Thinking). The proposed approach consisted of multimodal information recognition and fusion on head pose as well as facial expression and class interaction analysis, so as to comprehensively analyze students' interest in a teaching environment. To verify the validity and feasibility of the model, full-time graduate students participated in the experiments in real classroom scenarios. The Super Star interactive platform was used to collect interactive information from students in a class. Surveillance video tracked the learning process of the whole professional theoretical course. Experimental results show that the proposed approach can reflect the students' learning interest in learning as well as the differences among individuals.

Lv, L., Zhong, B., & Liu, X. (2023). **A literature review on the empirical studies of the integration of mathematics and computational thinking.** *Education and Information Technologies*, 28(7), 8171-8193. <https://doi.org/10.1007/s10639-022-11518-2>

In K-12 education, Computational Thinking (CT) has been a trendy issue in mathematics education, but the approach and results of CT+Math are not yet clear enough. This paper systematically reviewed 22 SSCI journal papers from three perspectives: the current status, outcomes, and implications of mathematics and CT integration. Results indicate that: (1) The empirical studies were more inclined to be carried out in primary school; (2) The sample size inversely proportional to the duration, the same as the duration and the learning phase; (3) the integration of mathematics and CT were gradually emerging in kindergartens, while the empirical studies in junior and senior high schools still needs to be improved; (4) The experimental type prioritizes case studies and lacks mixed research; (5) Most research designs employ a variety of measuring instruments but limited in multimodal data; (6) Through the teaching model of plug-in programming, the integration of mathematics and CT was centred on the field of geometry and number operations; and (7) The CT skills involved are mainly Problem decomposition, Pattern recognition, Abstraction, Algorithm design and Debugging. The limitations and future directions are also discussed in this paper.



Ng, D. T. K., Lee, M., Tan, R. J. Y., Hu, X., Downie, J. S., & Chu, S. K. W. (2023). **A review of AI teaching and learning from 2000 to 2020**. *Education and Information Technologies*, 28(7), 8445-8501. <https://doi.org/10.1007/s10639-022-11491-w>

In recent years, with the popularity of AI technologies in our everyday life, researchers have begun to discuss an emerging term "AI literacy". However, there is a lack of review to understand how AI teaching and learning (AITL) research looks like over the past two decades to provide the research basis for AI literacy education. To summarize the empirical findings from the literature, this systematic literature review conducts a thematic and content analysis of 49 publications from 2000 to 2020 to pave the way for recent AI literacy education. The related pedagogical models, teaching tools and challenges identified help set the stage for today's AI literacy. The results show that AITL focused more on computer science education at the university level before 2021. Teaching AI had not become popular in K-12 classrooms at that time due to a lack of age-appropriate teaching tools for scaffolding support. However, the pedagogies learnt from the review are valuable for educators to reflect how they should develop students' AI literacy today. Educators have adopted collaborative project-based learning approaches, featuring activities like software development, problem-solving, tinkering with robots, and using game elements. However, most of the activities require programming prerequisites and are not ready to scaffold students' AI understandings. With suitable teaching tools and pedagogical support in recent years, teaching AI shifts from technology-oriented to interdisciplinary design. Moreover, global initiatives have started to include AI literacy in the latest educational standards and strategic initiatives. These findings provide a research foundation to inform educators and researchers the growth of AI literacy education that can help them to design pedagogical strategies and curricula that use suitable technologies to better prepare students to become responsible educated citizens for today's growing AI economy.

Pažur Aničić, K., Gusić Mundar, J., & Šimić, D. (2023). **Generic and digital competences for employability — results of a Croatian national graduates survey**. *Higher Education*, 86(2), 407-427. <https://doi.org/10.1007/s10734-022-00940-7>

Mastery of generic competences is widely recognized as important for a successful transition from higher education to the world of work, especially in today's networked, digitalized, and globalized environment. This study analyses data of 7201 respondents to the Croatian national graduate survey 2017 on students who graduated in the academic year 2015/2016 in different fields of education (Medicine and Biomedical Sciences, Biotechnical Sciences, Social Sciences, Humanities, Natural Sciences, Technical Sciences and Arts). The goal of this study is to identify graduates' perspectives on gaps between the generic and digital competences acquired during higher education studies and those required in the first workplace. It addresses three research questions: (1) Which generic and digital competences do graduates consider relevant for employability?, (2) Which groups of competences show a similar pattern of competence gap, from the graduate's perspective?, and (3) How do graduates' perceptions of gaps in competence levels vary among fields of education? Research results reveal disparities in graduates' perceptions about achieved competence levels and labour market requirements. The study identifies differences among graduates from different fields of education. Results may be useful to educators in all fields of education as guidelines for the introduction of generic and digital competences development in higher education.

Pei, B., Xing, W., Zhu, G., Antonyan, K., & Xie, C. (2023). **Integrating infrared technologies in science learning: An evidence-based reasoning perspective.** *Education and Information Technologies*, 28(7), 8423-8443. <https://doi.org/10.1007/s10639-022-11538-y>

Infrared (IR) technologies have been universally acknowledged as a valuable pedagogical tool for exploring novel and abstract scientific subjects in science education. This study explores the roles of IR images played in middle school students' Evidence-based Reasoning (EBR) process in support of the understanding of the heat radiation process. Specifically, we implement image processing algorithms explicitly for the visual artifacts mentioned in students' descriptions of the radiation phenomenon to obtain the numeric representations of their corresponding features. Meanwhile, the quality of those descriptions is further coded with the guidance of the EBR framework for indicating students' understanding levels of the phenomenon. Finally, the associations between the numerical image features and the quality of descriptions are analyzed to examine the effectiveness of the IR visual artifacts in helping students understand the heat radiation process. The analytical results found that the image features are further positively correlated with the quality of the descriptions generated by students for the heat radiation. The results further suggest the IR images have the potential of driving students to think proactively and explore detailed procedural changes in learning the heat radiation process. Finally, our study calls for the integration of interdisciplinary instructional approaches in science education to reduce students' cognitive load and guide learning attention, for example, incorporating visualization and relevant processing approaches to present and analyze the otherwise invisible abstract process to help students make sense related knowledge more easily.

Polat, H. (2023). **Instructors' presence in instructional videos: A systematic review.** *Education and Information Technologies*, 28(7), 8537-8569. <https://doi.org/10.1007/s10639-022-11532-4>

The discussion about how to present instructors in instructional videos has become a hot topic in recent years. This systematic review explores how the instructors' presence affects affective, cognitive, and social aspects of learning in different conditions and with different video types. The review analyses 41 empirical studies indexed in Web of Science, ERIC, Scopus, and Education Source research databases from 2014 to 2022. The results indicated that (i) many instructor-present videos were in picture-in-picture format and included direct gaze as a social cue, (ii) learners had positive feelings for instructor-present videos, (iii) the on-screen instructor could not be beneficial for gathering positive learning outcomes, but social and attentional cues provided by the on-screen instructor could foster learning, and (iv) findings regarding the social aspect of learning were inconclusive. This study also emphasizes the need for further studies to clearly explore the role of the instructor in different learning conditions.

Quan, Z., & Pu, L. (2023). **An improved accurate classification method for online education resources based on support vector machine (SVM): Algorithm and experiment.** *Education and Information Technologies*, 28(7), 8097-8111. <https://doi.org/10.1007/s10639-022-11514-6>

In the face of surging online education around the globe, it seems quite necessary and helpful for learners and teachers to have the plethora of online resources well sorted out beforehand. To some extent, the efficiency and accuracy of resource search and retrieval may determine the quality and influence of online education. In this research, based on the methodological framework of design science, the support vector machine

(SVM) algorithm is chosen to optimise the design of an accurate resource classifier. The aim is to improve the unsatisfactory classification effect of traditional classification methods for online education resources, so that online learners can enjoy more accurate and convenient access to education resources they are seeking out of many more. For the purpose of performance evaluation, the proposed SVM-based classifier was compared with two other classification methods based on multiple neural networks and deep learning respectively. Upon collection and pre-processing of online materials, the features of educational resources were extracted and output in the form of feature vectors. By calculating the similarity between the extracted feature vectors and the standard vectors of the set type, we obtained the classification results of online education resources for each of the three classifiers. It was found that, compared with those of the two traditional classification methods, the precision ratio and the recall ratio of the proposed classifier improved by 3.26% and 2.01% respectively. In the meantime, the proposed SVM-based classifier seems to be more advantageous in performance balance with better F measurement.

Rõõm, M., Luik, P., & Lepp, M. (2023). **Learner success and the factors influencing it in computer programming MOOC**. *Education and Information Technologies*, 28(7), 8645-8663. <https://doi.org/10.1007/s10639-022-11535-1>

Learners' success in Massive Open Online Courses (MOOCs) and the factors influencing it have previously been examined mainly upon completion of the course. This approach does not reveal whether learners are fulfilling their initial intentions regarding MOOCs and which factors affect it and thus the individual success of the learners. This quantitative study using decision tree analysis with the CHAID growing method was conducted. The dependent variable was learners' success, and it was measured as a difference between learners' intentions and their actual course performance. Aspects of learners' background, engagement and motivations were used as independent variables to determine which of these affect learners' success in computer programming MOOC. Data was collected from learning platform and with voluntary questionnaire. The results showed that over two-thirds of the learners in this study were successful. Success was influenced by learners' prior education, use of the referred external materials, prior experience with programming and online courses, and only one motivational factor – Usefulness related to certification. Prior education had the strongest impact. The results indicate that learners' success is affected by previous learning experiences. It is suggested to complement learning materials with links to external materials and develop a range of support mechanisms for learners to choose from. This study expands previous research on learners' success, basing the measurement of success on learners' intentions. This knowledge can be useful for MOOC organisers who can re-evaluate the resources used on the courses.

Segbenya, M., & MensahMinadzi, V. (2023). **Post-Covid Lockdown Assessment of Blended Learning Approach for Distance Education in Ghana: implications for human resource managers and curriculum implementers**. *Education and Information Technologies*, 28(7), 7955-7973. <https://doi.org/10.1007/s10639-022-11516-4>

This study assessed the blended learning approach for distance education and its implications for human resource managers and curriculum implementers. The study used the descriptive survey design from the quantitative approach. A sample of 552 was drawn from a study population of 2208 postgraduate students pursuing their distance programme countrywide with public universities. Data was collected with a self-



developed questionnaire and was analysed with Partial Least Square Structural Equation Modelling (PLS-SEM). It was found that there was a significant relationship between challenges with face-to-face and the usefulness of face-to-face, challenges with online learning intention and the usefulness of online intention (decision to continue or discontinue with online learning as against the traditional face-to-face mode). Also, there was a significant relationship between the challenges of online intentions and the usefulness of online learning; the usefulness of face-to-face and usefulness of online learning, and the usefulness of online learning and challenges with online learning. It was further found that challenges with both face-to-face sessions and online learning needed to be resolved to ensure successful blended learning for postgraduate distance learners. It was therefore recommended that the human resource managers and curriculum implementors should ensure that the right type of courses are taught on the online platform and the remaining courses are taught using the face-to-face mode. It was further recommended that more postgraduate study centres be opened to reduce challenges associated with face-to-face sessions. Also supports in terms of online tools, internet data and requisite skills should be provided to minimise challenges associated with online learning among postgraduate distance learners.

Seifert, T., & Bar-Tal, S. (2023). **Student-teachers' sense of belonging in collaborative online learning.** *Education and Information Technologies*, 28(7), 7797-7826. <https://doi.org/10.1007/s10639-022-11498-3>

Recent years have seen a sharp increase in the transition from traditional teaching methods to online distance teaching and learning in all educational institutions including schools and higher education institutions. This change means that student-teachers need to have online learning experience and acquire professional skills needed to become online distance teachers. In the last two decades, research has investigated various aspects of online teaching but a main subject which has not been studied in depth is the learners' feeling of belonging in an online distance course, especially among student-teachers. The research investigated the contribution of student-teachers' self-perceived readiness for learning online and a collaborative online learning environment to the learners' sense of belonging. For this purpose, quantitative and qualitative data were gathered from pre- and post-tests and personal and collaborative blogs from 172 student-teachers' studying in two large teacher-education colleges in the center of Israel, to measure their self-perceived readiness for online collaborative learning, their sense of belonging and the learning experiences and changes they underwent along the course. It was found that a student-teacher, who had previously enjoyed a good experience in a collaborative online course, and had strong technological literacy for online learning, performed better in an online course, operated optimally in collaborative task performance, and felt a strong sense of belonging to the group at the course's end. These findings can inform future teacher training, the formation of new pedagogic models and teaching methods for collaborative online environments and their implementation in teaching-learning.

Sghir, N., Adadi, A., & Lahmer, M. (2023). **Recent advances in Predictive Learning Analytics: A decade systematic review (2012–2022).** *Education and Information Technologies*, 28(7), 8299-8333. <https://doi.org/10.1007/s10639-022-11536-0>

The last few years have witnessed an upsurge in the number of studies using Machine and Deep learning models to predict vital academic outcomes based on different kinds and sources of student-related data, with the goal of improving the learning process from

all perspectives. This has led to the emergence of predictive modelling as a core practice in Learning Analytics and Educational Data Mining. The aim of this study is to review the most recent research body related to Predictive Analytics in Higher Education. Articles published during the last decade between 2012 and 2022 were systematically reviewed following PRISMA guidelines. We identified the outcomes frequently predicted in the literature as well as the learning features employed in the prediction and investigated their relationship. We also deeply analyzed the process of predictive modelling, including data collection sources and types, data preprocessing methods, Machine Learning models and their categorization, and key performance metrics. Lastly, we discussed the relevant gaps in the current literature and the future research directions in this area. This study is expected to serve as a comprehensive and up-to-date reference for interested researchers intended to quickly grasp the current progress in the Predictive Learning Analytics field. The review results can also inform educational stakeholders and decision-makers about future prospects and potential opportunities.

Shirish, A., Chandra, S., & Srivastava, S. C. (2023, juillet 10). **Les compétences relationnelles, une lacune à combler pour les chatbots**. Consulté 13 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/les-competences-relationnelles-une-lacune-a-combler-pour-les-chatbots-208680>

Une étude montre une réticence des usagers à engager des discussions avec des robots conversationnels liée à un manque de confiance dans les intelligences artificielles.

Skvoretz, J., Kappelman, K., Marcy, A., McAlpin, J. D., Lewis, J. E., Ziker, J. P., ... Stains, M. (2023). **Social Networks and Instructional Reform in STEM: The Teaching-Research Nexus**. *Innovative Higher Education*, 48(4), 579-600. <https://doi.org/10.1007/s10755-022-09642-5>

Instructional reform in STEM aims for the widespread adoption of evidence based instructional practices (EBIPS), practices that implement active learning. Research recognizes that faculty social networks regarding discussion or advice about teaching may matter to such efforts. But teaching is not the only priority for university faculty – meeting research expectations is at least as important and, often, more consequential for tenure and promotion decisions. We see value in understanding how research networks, based on discussion and advice about research matters, relate to teaching networks to see if and how such networks could advance instructional reform efforts. Our research examines data from three departments (biology, chemistry, and geosciences) at three universities that had recently received funding to enhance adoption of EBIPs in STEM fields. We evaluate exponential random graph models of the teaching network and find that (a) the existence of a research tie from one faculty member $\$i\$\$$ to another $\$j\$\$$ enhances the prospects of a teaching tie from $\$i\$\$$ to $\$j\$\$$, but (b) even though faculty highly placed in the teaching network are more likely to be extensive EBIP users, faculty highly placed in the research network are not, dimming prospects for leveraging research networks to advance STEM instructional reforms.

Sungur Gül, K., & Ateş, H. (2023). **An examination of the effect of technology-based STEM education training in the framework of technology acceptance model**. *Education and Information Technologies*, 28(7), 8761-8787. <https://doi.org/10.1007/s10639-022-11539-x>

The aim of this study is threefold: (1) to present a valid and reliable scale in the framework of the Technology Acceptance Model; (2) to reveal factors affecting pre-service science teachers' intentions to use technology-based STEM; (3) to examine the effect of technology-based STEM education training on pre-service science teachers' perceived

ease of use, perceived usefulness, attitude, and intention. This study has two sections. Study 1 defined the reliability and validity of the Technology Based-STEM Intention Scale (TB-STEMIS) in the framework of the Technology Acceptance Model (TAM) with pre-service science teachers in Turkey. Study 2 examined the pre-service science teachers' intentions to use technology-based STEM and the impact of technology-based STEM education training on pre-service science teachers' intentions concerning the TAM model. The results of the study revealed that the proposed model tested after STEM training is superior to the before STEM training. Findings also indicated that technology-based STEM education training had a positive effect on pre-service science teachers' perceived ease of use, perceived usefulness, attitude, and intention to use the technology-based STEM education. Finally, implications were discussed and recommendations were found for further studies in line with the limitations.

Tadlaoui-Brahmi, A., Alvarez, L., & Buttier, J.-C. (2023a). **Towards an interdisciplinary theoretical model of Digital Citizenship Education Didactics**. *Swiss Journal of Educational Research*, 45(1), 27. <https://doi.org/10.24452/sjer.45.1.3>

The educational institutions in the French-speaking part of Switzerland have set education for digital citizenship and the development of a digital culture as new goals. The boundaries of these concepts, as well as their operationalization in teaching practices, remain to be defined more precisely. Following an analysis of the concepts of digital «citizenship» and «culture», the perceptions of 14 primary school teachers from the French-speaking part of Switzerland were documented. Their statements reveal a conceptual confusion and a need for clarification in the light of scientific literature. Consequently, a theoretical model named «Didactique de l'éducation à la citoyenneté numérique» is proposed in order to participate in the first steps towards a didactic transposition of conceptual elements.

Tadlaoui-Brahmi, A., Alvarez, L., & Buttier, J.-C. (2023b). **Vers un modèle théorique interdisciplinaire de Didactique d'Éducation à la Citoyenneté numérique**. *Swiss Journal of Educational Research*, 45(1), 27-39. <https://doi.org/10.24452/sjer.45.1.3>

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Tatlı, Z., Çelenk, G., & Altınışık, D. (2023). **Analysis of virtual museums in terms of design and perception of presence**. *Education and Information Technologies*, 28(7), 8945-8973. <https://doi.org/10.1007/s10639-022-11561-z>

In this study, it is aimed to examine and analyze virtual museums in accordance with design and perception of social presence. In this context, virtual museums that offer free access internationally were identified and accepted as documents. Document analysis, one of the qualitative research methods, was used in the study. Each of the virtual museums examined was subjected to content analysis and divided into groups



according to the characteristics they have and do not have. The sample of the study consists of 352 virtual museums. "The Virtual Museum Review Form" created by the researchers was used in order to examine the determined virtual museums. Within the scope of the study, virtual museums were analyzed under seven categories, such that type of artwork, transfer to virtual environment, presentation, transition, navigation, guidance and virtual reality support. Virtual museums are divided into eight categories according to the type of work (culture-art, history, composite, military, archeology, science/technology, industrial and natural museum). It has been determined that most of the virtual museums examined are transferred to the virtual environment as an exact copy of the museums existing in real life. Virtual museums are divided into three as 2D/3D object, pop-up and link, according to the type of information they present to their visitors. Most of the virtual museums examined offer semi-flexible, flexible or non-flexible guidance services to their visitors. As a result of the study, it is suggested that the examined virtual museums be classified under 3 sub-headings as "type of artwork", "type of transfer to virtual environment", and "type of presentation" according to their designs and under 4 sub-headings as "type of transition", "type of navigation", "guidance", and "virtual reality support" according to their social presence perceptions.

Tüzün, H., Sert, S., & Demir, Ö. (2023). **The effect of digital game-based learning on secondary level students' learning of Internet literacy.** *Education and Information Technologies*, 28(7), 8837-8853. <https://doi.org/10.1007/s10639-022-11543-1>

Since the effectiveness of pedagogies relies heavily on the context they are practiced, scholars strive to revalidate them with different participants representing different disciplines, age, cultures and so on. In this regard, this piece of work was undertaken so as to reveal the impact of a digital game-based learning environment on the achievement of secondary school participants in the topic of Internet literacy in Turkey. To this end, a three dimensional multi-user digital game-based learning environment through Active Worlds game engine was created. The static-group pre-test post-test design was adopted. We recruited 266 students attending 10th-grade at a public high school. The participants were block-randomized to the groups. The control group partook in a lecture-based learning environment for two weeks, whereas the experimental group learned with a digital game-based learning environment. The results ascertained that even though there were significant learning gains in control as well as experimental groups, no substantial significant difference was observed in the achievement across the groups. The results illustrated that the interaction of method and gender had no influence on the achievement. Particularities of the context of the study causing the results and study's far-reaching implications were discussed.

Vandeveldel, I., Fluckiger, C., & Nogry, S. (2022). **Resources and textbooks for computer science education in French primary schools.** *IARTEM E-Journal*, 14(1). <https://doi.org/10.21344/iartem.v14i1.954>

This article examines a corpus of texts that define the scope and objectives of computer science (CS education at primary school level in France, including textbooks, curricula, and institutional documents. Faced with these new programs, and in the absence of any specific training on methods for teaching computer science, teachers have had to make do by relying on a disparate set of documents ranging from prescriptive and guidance texts, official directives and curricula, institutional documents, textbooks, and other books. This article provides an analysis of these documents from a computer science pedagogy perspective with the aim of exploring how they change and evolve through



the grades of education. We begin with a transversal analysis to highlight changes in the content taught from one cycle to the next. Then, we focus on how a specific notion, the notion of loop, is introduced to students, in order to characterise how the same notion is formulated and evolves across the different textbooks. In this way, we show that loops are defined differently across textbooks, using vocabulary that is increasingly precise and connected to other areas of knowledge, without being always connected to the digital field.

Wang, K., Van Hemmen, S. F., & Criado, J. R. (2023). **“Play” or “Labour”, the perception of university teachers towards MOOCs: Moderating role of culture.** *Education and Information Technologies*, 28(7), 7737-7762. <https://doi.org/10.1007/s10639-022-11502-w>

This study aims to understand the perception of university teachers on MOOCs and explore the critical drives that impact teachers to work with MOOCs based on an incorporated model of theory of planned behaviour (TPB) and Playbour (PL). Besides, this study also adopts Hofstede's Cultural Dimensions Theory to include the culture as a moderator to explore how university teachers with different cultural backgrounds perceive MOOCs. The results show that Attitude (ATT), Subjective norms (SN) and Perceived behavioural control (PBC) are crucial determinants that impact teachers' behavioural intention (BI) towards MOOCs. Besides, PL is found as a strong mediator to explain the great importance of ATT of university teachers to adopt MOOCs. Regarding the moderating effect, the significant difference in Spain and China are detected to explain teachers' BI towards MOOCs. Additionally, the validity and model fit of the incorporated model are proved, which further enriches the field of TPB to explain teachers' behaviour towards MOOCs.

Wong, G. K. W., Tsang, B. Y. P., Wu, Q., & Zhang, X. (2023). **Do underprivileged youth find hope, sense of community, and perceived social support in computational participation? A socio-cognitive approach to computational learning.** *Education and Information Technologies*, 28(7), 8975-8997. <https://doi.org/10.1007/s10639-022-11522-6>

While increasing the equitable participation in computer science (CS) education at schools, most existing studies focus on the acquisition of computational skills and measurements of cognitive skills as the learning outcome. The potential benefits of developing psychosocial attributes in the process of computational learning are of less concern, particularly for the underprivileged youth with Special Educational Needs (SEN) and from low-income family. To improve the inequitable learning in school, the Project C program has been developed to integrate computational participation and mentoring scheme through social-cognitive approach for underprivileged youth. The aim of this research is to investigate the psychosocial impact of the program, and examine the interrelation between hope, sense of community, and perceived social support in computational learning. The Project C program was piloted in a special school in Hong Kong under the category of Schools for Children with Moderate Intellectual Disability, targeting 8th grade students (n = 51) with SEN (i.e., mild autism) living in low-income residential districts, and a self-reported pre/post questionnaire was administered to measure the psychosocial changes before and after the intervention. The findings reveal a statistically significant change in hope, sense of community, and perceived social support through the program, and the relation between sense of community and hope was fully mediated by the perceived social support. Based on the findings, theoretical and practical implications of social-cognitive approach to computational learning are discussed.

Xia, Q., Chiu, T. K. F., & Chai, C. S. (2023). **The moderating effects of gender and need satisfaction on self-regulated learning through Artificial Intelligence (AI)**. *Education and Information Technologies*, 28(7), 8691-8713. <https://doi.org/10.1007/s10639-022-11547-x>

Artificial intelligence (AI) has the potential to support self-regulated learning (SRL) because of its strong anthropomorphic characteristics. However, most studies of AI in education have focused on cognitive outcomes in higher education, and little research has examined how psychological needs affect SRL with AI in the K–12 setting. SRL is a self-directed process driven by psychological factors that can be explained by the three basic needs of self-determination theory (SDT), i.e., autonomy, competence, and relatedness. This study fills a research gap by examining the moderating effects of need satisfaction and gender in predicting SRL among Grade 9 students. The results indicate that girls perceive more need support than boys. In predicting SRL, satisfaction of the need for autonomy and competence is moderated by both gender and AI knowledge, whereas satisfaction of the need for relatedness is moderated by gender only. Particularly among girls, the effects of autonomy and competence more strongly predict SRL when AI knowledge is low. These findings confirm the gender differences in need satisfaction when predicting SRL with a chatbot. The findings have implications for both teacher instruction and the design and development of intelligent learning environments.

Yang, J., Zhu, F., Jiang, Y., & Pi, Z. (2023). **Do adults and children learn differently from video lectures with an instructor's deictic gestures?** *Education and Information Technologies*, 28(7), 8377-8400. <https://doi.org/10.1007/s10639-022-11523-5>

Evidence regarding the benefits of an instructor's deictic gestures in video lectures on adults' learning may not necessarily be reflective of their effect on children's learning. Furthermore, there is a lack evidence regarding how deictic gestures specifically affect learners' learning process. Based in cognitive load theory, with consideration of the signaling principle and embodiment principle in multimedia learning, the present study sought to determine whether an instructor's deictic gestures affected young adults' and children's learning from video lectures differently. Participants consisted of 60 college students as the young adults sample and 63 pupils as the children sample. Each participant viewed one of two video lectures, either with or without the instructor using deictic gestures. During the experiment, participants' eye movements, prior knowledge, learning process, and learning performance were recorded and measured. The results of nonparametric tests showed that when the instructor used deictic gestures, the children paid more attention to the video content while the young adults reported a higher learning experience. Both groups demonstrated improved learning performance, regardless of age. Our findings highlight the fact that young adults and children do learn differently from video lectures with an instructor using deictic gestures. Furthermore, our findings contribute to understandings regarding the design of video lectures and video-based learning, specifically, that if an instructor is presenting the content in video lectures, they should be encouraged to use deictic gestures to improve students' learning.

Yildiz Durak, H., Atman Uslu, N., Canbazoğlu Bilici, S., & Güler, B. (2023). **Examining the predictors of TPACK for integrated STEM: Science teaching self-efficacy, computational thinking, and design thinking**. *Education and Information Technologies*, 28(7), 7927-7954. <https://doi.org/10.1007/s10639-022-11505-7>

In this study, the role of science and computational thinking (CT) in teaching self-efficacy and design thinking variables were examined to explain the technological pedagogical content knowledge (TPACK) knowledge forms needed by science teachers for integrated Science, Technology, Engineering and Mathematics (STEM) within the framework of the TPACK framework. 216 teachers working as science teachers in Turkey participated in the research. In the study, data were collected in an electronic form consisting of five parts. The model proposed in the research was tested with the partial least squares-structural equation modeling (PLS-SEM) method. The research showed that the self-efficacy of science teachers was related to technological pedagogical engineering knowledge (TPEK), T- integrated (I) STEM, and technological pedagogical science knowledge (TPSK). In addition, the self-efficacy of science teachers is also effective in design thinking. CT teaching self-efficacy has a positive effect on design thinking and the development of technological pedagogical mathematics knowledge (TPMK), TPEK, and TPSK structures. Design thinking skill is also related to TPMK, TPEK, and TPSK structures. These results can be a guide to ensure the effectiveness of professional development programs that will be prepared to improve science teachers' integrated STEM competencies.

Zhong, L., Xie, Y., & Xu, L. (2023). **The impact of personalization feature on students' engagement patterns in a role-playing game: A cultural perspective.** *Education and Information Technologies*, 28(7), 8357-8375. <https://doi.org/10.1007/s10639-022-11529-z>

The personalization feature has been implemented in various ways in educational games but the effectiveness of personalization feature on students' engagement was mixed in literature. Culture might be one possible reason but has been seldom explored in previous studies. This study filled in this gap by investigating the impact of the personalization feature on students' engagement patterns through the lens of culture. Results showed that the personalization game feature could engage students by capturing and maintaining students' attention and interest. Gender affected students' engagement patterns via cultural differences in attitudes toward time. Additionally, when the game was personalized, students' perceptions of student-teacher relation and group power would affect engagement patterns during gameplay and re-engagement in the future. Findings of this study demonstrated that the personalization game feature delivered via computers could be used to initiate and maintain students' engagement. Gender needs to be considered when utilizing games to engage students. Motivational design is needed to engage less active students in the personalized gaming environment. Students' cultural differences, such as perceptions of power distribution between students and instructors and power of group, need to be considered when designing personalized games. This study contributes to the field by explaining how gender influenced students' engagement patterns and why nonengagement was observed in some previous studies.

Zhou, X., & Tsai, C.-W. (2023). **The Effects of Socially Shared Regulation of Learning on the Computational Thinking, Motivation, and Engagement in Collaborative Learning by Teaching.** *Education and Information Technologies*, 28(7), 8135-8152. <https://doi.org/10.1007/s10639-022-11527-1>

Collaborative learning by teaching (CLBT) is a pedagogical approach that combines collaborative learning and learning by teaching pedagogy, which can be applied to university classrooms with the support of information and communication technology (ICT). This pedagogy not only emphasizes the independent learning of group members,

but also emphasizes the process of collaborative learning and cooperative teaching among group members. For current Chinese college students, even with the support of online learning resources and ICT, CLBT is a relatively difficult task for group members, which needs to be combined with some regulatory strategies. Socially shared learning regulation (SSRL) has attracted widespread attention from educators and researchers as an effective collaborative learning regulation strategy, but so far, there is few studies on the effects of SSRL in CLBT environment, especially on psychological variables. This study explored the effects of SSRL on the computational thinking, learning motivation, engagement, and academic achievement of university students in CLBT by conducting a semester-long quasi-experiment in a data mining course with 72 third-year undergraduates at a Chinese public university. The experimental class adopted SSRL in CLBT with 41 students (33 males, eight females), while the control class only implemented CLBT with 31 students (26 males, five females). The independent sample t-test results showed that the students in the experimental class significantly improved their intrinsic motivation, engagement (Deep processing strategy and affective engagement), and computational thinking (Algorithmic thinking, critical thinking and problem solving) than those in the control class. In addition, the student's academic achievements in the experimental class were significantly higher than the students in the control class. This study enriches the practical cases of educators and researchers and makes recommendations for future research, such as combining project-based learning approaches with CLBT or investigating the relationship among these psychological variables and academic performance.

Zhou, Z. (2023). **Innovative learning environments for choral conducting education.** *Education and Information Technologies*, 28(7), 7827-7843. <https://doi.org/10.1007/s10639-022-11503-9>

The way the music piece sounds strongly depends on what directions a choral conductor gives the choir. This study aims to investigate the characteristics of an innovative learning environment (ILE) for teaching choral conducting. The study involves 111 students from Hangzhou Normal University to evaluate the significance of the proposed ILE principles, determine their levels of performance mastery, and identify the advantages of innovative learning environments over traditional learning. The uniqueness of the study lies in developing principles for interactive choral conductor teaching. These principles are that conductors have to understand the music piece, develop a conducting technique, self-learn, and participate in open rehearsals. The innovative learning program integrates Adobe Audition, Sibelius Software, and Chaoxing APP apps and provides learners with video recordings of open rehearsals. Using the coefficient of intensive properties, it was found that the conductor's technique development had the most significant impact on the mastery level (0.81) than the independent work (0.61). The ILE environment was more effective compared to traditional learning, as evidenced by the higher frequency of high knowledge levels at the end of the academic year. The mean grade on the final exam was also higher. The best results were obtained with simple music compositions (0.87), whilst the worst outcome was recorded with moderate-complexity pieces (0.79). The significance of the study lies in the fact that it shows the possibility of using innovative technologies to improve the teaching and learning process in the choral classroom. Empirical evidence to support this claim was obtained by comparing the effectiveness of traditional and innovative learning.

Orientation scolaire et professionnelle

Chi, S., & Wang, Z. (2023). **Students' science learning experiences and career expectations: mediating effects of science-related attitudes and beliefs.** *International Journal of Science Education*, 45(9), 754-780.
<https://doi.org/10.1080/09500693.2023.2175184>

In response to growing concerns about adolescents' low expectations for science-related careers, this study explores the mechanisms of the ternary associations among science learning experiences, science-related attitudes and beliefs, and science-related career expectations, involving a sample of 9841 15-year-old students from four Chinese provinces (Beijing, Shanghai, Jiangsu, and Guangdong) who took part in the sixth cycle of the Programme for International Student Assessment (PISA). The results of the path analysis reveal that (i) both formal and informal learning experiences had positive relationships with science-related attitudes and beliefs; (ii) enjoyment of science, science self-efficacy, science outcome expectations, and epistemological beliefs about science had positive effects on career expectations; (iii) inquiry-based learning experiences were negatively associated with career expectations, although the direct association was suppressed by enjoyment of science, science self-efficacy, and science outcome expectations; (iv) teacher-directed science learning experiences had a positive impact on career expectations, fully mediated by enjoyment of science, epistemological beliefs about science, and science outcome expectations; and (v) all four science-related attitudes and beliefs played full mediating roles in the relationship between informal science learning experiences and career expectations.

Danner, M., Guégnard, C., & Érard, C. (2023). **L'enseignement supérieur long. Une stratégie pour des bacheliers professionnels ?** *Éducation & formations*, 105(1), 47-66.
<https://doi.org/10.48464/ef-105-03>

Genevois, S., & Wolff, L. (2023, juin 28). **Rester sur son île ou « sauter la mer » pour faire ses études? Vers une approche multi-échelle des mobilités étudiantes à La Réunion.** Présenté à 59e colloque l'Association de Science Régionale de Langue Française (ASRDLF). Consulté à l'adresse <https://hal.science/hal-04147824>

L'étude des territoires de mobilité invite à prendre en compte la question des distances et des proximités (Drevon, Kaufman, 2022), particulièrement dans les territoires ultramarins où l'insularité, l'éloignement et l'isolement prennent une dimension plus forte qu'en métropole. L'étude géographique des mobilités porte assez souvent sur les déplacements quotidiens domicile-travail et sur les mobilités résidentielles qui s'inscrivent davantage dans le temps. Les mobilités étudiantes sont plus spécifiques dans la mesure où elles peuvent être temporaires ou définitives, avec ou sans changement de lieu de résidence. La décision de faire ses études sur place, donc de rester sur son île ou au contraire de « sot la mer » (expression créole pour désigner le fait d'aller en métropole ou dans d'autres pays) relève de multiples facteurs individuels ou collectifs. Entre mobilité choisie et mobilité subie, la mobilité géographique des étudiants et des étudiantes de La Réunion s'inscrit dans des dynamiques complexes et à plusieurs échelles (Célestine, Vitale, Bertile & al. 2012; Leroux, Ihaddadene, 2017). Comme le montre une étude de l'INSEE conduite en 2019, La Réunion est l'un des Départements et régions d'outre-mer (DROM) où les étudiants sont le moins mobiles en dehors de leur académie d'origine. Les néo-bacheliers réunionnais sont en revanche très mobiles à l'échelle de l'île qui dispose d'un grand pôle universitaire et d'un pôle secondaire ainsi que de différents instituts

publics ou privés de formation répartis au sein du territoire (Fabre, Pawlowski, 2019). Cette situation de faible mobilité externe n'est pas liée seulement à l'éloignement de la métropole. Elle ne peut pas non plus être découplée des mobilités internes qui restent compliquées pour beaucoup de jeunes en raison des difficultés de déplacement et des logiques de choix de filières. Il en résulte d'importants déséquilibres territoriaux ainsi qu'une assez forte fragmentation, débouchant sur des formes de périphéricité à l'intérieur même d'un territoire dit « ultra périphérique ». A partir d'une méthodologie quantitative, la présente communication vise d'une part à interroger l'hypothèse selon laquelle les étudiants réunionnais seraient de plus en plus mobiles et, d'autre part, à montrer l'intérêt d'une approche multi-échelles pour décrire et analyser leur mobilité géographique. Le corpus mobilisé concerne les données de déplacements domicile-études produites par l'INSEE sur la période 2007-2019 ainsi que les données Parcoursup permettant de recouper ces données avec les choix d'orientation des étudiants. L'objectif est de croiser différentes sources statistiques disponibles en open data et de mettre en visibilité, par des cartes et des graphiques, les déterminants de la mobilité étudiante. L'étude s'inscrit dans le projet de recherche Géorun conduit au sein du laboratoire ICARE (Université de la Réunion) et vient alimenter la production d'un Atlas numérique des territoires éducatifs à La Réunion (Genevois, 2023).

Graveleau, S. (2023, juillet 12). **Sur Parcoursup, « les filles et les élèves des milieux défavorisés sous-estiment leur niveau »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/07/12/sur-parcoursup-les-filles-et-les-eleves-des-milieux-defavorises-sous-estiment-leur-niveau_6181578_4401467.html

Alors que la phase principale de Parcoursup s'est achevée le 7 juillet, une étude de l'Institut des politiques publiques montre que les bons élèves de milieux défavorisés et les filles sont moins ambitieux dans leurs vœux par manque de confiance en eux.

Miler, M. (2023, juillet 4). **A l'ENS de Lyon, la cohabitation parfois douloureuse des normaliens et des « admis sur dossier »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/07/04/a-l-ens-de-lyon-la-cohabitation-parfois-douloureuse-des-normaliens-et-des-admis-sur-dossier_6180400_4401467.html

Chaque année, un tiers d'étudiants intègre l'ENS de Lyon sur dossier, une voie d'admission parallèle au concours créée en 2016, qui propose d'accéder au même diplôme, mais sans le statut de fonctionnaire des normaliens.

Milot-Lapointe, F., & Le Corff, Y. (2023). **Trajectories of Change in Career Decision Difficulties During a Manualized Individual Career Counseling Intervention: The Influence of Counselor Adherence, Working Alliance and Client Personality Traits**. *Journal of Career Assessment*, 31(3), 607-628. <https://doi.org/10.1177/10690727221141983>

This study aimed to identify trajectories of change in client career decision difficulties during a manualized career counseling intervention and examine the role of counselor adherence, working alliance, and personality traits in predicting these trajectories. Participants were 257 individuals who received an average of 7.79 career counseling sessions at a university career services center. Using growth mixture modeling, four class-trajectories were identified. Clients in class 1 had a moderate level of decision difficulties at the beginning of counseling while clients in classes 2, 3 and 4 had moderate-salient initial levels of difficulties. Clients in classes 1 and 2 experienced a very large reduction of their decision difficulties during counseling and left the process with negligible levels of difficulties. Clients in class 3 saw a large reduction of their decision difficulties during



counseling and left the process with moderate levels of difficulties. Clients in class 4 did not experience change and left the process with moderate-salient levels of difficulties. Counselor adherence to the intervention manual significantly contributed to discriminate between clients from class 4 and clients from classes 1, 2 and 3. Client level of neuroticism significantly contributed to distinguish clients belonging to class 4 from clients belonging to class 1.

Park, H. I., Lee, S., & Lee, B. (2023). **Does the Attainment of Vocational Aspirations Make Youths Happy?** *Journal of Career Assessment*, 31(3), 458-475. <https://doi.org/10.1177/10690727221119800>

The current study aims to investigate the developmental perspective on the relationships between person-vocation (P-V) fit and its criteria (extrinsic job satisfaction, workplace satisfaction, and happiness) using longitudinal data of 1041 youths in South Korea. While most previous studies on P-V fit examined the fit between vocational interests and characteristics of actual vocation, we examined the fit between aspired and attained occupation in its prestige levels. We utilized data collected at two time points with an 8-year interval: when the participants were high school seniors and when they were in early adulthood. Polynomial regression and response surface graphs revealed that the levels of the criteria increased as attained occupation matched with the aspired occupation at a high-high fit compared to a low-low fit. However, P-V misfit did not have a systematic relationship with any criteria. Happiness was the most relevant outcome, suggesting important implications regarding youths' vocational aspirations and attainment.

Thompson, D. A., Dent, H. L., & Fine, M. B. (2023). **Factors related to a college student's career optimism and their perception of career services.** *Higher Education Quarterly*, 77(3), 395-409. <https://doi.org/10.1111/hequ.12408>

A student's expectation for a positive outcome for their future career development is referred to as career optimism. Career Services, a common university department, utilizes the social cognitive career theory (SCCT) to understand how students form career interests and make educational and vocational choices. Then Career Services can assist students in finding a career that matches their interests. We hypothesize that students' perception of the assistance provided by the Career Services department when the SCCT is applied, impacts the student's career optimism. In addition, we hypothesize, and results support, that different factors, such as a student's chosen major, impact student perception of Career Services and career optimism.

Tomlinson, M., Reedy, F., & Burg, D. (2023). **Graduating in uncertain times: The impact of COVID-19 on recent graduate career prospects, trajectories and outcomes.** *Higher Education Quarterly*, 77(3), 486-500. <https://doi.org/10.1111/hequ.12415>

This article examines the impacts of the COVID-19 pandemic on recent UK graduates' initial employment outcomes and how they experience the transition into a challenging labour market context. We draw on longitudinal survey and interview data, collected from recent graduates who had mainly graduated during the onset of the COVID-19 pandemic in summer 2020 that examines graduate perception of the labour market, impacts on labour market entry impacts and early career progression and effects of periods of unemployment or under-employment. The article shows some of the main impacts of the recent pandemic-affected labour market, including: widespread concerns about job opportunities and employer support, the perceived employment impacts of the pandemic and early signs of scarring and labour market disorientation



amongst those who were struggling to find employment of their choice. Such experiences are clearly intensified during the specific COVID-19 context, but the policy implications they raise have wider relevance for supporting graduates during future periods of labour market volatility.

Xu, H. (2023). **Development and Initial Validation of the Career Decision-Making Ambiguity Scale.** *Journal of Career Assessment*, 31(3), 536-554. <https://doi.org/10.1177/10690727221125886>

The dual-process theory of career decision-making (DTC) adds to the conversation about understanding and facilitating career decision-making from a more realistic and inclusive perspective and highlights the joint operation of decision ambiguity and ambiguity management strategies in career decision-making. However, a psychometrically sound measure of decision ambiguity is lacking. Thus, the current study used two samples of U.S. college students to develop and initially validate a measure of decision ambiguity (CDMA). Study 1 (n = 195) developed the CDMA and found initial evidence for a unidimensional structure. Study 2 (n = 271) cross-validated the unidimensional structure of the CDMA and supported the convergent, discriminant, concurrent, and incremental validities of the CDMA. Specifically, the results supported (1) the differential associations of the CDMA with need for information and with neuroticism/negative affectivity, lack of readiness, and interpersonal conflicts, (2) the positive association between the CDMA and choice/commitment anxiety, and (3) the incremental predictions of the CDMA for career decidedness, career certainty, and major satisfaction over and beyond need for information. Therefore, the current study offers a psychometrically sound measure of decision ambiguity, which has potential to facilitate the scientific inquiry and social justice application of the DTC.

Zhao, S., Zhang, Y., Yu, C., Zhang, H., Xie, M., Chen, P., & Lin, D. (2023). **Trajectories of Perceived Stress among Students in Transition to College: Mindset Antecedents and Adjustment Outcomes.** *Journal of Youth and Adolescence*, 52(9), 1873-1886. <https://doi.org/10.1007/s10964-023-01788-5>

There is growing evidence of a clear association between students' perceived stress and their adjustment to life at college. However, the predictors and implications of distinct changing patterns of perceived stress during the transition to college life are less clear. To address these research gaps, the current study aims to identify distinct patterns of perceived stress trajectories among 582 Chinese first-year college students (Mage = 18.11, SDage = 0.65; 69.40% female) across the first 6 months upon enrollment. Three distinct profiles of perceived stress trajectories, i.e., low-stable (15.63%), middle-decreasing (69.07%), and high-decreasing (15.29%), were identified. Moreover, individuals who followed the low-stable trajectory showed better distal outcomes (specifically, higher levels of well-being and academic adjustment) 8 months after enrollment than those who followed the other two trajectories. Furthermore, two types of positive mindset (a growth mindset of intelligence and a stress-is-enhancing mindset) contributed to differences in perceived stress trajectory, either independently or jointly. These findings highlight the significance of identifying different patterns of perceived stress among students during the transition to college, as well as the protective roles of both a stress mindset and a mindset of intelligence.



Politique de l'éducation et système éducatif

Adisa, T. A., Harrison, M., Sani, K. F., Mingazova, D., & Kypuram, J. (2023). **The National Student Survey and the 'customerization' of university students: a qualitative study of UK higher education.** *Higher Education*, 86(2), 449-466. <https://doi.org/10.1007/s10734-022-00943-4>

Has the National Student Survey 'customerized' the UK's university students? This article examines the 'customerization' of university students in the UK and the impacts of reciprocity and social exchange behaviour on National Student Survey outcomes. Using a multi-method qualitative approach, the findings suggest that the National Student Survey is an imperfect barometer for measuring teaching quality and academic standards at universities. It finds that students are being treated as customers so they will give their universities positive evaluations in the National Student Survey. The findings also reveal that the discretion and decisions of students are mostly based on reciprocity, according to which students are willing to complete the National Student Survey favourably only if they get good grades and received 'VIP treatment'. The article concludes by explaining the implications of its findings on practice and recommending an agenda for future research.

Al-Qaryouti, I., Al-Salmi, L., Al-Aiasare, A., & Adul-Hadi, A. (2023). **Parental satisfaction with programmes provided for children with learning difficulties in Oman.** *British Journal of Special Education*, 50(2), 268-292. <https://doi.org/10.1111/1467-8578.12453>

This study aimed to explore parental satisfaction with programmes provided for children with learning difficulties (LD) in Oman. A sample was collected from 299 parents who filled out an electronic self-reporting questionnaire during the second semester of 2021. The researchers designed a 19-item questionnaire that was distributed over two domains: 14 items on parent satisfaction and five items on parent co-operation. The results revealed that parents' overall satisfaction with the effectiveness of the LD programmes in which their children were enrolled was high. The results also indicated statistically significant differences among the mean scores on parents' satisfaction over the age variable groups, in favor of the younger group, followed by the middle group, and lastly the older group. There were also statistically significant differences among the mean scores on parents' satisfaction according to the province locations, in favor of the capital city of Oman, Muscat, and its peripheral provinces, followed by the western provinces, and lastly, the eastern provinces. The study recommends conducting similar studies to investigate the satisfaction of school principals, specialists, teachers and children with LD to determine the effectiveness of Oman's LD programmes.

Armagnague, M. (2023). **Un État pas si fort ? La scolarisation des élèves primo-arrivants en France à hauteur d'académies.** *Revue française de pédagogie*, 218(1), 61-77. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-61.htm>

La politique éducative à l'égard des enfants migrants dépend théoriquement d'une réglementation centralisée en matière d'immigration et de scolarisation. Mais dans les faits, elle n'est ni cohérente ni homogène car traversée par des logiques contradictoires. L'une démocratique-libérale insiste sur la tradition hospitalière de l'école française, l'autre sécuritaire-répressive met l'accent sur l'impératif politique de réguler les flux migratoires. Cette dissonance du modèle réglementaire au fondement de la politique de l'État est source de conflits d'interprétation de la part des acteurs concernés,



produisant des agencements institutionnels à l'échelle académique. Quatre académies sont étudiées à partir de six paramètres principaux : le positionnement institutionnel des autorités académiques, le volume d'heures de soutien prévu par enfant, le degré et le format d'inclusion envisagés, les disciplines choisies pour favoriser cette inclusion, l'âge considéré pour définir le droit scolaire et le type d'offre scolaire référée à cet âge et enfin les modalités de lien envisagés entre les dispositifs de soutien et l'enseignement spécialisé. Ces paramètres sont à l'origine d'arrangements institutionnels spécifiques qui définissent les modes de coordination des acteurs et les règles des fonctionnements pédagogiques locaux.

Bahr, P. R., McNaughtan, J., & Jackson, G. R. (2023). **Reducing the Loss of Community College Students who Demonstrate Potential in STEM.** *Research in Higher Education*, 64(5), 675-704. <https://doi.org/10.1007/s11162-022-09713-8>

Community colleges serve nearly half of all undergraduates, including a disproportionate share of African American and Hispanic students, and are a key point of access to higher education for students who face socioeconomic disadvantages or other obstacles to participation in higher education. Community colleges stand to play a pivotal role in strengthening the nation's workforce and increasing opportunity in science, technology, engineering, and math (STEM) fields. However, a troublingly large fraction of community college students who complete advanced STEM courses ultimately leave college without postsecondary credentials. Utilizing data from the California Community College system, we investigated four hypothesized explanations for why students who have demonstrated potential to succeed in STEM fields by completing an advanced course in math, chemistry, or physics did not complete college. We found that students who left college tended to enter the STEM curriculum at lower levels of skills, struggled in non-STEM coursework, and did not take or were unable to pass STEM courses in other fields. They also were more likely to be White and more likely to be male. We conclude with recommendations for institutional policy and practice and for future research.

Bell, E., Schwegman, D., Hand, M., & DiDomenico, M. (2023). **How Did Colleges Disburse Emergency Aid During COVID-19? An Implementation Analysis of the Higher Education Emergency Relief Fund.** *Educational Researcher*, 52(5), 259-271. <https://doi.org/10.3102/0013189X231161318>

To address the unprecedented challenges of the COVID-19 pandemic, Congress authorized the Higher Education Emergency Relief Fund (HEERF I) in March 2020 with over \$6 billion allocated for emergency financial aid. In this paper, we utilize the administrative burden framework to analyze HEERF I implementation for a stratified random sample of colleges, focusing on the implications for equity. We find that disbursement policies varied along two dimensions: (1) whether they imposed burdens on students by requiring applications and proof of hardship and (2) whether they targeted needy students and varied the amount of aid according to need. When we examine sectoral differences, we find that private for-profit colleges were more likely to place higher burden on students, whereas public and minority-serving institutions were more likely to reduce burden.

Ben Hamouda, L. (2023a, juillet 12). **Education prioritaire : Le rapport Carel demande la suppression des Rep.** Consulté 13 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/07/12/education-prioritaire-le-rapport-carel-demande-la-suppression-des-rep/>



« Le temps semble désormais venu de réfléchir et de mettre à plat certaines dispositions datées qui ne répondent plus aux attentes. Une meilleure répartition des moyens est aujourd'hui attendue... La logique du réseau, sans être remise en cause, doit pouvoir offrir plus de souplesse aux établissements ». Le rapport de la députée (Horizons) Agnès Carel, présenté...

Ben Hamouda, L. (2023b, juillet 12). **Education prioritaire : Pour Marc Douaire (OZP), un rapport intéressant**. Consulté 13 juillet 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/07/12/education-prioritaire-pour-marc-douaire-ozp-un-rapport-interessant/>

« Ces propositions doivent être évaluées dans le contexte récent : publication des IPS soulignant les profondes inégalités scolaires et sociales en France et, bien sûr, les émeutes des quartiers révélatrices des fractures de notre société ». Pour Marc Douaire, président de l'Observatoire des Zones Prioritaires, une association regroupant les acteurs de l'éducation prioritaire, le rapport d'Agnès...

Bickford, J. H. (2023). **Examining Charles Darwin's (Mis)representation within science and history curricula**. *Journal of Curriculum Studies*, 55(3), 290-308. <https://doi.org/10.1080/00220272.2023.2211654>

Teaching and learning are grounded on age-appropriate, credible curricular resources, which can be formal (i.e. textbooks) and informal (i.e. trade-books). As Charles Darwin's ideas galvanized biology and racism, this study examined his historical representation within trade-books (e.g. biography, narrative non-fiction, expository, etc.), textbooks (student editions, teacher editions, etc.), and curricular supplements (teacher-facing assessments and lessons; student-facing tests and tasks) published in United States. Through content analysis, I contrasted historians' understandings of Darwin with history-based trade-books' (n = 111) and biology-oriented texts' (n = 132) depictions of Darwin. Misrepresentations abounded. History-based books concealed Darwin's colonialist past and disregarded—or repeated without qualification and context—the racist ideas within his writing. Biology-based texts largely omitted problematic aspects of Darwin's past. These 20th- and 21st-century history trade-books and science texts mirrored the patterns of 19th-century American social studies textbooks' Lost Cause logic and 20th-century science American textbooks' anti-evolution casuistry. Reviewed texts obscured the racist ideas within Darwin's words, actions, and inactions, through both omission and commission. Concerns are raised about who determines how historical and scientific content are included, detailed, and omitted within curricular resources published in different countries.

Björklund, M., & Sandahl, J. (2023). **Teaching and learning financial literacy within social studies – a case study on how to realise curricular aims and ambitions**. *Journal of Curriculum Studies*, 55(3), 325-338. <https://doi.org/10.1080/00220272.2023.2203771>

Most salient financial literacy frameworks and curricula mainly focus on teaching and learning of simple money management. However, the financial demands placed on individuals today include much more complicated matters, such as buying a home and saving for retirement. Furthermore, financial literacy gives rise to normative questions such as what responsibility should be placed on individuals. In educational terms, this creates an alignment problem where the hopes and expectations placed in financial literacy as mass-education is not met by desirable results. This article uses previous results and the construct of powerful knowledge to discuss how financial literacy education in upper



secondary school can benefit from an incorporation into social studies, which is an existing school subject in many educational systems. Findings include that teachers can utilize their existing teaching competence to also teach financial literacy. However, to accomplish results, both curricula and syllabi must guide teachers to abandon the focus on money management to instead focus on teaching students concerning the financial, economic and political issues that affect personal finances, yet at the same time can be affected by democratic decisions. Implications for financial literacy teaching and learning are discussed using the concept Powerful Financial Literacy.

Bonnevialle, L., & Klipfel, J. (2023). **Le panel des bacheliers 2014**. *Éducation & formations*, 105(1), 13-24. <https://doi.org/10.48464/ef-105-01>

Bovill, H. (2023). **Too much information: exploring technology-mediated abuse in higher education online learning and teaching spaces resulting from COVID-19 and emergency remote education**. *Higher Education*, 86(2), 467-483. <https://doi.org/10.1007/s10734-022-00947-0>

During COVID-19, universities across the globe experienced a rapid requirement to move to online learning and teaching provision. This rapid move has been explored as emergency remote education (ERE). This paper reviews and presents some emerging literature regarding ERE, demonstrating how this created an environment where technology-mediated abuse could arise within the university context. Intentional and unintentional forms of technology-mediated abuse, within a global context, are considered with account of how intersectional characteristics can impact. The paper concludes with a set of provocations explored within an example framework. The provocations are given to situate ways of thinking which are facilitative of safer and more respectful use of technological spaces. Both the provocations and example framework aim to be useful critical tools for program and module teams to adapt in higher education institutions within the online sphere. The phenomenon of ERE is an opportunity to consider what can be learned with regard to management of technology-mediated abuse. However, a focus on ERE presents limitations in the paper because of the smaller number of academic sources at this time, due to recency of the COVID-19 pandemic.

Buisson-Fenet, H., Dupuy, C., & Pons, X. (2023). **Un substitut au pilotage centralisé ? La contractualisation entre État et académies en éducation**. *Revue française de pédagogie*, 218(1), 29-43. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-29.htm>

Cet article contribue à l'analyse de la territorialisation de l'action de l'État français en éducation en étudiant comment la régulation centrale de ce système éducatif s'articule à la déconcentration de son organisation administrative. Il le fait en se concentrant sur la mise en œuvre d'une politique emblématique du Nouveau management public : la contractualisation, impulsée depuis la fin des années 1990 entre les administrations centrales et déconcentrées du ministère de l'Éducation nationale et dont l'objectif est d'encadrer de manière négociée les politiques des rectorats. Inscrit dans une sociologie de l'action publique, l'article revient d'abord sur les caractéristiques de l'institutionnalisation de cet instrument de régulation au niveau central-national, avant d'étudier sa mise en œuvre et ses effets dans trois académies contrastées (Créteil, Lyon et Versailles). En croisant 46 entretiens, des observations de réunions et des analyses documentaires, il met en évidence que si la contractualisation a peu de conséquences en l'état sur l'orientation des politiques académiques, elle permet d'améliorer l'appareil de connaissances du ministère, facilite ainsi la construction de représentations



communes des identités académiques et fournit donc une base cognitive aux logiques de territorialisation à l'œuvre.

Butzbach, M. (2023, juillet 5). **Le nouveau bac est-il déjà mort ?** Consulté 7 juillet 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/nouveau-bac-deja-mort/00107520>

Mise intégralement en place pour la première fois cette année, la réforme du baccalauréat a posé de nombreux problèmes, reconnus par tous. Des pistes de réforme sont à l'étude.

Cahon, J., & Ferhat, I. (2023). **Une nouvelle académie face à la difficulté scolaire. Le cas d'Amiens (1960-1969)**. *Revue française de pédagogie*, 218(1), 17-27. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-17.htm>

Cet article part d'un constat – la sous-performance des résultats éducatifs de l'académie d'Amiens depuis plusieurs décennies, qui a fini par susciter un sigle, le RCP («retard culturel picard») – et d'une interrogation : le retard scolaire peut-il affecter toute une population régionale ? Cette question, provocante au premier abord, constitue pourtant un triple défi pour comprendre les difficultés et les inégalités d'éducation. Il s'est agi, en effet, de ne pas s'en tenir uniquement aux analyses classiques mettant en avant des facteurs économiques et sociaux, ni à la seule analyse de la demande scolaire, mais de considérer l'effet territoire et l'effet académie, dans une région à dominante rurale, pour laquelle les conclusions des travaux sociologiques sur l'école des territoires urbains périphériques ou les politiques d'éducation prioritaire sont difficilement applicables. À partir d'archives des administrations publiques locales souvent inédites, l'article s'attache à étudier le rôle des acteurs régionaux, dont celui du premier recteur Robert Mallet, dans la structuration d'une autorité académique à Amiens (1964) et à montrer comment la création de cet échelon administratif nouveau permet ou non de répondre aux difficultés scolaires de la jeunesse scolarisée.

Cazenave, T., & Davi, H. (2023). **Rapport d'information (...) sur la mise en œuvre des conclusions du rapport d'information (n°3232) du 22 juillet 2020 sur l'évaluation de l'accès à l'enseignement supérieur**. Consulté à l'adresse Assemblée nationale. Comité d'Évaluation et de Contrôle des Politiques publiques website: <http://www.vie-publique.fr/rapport/290155-evaluation-de-l-acces-enseignement-superieur-rapport-d-information>

En octobre 2022, le Comité d'évaluation et de contrôle des politiques publiques (CEC) a décidé de lancer un suivi des conclusions d'un rapport rédigé en juillet 2020 sur l'évaluation de l'accès à l'enseignement supérieur. Ce rapport constate que beaucoup de problématiques sont comparables en 2023 et en 2020 et fait état du «gâchis collectif» en matière d'orientation et d'accès à l'enseignement supérieur. Pour améliorer l'accès à l'enseignement supérieur le rapport préconise notamment de : se doter d'une politique nationale de l'orientation avec des objectifs précis ; créer un délégué interministériel à l'orientation chargé de la mise en place de la politique publique en lien avec les régions ; renforcer l'accompagnement à l'orientation avec la formation initiale et continue des professeurs ; s'assurer de la qualité des interventions des intervenants extérieurs ; vérifier la qualité des formations présentes sur Parcoursup , notamment celles privées hors contrat.



Connac, S., Elabouf, M.-L., & Ponté, P. (2023). **L'école primaire aujourd'hui (Dossier)**. *Les Cahiers pédagogiques*, (586). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-586-lecole-primaire-aujourd'hui/>

Un dossier qui propose l'état de la recherche sur ce niveau scolaire, en dialogue avec les questions professionnelles des enseignants sur le terrain.

DesJardins, S., & Hovdhaugen, E. (2023). **Ensuring professional higher education meets the needs of students and society**. *Tertiary Education and Management*, 29(1), 1-4. <https://doi.org/10.1007/s11233-023-09119-w>

Dhawan, N. B., Belluigi, D. Z., & Idahosa, G. E.-O. (2023). **“There is a hell and heaven difference among faculties who are from quota and those who are non-quota”: under the veneer of the “New Middle Class” production of Indian public universities**. *Higher Education*, 86(2), 271-296. <https://doi.org/10.1007/s10734-022-00932-7>

The university is a highly politicized and fractious realm for students and academics. Amidst trade-offs between the processes of massification, democratization, commodification, and globalization, the question of transformation for sustainability has become crucial to the social good(s) of higher education. This paper considers academic citizenry within Indian public higher education — a context where the increase in the enrollment of first-generation students and female students, due to affirmative action policies, has not substantially translated into altering the composition of academic staff. Informed by a mixed-method study conducted in 2019 with the participation of academics and those in leadership positions at four higher education institutions, we found that the enactment of such policies was operationalized for the production of the “New Middle Class” by universities. Of concern is that neither the representation nor the participation of academics who are women, “lower” castes, or minorities meets the mark of just, inclusive institutions. Despite the rhetoric of inclusiveness and development, the implementation of related policies clothe subalterns with the veneer of the intellectual class, permitting access on condition that sociocultural identities are concealed, and the hegemonic status quo maintained. Terms such as “quality” and “equality” function as tools for social control rather than serving social justice, where assertions of caste identity and resistance are simultaneously repudiated and misrecognized.

Diehl, D. K., & Golann, J. W. (2023). **An Integrated Framework for Studying How Schools Respond to External Pressures**. *Educational Researcher*, 52(5), 296-305. <https://doi.org/10.3102/0013189X231159599>

The changing educational landscape requires new organizational frameworks to understand how schools and universities make sense of and respond to broader institutional forces like accountability, diversity, and the market. In this article, we draw on recent innovations in organizational theory to propose a model that identifies two general processes through which pressures from the environment shape educational practice in schools: filtering and local adaptation. We review three areas where researchers have studied filtering and local adaptation—routines, sensemaking, and networks—to illustrate how these processes are currently being applied in education and how this work can be extended. We also identify studies that have begun to integrate these different areas of scholarship and propose directions for future research. This article offers education researchers new to the field conceptual tools for guiding their analysis and assists more seasoned researchers in situating their studies in a broader context of institutional maintenance, change, and heterogeneity.



Directorate-General for Education, Youth, Sport and Culture (European Commission). (2023). **Children's reading competence and well-being in the EU**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3824> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/c98299a3-1171-11ee-b12e-01aa75ed71a1>

This report assesses the results of the Progress in International Reading Literacy Study (PIRLS) 2021 in an EU perspective. PIRLS measures and compares reading literacy achievement among fourth-grade students (typically aged between 9 and 11) across different countries. In addition to measuring reading literacy, the study collects data on various contextual factors that may influence reading achievement. While interpreting PIRLS 2021 results requires some caution due to the Covid-19 pandemic, the report shows that none of the participating EU education systems improved its performance between 2016 and 2021 and most of them experienced a significant decline. Gender gaps persist and socioeconomic status is a strong predictor of reading competence. Child well-being at school is associated with PIRLS performance, but the spread of bullying and unhealthy situations gives room for concern. Addressing declining reading competence and threats to child well-being requires coordinated policy action to ensure the school success of all children.

1. How do primary school children perform in reading?
 - 1.1 Reading performance has worsened across EU education systems
 - 1.2 Low achievement is on the rise, while top performance is declining
 - 1.3 Girls perform better than boys
 - 1.4 Socioeconomic status is a strong predictor of reading performance
2. Child well-being at school and reading performance: a strong association
 - 2.1 Most children feel they belong at school
 - 2.2 Bullying is widespread
 - 2.3 A sizeable proportion of children arrive tired or hungry at school
3. What measures can improve reading competence and child well-being at school?

Dobson, G. J. (2023). **The 2022 SEND Green Paper and the SENCo: more evidence on demographics, qualifications and leadership status**. *British Journal of Special Education*, 50(2), 219-237. <https://doi.org/10.1111/1467-8578.12454>

The 2022 Special Educational Needs and Disability (SEND) Review in England has proposed changes to the way in which SENCos are trained before working in English schools. Although the DfE collects data relating to the demographics of all teachers, the 2022 SEND Review Green Paper does not draw on this to support or inform the changes being proposed. A Freedom of Information request was made to the DfE, from which actual data could be acquired, with breakdowns by age, gender, qualifications and leadership status. The data describe a teacher who is still more likely to be female and approaching the middle of their career. Most SENCos are still on the class teacher pay scale rather than the leadership scale, with a minority holding a Master's-level qualification. The DfE does not have an accurate overview of how many teachers hold the current SENCo qualification. The article provides a number of recommendations to policymakers based on the data provided.

Done, E. J., Knowler, H., Richards, H., & Brewster, S. (2023). **Advocacy leadership and the deprofessionalising of the special educational needs co-ordinator role**. *British Journal of Special Education*, 50(2), 197-218. <https://doi.org/10.1111/1467-8578.12449>

The UK government is proposing to replace M-level national award for special educational needs co-ordination training, mandated for SENCos in England, with an



unaccredited national professional qualification. Such downgrading of their qualification level is intended to significantly increase the number of qualified SENCoS; however, this is likely to reduce SENCoS' capacity to exercise 'advocacy leadership' in support of students at risk of marginalization and social exclusion. We reject a neoliberal political discourse of continual improvement that neglects the need for critical literacy and research-informed inclusive practice on the part of SENCoS, and suggest that endemic exclusionary practices in English schools are more likely to go unchallenged. The move towards nonaccredited SENCo status risks their deprofessionalisation, and this proposal is linked to an academisation agenda and efforts to normalize a trichotomised education system (comprising mainstream, 'special' and 'alternative' provision) by presenting such changes as an improvement.

Eurydice. (2023). **Recommended annual instruction time in full-time compulsory education in Europe 2022/2023** [Report]. Consulté à l'adresse Eurydice (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/24571868-149e-11ee-806b-01aa75ed71a1>

One of the key elements in the learning process is the instruction time available to students. In fact, not only the quality of instruction but also the time spent for learning can have a positive effect on students' learning process. This report analyses the recommended minimum instruction time in full-time compulsory general education in 39 European education systems for the year 2022/2023. Special attention is paid to reading, writing and literature; mathematics; natural sciences; and social studies. The data has been collected jointly by the Eurydice and the OECD NESLI networks.

Fayda-Kinik, F. S., & Cetin, M. (2023). **Perspectives on knowledge management capabilities in universities: A qualitative identification of organisational factors**. *Higher Education Quarterly*, 77(3), 375-394. <https://doi.org/10.1111/hequ.12407>

Prior research has had a limited approach to identifying organisational factors related to knowledge management (KM) practices of higher education institutions (HEIs), the centre for knowledge creation. This qualitative study explored such factors affecting KM capabilities from the perspectives of 30 full-time academics in public universities, and identified the dimensions of the KM capabilities framework. Results revealed that physical conditions, budget, human and technological resource management, division of labour, workload, time management, communication, bureaucracy, structural differentiation, motivation, individualism, and organisational behaviour affect KM infrastructure capabilities; bureaucracy, KM teams, institutional platforms, organisational structure, knowledge maps, vision, individual attitudes, academic collaboration, process management, budget, decision-making processes, sustainable academic KM, transparency, labour force, knowledge security, organisational culture, accessibility, and archiving affect KM process capabilities. These results contribute to identifying the organisational factors influencing KM that are critical to guiding practitioners and administrators of HEIs in developing more effective KM strategies and practices.

Ferhat, I. (2023). **L'école saisie par le politique**. Rennes: Presses Universitaires de Rennes. La montée de «sociétés de la connaissance» massivement diplômées (knowledge societies) a mécaniquement entraîné une poussée des thèmes liés à l'école dans de nombreux pays. L'éducation constitue en effet un enjeu à la fois traditionnel et renouvelé des débats, clivages et décisions politiques des sociétés occidentales. Les raisons démographiques y ont leur part et conduisent à une massification scolaire qui



questionne la place du modèle méritocratique symbolisé par le diplôme. Cependant, ces rapports, qui touchent au cœur même des sociétés et de leurs représentations, évoluent aussi selon les configurations institutionnelles. Le politique n'a pas manqué de se saisir de tels enjeux. Ce dossier se propose ainsi d'étudier la manière dont le politique agit sur l'école – et réciproquement – depuis le XIXe siècle. Se dessine un modèle d'interactions qui s'est développé entre monde éducatif et monde politique : si c'est au second que revient la décision, il doit aussi tenir compte de l'école, le poussant parfois à adapter ses programmes, discours et pratiques à la réalité de l'école, entre structures éducatives et traditions pédagogique. La perspective, résolument interdisciplinaire, rassemble histoire, sciences de l'éducation, sociologie politique, et croise regards français et étrangers.

Fernandez, F., Hu, X., & Umbricht, M. (2023). **Examining Wyoming's Endowment Challenge Program: A Synthetic Control Analysis**. *Research in Higher Education*, 64(5), 654-674. <https://doi.org/10.1007/s11162-022-09722-7>

Public funding to higher education has declined over the years and many states have experimented with policies to encourage private sector donations to public universities. Building on research that examines the intersection of state policy and philanthropy, we examine the influence of a state policy on endowment gifts to the University of Wyoming (UW). Wyoming sought to support institutional advancement efforts by matching private gifts that were at least \$50,000 in value. We use synthetic control methods (SCM) to analyze data from the Integrated Postsecondary Data System (IPEDS) and test whether the policy increased endowment growth of the university between 2001 and 2018, relative to similar universities. We find limited evidence that the state policy led to long-term growth in UW's endowment that was proportionally larger than a counterfactual synthetic control. We discuss implications for research, state policy, and higher education philanthropy.

Gbebe, K. M. (2022, novembre 6). **Éducation inclusive et dignité de l'enfant en situation de handicap au Togo**. Présenté à L'éthique inclusive en éducation, un nouvel horizon pour les enseignants et l'enseignement. Consulté à l'adresse <https://hal.science/hal-04135438>

L'une des questions les plus débattues dans le domaine du droit, de l'éthique, de l'éducation concerne le respect de la dignité et l'inclusion scolaire et socioprofessionnelle des personnes en situation de handicap. Cet article présente les résultats d'une étude menée au Sud Togo auprès des élèves, des parents d'élèves et des enseignants. L'apport de l'éducation inclusive à l'inclusion sociale des personnes en situation de handicap est l'objet de cette étude. L'anthropologie appliquée au champ de l'éducation fournit un cadre pertinent pour saisir une vision dynamique de l'humain en lien avec les principes de l'éducation inclusive. La méthode ethnographique sert d'outil et de démarche d'approche pour la présente étude.

Gershon, W. S., & Helfenbein, R. J. (2023). **Curriculum matters: educational tools for troubled times**. *Journal of Curriculum Studies*, 55(3), 251-269. <https://doi.org/10.1080/00220272.2023.2218466>

It is our contention that we are in a crisis of curriculum that can be seen from calls to defund public education to the reduction of children to scores on annual assessments. We also point to a crisis in studies of curriculum that the critical tools necessary to consider and critique curricular practices have been intentionally removed from schools of



education. Our argument begins with a discussion of the potential significance for curriculum studies that focuses on questions of history and voice, and of resonances. In the light of such resonances and the ecologies where educational understandings reside, the second section of our paper examines the possibilities and challenges for curricular tools, as applicable in everyday interactions as they are in the more structured educational ecologies of schooling. We then apply such contextualized understandings to a formal curriculum espoused by an elite U.S. university in order to better articulate both what curriculum studies can do and why curriculum remains such a significant aspect of our understanding. Our work ends with a brief concluding section that suggests what else the curriculum might do and the kinds of things we are concerned are increasingly overlooked, from historical knowledge to contemporary cultural expressions.

Gordon, Posadas, Cipriano, Parker, & Ocean. (2023). **Incarceration-Based Educational Opportunities: Transforming Students, Families, the College, and Communities.** *Community College Journal of Research and Practice*, 47(8), 560-563. <https://doi.org/10.1080/10668926.2022.2064377>

Community college professionals actively cultivate social justice within the U.S. system of higher education. We seek to meet the community wherever they and their skills are and provide the opportunities to take their knowledge and credentials to the next level. This can include offering incarcerated-based education. This work can be life changing for all involved in it, yet there is little literature providing guidance on this type of location-based programming. Therefore, within this article, we share our experiences partnering to offer short-term non-credit vocational certificate educational training programs in local jails to transform the students, families, college, and communities we serve.

Hadji, C. (2023, juillet 10). **Débat: L'éducation est-elle en cause dans les émeutes?** Consulté 11 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/debat-leducation-est-elle-en-cause-dans-les-emeutes-209054>

Les émeutes de juin 2023 sont-elles le résultat d'une fracture éducative ? Elles interrogent dans tous les cas les promesses de l'école républicaine, l'autorité parentale et l'imaginaire commun.

Hédon, C. (2023). **Décision du Défenseur des droits n°2023-153 : pour éviter des situations d'élèves sans affectation à la rentrée scolaire** [Report]. Consulté à l'adresse Défenseur des droits (France) website: https://juridique.defenseurdesdroits.fr/doc_num.php?explnum_id=21703

Après en avoir pris connaissance par voie de presse, le Défenseur des droits s'est saisi d'office de la situation de nombreux élèves ayant rencontré d'importantes difficultés pour poursuivre leur scolarité au lycée en l'absence de place pour les accueillir, lors de la rentrée scolaire 2022/2023. Les informations recueillies faisaient état de trois séries de problèmes auxquels ont été confrontés les élèves concernés : D'une part, des difficultés pour s'inscrire en classe de seconde, en particulier dans la voie professionnelle. Ainsi, à titre d'exemple, une vingtaine d'élèves du collège A, dans l'académie de Créteil, n'avaient pas d'affectation en seconde professionnelle à la rentrée. Pour sa part, la commune de Grigny a signalé que 58 élèves étaient sans affectation au sortir du collège, dans un contexte où 50 % des jeunes Grignois n'accèdent pas au baccalauréat. D'autre part, il apparaissait que des élèves de seconde avaient reçu une affectation très tardive en classe de première, après le début de la rentrée scolaire, alors que



d'autres demeuraient sans affectation. Cette situation concernait notamment les élèves souhaitant intégrer une première STMG (sciences et technologies du management et de la gestion). Si les cas les plus médiatisés concernaient l'académie de Versailles, notamment le département de l'Essonne, et plus globalement la région Ile-de-France, la problématique spécifique du manque de places dans la filière STMG touche de nombreuses académies, par exemple celles de Lille et Poitiers, alors que cette filière accueille déjà de nombreux élèves qui s'y orientent par défaut. Enfin, la dernière difficulté concernait des élèves ayant échoué à l'examen du baccalauréat et qui, souhaitant se réinscrire dans leur lycée d'origine afin de le préparer à nouveau comme la réglementation les y autorise, étaient confrontés de manière récurrente à l'impossibilité de le faire.

Hovdhaugen, E., Sweetman, R., & Thomas, L. (2023). **Institutional scope to shape persistence and departure among nursing students: re-framing Tinto for professional degrees.** *Tertiary Education and Management*, 29(1), 107-121. <https://doi.org/10.1007/s11233-022-09111-w>

Tinto's (1993) interactional model of student departure was initially developed for students in traditional academic degrees, at residential colleges in the US. This paper takes up Tinto as a fruitful starting point for a critical review of the aspects of the model which are more and less suitable for professional degrees: integration and commitment. Since nursing degrees are quite different from traditional academic degrees, particularly when it comes to the structure of the programme, this calls for a rethink of how the concepts can be used. The paper suggests that a Tinto-type model could be adjusted to offer a valuable tool with which to inform institutional work on retention and completion in nursing programmes, and potentially in other short professional degrees. While we identified limitations in how integration functions in a nursing programme, the existing model could be adapted to account for professional commitment, which in turn may counteract the fragmented integration nursing students experience. As nursing students' initial commitment is much stronger (compared to other student groups), and this is linked to professional identity, students seem less interested in developing a student identity. Institutions should therefore consider alternative integration activities, activities which build on and contribute to the professional commitment students come into the institution with. Additionally, the integration activities also need to consider teaching at several sites, as nursing students switch between their institution and various practice placements, and therefore have a more interrupted study path.

Hundebo, P. O. (2023). **Degree completion among students with an immigrant background in short-cycle welfare-oriented professional education.** *Tertiary Education and Management*, 29(1), 41-61. <https://doi.org/10.1007/s11233-023-09114-1>

This article examines degree completion among students with an immigrant background who enrolled in professional bachelor's degree programmes in early childhood or teacher education, nursing, or social work. By using the high-quality Norwegian register data covering national cohorts of students enrolled in higher education between 1990 and 2014, the analysis indicates that immigrants and native-born descendants of immigrants were less likely to complete these study programmes, compared with native majority students. Explanations for this could be linked to ethnic minorities being inadequately integrated—socially and academically—in these study programmes and therefore less able and/or motivated to stay enrolled until graduation. In all four professional study programmes, students with an immigrant background had

comparatively higher probabilities of transferring to other study programmes or dropping out of higher education altogether. On the positive side, minority-majority gaps in degree completion were considerably smaller for those who achieved academically well in these professional study programmes, measured as high first-year GPAs. However, it is quite alarming that immigrants and immigrant descendants who achieved poor academic results were substantially less likely to complete a degree than native majority students with correspondingly poor results.

Jones, E.-L., & Harding, E. (2023). **Exploring perspectives of whole-school attachment and trauma aware approaches in a specialist provision.** *British Journal of Special Education*, 50(2), 293-313. <https://doi.org/10.1111/1467-8578.12451>

A recent focus on attachment and trauma awareness (ATA) in schools has led to whole-school training programmes and evaluations. The outcomes have been positive; however, the dominant focus of research is on the implementation of whole-school ATA in mainstream settings. This project adopted a case study to explore how the training and approaches had been implemented in a school community, including a special school and pupil referral units. Data were collected from three semi-structured interviews with staff in varying roles, and the views of 11 pupils were obtained via a classroom activity as supplementary data. Thematic analysis highlighted five key themes which directly answered the three research questions, namely: strategies and approaches used; pupil outcomes; facilitators to implementation; barriers to implementation; and training and improvements. It is hoped that this study will help further professional understanding and implementation of ATA in non-mainstream settings. The implications and limitations of the study are discussed.

Khelifi, S. (2023). **PhD crisis in the Global South: Oversupply or mismanagement of talent?** *Higher Education Quarterly*, 77(3), 410-426. <https://doi.org/10.1111/hequ.12409>

Rising unemployment rates among PhDs gave relevance to a crisis narrative revolving around the assumed oversupply of doctorate holders. The discourse, which originated in established systems of higher education two decades ago, has not been duly tested in the Global South. Taking Tunisia as a case in point, this article probes the validity of the association between high unemployment rates and the oversupply narrative to answer the question of whether Tunisia actually trains more PhDs than necessary. Using quantitative data from national and supranational databases, the state of affair in Tunisia is put into perspective with some neighbouring and OECD countries along four axes: stock and flow of PhDs, student experience, qualification of academic staff and transition to employment. Overall, the paper's main finding discredits the oversupply claim as Tunisia trails in a number of respects but calls for upgrading the static and rather obsolete doctoral training system. Doctorate holders' unemployment is mainly rooted in structural economic and bureaucratic deficiencies as well as a traditional occupational structure that fails to grasp PhDs outside academia. A more exhaustive policy mix is required to streamline the management of doctoral output and address the signs of a degrading research potential.

Kılınç, A. Ç., Polatcan, M., & Çepni, O. (2023). **Exploring the association between distributed leadership and student achievement: the mediation role of teacher professional practices and teacher self-efficacy.** *Journal of Curriculum Studies*, 55(3), 352-368. <https://doi.org/10.1080/00220272.2023.2216770>



This study explores how distributed leadership influences student reading achievement in Turkish high schools, with the mediating role of teacher professional practices and self-efficacy. After assembling school- and student-level data from the datasets of The Program for International Student Assessment (PISA) 2018 and The Teaching and Learning International Survey (TALIS) 2018, we conducted a multilevel structural equation model (MSEM) using the estimation method of Maximum Likelihood to analyse the structural links among our variables. The results revealed that distributed leadership had a significant indirect association with student reading achievement via teacher professional practices and teacher self-efficacy. This study adds nuance to the literature by indicating that distributed leadership can make a difference in student achievement by promoting teachers' engagement in professional practices and their self-efficacy.

Kwapong. (2023). **Learning Online during Crisis – Experiences of Students of a Women's Community College in Ghana.** *Community College Journal of Research and Practice*, 47(8), 515-536. <https://doi.org/10.1080/10668926.2022.2050839>

This qualitative study explored how female college students in a community in Ghana undertook their online learning activities during the outbreak of the Covid-19 pandemic. To achieve the objectives of the study, criterion sampling, and an open-ended online questionnaire were used to collect data from 24 female students from the Presbyterian Women's' College of Education (PWC) in the Aburi community of Ghana. From conventional content analysis, it was found that the female community college students appreciate online learning. They are able to position themselves to adapt, change their mind-set, and build their confidence to effectively study online. They have also shown the ability to leverage on basic interactive tools such as WhatsApp, chatrooms, and conference telephone calls to undertake virtual group study activities. They, however, have concerns with poor internet connectivity, limited financial resources for accessing internet services, limited time for grasping their content and lack of electronic devices. If they are supported with free internet services, electronic devices such as smart phones and laptops and equipped with online study skills, they will be able to consolidate and utilize the gains of online learning that has emerged from the outbreak of the Covid-19 pandemic.

Lahoud, C., Moussa, S., Obeid, C., Khoury, H. E., & Champin, P.-A. (2023). **A comparative analysis of different recommender systems for university major and career domain guidance.** *Education and Information Technologies*, 28(7), 8733-8759. <https://doi.org/10.1007/s10639-022-11541-3>

Academic advising is inhibited at most of the high schools to help students identify appropriate academic pathways. The choice of a career domain is significantly influenced by the complexity of life and the volatility of the labor market. Thus, high school students feel confused during the shift period from high school to university, especially with the enormous amounts of data available on the Web. In this paper, an extensive comparative study is conducted to investigate five approaches of recommender systems for university study field and career domain guidance. A novel ontology is constructed to include all the needed information for this purpose. The developed approaches considered user-based and item-based collaborative filtering, demographic-based recommendation, knowledge base supported by case-based reasoning, ontology, as well as different hybridizations of them. A case study on Lebanese high school students is analyzed to evaluate the effectiveness and efficiency of the implemented approaches. The experimental results indicate that the knowledge-based



hybrid recommender system, combined with the user-based collaborative filtering and braced with case-based reasoning as well as ontology, generated 98% of similar cases, 95% of them are personalized based on the interests of the high school students. The average usefulness feedback and satisfaction level of the students concerning this proposed hybrid approach reached 95% and 92.5% respectively, which could be a solution to similar problems, regardless of the application domain. Besides, the constructed ontology could be reused in other systems in the educational domain.

Le Mouillour, S. (2023). **Vers une école maternelle inclusive: perspectives européennes pour une alliance éducative**. Lormont: Le Bord de L'eau Editions.

Lelièvre, C. (2023, juillet 5). **Vacances d'été: un calendrier scolaire qui a toujours fait débat**. Consulté 11 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/vacances-dete-un-calendrier-scolaire-qui-a-toujours-fait-debat-208883>

Les vacances sont-elles trop longues pour les élèves? Cette question suppose de se pencher sur leur distribution à l'année, ce qui a toujours soulevé d'importants débats.

Liu, S., & Ding, W. (2023). **Chinese universities' special programs supporting talents to seek a United Nations career: a center-periphery-model analysis**. *Higher Education*, 86(2), 387-406. <https://doi.org/10.1007/s10734-022-00938-1>

In recent years, China's higher education sector has started to establish special programs to train and support talents to seek career opportunities in the United Nations (UN). To explore these special programs and understand their relationship with China's internationalization strategies and its higher education, we used the center-periphery model as the theoretical framework. We analyzed 53 institutional documents and conducted semi-structured interviews among 5 university staff members and 21 students/recent graduates who were involved in these special programs. The analysis on the special programs implied Chinese higher education's peripheral position in supporting talents to work in the UN. This was reflected by the conforming practice, including accepting current UN recruitment regulations and English's dominance in the UN recruitment practice. However, we also identified alternative dynamics that China and its higher education do not simply obey the center-periphery model and accept their peripheral status. Instead, special programs were established to achieve China's global strategy of moving to the center of international arena via multilateralism and international organizations such as the UN. This study sheds light on further explorations of the state-university relationship in China in the globalization era, especially from the perspective of cultural diplomacy and soft power.

Lott, J., Bauman, K. M., & Yeh, T. L. (2023). **Men of Color Programs at Public Baccalaureate Institutions: A Typology of Institutional Context & Diversity**. *Research in Higher Education*, 64(5), 740-764. <https://doi.org/10.1007/s11162-022-09726-3>

This study provides a typological analysis of public, four-year institutions implementing programs for men of color (MoC). The purpose of the study is to expand our understanding of the institutional context and conditions in which these interventions operate. As more of these programs emerge, it is important to understand if and how institutional mission, composition, and resources shape supports and opportunities for underrepresented men of color attending four-year public institutions. Through an exhaustive search process, we identified 177 MoC programs across 166 public four-year institutions across the United States and organized them along a range of institutional



characteristics. We then applied descriptive statistics and cluster analysis to program search findings. Results show that public institutions implementing MoC programs can be understood as seven clusters or institutional types. This research provides important information and context for stakeholders who are interested in addressing educational disparities for men of color by illuminating the institutional diversity through which these programs are catalyzed and implemented. To date, this is the first study to organize MoC programs located across four-year public institutions by a range of institutional categories.

Mortaloni, Degeneffe, Perez, & Tucker. (2023). **Creating a Trauma-informed College Model for Improving Student Success**. *Community College Journal of Research and Practice*, 47(8), 537-553. <https://doi.org/10.1080/10668926.2022.2050840>

This study developed an equity-minded and trauma-informed model for improving community college student success rates. Since up to 94% of community college students have experienced trauma, it was imperative to establish a comprehensive approach to overcoming the resulting non-academic barriers and low completion rates. Since there is no existing research-based trauma-informed college model, the study used an institutional case study, qualitative research design and grounded theory analytic approach. The study's participants included 23 employees (nine staff, eight faculty, and six administrators) at a Southern California community college. Semi-structured interviews were utilized with unscripted follow-up questions. Grounded theory methods were applied to analyze the data and identify open, axial, and selective codes. The study's results include two core elements, "trust at all levels" and equity-mindedness, as well as five supporting themes, including institutional responsibility and top-down buy-in, alignment and integration of initiatives, ongoing professional development, individual commitment, and universal design. When presented together, the results create the Trauma-Informed College Model, which is a campus-wide culture of care and holistic support. Research findings can be utilized as a checklist for creating change at community college districts nationwide.

Nafti, C., & Mouillour, S. L. (2023). **Vers une école maternelle inclusive** (1er édition). Consulté à l'adresse <https://www.editionsbdl.com/produit/vers-une-ecole-maternelle-inclusive>

Cet ouvrage, qui fait suite à une étude européenne «More Opportunities for Every Child» (1) explore les politiques éducatives en matière d'éducation inclusive à l'échelle européenne; (2) met au travail la façon dont nous pouvons repérer des difficultés d'apprentissage des élèves dès l'école maternelle pour une meilleure prise en charge par l'équipe éducative; et (3) propose les conditions d'une alliance éducative effective entre les familles et l'école.

Ortagus, J. C., Rosinger, K. O., Kelchen, R., Chu, G., & Lingo, M. (2023). **The Unequal Impacts of Performance-Based Funding on Institutional Resources in Higher Education**. *Research in Higher Education*, 64(5), 705-739. <https://doi.org/10.1007/s11162-022-09719-2>

The study examines the impact of various types of performance-based funding (PBF) policies on institutional resources across postsecondary institution types. Although 41 states have implemented PBF over time, the design and dosage of PBF policies look very different across PBF-adopting states. We leverage multiple quasi-experimental approaches and find that high-dosage PBF policies had a negative impact on state funding for four-year historically Black colleges and universities (HBCUs) and four-year



institutions serving an above-average share of racially minoritized students. We also show that sporadic positive effects of PBF policies on state funding are concentrated primarily among non-minority serving institutions (non-MSIs) and institutions serving below-average shares of racially minoritized or low-income students. Taken together, our findings reveal the unequal impacts of PBF policies and suggest that PBF policy design is an important consideration with critical implications for under-resourced institutions and the underserved students they educate.

Paraskeva, J. M., & Huebner, D. (2023). **Dialectical materialism: an alternative way of thinking and doing education alternatively**. *Journal of Curriculum Studies*, 55(3), 270-289. <https://doi.org/10.1080/00220272.2023.2207627>

“Dialectic Materialism as a Method of Doing Education” - was written over 30 years ago by one of us – Huebner. Following an interesting dialogue we had over the last years, Dwayne suggested co-re-writing a revised piece to be published under both names. It explores at greater length the ideas that structured the initial piece and offers new avenues toward a better understanding of the importance of dialectical materialism as an alternative way to do education and curriculum. It dissects current dominant traditions of understanding education as undialectical; it explores how ‘undialecticality’ is intimately connected with the yoke of positivism and learning theories fostering what one of us have coined as curriculum epistemicide (Paraskeva, 2011) that colonializes the way we think and debate education, curriculum, and teacher preparation. It explores dialectical materialism as the best way to help educators accurately grasp multiple nexus that determine reality and profoundly impact our schools, teachers, and students’ daily lives. It advances how dialectical materialism provides the tools to engage with non-derivative approaches through an itinerant curriculum theory (ICT) as an alternative dialectical way of a decolonial reading of the word and the world.

Patrick, J. (2023). **Overcoming the student representation-student partnership dichotomy: toward a political conception of the student voice**. *Higher Education*, 86(2), 353-368. <https://doi.org/10.1007/s10734-022-00936-3>

Two competing approaches dominate student leadership literature: student representation consisting of elected student governments, and student partnerships consisting of appointed students working closely with educational leaders. This article responds to critiques of student representation outlined in Matthews and Dollinger’s (Higher Education, 2022) article in Higher Education and reframes the student representation-student partnership dichotomy within the context of power relations in education systems. An interdisciplinary critique of student partnership approaches is provided to demonstrate that they inherently risk corruption, patronage, tokenism, and ageism, drawing from definitions and studies pertaining to these terms in political science and social psychology. Populism scholarship is applied to student representation contexts to illustrate how student representation in itself is not problematic but rather how it has been implemented, and that populism in student representation can be reduced through liberal democratic safeguards that improve effectiveness, equity, and inclusion. A case is made about the importance of students having structural power within education decision-making instead of relying on the informality some student partnership approaches support. A framework to measure student power is provided by adapting Roger Hart’s Ladder of Children’s Participation theory to higher education contexts, so all student voice approaches plus their hybrids and subtypes can be evaluated comparatively.



Pham, B.-N., Renker, M., Saint-Lary, O., & Oustric, S. (2023). **Ajout d'une quatrième année au Diplôme d'Études Spécialisées (DES) de médecine générale.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3826> [Report]. Consulté à l'adresse Ministère de la Santé website: https://medias.vie-publique.fr/data_storage_s3/rapport/pdf/289926.pdf

Par lettre de mission datée du 23 septembre 2022, une mission a été désignée pour organiser les travaux de concertation et de conception permettant la mise en œuvre rapide et qualitative de l'ajout d'une quatrième année au diplôme d'études spécialisées de médecine générale. 25 recommandations sont formulées répondant à cinq objectifs : Améliorer la qualité de la formation des futurs médecins généralistes ; Donner à la quatrième année un caractère professionnalisant à travers un statut adapté de docteur junior de médecine générale ; Inciter les futurs praticiens, sans les contraindre, à découvrir le territoire ; Renforcer l'encadrement de la formation en médecine générale selon un plan médecine générale pluri-annuel ; Rendre le territoire attractif avec de vraies mesures d'accompagnement.

Pietilä, P., & Lappalainen, S. (2023). **'Literacy for labour' in the competency-based VET in Finland.** *Journal of Curriculum Studies*, 55(3), 309-324. <https://doi.org/10.1080/00220272.2023.2209148>

In Finland, the vocational education and training (VET) qualifications lead into work. Also, active citizenship is one of its aims, and qualification enables application to tertiary study. In terms of these aims, literacies are central. In the context of competency-based VET, we analyse how a curriculum of literacy is realized during literacy lessons. The theoretical background lies on sociocultural understanding of literacies as social practices, and this article discusses the school subject of literacy representing theoretical knowledge in competency-based education. Methodologically, the paper draws from feminist ethnography, and the analysis focuses on examining language use in recurring classroom events. We analyse ethnographic data from the literacy lessons for the car mechanics and building construction programmes (2018–2020). These are programmes with an overrepresentation of male and working-class-based youth. The analysis highlights that during the lessons, the value of literacy manifested as market-oriented and work-relevant 'usefulness', and the literacy curriculum was realized as delimited to labour contexts and topics. There was an imperative of motivation for conducting literacy schoolwork which draws on stereotyped notions of students who are seen as not interested in literacy but in longing to labour. Based on this analysis, the literacy curriculum was realized as 'literacy for labour'.

Pons, X. (2023). **Déconcentration et territorialisation de l'État en éducation : les nouveaux visages des académies.** *Revue française de pédagogie*, 218(1), 5-16. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-5.htm>

Pons, X., Bertron, C., Buisson-Fenet, H., & Dumay, X. (2023). **L'État enseignant déconcentré : le poids des configurations académiques.** *Revue française de pédagogie*, 218(1), 45-60. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-45.htm>

Cet article analyse les logiques de déconcentration de l'État enseignant en France par une comparaison des modes de gestion des enseignants contractuels dans trois académies : Créteil, Dijon et Lyon. À partir d'une sociologie de l'action publique en éducation attentive aux processus d'institutionnalisation, et en puisant fortement dans



l'approche configurationnelle d'Elias et dans l'usage qui en est fait pour penser certaines configurations territoriales, il met en évidence que cette gestion est le produit de configurations académiques spécifiques qui exercent une contrainte institutionnelle forte sur les acteurs et qui prédéterminent en grande partie leurs marges de manœuvre et leurs modes de coordination. Pour cela, l'article s'appuie sur une enquête collective et multiniveaux (projet TeachersCareers) qui croise 63 entretiens, des observations et des corpus de documents conséquents.

Ross, V. D., & Chan, E. (2023). **Multicultural teacher knowledge: examining curriculum informed by teacher and student experiences of diversity**. *Journal of Curriculum Studies*, 55(3), 339-351. <https://doi.org/10.1080/00220272.2023.2207625>

Herein, we consider how we might support teacher candidates to meet the learning needs of an increasingly diverse student population, in part by encouraging candidates to draw from their own experiences to inform their developing teacher knowledge about multicultural education. We conducted a school-based, long-term narrative inquiry to explore complexities of multicultural teacher knowledge. We document ways in which two practicing teachers, William and Janine, drew from their experiences of diversity in their teaching, and schooling, to build their body of multicultural teacher knowledge that, in turn, informed their work with their students. We recognize the importance of acknowledging teacher candidates' experiences in shaping their developing teacher knowledge, and argue for including it deliberately as essential to teacher education curriculum. Considering the potential of a professional knowledge community developed early in a teaching career—beginning in preservice programs—is a logical implication. We argue that a pragmatic intellectual space may provide such a framework for teacher preparation programs for exploring developing multicultural teacher knowledge. In this way, teacher candidates' experiences are constructed and reconstructed through inquiry with theoretical foundations that may offer explanations for complex, interconnected influences shaping school systems.

Rymarzak, M., den Heijer, A., Arkesteijn, M., & Du Preez, M. (2023). **Practice what you preach: Adoption of internal campus innovations at Dutch research-intensive universities**. *Higher Education Quarterly*, 77(3), 447-464. <https://doi.org/10.1111/hequ.12412>

Campus decision makers are increasingly expected to adopt 'campus innovations' (affecting real estate and different facilities), not only from the market and demand-led (external campus innovations), but also developed by the university's own scientists (internal campus innovations). The adoption of the latter can be driven and hindered by many unique factors that campus decision makers have not dealt with before. To provide insight into them, qualitative data were collected from 13 out of 14 Dutch research-intensive universities. The results indicate that internal campus innovations are driven by co-creation stimulation, collaborative partnership, transparency and accountability, and local development contribution. Their adoption, however, may be obstructed by barriers embedded in the interaction between campus decision makers and scientists, organizational university context, funds unavailability and innovations' supply-pushed characteristics. An increased understanding of these barriers and the practices to overcome them is crucial for universities' campus decision makers to actively engage in the adoption of internal campus innovations.



Schmoll, P., & Braccini, V. (2021, juin 2). **Pistes pour un territoire apprenant : approche systémique d'un exemple de symbiose entre organismes publics et privés de recherche.** 56. Consulté à l'adresse <https://shs.hal.science/halshs-04151768>

Cette communication décrit l'émergence et l'évolution d'un petit réseau de startups situées à Strasbourg et issues de la recherche publique en sciences humaines et sociales. Les sociétés de ce réseau œuvrent elles-mêmes principalement dans le champ des SHS et ont développé leur propre activité de recherche. Elles maintiennent des liens avec les laboratoires d'origine, d'une part à travers les partenariats sur des programmes de recherche contractuels, d'autre part en recrutant des jeunes docteurs issus de ces laboratoires. L'observation de cet écosystème local entre université et petites entreprises privées évoque les relations symbiotiques pouvant exister entre un organisme important et une colonie d'organismes plus petits. Elle fournit matière à interroger la notion de territoire : la localisation physique (Strasbourg) impose ses effets de proximité, mais une lecture systémique (le territoire comme réseau) permet d'identifier le caractère « apprenant » d'un territoire et des organisations qui y participent.

Segbenya, M., & MensahMinadzi, V. (2023). **Post-Covid Lockdown Assessment of Blended Learning Approach for Distance Education in Ghana: implications for human resource managers and curriculum implementers.** *Education and Information Technologies*, 28(7), 7955-7973. <https://doi.org/10.1007/s10639-022-11516-4>

This study assessed the blended learning approach for distance education and its implications for human resource managers and curriculum implementers. The study used the descriptive survey design from the quantitative approach. A sample of 552 was drawn from a study population of 2208 postgraduate students pursuing their distance programme countrywide with public universities. Data was collected with a self-developed questionnaire and was analysed with Partial Least Square Structural Equation Modelling (PLS-SEM). It was found that there was a significant relationship between challenges with face-to-face and the usefulness of face-to-face, challenges with online learning intention and the usefulness of online intention (decision to continue or discontinue with online learning as against the traditional face-to-face mode). Also, there was a significant relationship between the challenges of online intentions and the usefulness of online learning; the usefulness of face-to-face and usefulness of online learning, and the usefulness of online learning and challenges with online learning. It was further found that challenges with both face-to-face sessions and online learning needed to be resolved to ensure successful blended learning for postgraduate distance learners. It was therefore recommended that the human resource managers and curriculum implementors should ensure that the right type of courses are taught on the online platform and the remaining courses are taught using the face-to-face mode. It was further recommended that more postgraduate study centres be opened to reduce challenges associated with face-to-face sessions. Also supports in terms of online tools, internet data and requisite skills should be provided to minimise challenges associated with online learning among postgraduate distance learners.

Skvoretz, J., Kappelman, K., Marcy, A., McAlpin, J. D., Lewis, J. E., Ziker, J. P., ... Stains, M. (2023). **Social Networks and Instructional Reform in STEM: The Teaching-Research Nexus.** *Innovative Higher Education*, 48(4), 579-600. <https://doi.org/10.1007/s10755-022-09642-5>

Instructional reform in STEM aims for the widespread adoption of evidence based instructional practices (EBIPS), practices that implement active learning. Research recognizes that faculty social networks regarding discussion or advice about teaching



may matter to such efforts. But teaching is not the only priority for university faculty – meeting research expectations is at least as important and, often, more consequential for tenure and promotion decisions. We see value in understanding how research networks, based on discussion and advice about research matters, relate to teaching networks to see if and how such networks could advance instructional reform efforts. Our research examines data from three departments (biology, chemistry, and geosciences) at three universities that had recently received funding to enhance adoption of EBIPs in STEM fields. We evaluate exponential random graph models of the teaching network and find that (a) the existence of a research tie from one faculty member to another enhances the prospects of a teaching tie from that faculty member to another, but (b) even though faculty highly placed in the teaching network are more likely to be extensive EBIP users, faculty highly placed in the research network are not, dimming prospects for leveraging research networks to advance STEM instructional reforms.

Smith, R. A., Brown, M. G., Schiltz, J. J., Sowl, S., Schulz, J. M., & Grady, K. A. (2023). **The Value of Interpersonal Network Continuity for College Students in Disruptive Times.** *Innovative Higher Education*, 48(4), 719-738. <https://doi.org/10.1007/s10755-023-09647-8>

The COVID-19 pandemic-related social distancing practices that colleges implemented in Spring 2020 disrupted the typical mechanisms of propinquity (physical proximity) and homophily (shared characteristics) that physical institutions rely on to help students build and maintain relationships critical to learning and wellbeing. To explore how social distancing shaped students' academic and social networks and associated educational outcomes, we conceptualized it as a “network shock” and collected unique ego network data in April 2020. For participating students, maintaining interactions with the same set of individuals before and after social distancing was related to more positive outcomes across a range of self-reported wellbeing and learning indicators. On average, students experienced a loss of frequent academic contacts, while they maintained or replaced social interactions in their interpersonal networks after social distancing. Our investigation of the ways students experienced changes in their social and academic networks after a loss of physical proximity points to the role of interpersonal interaction network continuity for fostering wellbeing and learning in times of disruption, as well as the potential need for support in maintaining or rebuilding academic networks.

Stracke, C. M., Sharma, R. C., Bozkurt, A., Burgos, D., Cassafieres, C. S., Santos, A. I. dos, ... Truong, V. (2022). **Impact of COVID-19 on Formal Education.** *International Review of Research in Open and Distance Learning*, 23(4), 1. <https://doi.org/10.19173/irrodl.v23i4.6120>

In terms of scale, shock, and disenfranchisement, the disruption to formal education arising from COVID-19 has been unprecedented. Anecdotally, responses from teachers and educators around the world range from heightened caution to being inspired by distance education as the “new normal.” Of all the challenges, face-to-face and formal teaching have been most heavily affected. Despite some education systems demonstrating resilience, a major challenge is sustaining quality and inclusiveness in formal education suddenly delivered at a distance. In probing these issues, this article profiles international perspectives on the role of open education in responding to the impact on formal school and higher education caused by the COVID-19 pandemic. We proceed by highlighting and analysing practices and case studies from 13 countries representing all global regions, identifying and discussing the challenges and opportunities that have presented themselves. Reports cover the period from the

beginning of 2020 until 11 March 2021, the first anniversary of the COVID-19 outbreak as declared by the World Health Organization. In our comparative study, we identify seven key aspects of which three (missing infrastructure and sharing OER, open education and access to OER, and urgent need for professional development and training for teachers) are directly related to open education at a distance. After comparing examples of existing practice, we make recommendations and offer insights into how open education strategies can lead to interventions that are effective and innovative—to improve formal education at a distance in schools and universities in the future.

Stuart, N. J., & Barnett, A. L. (2023). **The writing quality scale (WQS): A new tool to identify writing difficulties in students.** *British Journal of Special Education*, 50(2), 258-267. <https://doi.org/10.1111/1467-8578.12464>

Students in higher education (HE) are required to complete a variety of writing tasks for coursework and examinations. However, for some students writing presents a major challenge. In the UK, the availability of tools for specialist assessors to help identify difficulties with the quality of written composition is limited. The aim of this study was to develop a practical new tool, the Writing Quality Scale (WQS) for assessing writing quality in HE, that was both easy to use and did not require specialist or subject knowledge. The reliability and validity of the tool and its ability to identify students in HE who may need support were evaluated by examining scripts from 120 students (60 male) aged 17 to 25 years. The WQS was found to have good inter-rater reliability and was sensitive enough to pick up age differences and differentiate between groups of students with and without dyslexia. The WQS will be a useful tool for specialist assessors in HE to help in the identification of those with poor writing quality and to understand more about the nature of their difficulties.

Sudriès, M., Ligozat, F., & Cross, D. (2023). **Les enjeux de l'enseignement-apprentissage de la transformation chimique au secondaire I: regards croisés sur les prescriptions officielles et ressources formelles en Suisse romande et en France.** *Swiss Journal of Educational Research*, 45(1), 64-82. <https://doi.org/10.24452/sjer.45.1.6>

The aim of this study is to investigate the conditions under which the chemical transformation concept is taught and learned at lower secondary school (13- to 15-year-old students) in the French-speaking part of Switzerland and France. Chemical transformation is a central concept of the chemistry curriculum, and it can be a key to understand natural/technical phenomenon like the carbon cycle, meaning this concept can support the understanding of global warming. The analysis of curriculum texts and teaching resources shows that for these reasons, chemical transformation is also part of biology/geography/geology curriculums. The purpose of this work is to understand how this concept can be a tool for students to understand complex issues and can contribute to environmental science literacy.

Thapa, A., Miranda, A., Sánchez, A., & Behrman, J. R. (2023). **'Marketization' of higher education in Peru: Who attends private institutions and what are the perceived advantages (disadvantages)?** *Higher Education Quarterly*, 77(3), 465-485. <https://doi.org/10.1111/hequ.12413>

Debate continues on the effects of the global proliferation of private higher-educational institutions, especially for-profit institutions. We examine two related questions for Peru using mixed methods: Who attends private institutions and what are their perceived advantages/disadvantages? Longitudinal quantitative data suggest higher-educational

segmentation starting early in life, whereby young people from wealthier households attended private institutions and those from poorer households attended public ones. Interviews with teachers, students, and staff provide insights on perceived strengths and drawbacks of higher-educational marketization and highlight the importance of family background in higher-educational choices, governmental regulation, and close monitoring of higher-educational quality.

Thomas, J.-É. (2023). **Combien d'élèves devant un enseignant pendant une heure de cours dans un établissement du second degré en 2022 ?** *Note d'Information*, (23.36), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/combien-d-eleves-devant-un-enseignant-pendant-une-heure-de-cours-dans-un-etablissement-du-second-378779>

À la rentrée 2022, le nombre moyen d'élèves par classe est de 25,9 pour les formations en collège hors Segpa, 30,3 en formations générales et technologiques en lycée et 17,9 pour les formations professionnelles en lycée. Mais le nombre moyen d'élèves par classe ne renseigne que partiellement sur les conditions réelles d'accueil dans le second degré, car plusieurs enseignements sont assurés en groupe donc en structures plus petites.

Tomlinson, M., Reedy, F., & Burg, D. (2023). **Graduating in uncertain times: The impact of COVID-19 on recent graduate career prospects, trajectories and outcomes.** *Higher Education Quarterly*, 77(3), 486-500. <https://doi.org/10.1111/hequ.12415>

This article examines the impacts of the COVID-19 pandemic on recent UK graduates' initial employment outcomes and how they experience the transition into a challenging labour market context. We draw on longitudinal survey and interview data, collected from recent graduates who had mainly graduated during the onset of the COVID-19 pandemic in summer 2020 that examines graduate perception of the labour market, impacts on labour market entry impacts and early career progression and effects of periods of unemployment or under-employment. The article shows some of the main impacts of the recent pandemic-affected labour market, including: widespread concerns about job opportunities and employer support, the perceived employment impacts of the pandemic and early signs of scarring and labour market disorientation amongst those who were struggling to find employment of their choice. Such experiences are clearly intensified during the specific COVID-19 context, but the policy implications they raise have wider relevance for supporting graduates during future periods of labour market volatility.

Verrier, A. (2023). **Baisse du nombre de premières inscriptions en doctorat en 2022 en particulier dans les domaines scientifiques.** *Note Flash du SIES*, (11), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-06/nf-ed2022-28457.pdf>

En 2022, le nombre de docteurs diplômés augmente de 2 % pour revenir au niveau de 2019. La durée des thèses demeure comparable à celle des thèses soutenues en 2021. L'effectif de primo-inscrits en doctorat au cours de l'année universitaire 2022-2023 diminue de 4 % par rapport à celui de l'année précédente. La mobilité internationale des doctorants diminue également. Près de 8 doctorants sur 10 inscrits en première année bénéficient d'un financement pour leur thèse, soit 1 point de plus qu'en 2021-2022.

Wagnon, S. (2023, juillet 6). **Quelle école dans un monde en surchauffe ?** Consulté 11 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/quelle-ecole-dans-un-monde-en-surchauffe-208152>

Si les bienfaits d'une éducation à la fois plus proches de la nature et plus sensible aux défis climatiques ne sont plus à démontrer, la route est encore longue pour les mettre en pratique.

Pratiques enseignantes

Achtypi, A., Guldberg, K. K., & Papoudi, D. (2023). **Using iPads for the social communication and emotional regulation of autistic pupils: an exploration of key stakeholders' perspectives and practices.** *British Journal of Special Education*, 50(2), 238-257. <https://doi.org/10.1111/1467-8578.12456>

Little research has focused on the implementation of iPad practices in real contexts and the identification of relevant challenges and enablers. This work explored practices relating to using iPads for autistic pupils' social communication (SC) and emotional regulation (ER) based on key stakeholders' perspectives. It employed two case studies undertaken in two primary schools located in the United Kingdom's West Midlands. The data were gathered by interviewing practitioners and parents and analyzing the schools' computing policies. The outcomes varied from iPads being used as multimodal learning tools, to teachers focusing on SC and ER, and parents mainly on recreation and ER. The findings were evaluated using Abbott's concept of e-inclusion (2007), considering the impact of the relationship between technology, individuals and context on iPad use in situ. Issues are highlighted around pedagogy and teaching methods, offering insights into what drives teachers to make decisions regarding technology use.

Adler, R. F., Hibdon, J., Kim, H., Mayle, S., Pines, B., & Srinivas, S. (2023). **Assessing computational thinking across a STEM curriculum for pre-service teachers.** *Education and Information Technologies*, 28(7), 8051-8073. <https://doi.org/10.1007/s10639-022-11508-4>

In order to assess computational thinking (CT) modules embedded into multiple STEM courses for educators, we created a CT rubric which incorporates key CT components using Bloom's Taxonomy. We implemented the rubric in four different courses in our pre-service STEM education program for elementary and middle school teachers. We analyzed our rubric results in addition to a pre- and post-survey gauging students' CT skills using the same rubric items. Our rubric results show that students scored well after completing our modules with over 90% in proficiency or high proficiency in all areas in our rubric. We also report on improvements in our CT assignments and scores based on the rubric. In addition, students' self-efficacy in each CT item improved significantly from the beginning to end of the semester. Using the newly developed CT rubric allowed us to assess students' CT skills with a single method across a variety of STEM education courses.

Allard, C., Masselot, P., Peltier-Barbier, M.-L., Roditi, E., Solnon, A., & Tempier, F. (2022). **Résultats de l'enquête sur les pratiques d'enseignement des mathématiques, PRAESCO, en classe de CM2 en 2019** [Report]. Consulté à l'adresse DEPP-MEN website: <https://hal.science/hal-04146519>

Les recherches qualitatives menées en didactique des mathématiques sur les pratiques enseignantes montrent que ces dernières dépendent des caractéristiques personnelles

et professionnelles des professeurs ainsi que des contextes d'exercice, mais aussi très fortement des contenus enseignés (voir par exemple Allard (2015), Charles-Pézard, Butlen & Masselot (2012), Charles-Pézard (2010), Peltier-Barbier (2004), Roditi (2003) et Tempier (2013) pour des recherches menées par les auteurs du présent document). Les enquêtes nationales et internationales comme EPODE et TALIS ont produit de nombreuses données sur les différents aspects du métier de professeur comme celui relatif à la formation initiale et continue, au travail individuel et collectif consacré à l'enseignement, à l'évaluation des élèves comme au fonctionnement de l'établissement, ainsi que celui des satisfactions et de la reconnaissance qui en découlent éventuellement (voir Bocognano (2021) et Charpentier et al. (2021) pour des synthèses). De façon complémentaire, les enquêtes nationales PRAESCO visent à mettre au jour les pratiques enseignantes spécifiques des contenus disciplinaires. Menées pour la première fois en 2019 sur l'enseignement des mathématiques en CM2 et en 3e, de manière synchronisée avec l'évaluation CEDRE portant sur les acquis des élèves, les enquêtes PRAESCO sur les pratiques des professeurs de l'école élémentaire et du collège ont été conduites par la DEPP en partenariat avec deux laboratoires de recherche de l'Université Paris Cité (EDA et LDAR). L'enquête dont il est question dans ce dossier est celle qui porte sur l'enseignement des mathématiques en CM2. Elle a été menée par questionnaire et a mobilisé un échantillon national représentatif de 1 317 professeurs des écoles exerçant dans des classes accueillant des élèves de CM2. L'enquête cherche, sans objectif d'évaluation, à rendre compte des pratiques des enseignants, des raisons qui motivent les choix de ces derniers, et des contraintes auxquelles ils sont soumis.

Almuwaiziri, F., Trakulphadetkrai, N. V., & Williams, T. (2023). **Visualisation to support children with attention-deficit/hyperactivity disorder learning to solve mathematical word problems: A randomised controlled trial.** *British Journal of Special Education*, 50(2), 314-324. <https://doi.org/10.1111/1467-8578.12466>

This randomised controlled trial experimental study compared the effectiveness of using two different types of visualisation – self-constructed visualisation (SCV) and passively received visualisation (PRV) – to help children with attention-deficit/hyperactivity disorder (ADHD) solve mathematical word problems. While SCV refers to drawings that children create to help solve given word problems, PRV refers to pre-made images that accompany word problems. Twenty children with ADHD in Kuwait, aged nine to 11 years, were randomly assigned to either the SCV or PRV group, where they were taught to use either SCV or PRV to solve word problems across 20 daily one-to-one sessions. The results showed that regardless of the visualisation type, children's word problem-solving ability significantly improved. Children with ADHD should thus be encouraged to use visualisation to help make the word problem-solving process more accessible to them.

Bart, D. (2023). **Évaluation et didactique.** Consulté à l'adresse <https://www.peterlang.com/document/1293356>

La problématique de l'évaluation scolaire a suscité nombre d'études et de recherches depuis les années 1970, tant dans la recherche spécialisée en évaluation qu'en didactique. Tout au long de ces décennies, les apports et points de vue de ces deux domaines ont été ponctuellement croisés, interrogés, débattus. Mais après un demi-siècle de travaux plus ou moins partagés, qu'en est-il de ces approches de l'évaluation scolaire, de leurs spécificités et de leurs convergences ? Quels regards portent-elles l'une sur l'autre ? Quelles sont les tensions que ce dialogue théorique produit ? C'est à de telles questions que cet ouvrage s'intéresse à partir d'une discussion critique de travaux

emblématiques en évaluation et en didactique du français et des mathématiques. Ces analyses conduisent à une proposition d'approche théorique de l'évaluation centrée sur l'étude des problèmes spécifiques que posent les contenus et disciplines d'enseignement aux évaluations; plus particulièrement aux évaluations qui sont présentées, sur un plan institutionnel ou théorique, comme des modèles de référence.

Benedicto, M. T., Sala, A. M. V., Carascal, I. C., & Mutya, R. C. (2023). **Development and Utilization of Online Teacher Professional Development Program to Improve Private e-Tutors' TPACK Skills.** *Jurnal Pendidikan Progresif*, 13(2), 736. Consulté à l'adresse <https://hal.science/hal-04148387>

Objective: The study aimed to design, implement, and evaluate an online teacher professional development (oTPD) training program and develop the TPACK skills of private e-tutors as evidenced by their lesson design and teaching demonstration performance. Methods: A mixed method in data gathering such as TPACK survey, pre-postperformance, and feedbacking was utilized. The input-process-output method with the PRIME framework in the process stage was used. The training program design was evaluated by experts anchored with the frameworks and theories with the synchronous form of learning for 20 contact hours. Findings: Findings revealed a significant mean gain between the pre-post-performance of the teachers' lesson design and teaching demonstration. Conclusion: The online teacher professional development training program developed and enhanced the teachers' TPACK skills. The study proposed guidelines for conducting oTPD training programs and compilation of lesson designs based on the TPACK framework.

Bruillard, É. (2023). **Pourquoi une grande majorité d'enseignants modifient/adaptent les ressources éducatives? L'adaptation des ressources éducatives au cœur de la profession enseignante.** *Distances et Médiations des Savoirs*, (42). <https://doi.org/10.4000/dms.9076>

Le texte analyse les réponses ouvertes à un questionnaire destiné à des enseignants d'IUT, sur les raisons pour lesquelles ils modifient les ressources éducatives qu'ils utilisent dans leur enseignement. Confirmant les résultats d'une recherche précédente consacrée au travail des enseignants sur les ressources éducatives (sélection, création ou modification et partage), dans différents contextes et niveaux d'enseignement, cette étude atteste que ce travail est une composante essentielle de leur métier. Le cas des ressources dites clés en main et leur rejet par une très grande majorité d'entre eux atteste de l'importance de l'appropriation et l'adaptation des ressources éducatives dans les usages que peuvent en faire les enseignants. Déléguer une partie du travail de gestion des ressources éducatives à des plateformes numériques risque de conduire à des transformations radicales dans l'exercice de leur métier.

Chang, H.-T., Wu, H.-H., & Chang, Y.-T. (2023). **Evaluating Learning Outcomes by Applying Interdisciplinary Hands-On Learning to Advanced Technology Courses.** *Innovative Higher Education*, 48(4), 619-636. <https://doi.org/10.1007/s10755-023-09653-w>

The purpose of this study is to understand the learning outcomes of students who participate in interdisciplinary hands-on advanced technology courses and the factors influencing their outcomes as well as to determine whether learning outcomes and cognitive development are affected by students' motivation for selecting the course with regard to their learning abilities. The subjects of this study are students who were enrolled in interdisciplinary advanced technology courses at a university located in

Northern Taiwan from 2020 to 2021. We recruited 171 students to complete measures of their motivation for selecting the course and to complete a prelearning outcome scale during the first week; a learning abilities scale was completed during the ninth week; and a postlearning outcomes scale was completed during the sixteenth week. We recruited 96 students to participate in interviews after they completed the course to determine their cognitive development. The results showed that participants' average learning outcomes scores on the posttest were significantly higher than those on the pretest. After students participated in the course, 66.7% of them were in the "Apply" stage, indicating they could apply the knowledge they learned to other situations, while 25% were in the "Analyze" stage, indicating they could deconstruct the course knowledge based on its structure and understand the correlations among various items of course knowledge. Participants' interdisciplinary abilities were found to mediate the relationship between their autonomous motivation and cognitive development.

Chardon, S.-C. (2023). **Améliorer la lecture au cours préparatoire : étude exploratoire d'un entraînement associant lectures répétées supervisées et exercices de décodage.**

Revue française de pédagogie, 218(1), 79-94. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-79.htm>

L'objectif de cette étude exploratoire est d'évaluer, en contexte scolaire, l'impact d'un programme d'entraînement visant à améliorer le niveau de lecture d'élèves de cours préparatoire. À cette fin, au troisième trimestre de l'année scolaire (mois d'avril, mai et juin) et à l'aide d'un prétest composé d'épreuves de lecture standardisées (décodage et compréhension), deux groupes de huit élèves ont été constitués au sein d'une même classe. Seul l'un des deux groupes a bénéficié de dix séances de lectures répétées, enrichies d'exercices centrés sur le décodage, l'encodage et la reconnaissance des mots. À l'issue de l'entraînement, les élèves ont été à nouveau évalués à l'aide des mêmes épreuves. Comparativement à ceux obtenus par le groupe non entraîné, les principaux résultats du posttest indiquent une absence d'impact du programme sur la vitesse de lecture mais suggèrent une évolution positive du niveau global de lecture et de sa précision. Il semble donc qu'un entraînement à la fluence en lecture puisse être proposé à des lecteurs débutants, pour peu qu'il soit accompagné d'exercices spécifiques centrés sur le code, tant que cela s'avère nécessaire.

D'Antonio. (2023). **Historically Responsive Literacy (HRL) in the Community College Classroom.** *Community College Journal of Research and Practice*, 47(8), 554-559.

<https://doi.org/10.1080/10668926.2022.2064369>

Developmental courses in community colleges often leave students unprepared, demeaned, and uninspired. These gatekeeper courses need reform, especially in terms of curriculum and instruction. One framework – Dr. Ghody Muhammed's Historically Responsive Literacy (HRL) – could be useful for developmental courses and students. HRL is a teaching and learning framework that focuses on identity, skills, intellect, and criticality, all of which are lacking in developmental education and are necessary for students to succeed in college-level courses. Muhammed discussed HRL in the K-12 context, but I argue that HRL can and should be used in college, specifically in developmental courses wherein students are forming their academic identity yet engage in limited critical thinking and metacognitive practice. This essay will explain HRL and its use in a community college developmental writing class. We can improve these important courses and students' experiences in them by using the HRL framework to reform curriculum and teaching practices.

Demirbilek, N. (2023). **Teachers' and school administrators' perceptions of emergency distance education.** *Education and Information Technologies*, 28(7), 8335-8355. <https://doi.org/10.1007/s10639-022-11528-0>

This research was conducted to determine the perceptions of school administrators and teachers about Covid-19 and distance education. The research is a descriptive study conducted to reflect the specific characteristics of the participants. In this context, the research model is the scanning model. In the population of the study, 31 school administrators and 156 teachers voluntarily participated in a province of Turkey in the 2020–2021 academic year. An easily accessible situation sampling technique was used in determining the participants. Within the scope of the research, a distance education satisfaction questionnaire was developed based on the experiences of the researcher himself, and an information form containing the personal information of the participants was used to collect data. The data within the scope of the research were collected by sending the data collection tool prepared online to school administrators and teachers. The data collection tool was delivered to participants via WhatsApp groups via google forms. While analyzing the data obtained within the scope of the study, descriptive statistical analyzes were made in all questions and basic statistical values such as frequency, percentage, standard deviation, mode, median was reported. At the end of the study, it was determined that half of the participants did not consider the distance education conducted in their schools during the epidemic period to be sufficient. Administrators and teachers; 49.7% of them stated that they could partially benefit from distance education while conducting the lessons, 40.1% stated that it is not appropriate to conduct the lessons with distance education, and 10.2% stated that all the lessons could be conducted by distance education.

Dos Santos, R., Ninnin, L.-M., Paillet, V., & Salles, F. (2023). **Étude de comparabilité de passations « papier crayon » et numérique. L'exemple de Cedre mathématiques collège.** *Éducation & formations*, 105(1), 117-142. <https://doi.org/10.48464/ef-105-06>

Elmaadaway, M. A. N., & Abouelenein, Y. A. M. (2023). **In-service teachers' TPACK development through an adaptive e-learning environment (ALE).** *Education and Information Technologies*, 28(7), 8273-8298. <https://doi.org/10.1007/s10639-022-11477-8>

Due to the effects of the COVID-19 crisis on educational institutions, schools had to close and switch to online education. Training in-service teachers to incorporate and utilize technology as part of Internet-based instructions was a challenge and pressing necessity. TPACK is an essential framework for comprehending how teachers employ technology in teaching. Despite the significance of adaptive learning environments in recent years, research has not addressed how to use these environments to improve the TPACK of in-service teachers, particularly during crises. Consequently, our objective was to design an adaptive learning environment that provides in-service math, science, and English teachers with substantial and continuing support for each TPACK component. A total of 173 in-service teachers were divided into two groups: an experimental group of 83 who used adaptive learning and a control group of 90 who used Zoom techniques. TPACK questionnaires were administered before and after the experiment. The experimental group improved TPACK more than the control group. All teachers believed that adaptive learning training helped them to build technology-integrated lesson plans. This study provides ideas and practices for developing an adaptive learning environment for the

in-service teachers' TPACK development. The challenges to adaptive learning environments have been highlighted, identifying the potential for future investigations.

Garcia, M. B. (2023). **Fostering an Innovation Culture in the Education Sector: A Scoping Review and Bibliometric Analysis of Hackathon Research.** *Innovative Higher Education*, 48(4), 739-762. <https://doi.org/10.1007/s10755-023-09651-y>

Despite originating in the tech industry, hackathons have now been adopted in a variety of domains. However, little is known about the status of hackathon literature within educational research. As the number of studies grows, it is essential to develop an understanding of the current state and identify prevalent topics and trends shaping the literature. Toward this goal, this study conducted a bibliometric analysis and scoping review on hackathon research in the field of education. A total of 249 documents written by 1,309 authors and published in 180 unique sources for the period 2014–2022 were identified. Collectively, the dataset amassed 1,312 citations with an average of 6.69 citations per document. The most prevalent subject areas were computer science, social sciences, engineering, medicine, and business. Word frequency analysis showed that “innovation” was the most occurring word, which represents the fundamental objective of hackathon events. The most influential work was the analysis of hackathons as an informal learning platform. Engineering education was the most trending topic while healthcare is an emerging research cluster. Overall, this study provides a better understanding of the hackathon literature and its research landscape in an educational setting.

Genevois, S., Wallian, N., Lefer-Sauvage, G., & Kerneis, J. (2023). **Enseigner en contexte hybride : quelle évolution des pratiques pédagogiques, des postures et des gestes professionnels ?** Consulté à l'adresse <https://hal.science/hal-04147829>

Apports du séminaire interacadémique (La Réunion-Mayotte) sur l'hybridation - groupe thématique numérique ICARE #pratiqueshybrides (08/06/22) : évolution des pratiques, postures et gestes professionnels. Le 8 juin 2022 s'est tenu un séminaire interacadémique sur l'enseignement-apprentissage en mode hybride. Organisé conjointement par le laboratoire ICARE et par les académies de La Réunion et de Mayotte, ce séminaire avait pour but de rendre compte des résultats d'entretiens et d'observations conduits dans le cadre du projet de recherche Gnum sur les pratiques hybrides des enseignants. Il s'agissait de proposer des pistes d'analyse et des repères « métier » à partir d'un regard croisé entre chercheurs et praticiens. La crise sanitaire ainsi que les vagues de confinement-déconfinement liées à la Covid-19 ont constitué une période critique pour la profession enseignante. Dans ce contexte inédit, la quête de continuités (pédagogique, éducative, relationnelle...) a constitué un défi majeur. Les enseignants ont pu commencer à expérimenter des formes d'enseignement hybride en s'adaptant à un contexte marqué par l'instabilité et l'incertitude.

Hatot, F. (2023a). **Accessibilité Numérique.** Consulté à l'adresse <https://hal.science/hal-04147120>

L'accessibilité numérique, du point de vue légal, est la traduction technique pour les systèmes numériques de l'obligation légale d'inclusion des citoyens, indépendamment de leurs situations particulières de handicap durable ou passager. Ses quatre principes fondamentaux sont la perceptibilité, l'utilisabilité, la compréhensibilité et la robustesse. Au-delà de ce champ institutionnel et légal, on peut étendre le périmètre de l'accessibilité numérique à l'inclusion de tous les usagers du numérique.

Hatot, F. (2023b). **Alignement pédagogique**. <https://pufr>. Consulté à l'adresse <https://hal.science/hal-04145089>

Cette notion caractérise la cohérence entre les objectifs d'apprentissage, les activités pédagogiques et les stratégies d'évaluation qu'un enseignant définit pour ses étudiants dans un cours. Chacun de ces éléments pourra donc être réputé aligné ou non-aligné en fonction de sa cohérence ou de son incohérence avec l'ensemble du scénario pédagogique conçu par l'enseignant.

Hatot, F. (2023c). **Internet**. <https://pufr>. Consulté à l'adresse <https://hal.science/hal-04144841>

Internet est un réseau mondial qui interconnecte les ordinateurs, smartphones, tablettes et autres machines connectées. Ce réseau a la particularité d'être ouvert : on peut s'y connecter de n'importe où dès lors que l'on a payé son abonnement aux fournisseurs d'accès à internet (F.A.I.) ou que l'on est connecté à un réseau public gratuit, et que l'on se connecte depuis un pays où internet n'est pas interdit ou censuré. Cette ouverture le distingue d'un intranet, réseau d'ordinateurs internes accessibles après authentification sur le réseau par l'utilisateur. On navigue sur le réseau internet par liens hypertextes, renvoyant d'un point à l'autre du réseau. L'internaute consulte des sites web pour prendre connaissance visuellement des contenus hébergés sur les serveurs.

Hatot, F. (2023d). **Numérique**. <https://pufr>. Consulté à l'adresse <https://hal.science/hal-04145074>

Le terme « numérique » renvoie en premier lieu à ce qui concerne un ou des nombres. Par extension, le terme renvoie au codage informatique en format binaire (0 ou 1) mais équivalent aujourd'hui à « digital » en anglais, le numérique désigne d'une part les programmes informatiques (Software), d'autre part les machines (ordinateurs, tablettes, serveurs, téléphones) (Hardware).

Hatot, F. (2023e). **Social Learning**. <https://pufr>. Consulté à l'adresse <https://hal.science/hal-04144859>

Le social learning, traduit parfois par apprentissage social ou par apprentissage co-actif, est une approche pédagogique centrée sur la dimension relationnelle, sociale et groupale dans l'apprentissage. Ainsi, c'est parce qu'on appartient à une communauté d'apprentissage, par exemple à un groupe-classe, que l'on est en relation avec ses membres, un enseignant, des tuteurs, des tiers experts. Et c'est parce que l'on a des interactions riches et soutenues avec l'ensemble de ces acteurs que l'on apprend quelque chose.

Hatot, F. (2023f). **Virtuel**. In B. Doucey & C. Goï, *Vocabulaire de l'ingénierie pédagogique*. Consulté à l'adresse <https://hal.science/hal-04144774>

Le virtuel se constitue comme quelque chose qui n'existe pas vraiment ou plutôt pas encore. Si l'on devait tenter de nommer les caractéristiques de cet espace, on pourrait le décrire comme un potentiel, un possible en puissance qui s'oppose à l'actuel et au déterminé. Sans être irréel, il ne semble pour autant pas complètement réel. Le virtuel se rapproche donc de ce que l'on appelle le possible même si le domaine du possible semble encore plus vaste.

Hau, K.-T., Wu, W. J., Chung, W. T., Chan, S. C., & Ng, M. H. (2023). **Emergency remote teaching technology and pedagogy at covid outbreak: different perspectives of students, parents, and teachers in Hong kong.** *Education and Information Technologies*, 28(7), 8815-8836. <https://doi.org/10.1007/s10639-022-11526-2>

With the COVID-19 outbreak, emergency remote teaching – an unprepared distant mode of education became the only possible alternative for schools. The present large-scale survey with 3,672 Grade 3 and 9 students, their parents, and 863 teachers/principals was conducted in the metropolitan city of Hong Kong after half a year of school lockdown. Results showed teachers, principals, and parents were worried about students' inability to concentrate and learn without teachers' explanations. In contrast, students, particularly younger ones, were less affected. They perceived their academic achievement was not worsened and they were more lively. Generally, lack of computers and stable internet was not seen as problems. Notably, socially disadvantaged students were not different in their perceived challenges, affects, life satisfaction, or perceived academic achievement. For cities with adequate provision of computers and internet facilities, the pandemic probably forced a positive and giant leap in using advanced technologies and pedagogies.

Hu, X., He, W., Chiu, T. K. F., & Zhao, L. (2023). **Using a teacher scheme for educational dialogue analysis to investigate student–student interaction patterns for optimal group activities in an artificial intelligence course.** *Education and Information Technologies*, 28(7), 8789-8813. <https://doi.org/10.1007/s10639-022-11556-w>

Recently, Artificial Intelligence (AI), seen as an engineering domain, has been introduced into school education, but its pedagogy remains unclear. In general, group learning has been applied as a primary form of instruction in hands-on engineering activities. This learning approach is more common in higher education. School students are less mature; therefore, the benefits of adopting group learning as a pedagogical approach remain unclear. Group learning quality can be reflected by student–student interactions and dialogue within a group, and is classified into four types: collective, cooperating-in-parallel, dominant/defensive, and expert/novice. Accordingly, this experimental study involved 37 middle school students, and explored how they interacted within groups when learning AI through hands-on activities in the four group learning types. The Teacher Scheme for Educational Dialogue Analysis (T-SEDA) was used to code student–student interactions and compute their frequencies, and Lag Sequential Analysis was used to analyze the behavioral interaction sequence characteristics of the four group interaction patterns. The results showed that the expert/novice group learning had higher frequency of interaction, and also produced the longest, richest, and most complex sequences. The results suggest that this is the optimal approach to learning for younger students in hands-on AI activities as it encourages group members to interact with each other and reach a consensus. The results contribute to the literature by suggesting effective practices and confirming the use of T-SEDA in a new engineering school subject.

Jakopovic, P., & Johnson, K. G. (2023). **A Network Model for Connecting Mathematics Faculty in Communities of Practice: Where is the Value?** *Innovative Higher Education*, 48(4), 699-718. <https://doi.org/10.1007/s10755-023-09650-z>

Creating sustained, transformative change within and across organizations is challenging, particularly when those undertaking change act as individuals. COMMunities of Practice (CoPs) are organically created collaborations among like-minded participants, working toward a common set of goals (Lave & Wenger, 1991;

Wenger-Trayner & Wenger-Trayner, 2014). CoPs offer an avenue for members to connect individuals across various boundaries. In this paper, we investigate the ways in which regional CoP leaders experience value participating in their community, using the Communities for Mathematics Inquiry in Teaching (COMMIT) Network as our unit of study. The COMMIT Network is a grant funded project aimed at engaging mathematics faculty at institutions of higher education in regional CoPs around teaching with inquiry. In this study we examine the experiences of CoP leaders nested within this network setting. We interviewed 19 leaders from eight United States regions to understand their perceptions of individual and collective value participating in the regional CoP and COMMIT Network structures. We framed our study on Wenger et al. (2011). Promoting and assessing value creation in communities and networks: A conceptual framework. Open University of the Netherlands.) Value Framework. Our findings show that leaders found Immediate Value as individuals participating in a collaborative, supportive CoP environment and they found Realized Value in terms of the impact their CoP could make on instructional practices, both in their region and the network. An unexpected finding examines how future opportunities for value creation may influence long-term sustainability and transformation of college mathematics instruction. We provide implications for the ways that regional CoPs, along with CoP networks, can provide value for members through such communities.

Kam, A. H. T., & Umar, Irfan. N. (2023). **Would gamification affect high and low achievers differently? A study on the moderating effects of academic achievement level.** *Education and Information Technologies*, 28(7), 8075-8095. <https://doi.org/10.1007/s10639-022-11519-1>

Gamification has been reported to increase learning motivation and produce positive learning behaviors or outcomes. As gamification research continues to mature, more studies are investigating factors that may contribute to the varying effectiveness of gamification, as well as factors that may moderate its effects. This study investigated whether academic achievement levels moderated the effects of gamified learning among 118 students enrolled in a private higher education institution in Malaysia. Previous studies have shown that high, medium and low achievers do not respond equally to gamification. To explore this further, the current study evaluated gamification's effect on motivational dimensions such as the sense of competence, intrinsic motivation, valuation and engagement on different levels of achievers. The findings showed that academic achievement levels moderated gamification's effect on valuation. Nevertheless, there was no significant moderation effect on competence, intrinsic motivation and engagement. The findings also revealed that gamification produced more significant effect on low-level achievers compared to high level achievers.

Kolil, V. K., & Achuthan, K. (2023). **Longitudinal study of teacher acceptance of mobile virtual labs.** *Education and Information Technologies*, 28(7), 7763-7796. <https://doi.org/10.1007/s10639-022-11499-2>

Synthesizing the advancements in technology with classroom practices depends considerably on teachers acceptance of such internet and communication technology (ICT) tools. Adequate teacher training and upgrading of their IT skills are not prioritized in developing economies leading to poor adoption of emerging technology assisted pedagogic interventions. This paper investigated the underlying characteristics of teachers acceptance of mobile friendly virtual laboratories (M-VLs) as part of a longitudinal study conducted over 5 years covering both pre-pandemic and pandemic

periods. Systematic analysis of quantitative data from 650 chemistry teachers was carried out. Viewing through the theoretical lens of Unified Theory of Acceptance and Use of Technology (UTAUT2) theory, the effects of performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC), hedonic motivation (HM) and habit (HA) on the behavioral intention (BI) and use behavior (UB) were scrutinized. Structural Equation Modeling (SEM) analysis revealed that PE, SI, and HA are the considerable predictors of the BI to use M-VLs and HA is the predictor of UB. The present study found HM influencing teacher's BI and UB before COVID-19. However during COVID-19 the FC influenced usage. Moreover, we found that the technology training focused on enhancing knowledge, skill and, access leads to teachers' are critical to empowering teachers and causing wider adoption.

Krauss, A., & Mackowiak, K. (2023). **Anforderungsbewältigung von Jugendlichen und jungen Erwachsenen mit ADHS-Symptomen in Schule und Betrieb.** *Swiss Journal of Educational Research*, 45(1), 40-52. <https://doi.org/10.24452/sjer.45.1.4>

In the present study, the ability of adolescents and young adults with varying degrees of ADHD symptoms to cope with demands was investigated with quantitative and qualitative methods. 907 adolescents and young adults between the ages of 14 and 24 years from vocational and baccalaureate schools in the German-speaking part of Switzerland were asked to fill out a questionnaire in class. In addition, three episodic interviews were conducted with adolescents affected by ADHD. The results suggest that those affected have greater difficulties in coping with academic and occupational demands than unaffected adolescents and that, among other things, unfavourable learning and working conditions at school and in the workplace can have an inhibiting effect on coping with demands.

Kuo, Y.-C., & Chang, Y.-C. (2023). **Adaptive teaching of flipped classroom combined with concept map learning diagnosis- an example of programming design course.** *Education and Information Technologies*, 28(7), 8665-8689. <https://doi.org/10.1007/s10639-022-11540-4>

In recent years, flipped classroom has become a popular teaching method. Compared with the traditional teaching method, the flipped classroom gives learners and teachers more opportunities to discuss. However, the flipped classroom has also encountered some difficulties. If we do not consider the different learning conditions of each learner when conducting group discussions in the classroom, the learning effectiveness will not be as expected. Therefore, this study uses the Apriori algorithm in association rule analysis to diagnose learning and implement adaptive teaching, hoping to improve the deficiencies in the flipped classroom. This study developed a multimedia learning system applied in the experiment. In pre-class stage, learners were provided with teaching videos, conducted unit tests online, and then used Apriori association rules to analyze the test results for learning diagnose, derive association rules between concepts, and perform adaptive grouping according to learners' test results. Learners will carry out classroom tasks in the class stage, and then implement post-test and post-questionnaire to analyze whether there are significant differences among learners. Finally, we found that using adaptive teaching of flipped classroom combined with concept map learning diagnosis, there were significant differences in research issues such as learning effectiveness, learning motivation, self-efficacy, cognitive load and programming learning attitude. It is hoped that through the results of this study, meaningful contributions can be made in the research field of flipped classroom and adaptive teaching, and it is

also hoped that there can be a theoretical basis for scholars who study these fields in the future.

La méthode des projets. L'utilisation de l'acte intentionnel dans le processus éducatif. (s. d.). Consulté 13 juillet 2023, à l'adresse Presse de l'Université Laval website: <https://www.pulaval.com/livres/la-methode-des-projets-l-utilisation-de-l-acte-intentionnel-dans-le-processus-educatif>

Cet ouvrage présente pour la première fois en français le célèbre article du pédagogue américain William H. Kilpatrick, «The Project Method», qui eut une grande influence dans le monde de l'éducation, non seulement dans les pays de langue anglaise mais également au Québec avec la plus récente réforme de l'éducation au début des années 2000.

Latif, M. M. M. A., & Alhamad, M. M. (2023). **Emergency remote teaching of foreign languages at Saudi universities: Teachers' reported challenges, coping strategies and training needs.** *Education and Information Technologies*, 28(7), 8919-8944. <https://doi.org/10.1007/s10639-022-11512-8>

Though considerable research has been reported on COVID-19-related distance education, some dimensions of remote foreign language teaching experiences during the pandemic crisis remain to be explored. The study reported in this paper investigated Saudi university foreign language teachers' accumulated experiences and reflective beliefs of emergency remote instruction. The study focused specifically on: a) the general educational challenges the teachers encountered and their attempts to overcome them; b) the teachers' perceived difficulties in remotely teaching and assessing foreign language areas and their strategies for coping with them; and c) their reflective evaluation of remote foreign language teaching after doing it for three academic terms. Questionnaire data was collected from 112 teachers of Arabic and English as foreign languages, and semi-structured interviews were conducted with 14 teachers. The analysis of both data types showed that the participants had a number of general educational and language-teaching-specific challenges in their COVID-19-related remote teaching. The teachers generally viewed the remote assessment of language areas as a more challenging task than teaching them. Reading was rated as the least difficult language area to teach and assess remotely, whereas writing was the most difficult one. The teachers reported using various coping strategies to overcome the educational and language teaching-specific challenges. They perceived their remote teaching experiences positively, but reported their needs for further training in developing better online assessment methods, using different teaching platforms and technological tools, and managing classroom interactions. The paper ends by discussing the results of the study and their implications.

Lau, K. L., & Jong, M. S. Y. (2023). **Acceptance of and self-regulatory practices in online learning and their effects on the participation of Hong Kong secondary school students in online learning.** *Education and Information Technologies*, 28(7), 8715-8732. <https://doi.org/10.1007/s10639-022-11546-y>

This study investigated how the acceptance and use of self-regulatory strategies in online learning affected Hong Kong secondary school students' participation in online learning. A self-reported questionnaire was distributed to 1381 students from six secondary schools. Findings of the descriptive analysis indicated that students did not frequently use most types of online self-regulatory strategies. Although they agreed that the online learning

methods were easy to use and facilitated learning, they did not actively participate in online learning activities and showed a low tendency to continuation. Further, structural equation modeling indicated that the effect of strategy use on actual participation was stronger than that of user acceptance. The former had a significant indirect effect on actual participation through the strong effect it had on user acceptance. Consequently, suggestions have been made for improving the instructional design of online learning and increasing students' willingness and readiness to participate in online learning.

Marty, O., Redondo, C., Molina, G., Thuilier, O., & Ladage, C. (2022, octobre 17). **Des outils pour réfléchir à son métier: la réflexivité professionnalisante**. Présenté à Ressources éducatives pour la formation à travers le prisme de la professionnalisation dans l'enseignement supérieur. Consulté à l'adresse <https://hal.science/hal-04151017>
Les IUT, créés en 1966 par le ministère, ont été un lieu d'expérimentation pédagogique universitaire pour professionnaliser les étudiants. Ainsi quatre outils ont été successivement conçus et testés pour que les étudiants développent une réflexivité professionnalisante, vecteur de transition identitaire depuis la forme scolaire vers la forme professionnelle. En nous basant sur la littérature et une enquête par entretiens, nous détaillons la philosophie de ces outils : le projet personnel professionnalisé, le e-portfolio, le rapport de stage et la situation d'apprentissage et d'évaluation. Enfin, nous proposons de faire des IUT un parangon universitaire.

Muir, N. B. (2023). **Behaving together in the classroom. A teacher's guide to nurturing behaviour**. By S. Dove, London: McGraw Hill. 2021, pp. 190. £23.99 (pbk). ISBN: 9780335249558. *British Journal of Special Education*, 50(2), 331-332. <https://doi.org/10.1111/1467-8578.12470>

Nafti, C., & Mouillour, S. L. (2023). **Vers une école maternelle inclusive** (1er édition). Consulté à l'adresse <https://www.editionsbdl.com/produit/vers-une-ecole-maternelle-inclusive>

Cet ouvrage, qui fait suite à une étude européenne «More Opportunities for Every Child» (1) explore les politiques éducatives en matière d'éducation inclusive à l'échelle européenne; (2) met au travail la façon dont nous pouvons repérer des difficultés d'apprentissage des élèves dès l'école maternelle pour une meilleure prise en charge par l'équipe éducative; et (3) propose les conditions d'une alliance éducative effective entre les familles et l'école.

Nesje, K. (2023). **When the education emphasises empathy: does it predict differences in professional commitment between male and female students in caring education?** *Tertiary Education and Management*, 29(1), 63-78. <https://doi.org/10.1007/s11233-023-09116-z>

Men are underrepresented in caring degrees such as nursing, teaching and social work. There is a political ambition to attract more men to these educational programmes, in part because of the future, global need for professionals such as nurses and teachers. A common explanation for men not entering these programmes concerns the relational aspects. Care and empathy are important components in caring professions - skills which traditionally have been associated with the female role, and stereotypically viewed as less suitable for men. There has been too little research on how male students that do enter caring degrees evaluate the programmes' emphasis on empathy, and furthermore whether this relates to their commitment to their future profession. In this study I show that

there is no difference between male and female students in reporting that the study programmes have overemphasised empathy. However, reporting that the degree has given excessive weight to empathy is negatively related to commitment to the profession among male students and not among female students.

Peker, A., & Cengiz, S. (2023). **Academic Monitoring and Support from Teachers and School Satisfaction: The Sequential Mediation Effect of Hope and Academic Grit.** *Child Indicators Research*, 16(4), 1553-1579. <https://doi.org/10.1007/s12187-023-10020-6>

School satisfaction and teacher-student connections have recently drawn more attention. However, it is still unknown what elements influence how students perceive academic monitoring and help from teachers about school pleasure. Therefore, this study aimed to reveal whether hope and academic grit mediate the relationship between secondary school students' perceived academic monitoring and support from teachers and school satisfaction. The participants of this study were 720 Turkish secondary school students (Mage = 13.6; 48.9% female, 51.1% male). In the study, we used School Satisfaction Scale, Academic Engagement Scale, Children's Hope Scale, and Academic Grit Scale as data collection tools. We tested the data of the study with the bootstrapping-based sequential mediation model Process Macro. The results show that there are positive relationships between students' perceived academic monitoring and support from teachers and school satisfaction, hope, and academic grit. In addition, we found that hope and academic grit mediated the relationship between students' perceived academic monitoring and support from teachers and school satisfaction, respectively. The research results provide new information on how to increase the school satisfaction of middle school students.

Robin-Havret, V., Haffner, P., Turpin, S., Benateau, S., & Figuet, S. (2023a). **Inventaire de la biodiversité de mon établissement scolaire** (p. 14 pages). Consulté à l'adresse <https://mnhn.hal.science/mnhn-04144993>

Robin-Havret, V., Haffner, P., Turpin, S., Benateau, S., & Figuet, S. (2023b). **Méthodologie scientifique et stratégie d'échantillonnage** (p. 14 pages). Consulté à l'adresse <https://mnhn.hal.science/mnhn-04144998>

Ross, V. D., & Chan, E. (2023). **Multicultural teacher knowledge: examining curriculum informed by teacher and student experiences of diversity.** *Journal of Curriculum Studies*, 55(3), 339-351. <https://doi.org/10.1080/00220272.2023.2207625>

Herein, we consider how we might support teacher candidates to meet the learning needs of an increasingly diverse student population, in part by encouraging candidates to draw from their own experiences to inform their developing teacher knowledge about multicultural education. We conducted a school-based, long-term narrative inquiry to explore complexities of multicultural teacher knowledge. We document ways in which two practicing teachers, William and Janine, drew from their experiences of diversity in their teaching, and schooling, to build their body of multicultural teacher knowledge that, in turn, informed their work with their students. We recognize the importance of acknowledging teacher candidates' experiences in shaping their developing teacher knowledge, and argue for including it deliberately as essential to teacher education curriculum. Considering the potential of a professional knowledge community developed early in a teaching career—beginning in preservice programs—is a logical implication. We argue that a pragmatic intellectual space may provide such a

framework for teacher preparation programs for exploring developing multicultural teacher knowledge. In this way, teacher candidates' experiences are constructed and reconstructed through inquiry with theoretical foundations that may offer explanations for complex, interconnected influences shaping school systems.

Seifert, T., & Bar-Tal, S. (2023). **Student-teachers' sense of belonging in collaborative online learning.** *Education and Information Technologies*, 28(7), 7797-7826. <https://doi.org/10.1007/s10639-022-11498-3>

Recent years have seen a sharp increase in the transition from traditional teaching methods to online distance teaching and learning in all educational institutions including schools and higher education institutions. This change means that student-teachers need to have online learning experience and acquire professional skills needed to become online distance teachers. In the last two decades, research has investigated various aspects of online teaching but a main subject which has not been studied in depth is the learners' feeling of belonging in an online distance course, especially among student-teachers. The research investigated the contribution of student-teachers' self-perceived readiness for learning online and a collaborative online learning environment to the learners' sense of belonging. For this purpose, quantitative and qualitative data were gathered from pre- and post-tests and personal and collaborative blogs from 172 student-teachers' studying in two large teacher-education colleges in the center of Israel, to measure their self-perceived readiness for online collaborative learning, their sense of belonging and the learning experiences and changes they underwent along the course. It was found that a student-teacher, who had previously enjoyed a good experience in a collaborative online course, and had strong technological literacy for online learning, performed better in an online course, operated optimally in collaborative task performance, and felt a strong sense of belonging to the group at the course's end. These findings can inform future teacher training, the formation of new pedagogic models and teaching methods for collaborative online environments and their implementation in teaching-learning.

Tadlaoui-Brahmi, A., Alvarez, L., & Buttier, J.-C. (2023a). **Towards an interdisciplinary theoretical model of Digital Citizenship Education Didactics.** *Swiss Journal of Educational Research*, 45(1), 27. <https://doi.org/10.24452/sjer.45.1.3>

The educational institutions in the French-speaking part of Switzerland have set education for digital citizenship and the development of a digital culture as new goals. The boundaries of these concepts, as well as their operationalization in teaching practices, remain to be defined more precisely. Following an analysis of the concepts of digital « citizenship » and « culture », the perceptions of 14 primary school teachers from the French-speaking part of Switzerland were documented. Their statements reveal a conceptual confusion and a need for clarification in the light of scientific literature. Consequently, a theoretical model named « Didactique de l'éducation à la citoyenneté numérique » is proposed in order to participate in the first steps towards a didactic transposition of conceptual elements.

Tadlaoui-Brahmi, A., Alvarez, L., & Buttier, J.-C. (2023b). **Vers un modèle théorique interdisciplinaire de Didactique d'Éducation à la Citoyenneté numérique.** *Swiss Journal of Educational Research*, 45(1), 27-39. <https://doi.org/10.24452/sjer.45.1.3>

The educational institutions in the French-speaking part of Switzerland have set education for digital citizenship and the development of a digital culture as new goals.

The boundaries of these concepts, as well as their operationalization in teaching practices, remain to be defined more precisely. Following an analysis of the concepts of digital « citizenship » and « culture », the perceptions of 14 primary school teachers from the French-speaking part of Switzerland were documented. Their statements reveal a conceptual confusion and a need for clarification in the light of scientific literature. Consequently, a theoretical model named « Didactique de l'Éducation à la Citoyenneté numérique » is proposed in order to participate in the first steps towards a didactic transposition of conceptual elements.

Tempier, F., Lajoie, C., & Celi, V. (2022). **Les pratiques de formation à l'enseignement des mathématiques : une approche par la recherche en didactique**. *Annales de Didactiques et de Sciences Cognitives, Volume thématique 1*, 7. <https://doi.org/10.4000/adsc.1570>
Alors que la recherche en didactique des mathématiques a investi de nombreuses questions liées à la formation des enseignants, la prise en compte du rôle du formateur reste peu développée. Il s'agit notamment d'interroger les pratiques du formateur, leurs effets possibles sur le développement professionnel des formés (étudiants, stagiaires, ...), les connaissances ou conceptions qu'il mobilise, les contraintes auxquelles il est confronté, ses interactions avec d'autres acteurs, etc. Ce numéro thématique rassemble des études originales mobilisant des approches variées témoignant de questions émergentes et mobilisant divers outils théoriques et méthodologiques, visant à contribuer au développement de ce champ de recherche.

Vandevelde, I., Fluckiger, C., & Nogry, S. (2022). **Resources and textbooks for computer science education in French primary schools**. *IARTEM E-Journal*, 14(1). <https://doi.org/10.21344/iartem.v14i1.954>

This article examines a corpus of texts that define the scope and objectives of computer science (CS) education at primary school level in France, including textbooks, curricula, and institutional documents. Faced with these new programs, and in the absence of any specific training on methods for teaching computer science, teachers have had to make do by relying on a disparate set of documents ranging from prescriptive and guidance texts, official directives and curricula, institutional documents, textbooks, and other books. This article provides an analysis of these documents from a computer science pedagogy perspective with the aim of exploring how they change and evolve through the grades of education. We begin with a transversal analysis to highlight changes in the content taught from one cycle to the next. Then, we focus on how a specific notion, the notion of loop, is introduced to students, in order to characterise how the same notion is formulated and evolves across the different textbooks. In this way, we show that loops are defined differently across textbooks, using vocabulary that is increasingly precise and connected to other areas of knowledge, without being always connected to the digital field.

Varnam, S. (2023). **Supporting the development of speech, language and communication in the early years**. By D. McQueen, J. Williams, London: Jessica Kingsley Publishers. 2022. pp. 256. £24.99 (pbk). ISBN: 9781787758292. *British Journal of Special Education*, 50(2), 330-330. <https://doi.org/10.1111/1467-8578.12469>

Wang, K., Van Hemmen, S. F., & Criado, J. R. (2023). **“Play” or “Labour”, the perception of university teachers towards MOOCs: Moderating role of culture**. *Education and Information Technologies*, 28(7), 7737-7762. <https://doi.org/10.1007/s10639-022-11502-w>

This study aims to understand the perception of university teachers on MOOCs and explore the critical drives that impact teachers to work with MOOCs based on an incorporated model of theory of planned behaviour (TPB) and Playbour (PL). Besides, this study also adopts Hofstede's Cultural Dimensions Theory to include the culture as a moderator to explore how university teachers with different cultural backgrounds perceive MOOCs. The results show that Attitude (ATT), Subjective norms (SN) and Perceived behavioural control (PBC) are crucial determinants that impact teachers' behavioural intention (BI) towards MOOCs. Besides, PL is found as a strong mediator to explain the great importance of ATT of university teachers to adopt MOOCs. Regarding the moderating effect, the significant difference in Spain and China are detected to explain teachers' BI towards MOOCs. Additionally, the validity and model fit of the incorporated model are proved, which further enriches the field of TPB to explain teachers' behaviour towards MOOCs.

Relation formation-emploi

Ho, T. T. H., Le, V. H., Nguyen, D. T., Nguyen, C. T. P., & Nguyen, H. T. T. (2023). **Effects of career development learning on students' perceived employability: a longitudinal study.** *Higher Education*, 86(2), 297-315. <https://doi.org/10.1007/s10734-022-00933-6>

This study investigates the relationship between career development learning (CDL) and students' perceived employability (SPE) with the mediating role of human capital. Using a quantitative method based on structured questionnaires to collect data from 512 Vietnamese students before starting their internship at businesses and 322 of them after 4 months, the results of the partial least square Structural Equational Model analysis showed that CDL positively affects SPE over time. Besides, the study explored the mediating effect of human capital in the relationship between CDL and SPE. In particular, scholastic capital and cultural capital play mediating roles while social capital failed to be in the relationship between CDL and SPE. This study is expected to enrich current literature on students' employability and human capital theory. From practical aspects, the findings of this work can be of benefit to higher education institutions in supporting their students to enhance their employability in labour market.

Nachatar Singh, J. K. (2023). **Unequal opportunities in accessing employability-related programmes: South Asian graduates' experiences in Australia.** *Higher Education Quarterly*, 77(3), 501-514. <https://doi.org/10.1111/hequ.12416>

Limited scholarly work has been conducted on obtaining equal opportunities to participate in employability-related programmes by international students while studying in Australia. Drawing on a qualitative study, 20 South Asian postgraduates were interviewed to explore their experiences in accessing employability-related programmes. Based on the findings, South Asian graduates have experienced unequal opportunities in accessing employability-related programmes as postgraduate international students in Australia. They are disadvantaged by generic career advice and resume assistance offered by their university career office, and companies invited to university career fairs offer internships, placements or graduate programme opportunities mostly to domestic students. As a result, South Asian graduates were unable to gain employment in their field of studies. South Asian graduates have also offered several useful recommendations to facilitate more equal chances of developing employability and thereby gaining successful employment in Australia. These include partnerships with companies in providing employment opportunities, diversification of university career office roles, and

establishing connections with alumni. The paper also discusses implications for Australian higher education institutions and higher education policy and practice in Australia.

Pažur Aničić, K., Gusić Mundar, J., & Šimić, D. (2023). **Generic and digital competences for employability — results of a Croatian national graduates survey.** *Higher Education*, 86(2), 407-427. <https://doi.org/10.1007/s10734-022-00940-7>

Mastery of generic competences is widely recognized as important for a successful transition from higher education to the world of work, especially in today's networked, digitalized, and globalized environment. This study analyses data of 7201 respondents to the Croatian national graduate survey 2017 on students who graduated in the academic year 2015/2016 in different fields of education (Medicine and Biomedical Sciences, Biotechnical Sciences, Social Sciences, Humanities, Natural Sciences, Technical Sciences and Arts). The goal of this study is to identify graduates' perspectives on gaps between the generic and digital competences acquired during higher education studies and those required in the first workplace. It addresses three research questions: (1) Which generic and digital competences do graduates consider relevant for employability?, (2) Which groups of competences show a similar pattern of competence gap, from the graduate's perspective?, and (3) How do graduates' perceptions of gaps in competence levels vary among fields of education? Research results reveal disparities in graduates' perceptions about achieved competence levels and labour market requirements. The study identifies differences among graduates from different fields of education. Results may be useful to educators in all fields of education as guidelines for the introduction of generic and digital competences development in higher education.

Réussite scolaire

Cahon, J., & Ferhat, I. (2023). **Une nouvelle académie face à la difficulté scolaire. Le cas d'Amiens (1960-1969).** *Revue française de pédagogie*, 218(1), 17-27. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-1-page-17.htm>

Cet article part d'un constat – la sous-performance des résultats éducatifs de l'académie d'Amiens depuis plusieurs décennies, qui a fini par susciter un sigle, le RCP («retard culturel picard») – et d'une interrogation : le retard scolaire peut-il affecter toute une population régionale ? Cette question, provocante au premier abord, constitue pourtant un triple défi pour comprendre les difficultés et les inégalités d'éducation. Il s'est agi, en effet, de ne pas s'en tenir uniquement aux analyses classiques mettant en avant des facteurs économiques et sociaux, ni à la seule analyse de la demande scolaire, mais de considérer l'effet territoire et l'effet académie, dans une région à dominante rurale, pour laquelle les conclusions des travaux sociologiques sur l'école des territoires urbains périphériques ou les politiques d'éducation prioritaire sont difficilement applicables. À partir d'archives des administrations publiques locales souvent inédites, l'article s'attache à étudier le rôle des acteurs régionaux, dont celui du premier recteur Robert Mallet, dans la structuration d'une autorité académique à Amiens (1964) et à montrer comment la création de cet échelon administratif nouveau permet ou non de répondre aux difficultés scolaires de la jeunesse scolarisée.

Dias-Viana, J. L., Noronha, A. P. P., & Valentini., F. (2023). **Bullying Victimization and Mathematics Achievement Among Brazilian Adolescents: Moderated Mediation Model of School Subjective well-being and Perceived Social Support.** *Child Indicators Research*, 16(4), 1643-1655. <https://doi.org/10.1007/s12187-023-10026-0>

This study proposed a moderated mediation model to examine the mediating effect of school subjective well-being and moderating effect of perceived social support in the relationship between bullying victimization and mathematics academic performance. A sample of 428 adolescents from northeast Brazil, ages ranging from 12 to 19 years ($M = 14.88$; $SD = 1.70$), students from middle and high school. Mediation analysis indicated that positive affects at school completely mediated the relationship between being bullied and math grades. Moderated mediation analysis further indicated that the overall perceived social support moderates the mediating pathway of bullying on school subjective well-being. The findings elucidated that positive feelings in the school context could benefit students' learning process, and the school's responsibility to improve the quality of social support provided to victims of bullying.

Goering, M., Albright, M. G., & Mrug, S. (2023). **The Effects of Pubertal Timing on Academic Performance in Adolescence and Career Success in Adulthood: Evidence from a 16-year Longitudinal Study.** *Journal of Youth and Adolescence*, 52(9), 1769-1787. <https://doi.org/10.1007/s10964-023-01814-6>

Previous research showed inconsistent effects of pubertal timing on adolescent academic performance and adult career success. Moreover, the relative importance of biological vs. perceived pubertal timing has not been examined. This study examined effects of biological and perceived pubertal timing on academic performance throughout adolescence and career success in adulthood together with sex differences in an understudied population of pre-dominantly Black youth from lower income families. The sample included 704 youth (52% male, 76% Black, 22% White) interviewed at four time points (Mean ages: 11.8, 13.2, 17.6, and 27.7 years). The results from a mediation path model showed that among males, perceived off-time pubertal timing uniquely predicted lower concurrent academic performance as well as lower objective career success in adulthood; this effect was mediated by lower academic performance throughout adolescence. Additionally, results from bivariate correlation analyses showed associations between early biological pubertal timing and lower concurrent academic performance in males and early perceived pubertal timing and lower concurrent academic performance among females. These findings contribute to the understanding of more nuanced links between pubertal timing, academic performance and subsequent career success in an understudied population of pre-dominantly Black youth from lower income families.

Kılınç, A. Ç., Polatcan, M., & Çepni, O. (2023). **Exploring the association between distributed leadership and student achievement: the mediation role of teacher professional practices and teacher self-efficacy.** *Journal of Curriculum Studies*, 55(3), 352-368. <https://doi.org/10.1080/00220272.2023.2216770>

This study explores how distributed leadership influences student reading achievement in Turkish high schools, with the mediating role of teacher professional practices and self-efficacy. After assembling school- and student-level data from the datasets of The Program for International Student Assessment (PISA) 2018 and The Teaching and Learning International Survey (TALIS) 2018, we conducted a multilevel structural equation model (MSEM) using the estimation method of Maximum Likelihood to analyse the structural links among our variables. The results revealed that distributed leadership had a significant indirect association with student reading achievement via teacher professional practices and teacher self-efficacy. This study adds nuance to the literature by indicating that

distributed leadership can make a difference in student achievement by promoting teachers' engagement in professional practices and their self-efficacy.

Mortaloni, Degeneffe, Perez, & Tucker. (2023). **Creating a Trauma-informed College Model for Improving Student Success**. *Community College Journal of Research and Practice*, 47(8), 537-553. <https://doi.org/10.1080/10668926.2022.2050840>

This study developed an equity-minded and trauma-informed model for improving community college student success rates. Since up to 94% of community college students have experienced trauma, it was imperative to establish a comprehensive approach to overcoming the resulting non-academic barriers and low completion rates. Since there is no existing research-based trauma-informed college model, the study used an institutional case study, qualitative research design and grounded theory analytic approach. The study's participants included 23 employees (nine staff, eight faculty, and six administrators) at a Southern California community college. Semi-structured interviews were utilized with unscripted follow-up questions. Grounded theory methods were applied to analyze the data and identify open, axial, and selective codes. The study's results include two core elements, "trust at all levels" and equity-mindedness, as well as five supporting themes, including institutional responsibility and top-down buy-in, alignment and integration of initiatives, ongoing professional development, individual commitment, and universal design. When presented together, the results create the Trauma-Informed College Model, which is a campus-wide culture of care and holistic support. Research findings can be utilized as a checklist for creating change at community college districts nationwide.

Pansu, P., de Place, A.-L., Bouffard, T., Blaise, F., Boissicat, N., Insel, H., ... Verkampt, F. (2021). **Le biais d'auto-évaluation de compétence scolaire : Risque ou opportunité pour la réussite des élèves ?** [Report]. Consulté à l'adresse Université Grenoble Alpes ; Université Toulouse Jean Jaurès ; Université du Québec (Montréal) ; Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche website: <https://hal.science/hal-04150879>

Les croyances de compétence peuvent être chez certains élèves un frein et chez d'autres un atout pour l'acquisition des apprentissages fondamentaux indispensables à leur avenir scolaire et social. Le programme SchoolBias s'est focalisé sur les jugements que les élèves ont de leur propre compétence scolaire, en particulier sur la différence entre leur potentiel réel et l'évaluation qu'il font de leur compétence. Cette différence rend compte du biais d'auto-évaluation de compétence scolaire. Ce biais peut être positif (surestimation de sa compétence scolaire) ou négatif (sous-estimation). Le programme comprend deux niveaux d'analyse distincts. A un niveau intra-individuel (élève), il s'agissait de recueillir des informations sur la dynamique des biais d'auto-évaluation de compétence scolaire (positif et négatif) et leurs effets sur les apprentissages fondamentaux à différents niveaux de la scolarité. A un niveau inter-individuel (jugement de l'enseignant), nous avons étudié comment les enseignants jugeaient les élèves ayant une évaluation biaisée, positive ou négative, de leur compétence scolaire. Enfin, nous avons étendu l'examen de l'impact de ces croyances à d'autres cultures. Vingt-deux études, toutes conduites en situation ordinaire de classe, ont été réalisées. Ces études ont impliqué plus de 5000 élèves de niveaux scolaires variés (de l'école élémentaire au collège) et plus de 200 enseignants. Elles ont combiné aussi bien des approches longitudinales (analyses de trajectoires développementales) et transversales que des devis expérimentaux et corrélacionnels. Une méthode d'entretiens

cognitifs structurés adaptée aux enfants a aussi été utilisé afin d'analyser les schémas de pensée des élèves biaisés positivement et négativement. L'examen des croyances de compétence des élèves dans différentes cultures (Chine, France, Québec et Russie) a également nécessité de mobiliser une méthodologie de validation transculturelle des échelles et plus largement du matériel utilisé. Les résultats des analyses de trajectoires montrent d'abord clairement que, dès le milieu d'école élémentaire, les élèves peuvent présenter un biais d'auto-évaluation dans une matière fondamentale, sans fatalement le présenter dans d'autres matières. Ils soulignent donc l'importance de considérer, non seulement, le biais d'auto-évaluation de compétence scolaire à un niveau global mais aussi spécifique. Ils indiquent ensuite que, toutes choses égales par ailleurs, surévaluer sa compétence scolaire est bénéfique à l'élève alors que la sous-estimer est délétère pour son ajustement scolaire, et ce tout au long de la scolarité. Au niveau intra-individuel, les élèves qui se surestiment sont plus motivés, s'auto-régulent bien, sont plus actifs dans leurs apprentissages et réussissent mieux que leurs pairs biaisés négativement. Au niveau inter-individuel, apparaissant plus en conformité avec les attentes du système scolaire, les enseignants leur accordent une plus-value et les jugent mieux que les autres. Ce pattern se retrouve aussi dans d'autres systèmes culturels. Enfin, on observe un manque de discernement des enseignants quant aux élèves biaisés positivement et négativement qu'ils ont du mal à identifier correctement. En conclusion, ce travail invite les acteurs du milieu éducatif à mieux saisir la complexité des évaluations de soi des élèves et leur implication dans les apprentissages des élèves et le jugement des enseignants. Il ouvre aussi des pistes de réflexions pour améliorer la prise en charge des élèves ayant des perceptions irréalistes négatives d'eux-mêmes.

Rõõm, M., Luik, P., & Lepp, M. (2023). **Learner success and the factors influencing it in computer programming MOOC.** *Education and Information Technologies*, 28(7), 8645-8663. <https://doi.org/10.1007/s10639-022-11535-1>

Learners' success in Massive Open Online Courses (MOOCs) and the factors influencing it have previously been examined mainly upon completion of the course. This approach does not reveal whether learners are fulfilling their initial intentions regarding MOOCs and which factors affect it and thus the individual success of the learners. This quantitative study using decision tree analysis with the CHAID growing method was conducted. The dependent variable was learners' success, and it was measured as a difference between learners' intentions and their actual course performance. Aspects of learners' background, engagement and motivations were used as independent variables to determine which of these affect learners' success in computer programming MOOC. Data was collected from learning platform and with voluntary questionnaire. The results showed that over two-thirds of the learners in this study were successful. Success was influenced by learners' prior education, use of the referred external materials, prior experience with programming and online courses, and only one motivational factor – Usefulness related to certification. Prior education had the strongest impact. The results indicate that learners' success is affected by previous learning experiences. It is suggested to complement learning materials with links to external materials and develop a range of support mechanisms for learners to choose from. This study expands previous research on learners' success, basing the measurement of success on learners' intentions. This knowledge can be useful for MOOC organisers who can re-evaluate the resources used on the courses.

Thomas, L., Hovdhaugen, E., & Sweetman, R. (2023). **Professional or student identity and commitment? Comparing the experiences of nursing students with literature on student success.** *Tertiary Education and Management*, 29(1), 93-106.
<https://doi.org/10.1007/s11233-023-09115-0>

Improving the rates of continuation and completion of nursing students is a priority to ensure there are sufficient qualified staff to deliver national healthcare services. In the literature, which is predominantly informed by research undertaken in traditional HE institutions with students studying conventional academic programmes, the development of a student identity and course commitment are identified as key components of persistence and success. This linear model assumes that student identity formation takes place during the transition into HE - and professional identities develop as graduates progress into the workplace. Qualitative research in the UK and Norway with nursing and midwifery students found that a strong desire to become a healthcare professional is often the starting point for enrolling in HE, rather than the culmination of the course. A strong future-facing professional identity and commitment sustain many students through the process of accessing and 'enduring' their nursing degree programmes that qualify them for practice. But these programmes do little to nurture professional commitment and identity, which could be harnessed to help these students to successfully complete their nursing studies. Recognising the differences between these professionally-oriented, future-facing students, and those studying traditional degree programmes, should inform approaches to improve the continuation and success of nurses. Their learning experience needs to be affirming and nurturing of this emerging professional identity to allow students to overcome academic and professional challenges they experience as they strive to become nurses, and allow them to fully embrace their professional identity.

Valeurs

Alì, M. (2023). **Cultures, savoirs et identités. Questions vives en anthropologie de l'éducation.** Consulté à l'adresse <https://hal.science/hal-01956914>

L'éducation, dans sa configuration la plus simple, est un processus de transmission de savoirs : une dynamique qui concerne à la fois notre nature d'Homo sapiens, notre appartenance à une communauté sociale et notre identité culturelle. Comment s'imbriquent ces différents niveaux et comment interagissent-ils ? Cet essai veut répondre à ces questions vives en proposant un cadre conceptuel à la découverte de certaines notions (la culture, les savoirs scolaires, l'identité, l'ethnicité, l'autochtonie et le multiculturalisme) tout en procédant à l'examen critique des théories et courants de pensée par le biais desquels l'éducation est appréhendée en tant que fait social. L'approche transdisciplinaire choisie par l'auteur permet un dialogue polyphonique entre les disciplines socio-anthropologiques, les sciences de l'éducation et les sciences politiques, avec l'ambition de relativiser et de déconstruire les nombreux stéréotypes et préjugés liés à l'éducation des autres et à la supériorité ou infériorité supposée de certains systèmes éducatifs.

Mutabazi, E., & Fabre, M. (2023). **Communautés et apprentissage de la citoyenneté** (1er édition). Consulté à l'adresse <https://www.editionsbdl.com/produit/communautes-et-apprentissage-de-la-citoyennete/>

Ce livre met en évidence le rôle des communautés dans l'apprentissage à la citoyenneté dans la période contemporaine

Piccoli, R. B. (2023). **La scuola e la verità**. *Swiss Journal of Educational Research*, 45(1), 53-63. <https://doi.org/10.24452/sjer.45.1.5>

This article's thesis affirms the essentialness of the principle of truth for the educational institution, in the Aristotelian sense of building links between learners and reality. Cognitive links that are the basis, on the one hand, of respect for the constraint to the neutrality of teaching and, on the other hand, education for democratic citizenship. Finally, evaluative links which, in their substance, represent an orientation to the growth of students and in their form accompany the latter in constantly questioning themselves. Developing these reflections, this article moves continuously between theory and practice, also offering two sections with ideas for formulating assessments and for managing incorrect behavior.

Tadlaoui-Brahmi, A., Alvarez, L., & Buttier, J.-C. (2023). **Towards an interdisciplinary theoretical model of Digital Citizenship Education Didactics**. *Swiss Journal of Educational Research*, 45(1), 27. <https://doi.org/10.24452/sjer.45.1.3>

The educational institutions in the French-speaking part of Switzerland have set education for digital citizenship and the development of a digital culture as new goals. The boundaries of these concepts, as well as their operationalization in teaching practices, remain to be defined more precisely. Following an analysis of the concepts of digital «citizenship» and «culture», the perceptions of 14 primary school teachers from the French-speaking part of Switzerland were documented. Their statements reveal a conceptual confusion and a need for clarification in the light of scientific literature. Consequently, a theoretical model named «Didactique de l'éducation à la citoyenneté numérique» is proposed in order to participate in the first steps towards a didactic transposition of conceptual elements.

Wagnon, S. (2023, juillet 6). **Quelle école dans un monde en surchauffe ?** Consulté 11 juillet 2023, à l'adresse The Conversation website: <http://theconversation.com/quelle-ecole-dans-un-monde-en-surchauffe-208152>

Si les bienfaits d'une éducation à la fois plus proches de la nature et plus sensible aux défis climatiques ne sont plus à démontrer, la route est encore longue pour les mettre en pratique.

Zabala Eisshofer, C. (2023). **Framing and Efficacy of University-Required Diversity Courses in the Research Literature**. *Review of Educational Research*, 93(4), 491-527. <https://doi.org/10.3102/00346543221123793>

This literature review examines the research in the last 30 years in relation to university-required diversity courses, as well as highlights areas that have been understudied. Utilizing the social justice rationale for diversity, this review analyzes 25 quantitative and qualitative research articles that address university-required diversity courses. This literature review unpacks the mixed results from quantitative studies as well as analyzes the case studies presented in qualitative research. The results highlight that addressing student bias is an important goal and framework for these courses, but that the ability to shift quantitative measures of bias is not clear. I also argue that research examining student work produced in required diversity courses and course design for strategies is largely absent from the field of study.