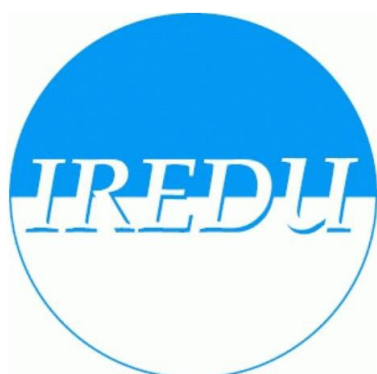


Veille de l'IREDU



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Acquisition de compétences

ADEA. (2023). **Rapport de synthèse général de la Triennale 2022 de l'ADEA : « Réflexion sur l'impact de la COVID-19 sur les systèmes éducatifs africains, et comment renforcer la résilience pour soutenir le développement des compétences pour le continent et au-delà »** (p. 73). Consulté à l'adresse Association pour le développement de l'éducation en Afrique website: https://www.adeanet.org/sites/default/files/publications/triennale_2022_de_ladea_rapport_de_synthese_general.pdf

L'Association pour le développement de l'éducation en Afrique (ADEA) a organisé avec succès la 3^e édition de sa Triennale avec le gouvernement mauricien par le biais du ministère de l'éducation, de l'enseignement supérieur, des sciences et de la technologie. L'objectif global de cet événement phare était de dresser un bilan, d'apprendre et de partager des expériences fructueuses sur l'impact de la pandémie de COVID-19 sur l'éducation et d'identifier et de s'engager collectivement à développer, les moteurs et les conditions nécessaires pour renforcer la résilience des systèmes éducatifs africains pour le développement des compétences. Cet événement a été abrité par l'hôtel Le Méridien du 19 au 21 octobre 2022 sous le thème général « Réflexion sur l'impact de la COVID-19 sur les systèmes éducatifs africains et comment renforcer la résilience pour soutenir le développement des compétences pour le continent et au-delà ».

Alexandre, F. (2023). **Portrait de compétences en lecture de cégépiens selon deux approches contrastées d'enseignement de la littérature : l'approche historicoformelle et l'approche subjective** (Phd, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse <https://depositum.uqat.ca/id/eprint/1401/>

Cette recherche qualitative interprétative à visée descriptive consiste en la mise en oeuvre de deux séquences d'enseignement-apprentissage contrastées, reposant respectivement sur la lecture analytique et l'investissement subjectif, afin de comprendre les compétences en lecture (compréhension, interprétation, appréciation) des cégépiens. Après leur validation didactique grâce à la méthode Delphi, les deux séquences ont été expérimentées auprès de cégépiens (n=58) répartis dans quatre groupes différents (deux groupes par séquence) du cours Littérature et imaginaire (601-102-MQ). Nous avons ainsi pu collecter les productions écrites (réponses à un questionnaire et rédaction de 300 mots) des participants et leurs rétroactions écrites sur les activités qu'ils ont vécues. Nous avons recouru à l'analyse de contenu pour analyser ces données. Les résultats suggèrent que les compétences des cégépiens ayant vécu les activités favorisant l'investissement subjectif sont mieux développées. Ils révèlent également le besoin des cégépiens de réaliser des activités et d'être accompagnés pendant leur lecture afin de vivre une expérience signifiante. Les activités faisant appel au questionnement, à la créativité et à l'imagination semblent plus engageantes pour favoriser le développement des compétences en lecture des cégépiens ainsi que leur appétence. Nos résultats soulignent aussi l'importance de l'articulation de diverses pratiques langagières pour nourrir ces compétences. This descriptive qualitative interpretative research consists of the implementation of two contrasting lessons sequencing, based respectively on analytical reading and subjective investment, in order to understand the reading skills (comprehension, interpretation, appreciation) of the college students. After their didactic validation using the Delphi method, the two lessons sequencing were tested with college students (n=58) divided into four different

groups (two groups per lesson sequencing) of the course Littérature et imaginaire (601-102-MQ). We were able to collect the participants' written productions (answers to a questionnaire and a 300 words essay) as well as their written feedback on the activities they experienced. We conducted a content analysis to analyze those data. The results suggest that the skills of the students who experienced the activities promoting subjective investment are better developed. They also reveal the need of the students to participate to learning activities and to be accompanied during their reading in order to live a meaningful experience. Activities that promoting creativity, questioning and imagination seem to be more engaging for the development of students' reading skills as well as their interest in reading. Our results also highlight the importance of articulating various language practices to nurture those reading skills.

Barrera-Osorio, F., Kugler, A., & Silliman, M. (2023). **Hard and Soft Skills in Vocational Training: Experimental Evidence from Colombia.** *The World Bank Economic Review*, 37(3), 409-436. <https://doi.org/10.1093/wber/lhad007>

This paper studies the effects of an oversubscribed job-training program on skills and labor-market outcomes using both survey and administrative data. Overall, vocational training improves labor-market outcomes, particularly by increasing formal employment. A second round of randomization evaluates how applicants to otherwise similar job-training programs are affected by the extent that hard versus soft skills are emphasized in the curriculum. Admission to a vocational program that emphasizes technical relative to social skills generates greater short-term benefits, but these relative benefits quickly disappear, putting participants in the technical training on equal footing with their peers from the soft-skill training in under a year. Results from an additional randomization suggest that offering financial support for transportation and food increases the effectiveness of the program. The program fails to improve the soft skills or broader labor-market outcomes of women.

Bekkouche, Y., Houngbedji, K., & Koussihouede, O. (2022). **Rainy days and learning outcomes: evidence from Sub-Saharan Africa** (p. 29 p. multigr.) [Research Report]. Consulté à l'adresse DIAL website: <https://hal.science/hal-04170238>

We combined information on daily rainfall at school locations and standardized test scores to study how learning outcomes at primary schools are affected by precipitation during school days in Sub-Saharan Africa. Our results suggest that student test scores are lower in schools that are exposed to more rainy days during the academic year. Students in locations that had more rainy school days are also more likely to experience grade repetition. We tested the mechanisms through which rainfall affects learning outcomes in our study area and found that teachers are more likely to be absent in locations with more rainy school days. We discuss the implications of these results and draw attention to policy options to mitigate learning loss during rainy school days.

Besse-Patin, B. (2023). **How play becomes educational: case study in an out-of-school club in France.** *Ethnography and Education*, 0(0), 1-17. <https://doi.org/10.1080/17457823.2023.2252951>

Based on direct observations in an out-of-school club in France, this paper discusses the different forms of actions grouped under the general term of 'play' initiated either by the children or their animateurs. After presenting the fieldwork, the first part of the paper aims to untangle the complex web of frameworks that organise out-of-school times and spaces depending on the different engagements and levels of involvement on the part

of the children and their animateurs. The analysis then describes how games and other organised play activities can be formalised through an educational process led by adult agenda and contribute to a better understanding of the complexity of the relationships between leisure and education.

Bregvadze, T., & Medjad, K. (2023). **Patterns and purposes in the uses and misuses of the term 'critical thinking' in the social sciences.** *European Journal of Education*, 58(3), 462-476. <https://doi.org/10.1111/ejed.12562>

This article analyses the uses and representations of the term "critical thinking" in the social science literature, based on a qualitative content analysis of titles, abstracts and keywords retrieved from the SCOPUS database for Germany, France and Russia over the last two decades. Our analysis focuses on how the use of the term "critical thinking" has increased over time, in which contexts the term is used and in which part of article texts it is used. Our findings are counterintuitive on several levels. First, the term "critical thinking" is seldom used in a pluri-disciplinary context. More commonly, it is used within specific discourses—notably education. Second, we found that it is mainly used instrumentally, rather than analytically. Third, most of the articles that use the term do not engage in actual critical analysis. There are also important geographic variation in the use of the term. In articles from Germany and Russia the term is used in similar ways—and differently in France. These nuances are difficult to analyse however, due to the different topics addressed, as well as author preferences. The use of the term "critical thinking" is diverse; indeed, at times weak and paradoxical. Finally, we discuss how editorial policy in academic journals possibly influences the discourse on critical thinking.

Cahier, M. L., Labbé, S., & Marengo, N. (2019). **Faut-il (encore) questionner le modèle des compétences ?** In *Le travail en mouvement* (p. 240-249). Consulté à l'adresse <https://hal.science/hal-04178256>

En formation initiale et continue, dans le travail et l'emploi, on ne parle plus que de « compétences ». Pourtant, un grand flou entoure toujours cette notion si on la compare aux références traditionnelles de « métier », « qualification » ou « niveau de diplôme ». À qui profite ce flou ? Comment objectiver les compétences ? Les « compétences » seraient-elles un modèle idéologique, destiné à individualiser à l'excès la relation de travail dans l'intérêt des entreprises, ou au contraire un système libérateur pour les salariés, permettant de sortir de la dictature du diplôme et des nomenclatures, et favorisant ainsi l'émancipation individuelle ?

Capella-Peris, C., Cosgrove, M. M., Salvador-García, C., & Maravé-Vivas, M. (2023). **How to Promote Social Entrepreneurship on Urban Education? An Active Learning Implementation.** *Education and Urban Society*, 55(7), 771-791. <https://doi.org/10.1177/00131245221083551>

This paper analyzes the effects of active learning (AL) on the social entrepreneurship (SE) of physical education teacher education students (n = 158) from an Urban School. AL participants applied several strategies including but not limited to flipped classroom, problem solving, team projects, or case studies. The topic was approached using mixed methods with methodological triangulation. Quantitative evidence was gathered through a quasi-experimental design of six non-equivalent groups implementing the Social Entrepreneurship Competency Scale (SECS). Meanwhile, qualitative analysis was undertaken analyzing 119 reflective journals. Quantitative results provide significant evidence regarding the positive effect of AL on SE. Qualitative analysis complements this

view describing how SE was developed (e.g., providing-receiving feedback among peers). Additionally, data transformation displays an alternative analysis of the benefit provided. Our results display how AL improves SE of physical education teacher education students, enhancing new research into this direction to meet current education demands.

Chinn, C. A., Yoon, S. A., Hussain-Abidi, H., Hunkar, K., Noushad, N. F., Cottone, A. M., & Richman, T. (2023). **Designing learning environments to promote competent lay engagement with science.** *European Journal of Education, 58*(3), 407-421. <https://doi.org/10.1111/ejed.12573>

An important goal of science education is promoting scientific literacy—the competence to interact with science as laypeople to solve problems and make decisions in their personal and community lives. This is made more challenging in an age of increasing science denialism. In this article, we discuss how to design learning environments for science education that can help students attain scientific literacy. We argue that science curricula should encompass lessons with two distinguishable foci. One focus engages students in understanding the reliability of science. The second focus engages students as laypeople interacting with science in the public sphere. We discuss these two curricular foci, presenting examples from our own work on designing and implementing instruction with the first focus.

Cinar, E., Fitzpatrick, C., Almeida, M. L., Camden, C., & Garon-Carrier, G. (2023). **Motor Skills are More Strongly Associated to Academic Performance for Girls Than Boys.** *Canadian Journal of School Psychology, 38*(3), 252-267. <https://doi.org/10.1177/08295735231173518>

This study investigated the contribution of fine and gross motor skills to academic and attentional performance at school entry among 832 boys and girls. Children were tested on their fine and gross motor skills (locomotor, object control) and their academic performance in receptive vocabulary, number knowledge, and attentional skills at 6 to 7 years old. Results from ordinary least square models adjusted for family income, maternal education attainment, and early cognitive skills at 41 to 48 months revealed that fine motor skills significantly predicted receptive vocabulary, number knowledge, and attention skills. The associations between fine motor skills with receptive vocabulary and attention were stronger for girls than boys. Better performance in locomotor also significantly predicted higher levels of receptive vocabulary while object control was positively associated with attentional skills among girls only. Children with better motor abilities, especially fine motor skills, are more likely to be successful in the areas requiring language, numeracy, and attentional skills. Thus, motor skills should be a focus of interest for increasing academic and attentional skills level at school entry, particularly in girls.

Cortés-Albornoz, M. C., Ramírez-Guerrero, S., García-Guáqueta, D. P., Vélez-Van-Meerbeke, A., & Talero-Gutiérrez, C. (2023). **Effects of remote learning during COVID-19 lockdown on children's learning abilities and school performance: A systematic review.** *International Journal of Educational Development, 101*, 102835. <https://doi.org/10.1016/j.ijedudev.2023.102835>

This systematic review describes the effects of COVID-19 lockdowns on children's learning and school performance. A systematic search was conducted using three databases. A total of 1787 articles were found, and 24 articles were included. Overall, academic performance was negatively affected by COVID-19 lockdowns, with lower scores in

standardized tests in the main domains compared to previous years. Academic, motivational, and socio-emotional factors contributed to lower performance. Educators, parents, and students reported disorganization, increased academic demands, and motivational and behavioral changes. Teachers and policymakers should consider these results in developing future education strategies.

Dagar, P. (2023). **Rethinking skills development and entrepreneurship for refugees: The case of five refugee communities in India.** *International Journal of Educational Development*, 101, 102834. <https://doi.org/10.1016/j.ijedudev.2023.102834>

This paper explores the understudied yet greatly relevant relationship between entrepreneurship and skills development for refugees in India from five different communities: Afghan, Rohingya, Tibetan, Chin, and Somali. Building on interviews, focus groups and participatory drawings from 66 refugees and staff respondents, it foregrounds the compounded interplay of skills development with intersectional oppression of refugees and their socio-political freedoms in navigating livelihoods and entrepreneurship avenues. By combining capabilities with intersectionality, the paper argues that the idea of entrepreneurship for refugees should seek to move beyond the neoliberal agenda of self-employment and self-reliance and towards well-being, social integration, and holistic development.

Davies, M., Xie, Y., & Girard, P. (2023). **Valuing adolescent students' street smarts to foster critical thinking.** *European Journal of Education*, 58(3), 447-461. <https://doi.org/10.1111/ejed.12567>

The New Zealand Ministry of Education has included an increase in the expectations of critical thinking for secondary students across curricula. However, New Zealand has a history of inequitable opportunities for minority students to learn critical thinking. This article presents a framework designed for adolescent learners to make critical thinking equitable and accessible through valuing student experiences or Street Smarts. A mixed methods study trialled the critical thinking talk model Street Smarts. There were 33 teacher participants and 824 student participants (average age 15 years). Students identified ethnically as New Zealand European (46.1%), 17.1% as Asian, 10.6% as Pasifika, 5.2% as Māori, and 4.3% as other; and as undisclosed ethnicity (16.7%). Descriptive statistics of all the critical thinking indicators showed that Providing a statement of evidence was the most frequently observed indicator in both 2018 and 2019, followed by Building points and Uptake questions. The deeper cognitive features of High-level questioning, Recognising power structures in society and developing Situated awareness were observed in classes with high academic ability and far less so in several classes of mixed academic ability and low academic ability. However, where teachers had allowed the opportunity for students identified in the low academic ability group to share their stories and experiences of the controversy, these students demonstrated deeper cognitive features in their discussions. We conclude that more time and opportunity should be given to adolescent students, particularly minority students and students in low ability classes, to share their narratives and stories before discussing controversial topics.

Elen, J., & Verburch, A. (2023). **Fostering critical thinking: Features of powerful learning environments.** *European Journal of Education*, 58(3), 434-446. <https://doi.org/10.1111/ejed.12568>

Critical thinking is a recurrent educational ambition. At the same time, it is not self-evident how that ambition can be realised. This is partly due to the different perspectives from

which Critical Thinking can be approached. The literature on critical thinking is extensive and diverse, different meanings and aspects of critical thinking have been explored. However, there is agreement among several researchers that critical thinking entails both ability and attitudinal components. Research in psychology on different types of cognitive processing has similarly pointed to the importance of both skills and attitudes. This article builds on a tripartite notion of disposition that has been proposed in the context of education. The tripartite dispositional perspective on which we elaborate highlights the importance of ability, inclination and sensitivity. We describe and discuss an educational protocol aligned with the tripartite conceptualisation of disposition. The protocol identifies characteristics of powerful learning environments. We propose that the proposed educational protocol—aligned to Critical Thinking education goals, conditions and interventions—can be used for fostering critical thinking. More specifically, the use of four types of interventions are recommended: (1) modelling, (2) inducing, (3) declaring and (4) surveillance. Finally, we underscore that there is a need for further research on the use of the educational protocol.

Estrellado, E., Charoensilp, P., & Yamada, S. (2023). **The effects of game-based soft skills training: A quasi-experiment with Ethiopian garment workers.** *International Journal of Educational Development*, 101, 102823. <https://doi.org/10.1016/j.ijedudev.2023.102823>
Soft skills are an essential determinant of worker productivity. This study investigates the efficacy of a game-based soft skills training program conducted with 501 workers in Ethiopia's garment sector. The training was based on behavior modeling theory and included two board games and reflection activities to help participants connect and apply soft skills to their work contexts. The study evaluates the training program, pre- and post-training questionnaires, and a statistical analysis, which indicates that the training resulted in significant positive improvements in the work-related soft skills of participants.

Hanushek, E. A., Jacobs, B., Schwerdt, G., van der Velden, R., Vermeulen, S., & Wiederhold, S. (2023). **Where do STEM graduates stem from? The intergenerational transmission of comparative skill advantages** (IWH Discussion Paper N° 13/2023). Consulté à l'adresse Halle Institute for Economic Research (IWH) website: <https://econpapers.repec.org/paper/zbwihdps/132023.htm>
The standard economic model of occupational choice following a basic Roy model emphasizes individual selection and comparative advantage, but the sources of comparative advantage are not well understood. We employ a unique combination of Dutch survey and registry data that links math and language skills across generations and permits analysis of the intergenerational transmission of comparative skill advantages. Exploiting within-family between-subject variation in skills, we show that comparative advantages in math of parents are significantly linked to those of their children. A causal interpretation follows from a novel IV estimation that isolates variation in parent skill advantages due to their teacher and classroom peer quality. Finally, we show the strong influence of family skill transmission on children's choices of STEM fields.

Kikas, E., Eisenschmidt, E., & Granström, M. (2023). **Conceptualisation of learning to learn competence and the challenges of implementation: The Estonian experience.** *European Journal of Education*, 58(3), 498-509. <https://doi.org/10.1111/ejed.12571>
The importance of students' learning to learn competence for academic achievement, as well as their well-being at school and in life, is increasingly emphasised by educators and policy makers in national curricula and educational strategies. In an uncertain and

complex world, learners need to become autonomous, be able to analyse challenges and apply knowledge in different contexts, address complex tasks, and create new knowledge. This article explores concepts and approaches to the development of students' learning to learn competence in the context of education in Estonia. First, the conceptualisation, model and dimensions of learning to learn competence are described and related challenges for teachers are analysed. Second, an overview of Estonian teachers' current practices, beliefs, knowledge, skills and occupational standards relevant to students' learning to learn competence is provided. We discuss how Estonian teacher education policy may enhance or inhibit the work of teachers when supporting students to develop learning to learn competence. Future directions for teacher educators and how to prepare teachers to support the development of students' learning to learn competence are suggested.

Llorente-Cejudo, C., Barragán-Sánchez, R., Puig-Gutiérrez, M., & Romero-Tena, R. (2023). **Social inclusion as a perspective for the validation of the « DigCompEdu Check-In » questionnaire for teaching digital competence.** *Education and Information Technologies*, 28(8), 9437-9458. <https://doi.org/10.1007/s10639-022-11273-4>

Making use of digital technologies and all the possibilities that benefit education is one of the objectives of the European Framework for the Digital Competence of Educators, as well as their potential for personal development and social inclusion, among other aspects. The aim of this study was to validate the «DigCompEdu Check-In» scale as an instrument for the self-reflection of educators regarding their digital competence from the perspective of social inclusion. This questionnaire provides a more accurate view of the digital competence framework and allows self-evaluating the strengths and weaknesses/needs of educators in digital learning. Exploratory and confirmatory factor analyses were performed, using structural equations. The study sample consisted of 2,262 faculty members from different public universities of Andalusia (Spain). The obtained results show the reliability and validity of the instrument and allow generating accurate scientific knowledge for the improvement of education quality and social inclusion, in both university and non-university institutions.

Marconi, G. (2023). **Does English instruction teach more reading than listening skills?: Evidence from 15 European education systems.** <https://doi.org/10.1787/ca4a736c-en>

This study investigates whether English formal instruction and a number of teaching practices are more strongly associated with reading or listening English skills, using data from a large-scale assessment of English skills among 14- and 15-year-olds in 15 European education systems in 2012. The results indicate that the skill difference between reading and listening skills is positively associated with: more years spent learning English in school; more hours of current English instruction; and even indicators of quality of English instruction. In addition, the use of different teaching materials and the emphasis put on oral skills in the classroom are also associated with the difference between reading and listening skills. These results are based on a methodology developed specifically for this study, and they confirm the usefulness of separately measuring foreign language skills for policy analysis.

McKnight, L., & Nicholas, M. (2023, juillet 2). **Pourquoi continuer d'apprendre à écrire à la main dans un monde d'IA.** Consulté 30 août 2023, à l'adresse The Conversation website: <http://theconversation.com/pourquoi-continuer-dapprendre-a-ecrire-a-la-main-dans-un-monde-dia-208766>

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

Misquitta, R., Shenoy, S., Ghosh, A., & Kotwal, N. (2023). **Examining the technical adequacy and efficacy of FABLE to identify students at-risk for reading difficulties in India.** *Asia Pacific Education Review*, 24(3), 319-329. <https://doi.org/10.1007/s12564-022-09751-y>

This paper addresses the need for effective curriculum-based measures (CBMs) to assess foundational literacy skills in India. It seeks to answer the questions: What is the reliability and validity of the FABLE app in the Indian context? What is the efficacy of the FABLE app in identifying students who are at-risk for reading difficulties? There are currently no tools in place that can be used to screen and monitor early reading skills in elementary grades. We present data from a pilot study on India's first digital CBM tool, Fluency Assessment for Benchmarking in Literacy education (FABLE), to screen for and identify students at-risk for reading difficulties. This study was conducted in Mumbai, India, and participants included students in Grade 3 attending an English medium private school. It serves three primary goals within the Indian context: (a) to examine reliability and validity data supporting the use of the tool; (b) to compare FABLE scores to teacher judgment; and (c) to identify the correct words per minute and accuracy levels below which students were identified as being at-risk. These metrics are presented as an initial step towards developing preliminary CBM benchmarks for India.

Mulvey, K. L., McGuire, L., Mathews, C., Hoffman, A. J., Law, F., Joy, A., ... Rutland, A. (2023). **Preparing the Next Generation for STEM: Adolescent Profiles Encompassing Math and Science Motivation and Interpersonal Skills and Their Associations With Identity and Belonging.** *Youth & Society*, 55(6), 1207-1230. <https://doi.org/10.1177/0044118X221085296>
Science, technology, engineering, and math (STEM) workers need both motivation and interpersonal skills in STEM disciplines. The aims of the study were to identify clusters of adolescents who vary in math and science motivation and interpersonal skills and to explore what factors are related to membership in a high math and science motivation and interpersonal skills cluster. Participants included 467 adolescents (312 female; Mage = 15.12 to SD = 1.71 year) recruited from out-of-school STEM programs in the US and UK. Findings from latent class analyses revealed four clusters, including a "High Math and Science Motivation and Interpersonal Skills" group, as well as groups that exhibited lower levels of either motivation or interpersonal skills. STEM program belonging, and STEM identity are related to membership in the high motivation and skills cluster. Findings provide insight into factors that may encourage motivation and interpersonal skills in adolescents, preparing them for STEM workforce entry.

Pasquinelli, E., & Richard, O. (2023). **Critical thinking as the ability to sort and qualify the information available, to form one's own judgement.** *European Journal of Education*, 58(3), 422-433. <https://doi.org/10.1111/ejed.12565>

In an era marked by an excessive exposure to information and disinformation, this article explores how the public in France engages with critical thinking on the topics of scientific information and knowledge, as well as associated debates. First, a panel survey was carried out in 2022 by the science education centre Universcience in Paris in collaboration with the survey institute GECE. A total of 3,218 respondents participated in the survey in France. The survey questions focused on three themes: (1) the substantial

relationship between respondents' scientific reasoning and critical thinking; (2) sources that respondents used for information, particularly on scientific subjects, to form an understanding of current events; (3) respondent relationships to discourses in the sciences and otherness in reasoning. In this study, critical thinking was defined as the ability to sort and make sense of available information and to question one's opinions. Also, the ability to discern trustworthy sources and information. In this approach, critical thinking is a condition for correctly assessing information on science topics. This is understood to include knowledge about science, its processes of knowledge production, and quality sources of information in the natural sciences. In this study, a Barometer of Critical Thinking was developed, and a survey was carried out. Survey results and the development of the barometer are described. Finally, we discuss how developing scientific literacy (knowledge about scientific facts, methods, practices and sources) is crucial in order to foster critical thinking on scientific information, knowledge, debates, and beyond.

Ramsarup, P., McGrath, S., & Lotz-Sisitka, H. (2023). **Reframing skills ecosystems for sustainable and just futures.** *International Journal of Educational Development*, 101, 102836. <https://doi.org/10.1016/j.ijedudev.2023.102836>

The current dominant approach to vocational education and training (VET) does not work in theory, policy or practice in current contexts of unsustainability and global inequality. Nor is it fit for future purpose. Drawing on a large-scale research collaboration between four universities, funded by the UK's Global Challenges Research Fund, with co-funding and funding in-kind from global south partners, this paper is a contribution to imagining new VET futures. It looks iteratively, reflexively and expansively at how our experience of VET system development involving boundary crossing between formal and informal VET systems interfaces with recent Northern work on the conceptualisation of social skills ecosystems, and how this concept can be expanded to address the challenge of skills for just transitions in the global South. We advance the skills ecosystems approach ontologically by drawing on critical realism (a growing trend in VET and development research). This allows us both to move beyond the structure-agency divide that has bedeviled the field, and with it the tendency to monoscalar analysis. Rather, we argue that accounts of VET and development must address both structure and agency, and their interplay, and must be multiscalar. This reading allows us to focus on the central importance of relationality. We argue that it is through networks and relationships that the precarious worlds of learning and work are brought together.

Ruano-Borbalan, J.-C. (2023). **Understanding and fostering the development of critical thinking education and competences.** *European Journal of Education*, 58(3), 347-353. <https://doi.org/10.1111/ejed.12572>

Shi, Y., Yang, H., Dou, Y., & Zeng, Y. (2023). **Effects of mind mapping-based instruction on student cognitive learning outcomes: a meta-analysis.** *Asia Pacific Education Review*, 24(3), 303-317. <https://doi.org/10.1007/s12564-022-09746-9>

Mind mapping is a visualization tool used in instruction that can be applied by learners to generate ideas, take notes, organize thinking, and develop concepts. Instruction using mind mapping is becoming increasingly commonly used in education. However, research has produced inconsistent results regarding the effectiveness of mind mapping-based instruction on student learning outcomes. Using the meta-analysis of 21 studies, this study investigates the overall effectiveness of the mind mapping-based instructions on students' learning outcomes in comparison with that of traditional instruction. Mind

mapping-based instruction has been found to have a more positive influence on students' cognitive learning outcomes than traditional instruction. Analysis of moderator variables suggests that the subject matter and educational level are important factors in the effectiveness of mind mapping-based instruction. Lower-grade students are more susceptible to the influence of mind mapping-based instruction than higher-grade students, and mind mapping-based instruction helps students improve their cognitive learning outcomes in all subjects, especially in the Science, Technology, Engineering, and Math disciplines.

Tanguy, E., Pichon, A., Boiteux, C., Bouan, D., & Llorca, F. (2023, juin 5). **La nature de l'homme : avoir conscience de ses compétences**. Présenté à Questions de Pédagogies dans l'Enseignement Supérieur. Consulté à l'adresse <https://nantes-universite.hal.science/hal-04159776>

Afin d'aider ses étudiants de troisième année de licence en France à prendre conscience de leur montée en compétences durant son enseignement, un enseignant universitaire met en place un dispositif comprenant un référentiel, un outil numérique d'autopositionnement et des temps d'échange enseignant-étudiant. Ce dispositif est décrit et son impact sur la prise de conscience des étudiants dans le développement de leurs compétences est étudié.

Van Damme, D., Zahner, D., Cortellini, O., Dawber, T., & Rotholz, K. (2023). **Assessing and developing critical-thinking skills in higher education**. *European Journal of Education*, 58(3), 369-386. <https://doi.org/10.1111/ejed.12563>

Generic skills such as critical thinking, problem solving, and communication are essential for students' success in higher education and their careers. This article presents findings from an international study of students' (n ≈ 120,000) generic skills from six countries using a performance-based assessment. Results indicate that higher education students, on average, gain generic skills between entry and exit. However, learning gain is less marked than could be expected and varies significantly among country samples. Various background variables such as gender, ethnicity, parental level of education, and primary language are also explored. The authors conclude that it is feasible to reliably and validly measure generic skills in a cross-cultural context and that assessment of these skills is an essential component of best practices in higher education.

Vincent-Lancrin, S. (2023). **Fostering and assessing student critical thinking: From theory to teaching practice**. *European Journal of Education*, 58(3), 354-368. <https://doi.org/10.1111/ejed.12569>

In an age of innovation and digitalisation, critical thinking has become one of the most valued skills in the labour market. This paper shows how teachers can empower students to develop their students' critical thinking. After recalling why critical thinking matters for democracy and the economy, a definition of critical thinking is outlined. Next, a demonstration is given of how the concept critical thinking can be translated and simplified using teacher-friendly rubrics that can support the design or redesign of lesson plans, teacher observations and formative assessment—as well as standardised assessments. In conclusion, the paper argues that critical thinking should be mainstreamed in all subjects in school curricula, and that it leads to deeper understanding of subject matter content.

Zhang, Q., Liu, Z., & Shen, H. (2023). **Challenges to improving higher education students' critical thinking capacity in China**. *European Journal of Education*, 58(3), 387-406. <https://doi.org/10.1111/ejed.12570>

Drawing on data from the 2016 National Assessment of Collegiate Capacity in China, the study on which this article reports explored the value-added effects of critical thinking capacity in higher education. Specifically, the analysis was developed using the difference in residuals model based on the Hierarchical Linear Modelling approach. The results show that, first, critical thinking capacity is malleable and can be improved through undergraduate education. Second, the results demonstrate that the value-added effects of undergraduate education on college students' critical thinking capacity are heterogeneous. Only half of the value-added effects achieved in higher education in China were positive. Third, the size of value-added effects was not fully aligned with the level of the institutions. High-ranking universities did not always perform well in achieving high value-added effects on critical thinking capacity. This study analyses the reasons why some universities in China face insurmountable challenges in efforts to improve college students' critical thinking capacity. Challenges are highlighted from multiple perspectives. Corresponding improvement strategies are proposed in the concluding discussion.

Aspects économiques de l'éducation

Anand, G., Atluri, A., Crawford, L., Pugatch, T., & Sheth, K. (2023a). **Improving school management in low and middle income countries: A systematic review** (GLO Discussion Paper Series N° 1294). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1294.htm>

Improving school quality in low and middle income countries (LMICs) is a global priority. One way to improve quality may be to improve the management skills of school leaders. In this systematic review, we analyze the impact of interventions targeting school leaders' management practices on student learning. We begin by describing the characteristics and responsibilities of school leaders using data from large, multi-country surveys. Second, we review the literature and conduct a metaanalysis of the causal effect of school management interventions on student learning, using 39 estimates from 20 evaluations. We estimate a statistically significant improvement in student learning of 0.04 standard deviations. We show that effect sizes are not related to program scale or intensity. We complement the meta-analysis by identifying common limitations to program effectiveness through a qualitative assessment of the studies included in our review. We find three main factors which mitigate program effectiveness: 1) low take-up; 2) lack of incentives or structure for implementation of recommendations; and 3) the lengthy causal chain linking management practices to student learning. Finally, to assess external validity of our review, we survey practitioners to compare characteristics between evaluated and commonly implemented programs. Our findings suggest that future work should focus on generating evidence on the marginal effect of common design elements in these interventions, including factors that promote school leader engagement and accountability.

Anand, G., Atluri, A., Crawford, L., Pugatch, T., & Sheth, K. (2023b). **Improving School Management in Low and Middle Income Countries: A Systematic Review** (IZA Discussion Paper N° 16252). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16252.htm>

Improving school quality in low and middle income countries (LMICs) is a global priority. One way to improve quality may be to improve the management skills of school leaders. In this systematic review, we analyze the impact of interventions targeting school leaders' management practices on student learning. We begin by describing the characteristics and responsibilities of school leaders using data from large, multi-country surveys. Second, we review the literature and conduct a meta-analysis of the causal effect of school management interventions on student learning, using 39 estimates from 20 evaluations. We estimate a statistically significant improvement in student learning of 0.04 standard deviations. We show that effect sizes are not related to program scale or intensity. We complement the meta-analysis by identifying common limitations to program effectiveness through a qualitative assessment of the studies included in our review. We find three main factors which mitigate program effectiveness: 1) low take-up; 2) lack of incentives or structure for implementation of recommendations; and 3) the lengthy causal chain linking management practices to student learning. Finally, to assess external validity of our review, we survey practitioners to compare characteristics between evaluated and commonly implemented programs. Our findings suggest that future work should focus on generating evidence on the marginal effect of common design elements in these interventions, including factors that promote school leader engagement and accountability.

Antman, F. M., & Cortes, K. E. (2023). **The Long-Run Impacts of Mexican American School Desegregation.** *Journal of Economic Literature*, 61(3), 888-905.
<https://doi.org/10.1257/jel.20221704>

court ruling based on school start age. Results point to a significant increase in educational attainment for Hispanics who were fully exposed to school desegregation.

Bach, M. (2023). **Heterogeneous responses to school track choice: Evidence from the repeal of binding track recommendations.** *Economics of Education Review*, 95, 102412.
<https://doi.org/10.1016/j.econedurev.2023.102412>

This paper studies how introducing free school track choice in Germany's between-school tracking system through a repeal of binding track recommendations affects track decisions by socio-economic status (SES). While highest track enrollment increases for previously ineligible high-SES students relative to comparable low-SES students, the SES gap does not increase. This is because previously eligible low-SES student become more likely to enroll in the highest track. A key mechanism for this response appears to be lower preferences for the intermediate track due to concerns about the inflow of mostly low-achieving and low-SES students from the lowest track after the repeal.

Balestrino, A., Grazzini, L., & Luporini, A. (2023). **School Fees and Vouchers when Quality of Education Matters** [Working Papers - Economics]. Consulté à l'adresse Università' degli Studi di Firenze, Dipartimento di Scienze per l'Economia e l'Impresa website:
https://econpapers.repec.org/paper/frzwpaper/wp2023_5f02.rdf.htm

The aim of this paper is to analyse the role that quantity and quality of education may play in the design of public policies. In our model, education does not generate externalities nor is considered as a merit good, but educated people enjoy a premium on their incomes. Households live in two areas with different socio-economic characteristics. Altruistic parents choose both the amount and the quality of schooling they want for their children. The government is assumed to provide a composite education service which has a quantity as well as a quality dimension, and is financed

mainly via taxes on the income of the parents. We investigate the effects on altruistic parents' social welfare of balanced-budget policy reforms aimed at introducing or raising i) school fees, and ii) vouchers meant to compensate the costs of attending high-quality schools. We show that in general school fees improve parents' welfare while vouchers do not. Parents' altruism is not enough to support high levels of quantity and quality of education: it is not necessarily sufficient to induce them to choose full-time education for their children, and is never sufficient for them to support the introduction of the voucher for quality.

Berlingieri, F., Diegmann, A., & Sprietsma, M. (2023). **Preferred field of study and academic performance.** *Economics of Education Review*, 95, 102409. <https://doi.org/10.1016/j.econedurev.2023.102409>

This paper investigates the impact of studying the first-choice university subject on dropout and switching field of study for a cohort of students in Germany. Using detailed survey data, and employing an instrumental variable strategy based on variation in the local field of study availability, we provide evidence that students who are not enrolled in their preferred field of study are more likely to change their field, delay graduation and drop out of university. The estimated impact on dropout is particularly strong among students of low socio-economic status and is likely to be driven by lower effort and motivation.

Bertoletti, A., Cannistrà, M., Soncin, M., & Agasisti, T. (2023). **The heterogeneity of Covid-19 learning loss across Italian primary and middle schools.** *Economics of Education Review*, 95, 102435. <https://doi.org/10.1016/j.econedurev.2023.102435>

This paper investigates the heterogeneous impact of school closures during Covid-19 pandemic in Italy on academic performance across different schools, grades, subjects and groups of students. Our analysis utilises an innovative dataset that combines administrative data on standardised tests in grades 5 and 8 with a specifically-designed survey that collects information about teachers' practices between February and June 2020. Firstly, by employing a multilevel (mixed-effects) model, we estimate the extent of learning loss and examine its variability across schools, for students in primary and middle levels during the school year 2020/21. The findings confirm that learning loss has been considerable (between 0.05 and 0.27 SD) although heterogeneity across disciplines and grades exists – higher in English in grade 5, and in mathematics and reading in grade 8. Secondly, as a main contribution of the paper, we explore the mechanisms behind the substantial differences observed across schools, which can be explained by the ability of teachers in using digital tools and evaluating their students, as well as by the leadership role exerted by school principals.

Bettinger, E., Gurantz, O., Lee, M., & Long, B. T. (2023). **“Prior-Prior Year” FAFSA Increased Aid Submissions but Likely not Enrollment.** *Research in Higher Education*, 64(6), 789-807. <https://doi.org/10.1007/s11162-022-09720-9>

The Free Application for Federal Student Aid (FAFSA) is the primary gatekeeper to secure financial aid for college. The federal government instituted two changes to the process in 2017, commonly known as “prior-prior year” FAFSA: (1) an earlier start date that lengthens the filing period and (2) the ability to use completed taxes from the prior calendar year. This paper uses descriptive statistics to examine resulting changes in application filing behavior in California. Students submitted their FAFSA substantially earlier and refiling rates increased among independent students in the policy year.

Although these changes may have reduced the burden of applying, the earlier submissions did not appear to substantially alter state aid receipt or postsecondary attendance.

Bütikofer, A., Dalla-Zuanna, A., & Salvanes, K. G. (2023). **Natural Resources, Demand for Skills, and Schooling Choices** (Discussion Paper Series in Economics N° 15/2023). Consulté à l'adresse Norwegian School of Economics, Department of Economics website: https://econpapers.repec.org/paper/hhsnhheco/2023_5f015.htm

This paper studies the consequences of the buildup of a new economic sector—the Norwegian petroleum industry—on investment in human capital. We assess both short-term and long-term effects for a broad set of educational margins, by comparing individuals in regions exposed to the new sector with individuals in unexposed regions. Importantly, we analyze how the effects and the mechanisms change as the sector develops. Our results indicate that an initial increase in the high school dropout rate is short-lived both because dropouts get their degrees later as adults, and because later-born cohorts adapt to the new needs of the industry by enrolling more in vocational secondary education. We also observe a decrease in academic high school and college enrollment except for engineering degrees. Financial incentives to both completing high school and field of study, are the most likely channels driving these effects.

Celhay, P., & Gallegos, S. (2023). **Educational Mobility Across Three Generations in Latin American Countries** (Working Paper N° 2023-013). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2023-013.htm>

This paper presents new evidence on educational mobility across three generations in six Latin American countries (LAC). Combining survey information with national census data we build a data set with 50,000 triads of grandparents-parent-children born between 1890 and 1990. We estimate a five mobility measures, to show that (i) the empirical multi-generational persistence is high in LAC; (ii) it is much larger than what Becker & Tomes (1986) theoretical model predicts, with a bias that is twice as large for LAC compared to developed countries; (iii) Clark's theory (2014) of high and sticky persistence provides a better approximation for describing mobility across multiple generations in developing countries. We also uncover that while relative measures suggest stagnant mobility across generations, there are significant improvements according to non-linear measures suggested by Asher, Novosad & Rafkin (2022). This result is especially relevant for developing countries such as LAC, where historical educational expansions have especially benefited the lower end of the schooling distribution.

Chin, M. J. (2023). **School district consolidation in North Carolina: Impacts on school composition and finance, crime outcomes, and educational attainment.** *Economics of Education Review*, 95, 102432. <https://doi.org/10.1016/j.econedurev.2023.102432>

In this paper I analyze longitudinal data from North Carolina to study K-12 school district consolidations, or the merging of multiple districts into a single administrative unit. I use difference-in-differences and event study models to identify effects on theoretically related school- and district-level mechanisms as well as long-term youth outcomes. In contexts where districts consolidate, per-pupil expenditures on instruction and district support services decrease, and schools become more racially integrated. However, youth exposed to mergers are no more likely to be convicted of a crime in early

adulthood than those unexposed. These null effects hold when looking at conviction rates by race and by type of crime and when analyzing another key outcome, educational attainment. My results thus provide causal evidence confirming prior research suggesting that consolidation may: 1) reduce the operational costs of schools without negatively affecting students, and 2) support efforts to address persistent racial isolation between schools.

Choudhury, P., Ganguli, I., & Gaulé, P. (2023). **Top Talent, Elite Colleges, and Migration: Evidence from the Indian Institutes of Technology** (NBER Working Paper N° 31308). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31308.htm>

We study migration in the right tail of the talent distribution using a novel dataset of Indian high school students taking the Joint Entrance Exam (JEE), a college entrance exam used for admission to the prestigious Indian Institutes of Technology (IIT). We find a high incidence of migration after students complete college: among the top 1,000 scorers on the exam, 36% have migrated abroad, rising to 62% for the top 100 scorers. We next document that students who attended the original "Top 5" Indian Institutes of Technology (IIT) were 5 percentage points more likely to migrate for graduate school compared to equally talented students who studied in other institutions. We explore two mechanisms for these patterns: signaling, for which we study migration after one university suddenly gained the IIT designation; and alumni networks, using information on the location of IIT alumni in U.S. computer science departments.

Cockx, B., Declercq, K., & Dejemeppe, M. (2023). **Tightening eligibility requirements for unemployment benefits. Impact on educational attainment.** *Economics of Education Review*, 95, 102424. <https://doi.org/10.1016/j.econedurev.2023.102424>

Imposing stricter eligibility conditions on unemployment insurance (UI) may increase the returns to education investment because these make the consequences of unemployment more severe. In most countries, entitlement to regular UI hinges on completing a qualifying period of work and social contributions. In Belgium, this requirement also exists but is relaxed for education-leavers in that they can substitute time actively searching for a job for employment during the qualifying period. We evaluate the impact on degree completion and dropout of a 2015 reform that withdrew this weaker requirement from graduates aged 25 or over and from high school dropouts younger than 21. We find that the reform significantly increased degree completion and reduced dropout for students in higher education but not for those in high school. We argue that the higher prevalence of behavioral biases among the lower-educated could explain these contrasting findings.

Cohen, A., Karelitz, T., Kricheli-Katz, T., Pumpian, S., & Regev, T. (2023). **Gender-Neutral Language and Gender Disparities** (NBER Working Paper N° 31400). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31400.htm>

This study investigates empirically whether and how the use of gender-neutral language affects the performance of women and men in real high-stakes exams. We make use of a natural experiment in which the institute administering Israel's standardized college admission tests amended the language used in its exams, making test language more gender neutral. We find that the change to a more gender-neutral language was associated with a significant improvement in the performance of women on quantitative

questions, which meaningfully reduced the gender gap between male and female performance on these questions. However, the change did not affect female performance on verbal questions nor male performance on either quantitative or verbal questions. Our findings are consistent with the hypothesis that gendered language may introduce a « stereotype threat » that adversely affects women's performance in tasks in which they are stereotypically perceived to underperform. Our findings have significant implications for the ongoing academic and policy discussions regarding the use and effects of gender-neutral language.

Courtioux, P., Maury, T.-P., & Seux, J. (2023). **The Geographies of Segregation in French Universities from 2006 to 2016** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/halshs-04118941.htm>

Since the French university system is non-selective, the question of segregation has long remained unaddressed. However, the recent increase in enrolment, as well as the implementation of clusterbuilding policies, have brought the issue of university segregation and its geography to the forefront. This article proposes the first exhaustive geographical decomposition of segregation in French universities. Using a mutual information index, we identify the different local components and layers of social segregation and measure their contribution to the national level of segregation between 2006 and 2016. Our results show that in the French university system, segregation is quite low and tended to decrease over the period. However, we also show that only about 18% of the total segregation is due to macro-scale factors: i.e., social differences across regional areas: social segregation is mainly a local phenomenon that could be reduced with reforms of higher education enrolment policy, implemented at the regional level.

de Gendre, A., Feld, J., Salamanca, N., & Zölitz, U. (2023). **Same-sex role model effects in education** (ECON - Working Paper N° 438). Consulté à l'adresse Department of Economics - University of Zurich website: <https://econpapers.repec.org/paper/zureconwp/438.htm>

We study same-sex role model effects of teachers with a meta-analysis and our own study of three million students in 90 countries. Both approaches show that role model effects on performance are, on average, small: 0.030 SD in the meta-analysis and 0.015 SD in our multi-country study. Going beyond test scores, our multi-country study documents larger average role model effects on job preferences (0.063 SD). To understand the universality of these effects, we estimate the distributions of country-level same-sex role model effects. Although role model effects on test scores appear universally small, we find substantial cross-country variation for job preferences, with larger effects in countries with larger gender gaps. These results are consistent with role models inspiring students to overcome gender stereotypes and pursue a STEM career. However, in countries with negligible gender gaps, role models do not seem to have this equalizing function.

Deming, D. (2023). **Why Do Wages Grow Faster for Educated Workers?** (NBER Working Paper N° 31373). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31373.htm>

The U.S. college wage premium doubles over the life cycle, from 27 percent at age 25 to 60 percent at age 55. Using a panel survey of workers followed through age 60, I show that growth in the college wage premium is primarily explained by occupational sorting. Shortly after graduating, workers with college degrees shift into professional, nonroutine

occupations with much greater returns to tenure. Nearly 90 percent of life cycle wage growth occurs within rather than between jobs. To understand these patterns, I develop a model of human capital investment where workers differ in learning ability and jobs vary in complexity. Faster learners complete more education and sort into complex jobs with greater returns to investment. College acts as a gateway to professional occupations, which offer more opportunity for wage growth through on-the-job learning.

de Walque, D., & Valente, C. (2023). **Incentivizing School Attendance in the Presence of Parent-Child Information Frictions**. *American Economic Journal: Economic Policy*, 15(3), 256-285. <https://doi.org/10.1257/pol.20210202>

Many countries use CCTs targeted to parents to promote schooling. Attendance conditions may work through two channels: incentivization and information. If children have private information, (i) providing attendance information to parents may increase attendance inexpensively relative to CCTs and (ii) it may be more effective to incentivize children, who have full information, than parents. Tackling both questions in a unified experimental setting, we find that information alone improves parental monitoring and has a large effect relative to our CCT. Incentivizing children is at least as effective as incentivizing parents—importantly, not because parents were able to appropriate transfers to children.

Di Liberto, A., Giua, L., Schivardi, F., Sideri, M., & Sulis, G. (2023). **Managerial Practices and Student Performance: Evidence from Changes in School Principals** (IZA Discussion Paper N° 16203). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16203.htm>

We study how managerial practices of school principals affect student performance and aspirations. We link administrative data on secondary Italian students to the management scores of their school principals in 2011 and 2015 based on the World Management Survey methodology. The frequent turnover of school principals over this period allows us to causally interpret school-fixed-effect estimates. We find that management quality positively and substantially impacts standardized math and language tests and student desire to attend college. The comparison to pooled-OLS suggests that fixed effects correct for the downward bias arising from selection of better school principals into more difficult schools.

Dréan, M. (2023, août 16). **Le coût de la vie étudiante atteint un nouveau record**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/economie/article/2023/08/16/le-cout-de-la-vie-etudiante-atteint-un-nouveau-record_6185505_3234.html

Les deux principales organisations étudiantes, la FAGE et l'UNEF, s'alarment d'une hausse sans précédent du coût de la vie pour la rentrée universitaire. Une réforme structurelle du système des bourses est attendue début septembre.

Duryea, S., Ribas, R. P., Sampaio, B., Sampaio, G. R., & Trevisan, G. (2023a). **Who benefits from tuition-free, top-quality universities? Evidence from Brazil**. *Economics of Education Review*, 95, 102423. <https://doi.org/10.1016/j.econedurev.2023.102423>

This paper investigates the long-term impact on earnings of attending a tuition-free, top-quality university in Brazil. We identify the causal effect through a sharp discontinuity in an admission process based on test scores. If admitted, low-income students are found to increase their earnings by 26% ten years later. However, admission has a small and

insignificant effect on high-income students. The difference between income groups is not explained by educational attainment, program choice, or selection into better-paying jobs. The evidence suggests that most low-income applicants, if not admitted, still graduate from college but with much lower returns to education. High-income applicants who just miss the cutoff, however, can find other opportunities such that earnings trajectories are unchanged. Our results underscore the role of affordable higher education in promoting social mobility.

Duryea, S., Ribas, R. P., Sampaio, B., Sampaio, G. R., & Trevisan, G. (2023b). **Who Benefits from Tuition-Free, Top-Quality Universities? Evidence from Brazil** (IZA Discussion Paper N° 16192). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16192.htm>

This paper investigates the long-term impact on earnings of attending a tuition-free, top-quality university in Brazil. We identify the causal effect through a sharp discontinuity in an admission process based on test scores. If admitted, low-income students are found to increase their earnings by 26% ten years later. However, admission has a small and insignificant effect on high-income students. The difference between income groups is not explained by educational attainment, program choice, or selection into better-paying jobs. The evidence suggests that most low-income applicants, if not admitted, still graduate from college but with much lower returns to education. High-income applicants who just miss the cutoff, however, can find other opportunities such that earnings trajectories are unchanged. Our results underscore the role of affordable higher education in promoting social mobility.

Égert, B., de la Maisonnette, C., & Egert, B. (2023). **The Impact of the War on Human Capital and Productivity in Ukraine** (CESifo Working Paper Series N° 10513). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10513.htm>

In addition to the humanitarian suffering and huge immediate economic costs, the war in Ukraine will have long-term consequences, among which are losses in human capital that will impact aggregate productivity for many years. Exploiting a new stock measure of human capital combining the quality and quantity of education and adult skills, this paper suggests that losses in long-run aggregate productivity operating through the human capital channel could be at about 7% if the war lasts two years. These adverse effects come from school closure and the resulting decline in student learning outcomes and losses in workers' skills, which, without remedial policy action, could persist for decades.

Espinoza, O., Corradi, B., González, L., Sandoval, L., McGinn, N., Maldonado, K., & Larrondo, Y. (2023). **The effects of free tuition on the persistence of university students in Chile**. *International Journal of Educational Development*, 101, 102838. <https://doi.org/10.1016/j.ijedudev.2023.102838>

This article assesses the impact of free university tuition on the persistence of students from low-income families in Chile. Drawing from 10 universities, a sample of students receiving free tuition was compared, using a discrete time survival model, to one of students without free tuition. The results show that students receiving free tuition were less likely to remain at the end of the first two years than were those who had merit scholarships and a loan that covered all tuition costs. On the other hand, free tuition students were more likely to remain at the end of the third year.

Evans, D. K., & Mendez Acosta, A. (2023). **How to recruit teachers for hard-to-staff schools: A systematic review of evidence from low- and middle-income countries.** *Economics of Education Review*, 95, 102430. <https://doi.org/10.1016/j.econedurev.2023.102430>

Education systems struggle to staff schools in rural areas or in areas with high concentrations of poverty. Potential policy solutions include financial incentives, mandatory rotations, and local recruitment drives, among others. First, this systematic review provides evidence on challenges with teacher staffing in certain types of schools. We observe lower teacher skill and higher teacher absence in rural areas in many countries. Second, the review synthesizes available experimental and quasi-experimental studies of government-implemented policies to increase the quantity or quality of teachers in hard-to-staff schools in low- or middle-income countries. Financial incentives—the most evaluated policies—are often effective at increasing the supply or reducing the turnover of teachers in hard-to-staff schools, and well-designed incentives can also increase the quality of teachers in these schools. Impacts on student outcomes are often positive. Although there are fewer evaluations, behavioral and informational interventions have been cost-effective in reducing vacancies in two countries.

Fajnzylber, E., & Lara, B. (2023). **Attendance manipulation and efficiency in Chile's school voucher system.** *Economics of Education Review*, 95, 102426. <https://doi.org/10.1016/j.econedurev.2023.102426>

To improve the quality of education, one can either directly reward performance or introduce school choice, private provision, and demand subsidies. The Chilean voucher scheme combines both approaches: an attendance-related subsidy favors school choice and creates incentives for schools to promote attendance throughout the year. With imperfect monitoring, however, institutions may respond by manipulating performance indicators. By analyzing audit data, we find evidence that a large fraction of Chilean schools – including public schools – over-report attendance, with a higher prevalence among for-profit and under-achieving institutions. Expenditure data suggest that manipulation among for-profit schools seems to follow rent extraction purposes rather than educational goals.

Fernandes, A., Huber, M., & Plaza, C. (2023). **When does gender occupational segregation start? An experimental evaluation of the effects of gender and parental occupation in the apprenticeship labor market.** *Economics of Education Review*, 95, 102399. <https://doi.org/10.1016/j.econedurev.2023.102399>

The apprenticeship market is the earliest possible entry point into the workforce in developed economies. Since early labor market shocks are likely magnified throughout professional life, avoiding mismatches between talent and occupations – for example due to gender- or status-based discrimination – appears crucial. This experimental study investigates the effects of applicant gender and its interaction with parental occupation on the probability of receiving an invitation to an interview in the Swiss apprenticeship labor market. We find no robust evidence of differential treatment by employers in most cases. Policies aimed at fostering gender equality across occupations should therefore focus on removing gender related educational or cultural barriers influencing occupational choices at young ages.

Fleck, L., Somers, M., Stolp, T., Groot, W., Van Merode, F., & de Vries, R. (2023). **The Effectiveness of Interventions to Increase Employment in Education and Healthcare: A Systematic Literature Review** (ROA Research Memorandum N° 003). Consulté à l'adresse

Maastricht University, Research Centre for Education and the Labour Market (ROA) website: <https://econpapers.repec.org/paper/unmumaror/2023003.htm>

Both the healthcare and education sector suffer from considerable staff shortages. In the healthcare sector, shortages are particularly prominent for nurses, while the education sector experiences significant teacher shortages. In this systematic literature review, we examine the effectiveness of interventions and policies to reduce staff shortages in healthcare and education in high-income countries. We focus our analysis on studies that apply research designs that allow for causal inference to inform policymakers about the effectiveness of interventions. In total, we include 85 studies that meet our inclusion criteria. Out of these studies, 71 studies focus on teachers and 14 on nurses. Interestingly, 72 of the retrieved studies were conducted in the US. The majority of studies examine the impact of financial incentives and a large share of these studies report positive effects on teacher employment. Moreover, different types of interventions that invest in workers' human capital show predominantly positive effects on employment. Interventions that equip nurses with skills to better cope with the stressors of their profession seem to be particularly effective. The same holds for policies that increase the scope of practice for nurses. Finally, effective school leaders show to be better capable of retaining (high-quality) teachers.

Fouarge, D., & Heß, P. (2023). **Preference-Choice Mismatch and University Dropout** (IZA Discussion Paper N° 16215). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16215.htm>

Drawing on data from the German National Educational Panel Study (NEPS), we show that students who select majors that do not match their occupational preferences prior to enrolling in university are more likely to drop out than those who do choose majors that match their occupational preferences. Our findings suggest that this gap cannot be explained by institutional obstacles to entering a major. Instead, the primary mechanisms behind this phenomenon are indecisiveness and preference changes.

Friperson, R., Oosterbeek, H., & van der Klaauw, B. (2023). **The Hidden Divide: School Segregation of Teachers in the Netherlands** (Tinbergen Institute Discussion Paper N° 23-034/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20230034.htm>

We use Dutch register data to document the understudied phenomenon of teacher segregation. We show that teachers in primary and secondary schools in the four largest cities of the country – Amsterdam, Rotterdam, The Hague and Utrecht – are segregated in terms of their migration and social backgrounds. While segregation by social background is not much higher than what would be expected under random teacher-school assignment, segregation by migration background is substantial even after accounting for randomness. Relating schools' teacher composition to their student composition, we find in most cases that schools with a high proportion of teachers from a particular background tend to have a high proportion of students from that same background.

Galindo-Silva, H., & Tchuente, G. (2023). **Armed Conflict and Early Human Capital Accumulation: Evidence from Cameroon's Anglophone Conflict** (GLO Discussion Paper Series N° 1295). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1295.htm>

This paper examines the impact of the Anglophone Conflict in Cameroon on human capital accumulation. Using high-quality individual-level data on test scores and information on conflict-related violent events, a difference-in-differences design is employed to estimate the conflict's causal effects. The results show that an increase in violent events and conflict-related deaths causes a significant decline in test scores in reading and mathematics. The conflict also leads to higher rates of teacher absenteeism and reduced access to electricity in schools. These findings highlight the adverse consequences of conflict-related violence on human capital accumulation, particularly within the Anglophone subsystem. The study emphasizes the disproportionate burden faced by Anglophone pupils due to language-rooted tensions and segregated educational systems.

Gamboa, L. F., & Millán-Quijano, J. (2023). **Liquidity constraints in free post-secondary education: Evidence from Colombia.** *Economics of Education Review*, 95, 102433. <https://doi.org/10.1016/j.econedurev.2023.102433>

This paper provides evidence of the importance of liquidity constraints in a tuition-free post-secondary education setting in Colombia. We exploit exogenous variation in the relative cost of tuition-free vocational education from a nationwide cash transfer program. We show that eligibility for a USD 136 grant every other month increases enrollment by up to 12 percentage points. We also show that men with larger returns to education are more affected by the availability of grants, which is consistent with the presence of liquidity constraints. However, we do not find the same for women. This paper highlights the importance of non-tuition costs and discusses whether individuals underinvest in their human capital when free education is available.

Gilraine, M., Graham, J., & Zheng, A. (2023). **Public Education and Intergenerational Housing Wealth Effects** (NBER Working Paper N° 31345). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31345.htm>

While rising house prices benefit existing homeowners, we document a new channel through which price shocks have intergenerational wealth effects. Using panel data from school zones within a large U.S. school district, we find that higher local house prices lead to improvements in local school quality, thereby increasing child human capital and future incomes. We quantify this housing wealth channel using an overlapping generations model with neighborhood choice, spatial equilibrium, and endogenous school quality. Housing market shocks in the model generate large intra- and intergenerational wealth effects, with the latter accounting for over half of total wealth effects.

Gortázar, L., Mayor, D., & Montalbán, J. (2023). **Residence-based priorities and school choice.** *Economics of Education Review*, 95, 102384. <https://doi.org/10.1016/j.econedurev.2023.102384>

Many countries use centralized school choice procedures to assign pupils to schools. To address excess demand for a particular school, ties are broken according to priority points granted based on various criteria, such as proximity to the school. Using a unique reform undertaken in Madrid (Spain), we estimate the impact of abolishing residence-based priorities on families' school choices, the stated motivation for choosing a school, and the final school allocation. Utilizing several administrative datasets on school applications, we find that the reform increases families' out-of-district school assignments

and assignments to schools further away from their home address. Parents of immigrant children did not change their application behavior in the first years of the reform but caught up with natives three years after its implementation. Children generally accessed slightly better-performing schools, particularly those from lower-educated backgrounds.

Hanushek, E. A., Jacobs, B., Schwerdt, G., van der Velden, R., Vermeulen, S., & Wiederhold, S. (2023). **Where do STEM graduates stem from? The intergenerational transmission of comparative skill advantages** (IWH Discussion Paper N° 13/2023). Consulté à l'adresse Halle Institute for Economic Research (IWH) website: <https://econpapers.repec.org/paper/zbwihhdps/132023.htm>

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

Iqbal, S. A., & Patrinos, H. (2023). **Learning during the Pandemic: Evidence from Uzbekistan** (GLO Discussion Paper Series N° 1292). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1292.htm>

School closures induced by the COVID-19 pandemic led to concerns about student learning. This paper evaluates the effect of school closures on student learning in Uzbekistan, using a unique dataset that allows assessing change in learning over time. The findings show that test scores in math for grade 5 students improved over time by 0.29 standard deviation despite school closures. The outcomes among students who were assessed in 2019 improved by an average of 0.72 standard deviation over the next two years, slightly lower than the expected growth of 0.80 standard deviation. The paper explores the reasons for no learning loss.

Keller, T., Kim, J., & Elwert, F. (2022). **Peer Effects on Academic Self-concept: A Large Randomized Field Experiment** (CERS-IE WORKING PAPERS N° 2225). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: <https://econpapers.repec.org/paper/hasdiscpr/2225.htm>

Social theories posit that peers affect students' academic self-concept (ASC). Most prominently, Big-Fish-Little-Pond, invidious comparison, and relative deprivation theories predict that exposure to academically stronger peers decreases students' ASC, and exposure to academically weaker peers increases students' ASC. These propositions have not yet been tested experimentally. We executed a large and pre-registered field experiment that randomized students to deskmates within 195 classrooms of 41 schools (N = 3,022). Our primary experimental analysis found no evidence of an effect of peer achievement on ASC in either direction. Exploratory analyses hinted at a subject-specific deskmate effect on ASC in verbal skills, and that sitting next to a lower-achieving boy increased girls' ASC (but not that sitting next to a higher-achieving boy decreased girls' ASC). Critically, however, none of these group-specific results held up to even modest corrections for multiple hypothesis testing. Contrary to theory, our randomized field

experiment thus provides no evidence for an effect of peer achievement on students' ASC.

Kofoed, M., & Jones, T. R. (2023a). **First Generation College Students and Peer Effects** (IZA Discussion Paper N° 16198). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16198.htm>

Higher education policymakers are concerned about the success of first-generation college students. In this study, we investigate one potential factor that may influence outcomes: first-generation students' peers. To mitigate common biases that may arise when estimating peer effects, we leverage the assignment of roommates at The United States Military Academy (West Point). We do not find evidence that being exposed to a roommate(s) with a one standard deviation higher English SAT score impacts first-semester English grades for first-generation students. Our findings for math are inconclusive, with at best suggestive evidence of a small, positive effect.

Kofoed, M., & Jones, T. R. (2023b). **First Generation College Students and Peer Effects** (IZA Discussion Paper N° 16198). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16198.htm>

Higher education policymakers are concerned about the success of first-generation college students. In this study, we investigate one potential factor that may influence outcomes: first-generation students' peers. To mitigate common biases that may arise when estimating peer effects, we leverage the assignment of roommates at The United States Military Academy (West Point). We do not find evidence that being exposed to a roommate(s) with a one standard deviation higher English SAT score impacts first-semester English grades for first-generation students. Our findings for math are inconclusive, with at best suggestive evidence of a small, positive effect.

Kraft, M. A., Bolves, A. J., & Hurd, N. M. (2023). **How informal mentoring by teachers, counselors, and coaches supports students' long-run academic success.** *Economics of Education Review*, 95, 102411. <https://doi.org/10.1016/j.econedurev.2023.102411>

We document a largely unrecognized pathway through which schools promote human capital development – by fostering informal mentoring relationships between students and their teachers, counselors, and coaches. Using longitudinal data from a nationally representative sample of adolescents, we explore the nature and consequences of natural mentoring relationships by leveraging within-student variation in the timing of mentorship formation as well as differences in exposure among pairs of twins, best friends, and romantic partners. Results across difference-in-differences and pair fixed-effect specifications show consistent and meaningful positive effects on student attainment, with a conservative estimate of a 9.4 percentage point increase in college attendance. Effects are largest for students of lower socioeconomic status and robust to controls for individual characteristics and bounding exercises for selection on unobservables. Smaller class sizes and a school culture where students have a strong sense of belonging are important school-level predictors of having a K-12 natural mentor.

Kurmann, A., & Lalé, E. (2023). **School closures and effective in-person learning during COVID-19.** *Economics of Education Review*, 95, 102422. <https://doi.org/10.1016/j.econedurev.2023.102422>

We document large temporal and geographical discrepancies among prominent trackers that measure in-person, hybrid, and remote schooling in the U.S. during COVID-

19. We then propose a new measure of effective in-person learning (EIPL) that combines information on schooling modes with cell phone data on school visits and estimate it for a large, representative sample of U.S. public and private schools. The EIPL measure, which we make publicly available, resolves the discrepancies across trackers and is more suitable for many quantitative questions. Consistent with other studies, we find that a school's share of non-white students and pre-pandemic grades and size are associated with less in-person learning during the 2020–21 school year. Notably, we also find that EIPL was lower for schools in more affluent and educated localities with higher pre-pandemic spending and more emergency funding per student. These results are in large part accounted for by systematic regional differences, in particular political preferences.

Liu, R. (2023). **School Disruptions Exacerbated Inequality in High School Completion.** *Educational Researcher*, 52(6), 394-397. <https://doi.org/10.3102/0013189X231167152>
Using school-month-level learning mode data and high school completion rates across three school years from 429 Wisconsin public high schools, this study examines the impact of disruptions to in-person instruction during the COVID-19 pandemic on high school completion rates, with a focus on socioeconomic disparities. Findings reveal that a longer time in virtual or hybrid learning mode in 2020–21 decreases overall school completion rates and increases the within-school gap in completion rates between economically disadvantaged and non-disadvantaged students. This study provides further evidence of the unequal impact of the pandemic and calls for initiatives to support disadvantaged students during school disruptions.

Maluccio, J. A., Soler-Hampejsek, E., Kangwana, B., Muluve, E., Mbushi, F., & Austrian, K. (2023). **Effects of a single cash transfer on school re-enrollment during COVID-19 among vulnerable adolescent girls in Kenya: Randomized controlled trial.** *Economics of Education Review*, 95, 102429. <https://doi.org/10.1016/j.econedurev.2023.102429>
COVID-19 related school closures in Kenya were among the longest in Africa, putting older adolescent girls nearing the end of secondary school at risk of permanent dropout. Using a randomized-controlled trial we evaluated a logistically simple cash transfer intervention in urban areas designed to promote their return to school. There were no required conditions for receiving the transfer and the intervention is interpreted as a labeled cash transfer. It had substantial significant effects on re-enrollment of adolescent girls, with greater effectiveness for older girls and even for some not enrolled earlier in the school year. The program effectiveness demonstrates feasibility of the approach and underscores the potential importance of additional resources for schooling during the pandemic, when a large majority of households had suffered income losses.

Markussen, S., & Røed, K. (2023). **The Rising Influence of Family Background on Early School Performance** (IZA Discussion Paper N° 16223). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16223.htm>

We use administrative data from Norway to examine recent trends in the association between parents' prime age earnings rank and offspring's educational performance rank by age 15/16. We show that the intergenerational correlation between these two ranks has increased over the past decades, and that offspring from economically disadvantaged families have fallen behind. This has happened despite public policies contributing to leveling the playing field. In particular, we show that the expansion of universal childcare and, more recently, the increased teacher-pupil ratio in compulsory

school, have disproportionately benefited lower class offspring. The rising influence of parents' earnings rank can partly be explained by a strengthened intragenerational association between earnings rank and education among parents, as educational achievement has an inheritable component. Yet a considerable unexplained rise in the influence of family background remains, pointing towards an impending decline in intergenerational economic mobility.

Mayer, S. E., Kalil, A., Delgado, W., Liu, H., Rury, D., & Shah, R. (2023). **Boosting Parent-Child Math Engagement and Preschool Children's Math Skills: Evidence from an RCT with Low-Income Families.** *Economics of Education Review*, 95, 102436. <https://doi.org/10.1016/j.econedurev.2023.102436>

Math skill in early childhood is a key predictor of future academic achievement. Parental engagement in math learning contributes to the growth of children's math skills during this period. To help boost parent-child engagement in math activities and children's math skills, we conducted an RCT lasting 12 weeks with 758 low-income preschoolers (3-5 years old) and their primary caregivers. Parents were randomized into five groups: 1) a control group, and groups that received 2) a digital tablet with math apps for children; 3) analog math materials for parents to use with children, 4) analog math materials with weekly text messages to manage parents' present bias; and 5) analog math materials with weekly text messages to increase parents' growth mindset. Relative to the control group, neither the analog math materials alone nor the analog materials with growth mindset messages increased child math skills during the intervention period. However, the analog math materials combined with messaging to manage present bias and the digital tablet with math apps increased child math skills by about 0.20 standard deviations ($p=.10$) measured six months after the intervention. These two treatments also significantly increased parents' self-reported time engaged in math activities with their children.

Oliveira, R., Santos, A., & Severnini, E. R. (2023a). **Bridging the Gap: Mismatch Effects and Catch-up Dynamics in a Brazilian College Affirmative Action** (IZA Discussion Paper N° 16239). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16239.htm>

Affirmative action in higher education can lead to mismatch, where students admitted through preferential treatment struggle academically due to inadequate preparation before college. Although some students may face initial challenges, by providing access to quality education for talented individuals who might have otherwise been overlooked due to systemic disadvantages, these programs may enable students to bridge the gap and catch up to their peers. In this study, we examine the effects of a quota-type affirmative action policy on gaps in college outcomes between potential beneficiaries and non-beneficiaries. Using comprehensive administrative data from a leading Brazilian university which implemented affirmative action in 2005, we find that compared to their non-quota peers, potential quota beneficiaries are less likely to progress smoothly through college and less likely to graduate, a result that is mostly driven by those who would not be admitted to the university otherwise. Notably, however, most of these differences shrink as the students progress through college, suggesting a catch-up effect between those groups. While potential quota students initially face challenges, resulting in a reduced course load in their early college years, they compensate by taking more credits in later years to ultimately graduate.

Oliveira, R., Santos, A., & Severnini, E. R. (2023b). **Bridging the Gap: Mismatch Effects and Catch-Up Dynamics in a Brazilian College Affirmative Action** (NBER Working Paper N° 31403). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31403.htm>

Affirmative action in higher education can lead to mismatch, where students admitted through preferential treatment struggle academically due to inadequate preparation before college. Although some students may face initial challenges, by providing access to quality education for talented individuals who might have otherwise been overlooked due to systemic disadvantages, these programs may enable students to bridge the gap and catch up to their peers. In this study, we examine the effects of a quota-type affirmative action policy on gaps in college outcomes between potential beneficiaries and non-beneficiaries. Using comprehensive administrative data from a leading Brazilian university which implemented affirmative action in 2005, we find that compared to their non-quota peers, potential quota beneficiaries are less likely to progress smoothly through college and less likely to graduate, a result that is mostly driven by those who would not be admitted to the university otherwise. Notably, however, most of these differences shrink as the students progress through college, suggesting a catch-up effect between those groups. While potential quota students initially face challenges, resulting in a reduced course load in their early college years, they compensate by taking more credits in later years to ultimately graduate.

Price, G. N., & Viceisza, A. C. G. (2023). **What Can Historically Black Colleges and Universities Teach about Improving Higher Education Outcomes for Black Students?** *Journal of Economic Perspectives*, 37(3), 213-232. <https://doi.org/10.1257/jep.37.3.213>

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

Roson, R., & Ghignoni, E. (2023). **A Numerical Simulation of Educational Mismatch in the Italian Labor Market** (Working Papers in Public Economics N° 241). Consulté à l'adresse University of Rome La Sapienza, Department of Economics and Law website: <https://econpapers.repec.org/paper/sapwpaper/wp241.htm>

This paper presents a data set, associating education levels to occupations, and a methodology, which allow estimating how the distribution of the two variables could change, after some exogenous shock affecting the labor market. We assess some implications of the empirical finding that, in response to a weaker demand for labor, sufficiently educated workers would reallocate themselves into lower-ranked occupations, rather than getting unemployed. The exercise is conducted with Italian data, where 37 occupations and 10 education levels are considered. A counterfactual distribution is estimated, using a computable general equilibrium model to simulate the impact on the labor market of a trade disruption crisis with Russia.

Sethi, R., & Somanathan, R. (2023). **Meritocracy and Representation**. *Journal of Economic Literature*, 61(3), 941-957. <https://doi.org/10.1257/jel.20221707>

A standard conception of meritocracy, reflected in state referenda and the many legal filings against university admissions policies, is that selection rules should be blind to group identity and monotonic in measures of past accomplishment. We present theoretical arguments and survey empirical evidence challenging this view. Past accomplishment is often a garbled signal of multiple traits, some of which matter more for future performance than others. In such cases, group identity can be informative as a predictor of success and the increased representation of resource-disadvantaged groups could improve organizational performance. This perspective helps explain some recent empirical findings regarding the efficiency effects of group-contingent selection and moves us toward a conception of meritocracy more closely tied to organizational mission.

Sevilla, M. P., Bordón, P., & Ramirez-Espinoza, F. (2023). **Reinforcing the STEM pipeline in vocational-technical high schools: The effect of female teachers**. *Economics of Education Review*, 95, 102428. <https://doi.org/10.1016/j.econedurev.2023.102428>

Although secondary Vocational-Technical Education (VTE) is highly prevalent in low-income settings in the developing world, this sector remains understudied in the Economics of Education literature. Situated in the Chilean context, this study examines the effect of exposure to a female VTE teacher on STEM pipeline persistence from secondary to post-secondary level. We find that having at least one female teacher in secondary STEM-VTE programs increases overall enrollment in STEM higher education programs by 2.1 percentage points, primarily driven by women choosing postsecondary VTE diplomas in STEM fields. The effect of female VTE teachers in enrollment in these diplomas reaches 4.0 percentage points, equivalent to an 18% reduction in the observed gender gap. We argue that female VTE teachers, acting as role models, have the potential to mitigate the traditional barriers that young women encounter to persist in the STEM pipeline, thereby contributing to closing the STEM gender gap.

Shirley, M., Olsen, A., Kim, S., Dimino, M., & Kaplan, M. (2023). **Heading in the Right Direction? Examining the Relationship of Transfer Patterns and Income Status on College Student Outcomes**. *Research in Higher Education*, 64(6), 808-833. <https://doi.org/10.1007/s11162-023-09729-8>

Given the prevalence of transfer activity, education stakeholders must understand how transfer may be associated with student outcomes. Such knowledge is critical, as the COVID-19 pandemic and economic downturn have impacted college enrollment and student transfer behavior. Relying on a sample of 6510 undergraduate students from BPS:12/17 data, we conducted analyses using multiple regression to examine the relationship between student transfer direction and two student outcomes: time to degree and cumulative loan debt. Further, we analyzed whether these relationships varied by income status, using adjusted gross income (AGI) as a proxy. We found that transferring from one postsecondary institution to another may extend time to degree by one academic semester and result in increased student loan debt, with these findings varying by income level.

Szlendak, Z., & Mansfield, R. K. (2023). **Who Benefits from a Smaller Honors Track?** (NBER Working Paper N° 31375). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31375.htm>

Most U.S. high school courses separate classrooms into standard and honors tracks. This paper characterizes the efficiency and distributional impact of changing the share of students enrolling in honors classrooms. Using a sorting model where students choose tracks by course but schools influence the share choosing honors, we show that administrators' optimal choices of honors track size require knowledge of treatment effect functions capturing the impact of alternative honors enrollment shares on different parts of the student predicted performance distribution. Using administrative data from North Carolina public high schools, we estimate these treatment effect functions by predicted performance quintile. Across various specifications, we find that smaller honors tracks (20%-30% of students) yield moderate performance gains for the top quintile (~.05-.07 test score SDs relative to no tracking) that decline monotonically across quintiles toward zero for the bottom quintile. However, expanding the honors share beyond 30-35% generates further (small) achievement increases only for the middle quintile, while reducing top quintile gains and causing substantial bottom quintile losses. Since many courses feature honors shares above 35% or do not track, we predict that enrolling ~25% of students in honors in each high school course would improve all quintiles' statewide performance.

Urban, C. (2023). **Does state-mandated financial education reduce high school graduation rates?** *Economics of Education Review*, 95, 102427. <https://doi.org/10.1016/j.econedurev.2023.102427>

Concerned about low levels of financial literacy among teens and the importance of their looming financial decisions as emerging adults, state policymakers have expanded high school personal finance graduation requirements. Did these added requirements create an additional barrier for students? Comparing students in states with and without standalone personal finance course requirements before and after the requirements went into place, I provide evidence that these requirements did not reduce graduation rates overall, by race, by gender, or by family income. Existing research quantifies improvements in debt and credit behaviors, and these findings suggest there are not simultaneous adverse effects overall or for at-risk students.

van Zanten, A. (2023, août 26). « **Un véritable marché de l'éducation est en train de se créer** ». Consulté 28 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/agnes-van-zanten-un-veritable-marche-de-leducation-train-de/00107915>

Face aux difficultés rencontrées par l'éducation publique, le privé a le vent en poupe même si, estime la sociologue Agnès Van Zanten, on est encore loin d'une situation à l'anglo-saxonne.

Ward, J. D., & Corral, D. (2023). **Resetting Prices: Estimating the Effect of Tuition Reset Policies on Institutional Finances and Enrollment.** *Research in Higher Education*, 64(6), 862-892. <https://doi.org/10.1007/s11162-022-09723-6>

Private nonprofit colleges are increasingly using tuition resets, or a decrease in sticker price by at least 5%, to attract new students and counter declining demand. While discounting tuition with institutional aid is a common practice to get accepted students to matriculate and to increase affordability, a tuition reset is a more transparent approach that moves colleges away from a high aid/high tuition model. The authors find minimal evidence that these policies increase student enrollment in the long run, but that there may be short-term impacts. As expected, institutional aid decreases and varies

directly with the size of the sticker price reduction. The average net price students pay decreases, but this effect may be driven by changes in the estimated non-tuition elements of the total cost of attendance. Finally, net tuition revenue appears unrelated to tuition resets. These findings call into question the efficacy of this practice.

Zisler, C., Pregaldini, D., & Backes-Gellner, U. (2023). **Opening doors for immigrants: The importance of occupational and workplace-based cultural skills for successful labor market entry** (Economics of Education Working Paper Series N° 0204). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0204.htm>

Young immigrants who often lack country-specific human capital face greater challenges in the transition from education to the labor market (e.g., lower employment probabilities, longer unemployment spells) than native adolescents. This paper analyzes the importance, for a successful transition, of occupational skills and workplace-based cultural skills that workers can acquire only at the work. We exploit the Swiss vocational education and training (VET) setting, in which students acquire occupational skills in one of two different types of vocational education programs: either dual programs with training in firms based on employment contracts and complemented by vocational schooling, or school-based programs without employment contracts. While well-defined curricula ensure identical occupational skills in both programs, the training of workplace-based cultural skills differs systematically. As young immigrants lack these essential workplace-related cultural skills compared to natives, we expect that additional workplace-based cultural skills training in dual VET improves immigrants' transition into the labor market and thereby their longer-term employment prospects. Using administrative data, we compare how both programs affect the labor market entry of immigrant groups with pronounced cultural disadvantages. To estimate causal effects on employment outcomes, we use differences in VET traditions across Swiss language regions as an instrument. Results show that completing dual VET leads to significantly reduced unemployment probabilities for young immigrants compared to natives in the first year after graduation, suggesting that beyond well-defined curricula for occupational skills, workplace-based cultural skills are crucial for immigrants' transitions from education into the labor market.

Aspects psychologiques de l'éducation

Adama, E. A., Arabiat, D., Foster, M. J., Afrifa-Yamoah, E., Runions, K., Vithiatharan, R., & Lin, A. (2023). **The psychosocial impact of rare diseases among children and adolescents attending mainstream schools in Western Australia**. *International Journal of Inclusive Education*, 27(12), 1273-1286. <https://doi.org/10.1080/13603116.2021.1888323>

Living with a long-term medical condition is associated with heightened risk for mental health and psychosocial difficulties, but further research is required on this risk for children and adolescents with a rare disease in the educational setting. The aim of this study is to describe parents' perceptions of the psychosocial impact of rare diseases on their school-aged children in Western Australia. A cross-sectional survey of 41 parents of school-aged children and adolescents diagnosed with a rare disease completed an online questionnaire. Questions related to their perceptions of health-related stigma, bullying, social competencies and mental health difficulties faced by their child. Results showed that stigmatisation was experienced by 75.6% of participants, and almost half

(46.4%) reported their child was bullied. In this sample, parents reported high sensory (vision and hearing) abilities, but low to moderate self-care competence in relation to social activities and peer relations. Almost half of the respondents (43.9%) reported mental health difficulties among their children. Children and adolescents with a rare disease have unique psychological and social issues. These findings highlight the need for greater efforts to meet the diverse psychosocial, physical and emotional needs of children diagnosed with a rare disease who attend mainstream schools in Western Australia.

Alonso, L., & Kohen, R. C. (2023). **Students' conceptions of work and the understanding of the economic value of labor: a developmental study of unemployment and job precarity in times of an economic crisis.** *European Journal of Psychology of Education*, 38(3), 929-944. <https://doi.org/10.1007/s10212-022-00619-8>

In the aftermath of the financial and economic recession of 2008, 130 Spanish students of five age groups (8 to 17 years) and two socioeconomic backgrounds were individually interviewed about unemployment and lower wages. The participants were presented with two hypothetical situations, and their responses were qualitatively and quantitatively analyzed. The results indicated that children bring their conceptions of work when attempting to explain those phenomena. Specifically, it was found that the explanations were closely associated with the comprehension of the notion of surplus value (i.e., the idea that workers create more value than the cost of their salaries), and that the development of this notion proceeds in three levels. Younger children were simply unaware of the capacity of workers to create value (Level 1), which gave rise to some alternative conceptions (e.g., the idea that money for salaries comes from external sources). The children within the age range of 12–13 began to understand that workers create some value (Level 2). At this level, however, the notion of surplus value was not fully understood, and the idea that money for salaries comes from external sources persisted in a variety of ways. From the ages of 13–14, the children begin to understand that a wage is the price of labor and that the employer earns a profit because workers create more value than the cost of their wages (Level 3). The article presents a discussion of the possible reasons behind the slow progress observed and highlights some suggestions for educational practice.

Alvarez-Blanco, L., Castro-Lopez, A., & Cervero, A. (2023). **Intelligent analysis of the quality of education through teaching practices on virtual campuses.** *European Journal of Psychology of Education*, 38(3), 1111-1128. <https://doi.org/10.1007/s10212-022-00649-2>

ICTs have been increasingly involved in teaching–learning processes due to the potential offered by the tools as well as to the set of demands derived from the political and health situations of the social environment. In this sense, the introduction of virtual campuses as complex systems that centralize the entire technological component that complements traditional teaching processes has meant a change of paradigm with repercussions at the teaching and pedagogical level. In this context, the purpose of this study aims to analyze students' perception of the use of virtual campus and how to enhance the quality of the educational process using intelligent systems. For this purpose, 318 students that use virtual campus have been surveyed. The results show that there are three variables that predominantly influence the quality of teaching–learning processes using virtual campuses: frequent contact with teachers through the platform, the digital competence of the student, and the adaptation of training content to the students' prior knowledge. This information can be useful, as it allows them to establish guidelines to

guide the practices of their teaching teams in technological environments, guaranteeing the suitability of the teaching-learning process and improving the evaluation processes and the assessment of their own educational work.

Asadullah, M. N., & Tham, E. (2023). **Learning and happiness during Covid-19 school closure in urban Malaysia.** *International Journal of Educational Development*, 101, 102822. <https://doi.org/10.1016/j.ijedudev.2023.102822>

COVID-19 school closure has disrupted education systems globally raising concerns over learning time loss. At the same time, social isolation at home has seen a decline in happiness level among young learners. Understanding the link between cognitive effort and emotional wellbeing is important for post-pandemic learning recovery interventions particularly if there is a feedback loop from happiness to learning. In this context, we use primary survey data collected during the first school closure in urban Malaysia to study the complex association between learning loss and student happiness. Machine learning methods are used to accommodate the multi-dimensional and interaction effects between the covariates that influence this association. Empirically, we find that the most important covariates are student gender, social economic status (SES) proxied by the number of books ownership, time spent on play and religious activity. Based on the results, we develop a conceptual framework of learning continuity by formalizing the importance of investment in emotional wellbeing.

Bapst, M. S., Genoud, P. A., & Hascoët, M. (2023). **Taking a step towards understanding interactions between teacher efficacy in behavior management and the social learning environment: a two-level multilevel analysis.** *European Journal of Psychology of Education*, 38(3), 1129-1144. <https://doi.org/10.1007/s10212-022-00647-4>

Behavior management in the classroom is well known for being a challenge and a source of stress for preservice and experienced teachers alike. This means it may not only impact teachers' self-efficacy beliefs, but teachers' efficacy perceived by their students too, engendering effects on the social learning environment and vice-versa. This article aims at taking a step towards a better understanding of which aspects of the social learning environment preservice teachers and their students take into account when positioning themselves on behavior management efficacy. It then goes onto exploring how students' perception of teacher efficacy in behavior management varies across classes and how it interacts with the social learning environment through a two-level model analysis. Results showed that the social learning environment's dimensions are associated with the perception of teacher efficacy by students. On one hand, students perceive that efficacy in behavior management is linked to the social learning environment and therefore expect that an efficient teacher in this area will be able to create a healthy relationship with appropriate rules and class organization. On the other, when it comes to preservice teachers, findings seem to show the importance of the training program and how it supports self-efficacy beliefs throughout first teaching experiences as results go in the direction of confirming that these beliefs stabilize fairly early on, because unlike the students, the preservice teachers seem to take other aspects than the learning environment into account while evaluating their self-efficacy regarding behavior management. Finally, this research adds yet another element to the observation that effective behavior management within the classroom requires a positive relationship between teachers and their students. In addition, the way rules and organization are taken into account by students demonstrates the need for a proactive approach in which teachers' expectations are clear.

Barnett, B. G. (2023). **How Can Schools Increase Students' Hopefulness Following the Pandemic?** *Education and Urban Society*, 55(7), 792-808. <https://doi.org/10.1177/00131245211062525>

The COVID-19 pandemic has adversely affected the academic progress and wellbeing of many students, resulting in a greater sense of hopelessness and despair. These consequences are particularly devastating for many children living in urban communities, where poverty and a lack of resources prevent them from accessing high-quality learning, health care, and social programs. To understand the enormity of the problems associated with the growing hopelessness of our school-aged children, this article describes the factors affecting hope, how schools can foster hope, the skills and mindsets educators need to instill hope, and the positive outcomes of producing more hopeful students.

Boer, M., Cosma, A., Twenge, J. M., Inchley, J., Jeriček Klanšček, H., & Stevens, G. W. J. M. (2023). **National-Level Schoolwork Pressure, Family Structure, Internet Use, and Obesity as Drivers of Time Trends in Adolescent Psychological Complaints Between 2002 and 2018.** *Journal of Youth and Adolescence*, 52(10), 2061-2077. <https://doi.org/10.1007/s10964-023-01800-y>

Little is known about societal processes that contribute to changes in adolescent mental health problems. This study aims to fill this gap using data from the Health Behavior in School-aged Children study between 2002 and 2018 (ncountries = 43, nindividuals = 680,269, Mage = 14.52 (SD = 1.06), 51.04% female), supplemented with other international data. National-level psychological complaints increased more strongly among girls than boys. National-level schoolwork pressure, single-parent households, time spent on internet, and obesity were generally rising. In both boys' and girls' samples, increases in national-level schoolwork pressure, obesity, and time spent on internet use were independently associated with increases national-level psychological complaints. However, national-level obesity and psychological complaints were more strongly related among girls than boys. Results highlight the potential impact of societal-level processes on adolescent mental health problems.

Cai, Y., Yang, Y., Ge, Q., & Weng, H. (2023). **The interplay between teacher empathy, students' sense of school belonging, and learning achievement.** *European Journal of Psychology of Education*, 38(3), 1167-1183. <https://doi.org/10.1007/s10212-022-00637-6>

Teacher empathy has become an essential topic in educational research for enhancing students' learning achievement. However, most existing studies focused on the direct relationship between teacher empathy and students' learning achievement. They ignored the mediation of student factors (e.g., students' sense of school belonging) between teacher empathy and learning achievement. Among the few studies that included sense of school belonging, most were based on classroom-based observations, which render the generalizability of their findings uncertain. The present study was designed to investigate the relationship between teacher empathy, students' sense of school belonging, and learning achievement with data from the Programme for International Student Assessment (PISA) 2018 generated by 506,317 15-year-olds from 75 countries/territories (mean age = 15.79, SD = 0.29; 51% girls). Results of multilevel structural equation modeling showed that teacher empathy was positively related to reading achievement directly and indirectly through students' sense of school belonging. Specifically, students' sense of school belonging mediated 29% of the total effect of

teacher empathy on reading achievement. These results have theoretical implications for future research in teacher empathy on the importance of simultaneously including other student features, such as students' cognitive and emotional differences. The results also have practical implications for teacher training on raising teachers' attention to student emotions during reading instruction.

Chen, S., & Ding, Y. (2023). **Assessing the Psychometric Properties of STEAM Competence in Primary School Students: A Construct Measurement Study.** *Journal of Psychoeducational Assessment*, 41(7), 796-810. <https://doi.org/10.1177/07342829231186685>

In primary schools, the incorporation of STEAM education has become a widespread trend, as it is believed to have the potential to enhance the quality of education and foster students' competencies. This investigation aimed to explore the definition, measurement model, and scale of students' STEAM competence, emphasizing their hands-on experiences in STEAM education. A total of 1126 fourth to sixth-grade students participated in the survey and were examined to assess the reliability and validity of the STEAM competence scale developed based on previous studies and theoretical foundations. The results indicate that the scale is acceptable and that there are significant connections between various indicators as confirmed by path analysis. The study's significance, limitations, and conclusions are also addressed.

Cheruvath, R., & Gaude, A. (2023). **Managing problem behavior and the role of metacognitive skills.** *European Journal of Psychology of Education*, 38(3), 1227-1250. <https://doi.org/10.1007/s10212-022-00645-6>

Teachers face problem behaviors among children in classrooms of different types and they use positive or negative strategies or both to handle the problem behavior. The objective of the study was to examine to what extent the metacognitive skills of teachers and teacher trainees help in handling problem behaviors of secondary school children effectively. Results showed that the higher the metacognitive skills of the respondents, the higher the skills in using an appropriate strategy in managing the problem behaviors of children which are not very serious in nature. This indicates the need of improving metacognitive skills among secondary school teachers and incorporating training modules in the curriculum of teacher training programs to enhance their skills in managing problem behaviors.

Cheung, S. K., Chan, W. W. L., & Fong, R. W. (2023). **Parents' perfectionistic tendencies and children's early numeracy competence: the mediating roles of children's executive functions and numeracy interest.** *European Journal of Psychology of Education*, 38(3), 1185-1200. <https://doi.org/10.1007/s10212-022-00640-x>

Parents' high academic expectations have often been found to benefit children's academic outcomes. Nonetheless, little is known whether different ways of expressing the high expectations exert similar influences on early numeracy development. This study therefore investigated the relations of two forms of parents' perfectionistic tendencies—namely perfectionistic strivings and concerns—with children's early numeracy competence, as well as the potential mediating roles of children's executive functions and numeracy interest in such relations. One hundred one kindergarteners were assessed for their numeracy skills and executive functions, whereas their parents completed a questionnaire about their perfectionistic tendencies as well as their children's numeracy interest. Results showed that both forms of perfectionistic tendencies were associated

with children's numeracy competence via their executive functions and numeracy interest. Only perfectionistic concerns had a direct link with children's numeracy competence. Our findings imply that parents need to be careful about the ways they convey their academic expectations to young children.

Cinar, E., Fitzpatrick, C., Almeida, M. L., Camden, C., & Garon-Carrier, G. (2023). **Motor Skills are More Strongly Associated to Academic Performance for Girls Than Boys.** *Canadian Journal of School Psychology*, 38(3), 252-267. <https://doi.org/10.1177/08295735231173518>

This study investigated the contribution of fine and gross motor skills to academic and attentional performance at school entry among 832 boys and girls. Children were tested on their fine and gross motor skills (locomotor, object control) and their academic performance in receptive vocabulary, number knowledge, and attentional skills at 6 to 7 years old. Results from ordinary least square models adjusted for family income, maternal education attainment, and early cognitive skills at 41 to 48 months revealed that fine motor skills significantly predicted receptive vocabulary, number knowledge, and attention skills. The associations between fine motor skills with receptive vocabulary and attention were stronger for girls than boys. Better performance in locomotor also significantly predicted higher levels of receptive vocabulary while object control was positively associated with attentional skills among girls only. Children with better motor abilities, especially fine motor skills, are more likely to be successful in the areas requiring language, numeracy, and attentional skills. Thus, motor skills should be a focus of interest for increasing academic and attentional skills level at school entry, particularly in girls.

Cohen, R., Katz, I., Aelterman, N., & Vansteenkiste, M. (2023). **Understanding shifts in students' academic motivation across a school year: the role of teachers' motivating styles and need-based experiences.** *European Journal of Psychology of Education*, 38(3), 963-988. <https://doi.org/10.1007/s10212-022-00635-8>

Students' adaptive motivation to study tends to decrease over time. However, the reasons for this decline are not fully understood. Drawing on self-determination theory (SDT), we investigated whether changes in teachers' motivating style and students' associated need-based experiences could explain the motivational decline documented in the literature. A total of 472 Israeli seventh and eighth graders (in their first and second years of middle school) completed questionnaires at the beginning and end of the school year. Students reported their perceptions of their teachers' (de)motivating styles (i.e., autonomy support, structure, control, and chaos), the extent to which their psychological needs were satisfied or frustrated, and their motivation to study. There was a significant decrease from the beginning to the end of the school year in 7th- and 8th-grade students' perceptions of autonomy support and structure provided by their teachers, students' autonomous motivation, and their experienced need satisfaction. There was a significant increase from the beginning to the end of the school year in 7th and 8th graders' perception of their teacher as chaotic and the students' experience of need frustration, controlled motivation, and amotivation. A growth curve multilevel model (GCMLM) indicated that the perceived changes in teachers' motivating and demotivating styles, together with the changes in the students' reported need-based experiences from the beginning to the end of the year, could account for these changes in students' motivation. Teachers should develop and maintain a need-nurturing environment to prevent a drop in student motivation.

Czuk Vel Ciuk, E. (2021, juin). **Choisir la démarche clinique d'orientation psychanalytique pour faire de la recherche en sciences de l'éducation, regards croisés**. Consulté à l'adresse <https://hal.science/hal-04136490>

Darnon, C., Jury, M., Sebastien, G., & Portex, M. (2023). **Competitive and Cooperative Practices in Education: How Teachers' Beliefs in School Meritocracy are Related to their Daily Practices with Students**. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-023-09824-9>

Teachers' daily competitive and cooperative practices impact students' motivation and academic achievement. The present research was conducted on French in-service teachers. Our goal was to examine one of the predictors of the use of competitive and cooperative pedagogical practices by teachers: their belief in school meritocracy. A sample of 818 teachers completed an online survey. They were asked to report their levels of beliefs in school meritocracy (e.g., « At school, where there is a will, there is a way ») as well as how often they use competitive (e.g., "Encourage competition between students to get them to excel) and cooperative practices (e.g., « Have students cooperate with each other so that each student progresses in learning ») in their class. Results showed that the more teachers believed in school meritocracy, the more likely they were to promote a performance goal structure in their class, which was, in turn associated with more frequent use of competitive practices. Conversely, the more teachers believed in school meritocracy, the less likely they were to promote mastery goals, which in turn were associated with more cooperative practices.

Das, J. P., & Samantaray, S. (2023). **Speed of Cognitive Processing Within a Test of Executive Functions and Information Integration**. *Canadian Journal of School Psychology*, 38(3), 268-282. <https://doi.org/10.1177/08295735231181770>

Rapid Automatic Naming (RAN) has been widely recognized as a reliable predictor of reading proficiency. Although RAN represents the speed of cognitive processing, there are few studies that have addressed RAN as a cognitive process in its own right. Furthermore, RAN performance of ELL (English Language Learners) has been less frequently investigated. We have two parts to this study. First, we examine the factor structure of an enlarged composite measure of speed measure by adding four additional tests comprising color naming, and two number naming tasks to the traditional RAN of digit and letter naming. In the second part, we determine the association of Speed with broad cognitive processes comprising Executive Functions, and Information processing. Participants were students in English medium schools in India. They were divided into two age groups (8–14 and 15–20) for statistical analyses of six Speed measures. Results show a strong unitary speed factor in the 8 to 14 age group. In contrast, in the 15 to 20 group RAN tests comprising digits and letters showed a very small loading on the same factor. Addressing the second objective, which is the impact of speed on various cognitive tasks, the results show that response speed has a minimal influence on Nonverbal Configurations (simultaneous) tasks, and tasks of executive functions comprising Working Memory, and Visual-Spatial Processing. These tests will enable us to isolate specific cognitive deficiencies from response speed. In a re-examination of the relation between Reading & RAN-type tests, we could suggest that serial articulation is the common and essential feature that binds rapid naming tasks and reading fluency.

Daus, S., Skjelbred, S.-E., & Pedersen, C. (2023). **Initial Validation of Measures for Interest in Marketing Education.** *Journal of Psychoeducational Assessment*, 41(7), 732-747. <https://doi.org/10.1177/07342829231178874>

To improve the understanding of the drivers of interest, and its impact on other outcomes, researchers and educators need valid and informative measures capturing the different domains of interest. Answering the lack of interest measures in marketing education, we develop and psychometrically assess three instruments reflecting the theoretical notions of situational and individual interest: course interest, contents interest, and job interest. Drawing on a relatively large sample of Norwegian upper-secondary marketing classes (Nclasses = 22; Nstudents = 433), initial psychometric validation showed that each instrument has good unidimensionality, local item independence, measurement precision across the latent scales, and invariance across instructional approaches, gender, and parental education level. Furthermore, the interest instruments are related but distinct from each other and provide different information than measures of perceptions and achievement. We conclude this first steppingstone by showing the instruments' information value and discussing future paths for strengthening the validity evidence.

Demulder, L., Verschueren, K., Lacante, M., & Donche, V. (2023). **Identifying exploration profiles for higher education and their relationship with different student variables and outcomes.** *European Journal of Psychology of Education*, 38(3), 1145-1163. <https://doi.org/10.1007/s10212-022-00641-w>

This study aims to better understand differences in the decision-making process behind study choices for higher education by investigating the presence of exploration profiles and then explore the explanatory base. To achieve this, we first identified different exploration profiles of students transitioning to higher education (n = 5660), and then investigated whether they were predicted by different student variables (i.e., learning strategies, gender, and educational track) and linked with different outcomes of the decision-making process (i.e., the amount of information acquired regarding higher education, decisional status, and commitment). A latent profile analysis identified three exploration profiles based on the decisional tasks of orientation, self-, broad, and in-depth exploration: passive (35%), moderately active (52%), and highly active explorers (13%). Students' learning strategies (regulation and processing strategies) were associated with these profiles. Students with more effective regulation and processing strategies were more likely to be highly active than passive or moderately active explorers. Female students and students from the technical track were more likely to be found in the highly active profile compared to the moderately active and the passive or moderately active profile, respectively. Finally, highly active explorers had the most favorable outcomes, measured by decisional status, commitment, and amount of information. Based on a substantial dataset, our findings contribute to a more comprehensive understanding of the explanatory base of important differences in the study choice making process of students opting for higher education. This may ultimately lead to more fitting support for students in less beneficial profiles.

Dmytro, D., Marshall, K., Loewen-Schmidt, S., Gregory, S., Anderson Leachman, K., Murphy, D., ... Nelson, M. (2023). **On Whose Territory Does Our School District Reside? Beginning Steps Toward Relationship Development With Urban First Nations.** *Canadian Journal of School Psychology*, 38(3), 214-224. <https://doi.org/10.1177/08295735221147323>

Following the 2015 release of Truth and Reconciliation Commission's Final Report in Canada, disciplines at various levels of federal and provincial infrastructures have begun taking up reconciliation in their practice. In 2018, the Canadian Psychological Association (CPA) and the Psychology Foundation of Canada (PFC) released a joint response, which outlines how the profession has violated its own ethics with respect to practice with Indigenous peoples and how to move forward through a reconciliatory process as individuals and as a profession. What is unclear is how individual psychologists and psychologist teams are taking up reconciliation in their practice, years after the CPA/PFC Response to the TRC. As psychologists and other helping professionals learn about the history of marginalization of Indigenous peoples within the discipline of psychology, many may be searching for more specific examples of how to begin or extend the process of addressing reconciliation. This Brief Commentary will focus on the practice of one group of school psychologists working in a public school district in an urban setting in British Columbia who are engaging in relationship development with First Nations communities on whose territory the district resides. Psychologists from the team will contribute reflections regarding their experience with the process as a whole. These psychologists have been part of a school psychology team that has been involved in reconciliation for some time and are actively pursuing individual and group accountability toward Indigenous people. The context of the group and steps taken from the team's personal and professional introduction to the topic of reconciliation, and facilitators and considerations that impacted the group's progress will be explored.

Edwin, M., & Bahr, M. W. (2023). **Multi-Tiered System of Supports—Interventionist Beliefs Scale: Development and Initial Validation With School Counselors.** *Journal of Psychoeducational Assessment*, 41(7), 748-763.
<https://doi.org/10.1177/07342829231184293>

This article describes the development of the Multi-Tiered System of Supports-Interventionist Beliefs Scale (MTSS-IBS). The introduction reviews the importance between practitioner beliefs and MTSS success. Because there is no measure to assess the MTSS beliefs of school interventionists for the success of all students, we used a principal component analysis and a parallel analysis on MTSS-IBS responses from 379 school counselors who worked as MTSS interventionists. These analyses indicated a four-component structure, and subsequent internal consistency and construct validity analyses provided initial evidence of MTSS-IBS psychometric adequacy. We discuss applications of the MTSS-IBS in research and practice for enhancing MTSS implementation.

Ellis, J. M., & Helaire, L. J. (2023). **Self-Efficacy, Subjective Norms, Self-Regulated Learning: An Application of the Theory of Planned Behavior With GEAR UP Students.** *Education and Urban Society*, 55(7), 844-875. <https://doi.org/10.1177/00131245221092744>

Racial-ethnic and low-income youth have differential access to key educational resources that promote learning and college readiness. College readiness programs provide activities, resources, and experiences that support learning. Yet little is known about the influence of adults and peers in shaping students' beliefs and expectations as learners. This study examined the extent to which GEAR UP adolescent self-regulated learning was influenced by perceptions of adult and peer behavioral expectations. Among the 118 adolescent participants, perceived behavioral expectations of a parent or guardian was found to be the strongest determinant of self-regulated learning. Implications and directions for future research are discussed.

Fenouillet, F., Prokofieva, V., Lorant, S., Masson, J., & Putwain, D. W. (2023). **French Study of Multidimensional Test Anxiety Scale in Relation to Performance, Age, and Gender.** *Journal of Psychoeducational Assessment*, 41(7), 828-834. <https://doi.org/10.1177/07342829231186871>

In the absence of a contemporaneous measure, the present study aimed to validate a French language translation of the Multidimensional Test Anxiety Scale (MTAS). In addition, measurement invariance was tested for gender and age. The participants were 520 secondary school students aged 11–16 years. A four-factor model of the MTAS showed a good fit to the data, good internal consistency, and the expected relations with trait anxiety and fear of assessment (positive), and examination performance (negative). Scalar invariance was shown for gender and age. Female students reported higher test anxiety scores. Older students reported higher scores on just one MTAS factor (cognitive interference); remaining factors were stable with age. The translated measure will greatly assist researchers and practitioners in the assessment of test anxiety in French language populations.

Flett, G. L., Nepon, T., & Scott, X. (2023a). **The Anti-Mattering Scale Versus the General Mattering Scale in Pathological Narcissism: How an Excessive Need to Matter Informs the Narcissism and Mattering Constructs.** *Journal of Psychoeducational Assessment*, 41(6), 619-633. <https://doi.org/10.1177/07342829221136352>

The current study uniquely examines mattering and narcissism and reflects our contention that pathological narcissism involves an excessive need to matter and a hypersensitivity to being devalued and not mattering to other people. Specifically, we evaluated the proposed association between pathological narcissism and deficits in mattering by comparing the results obtained with the Anti-Mattering Scale and the General Mattering Scale. We also evaluated anti-mattering as a potential mediator of the link between narcissism and distress. A sample of 168 university students completed the Anti-Mattering Scale, the General Mattering Scale, the Pathological Narcissism Inventory, and a depression measure. Results confirmed that elevated scores on the Anti-Mattering Scale are associated with grandiose and vulnerable narcissism as well as depression. Mattering assessed by the General Mattering Scale had a weaker association with narcissism, thus highlighting the distinction between the Anti-Mattering Scale and the General Mattering Scale. Further analyses suggested that elevated Anti-Mattering Scale scores did indeed mediate the link between vulnerable narcissism and depression in keeping with anti-mattering as a factor that elicits the vulnerability of narcissists. Our findings attest to the uniqueness of the Anti-Mattering Scale and illustrate the need to consider the role of feelings of not mattering as a contributor to the self and identity issues and interpersonal sensitivity that contribute to pathological narcissism. This work also suggests the need to emphasize an excessive need to matter when assessing the self and when developing future measures of the need to matter.

Flett, G. L., Nepon, T., & Scott, X. (2023b). **The Anti-Mattering Scale Versus the General Mattering Scale in Pathological Narcissism: How an Excessive Need to Matter Informs the Narcissism and Mattering Constructs.** *Journal of Psychoeducational Assessment*, 41(6), 619-633. <https://doi.org/10.1177/07342829221136352>

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Ghasemy, M., & Elwood, J. A. (2023). **Job satisfaction, academic motivation, and organizational citizenship behavior among lecturers during the COVID-19 pandemic: a cross-national comparative study in Japan and Malaysia.** *Asia Pacific Education Review*, 24(3), 353-367. <https://doi.org/10.1007/s12564-022-09757-6>

Job satisfaction and its antecedents and outcomes are important areas of focus in the social sciences research, and higher education is no exception. The importance of this issue has grown during the COVID-19 pandemic. For this reason, using a cross-national study conducted in Malaysia and Japan, we collected data on lecturers' job satisfaction and two of its outcomes, namely, academic motivation and individual-level organizational citizenship behavior (OCBI) to test our evidence-based theoretical model, which explains the relationships between these variables. We also added age, gender, and tenure as covariates to our model. Our partial least squares structural equation modeling estimation results at the aggregate and country levels showed that the effect of job satisfaction on OCBI was mainly transmitted through academic motivation. We also observed that Malaysian and Japanese lecturers did not show a statistical difference in terms of the relationships described between the variables in our model. Additionally, the relationship between academic motivation and OCBI was nonlinear based on the data from the Malaysian sample, and we explained this phenomenon from both theoretical and practical/policy perspectives. Moreover, our results showed that age plays an important role in the model when it is estimated using data from the Malaysian higher education system. We discussed our findings in detail in terms of theoretical and practical implications.

Golson, M. E., Benallie, K. J., Roanhorse, T. T., Haverkamp, C. R., Ficklin, E., McClain, M. B., & Aguilar, L. N. (2023). **A Systematic Review of Indigenous Representation in School Psychology Research.** *Canadian Journal of School Psychology*, 38(3), 225-251. <https://doi.org/10.1177/08295735221143820>

Indigenous youth comprise a significant and diverse collection of populations. School psychologists are uniquely placed to serve Indigenous students and improve their long-term outcomes. However, in the face of longstanding colonial practices and systemic oppression, which have resulted in poor educational outcomes for Indigenous students,

school psychology research broadly underrepresents Indigenous students. This proves problematic considering research informs practice. The goal of this review is to evaluate the current standing of school psychology research focused on Indigenous youth and identify areas of need. The current systematic review yielded 57 articles focusing on Indigenous youth from 10 indexed school psychology journals. A significant portion of the articles were published in the 1980s, with fewer than three publications per year in the two decades following. The articles demonstrated a preference for assessment and related topics, with limited research focused on intervention, culture, and equity. This focus on assessment to compare Indigenous youth with youth of other racial and ethnic backgrounds serves to support the systems of oppression in place. These findings highlight the need for school psychology research to exert a concentrated effort toward Indigenous-focused research with more varied topics beyond assessment. Implications for trainers, researchers, and school psychology journals are discussed.

Gul, B. (2022). **Les effets de la privation relative sur l'engagement scolaire et l'estime de soi des adolescents : étude du rôle des facteurs sociaux** (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse <https://theses.hal.science/tel-04170688>

Partant du Modèle de Désengagement Psychologique (MDP) (e.g., Martinot et al., 2020; Tougas et al., 2005, 2010; Tougas & Beaton, 2008), ce travail de thèse examine les conséquences d'un contexte de privation relative sur le désengagement psychologique (discrédit des notes et dévaluation de l'école), les différentes dimensions d'engagement scolaire et l'estime de soi chez les adolescents. Notre hypothèse de départ est que les élèves vivant une expérience de privation relative (égoïste, personnelle ou fraternelle), en raison du comportement défavorable de l'enseignant (études 1 et 4), de leur appartenance à un milieu social défavorisé (étude 2) ou d'un rejet social de la part de leurs pairs (étude 3), devraient davantage se désengager psychologiquement et scolairement que les élèves ne vivant pas cette expérience ce qui en retour devrait nuire à leur estime de soi. L'étude 1 montre qu'une expérience imaginaire de privation relative en lien avec le comportement défavorable de l'enseignant, peut conduire à dévaluer l'école. L'étude 2 montre qu'une expérience de privation relative en lien avec l'appartenance à un milieu social défavorisé conduit au désengagement scolaire, via une diminution de la perception de contrôle. Le désengagement scolaire, en retour, affecte négativement l'estime de soi des adolescents. L'étude 3 montre l'expérience d'une privation relative en lien avec le rejet social par les pairs conduit au désengagement scolaire via une diminution du sentiment d'affiliation sociale. Le désengagement scolaire, en retour, affecte négativement l'estime de soi des adolescents. Enfin, l'étude 4 montre qu'une expérience de privation relative en lien avec le comportement défavorable de l'enseignant conduit au désengagement scolaire via une diminution de la perception de soutien social de la part des pairs. Le désengagement scolaire, en retour, affecte négativement l'estime de soi des adolescents. A travers ces 4 études, nous avons également pu mettre en évidence que toutes les expériences de privation relative n'ont pas les mêmes effets délétères. Ce sont les expériences de privation relative égoïste et personnelle qui conduisent à plus de désengagement et de baisse de l'estime de soi comparativement à une expérience de privation relative fraternelle. Enfin, une expérience imaginaire d'égalité entre tous les élèves est la situation qui permet le plus de protéger les élèves du désengagement scolaire ainsi que leur estime de soi. Dans l'ensemble, nos résultats ouvrent des pistes de réflexions intéressantes autour des ressources que peut procurer l'appartenance à un groupe, même si défavorisé, et notamment la présence de pairs lorsque les élèves font

face à un contexte de de privation relative mais aussi autour des bienfaits d'un contexte égalitaire à l'école.

Hamelin, G., Viviers, S., Litalien, D., & Boulet, J. (2023). **Bringing light to school counselors' burnout: the role of occupational identity suffering.** *International Journal for Educational and Vocational Guidance*, 23(3), 741-761. <https://doi.org/10.1007/s10775-022-09534-2>

This study aims to validate a predictive model of school counselors' burnout from occupational activities through occupational identity suffering (OIS). OIS is defined as the psyche battle between the individual's need for professional accomplishment and the inability to recognize one's profession in daily work duties. Tested among 269 guidance counselors working in school settings (Quebec, Canada), the model proposes that OIS is positively predicted by administrative work and negatively predicted by guidance and counseling activities. In turn, OIS should positively predict burnout. Results from structural equation modeling mostly support the model. Implications for prevention of school counselors' burnout are discussed.

Hennok, L., Mädamürk, K., & Kikas, E. (2023). **Memorization strategies in basic school: grade-related differences in reported use and effectiveness.** *European Journal of Psychology of Education*, 38(3), 945-961. <https://doi.org/10.1007/s10212-022-00630-z>

The study aims to examine students' awareness and reported use of learning strategies as well as their effectiveness for word recognition using a word list memorization task. The sample included 1039 Grade 2, 1069 Grade 4, 832 Grade 6, and 3752 Grade 9 students (aged 8–15 years) from 272 Estonian schools. More students in higher grades reported using abstract grouping than students in lower grades. Students' evaluations of rehearsal and perceptual grouping were loaded onto theoretically expected factors, and evaluative statements tended to have similar meaning across all grades. Grade 9 students tended to evaluate abstract grouping higher and rehearsal lower than students in lower grades. Reported use of abstract grouping was related to higher word-recognition scores in Grades 4 and up; this trend was not evident in Grade 2. The word-list memorization task is one possibility to assess memorization strategies in basic school, and it can provide useful information to plan activities supporting students' development of effective usage of strategies.

ILLasiak Domoff, V., Poitras Pratt, Y., Drefs, M. A., & Wick, M. (2023). **Challenging Definitions of Student Success Through Indigenous Involvement: An Opportunity to Inform School Psychology Practice.** *Canadian Journal of School Psychology*, 38(3), 191-202. <https://doi.org/10.1177/08295735221149225>

To achieve educational equity for Indigenous students, school psychologists need to consider the implications of using solely Westernized and Eurocentric educational standards of success. With current practices criticized as limiting and biased, a fitting alternative is the use of holistic frameworks of success aligned with Indigenous peoples' perspectives on lifelong learning. This paper details a community-led process to define success for Indigenous youth in Aklavik, Northwest Territories inspired by the Canadian Council on Learning Inuit Holistic Lifelong Learning Model. Several key lessons, including the need for ensemble mentorship, emerged from this community-led and strengths-based project that can inform school psychologists seeking to better Indigenize their practice and work toward culturally aligned practices.

Kljajic, K., & Gaudreau, P. (2023). **Examining the association between procrastination and decreases in academic achievement during the transition from high school to university: a piecewise growth model.** *European Journal of Psychology of Education*, 38(3), 1011-1030. <https://doi.org/10.1007/s10212-022-00638-5>

The grades of students have been shown to severely decrease during the transition from high school to university. Although past findings have shown that procrastination negatively relates to academic achievement, no study has examined the influence of procrastination on the grade trajectory of students during this critical academic transition. Therefore, our main goal was to use a prospective design to examine the potentially detrimental role of procrastination on the grade trajectory from high school to the first year at university. We also examined the influence of procrastination over and above five demographic and socio-economic control variables. A sample of 269 first-year university students completed a procrastination questionnaire during their first semester at university. The official grades at three time points were obtained via the Registrar's Office: (a) the average grade of the last year of high school, (b) the average grade of the first semester at university, and (c) the average grade of the second semester at university. Results of piecewise multilevel growth modeling revealed that higher procrastination was associated with a larger grade decrease from high school to the first semester at university, which was maintained during the second semester at university even after considering demographic and socio-economic control variables. This study underscores that procrastination is a risk factor that tends to exacerbate the achievement difficulties experienced by students during the transition from high school to university.

Kropman, M., van Drie, J., & van Boxtel, C. (2023). **The influence of multiperspectivity in history texts on students' representations of a historical event.** *European Journal of Psychology of Education*, 38(3), 1295-1315. <https://doi.org/10.1007/s10212-022-00644-7>

School history textbook narratives of a nation's past often present limited perspectives, which may impede the aim of teaching history from multiple perspectives. Less is known about the influence of including multiple perspectives on students' representations of the past. This study examines the extent to which students include multiple perspectives when processing a schoolbook text that includes multiple perspectives compared to a schoolbook history text containing fewer perspectives. Tenth grade students (N = 104) in four schools were randomly assigned to read one of two texts on the Dutch Revolt and asked to make a summary. Multiperspectivity was analysed through the representation of actors, aspects of scale, dimensions and historiography. The students working with the text having high multiperspectivity showed more perspectives in their representations. In the summaries, these students included significantly more perspectives than did the students using the text with fewer perspectives. Moreover, these students' representations of the main actors were more nuanced. The students using the text with high multiperspectivity situated the conflict in a broader international context and integrated more historiographical dimensions. The insights generated by these outcomes emphasize the important role of textbooks when aiming to teach history from multiple perspectives.

Lingo, M. D., & Chen, W.-L. (2023). **Righteous, Reveler, Achiever, Bored: A Latent Class Analysis of First-Year Student Involvement.** *Research in Higher Education*, 64(6), 893-932. <https://doi.org/10.1007/s11162-022-09728-1>

Using the Wabash National Study on Liberal Arts Education and a latent class analysis of 28 outside-the-classroom activities and behaviors, we developed a typology of outside-

the-classroom student engagement during the first year of college. We find ten classes of student involvement: academic artist, party athlete, serious athlete, conventional non-worker, disengaged, maximizer, moderate worker, detached partier, involved partier, and religious. Next, we examine the relationship between latent classes and students' characteristics through a multinomial logistic regression analysis. Students reporting as first-generation or racially minoritized are overrepresented in the disengaged and involved partier classes. We found an overrepresentation of White students across all party classes. Students reporting as female were likelier to be members of the religious, moderate worker, and disengaged classes and not to be members of the party classes. Federal grant recipients were likelier to be in the academic artist and moderate worker classes. We discuss other sociocultural, economic, and academic relationships in the paper. Next, we explore the relationship of latent class to academic and developmental outcomes. We find academic artists as the only class with a significant positive relationship across the seven dependent measures. Involved partier, moderate worker, and religious classes have positive relationships with at least five dependent measures. The detached partier and party athlete classes have the lowest first-year GPAs of all latent classes. Finally, we discuss the relationships of latent classes, related institutional policy implications, and directions for future research.

Lopez, J., Johnson, C., Dai, L., Jones, M. H., Nodine, M., Cooper, D., & Eckel, S. (2023). **Patterns of Adaptive Learning Scales and Achievement Goal Questionnaire 3 × 2: More Different than Similar.** *Journal of Psychoeducational Assessment*, 41(7), 764-776. <https://doi.org/10.1177/07342829231185854>

The present study examined the convergent validity between two frequently used achievement goal instruments: Patterns of Adaptive Learning Scales (PALS) and the Achievement Goal Questionnaire 3 × 2 (AGQ 3 × 2). Confirmatory factor analysis and structural equation models tested for relationships both within and across the scales in a sample of undergraduate students (N = 363). Main findings suggested that the PALS and AGQ 3 × 2 had stronger relationships within their respective instruments than between the scales. The PALS and AGQ 3 × 2 instruments had some similarities between mastery goals, but relationships between the performance goals of these two instruments were weaker or uncorrelated. These findings suggest/highlight the ongoing disparities in the measurement of achievement goal theory. Future research should consider that the PALS and AGQ 3 × 2 goal instrumentally likely measure different theoretical constructs.

Lovett, B. J., Schaberg, T., Nazmiyal, A., & Spenceley, L. M. (2023). **How Do School Psychologists Address Issues of Effort, Motivation, and Honesty During Evaluations?** *Journal of Psychoeducational Assessment*, 41(6), 603-618. <https://doi.org/10.1177/07342829231175938>

Data collected during psychoeducational evaluations can be compromised by response bias: clients not putting forth sufficient effort on tests, not being motivated to do well, or not being fully honest and careful when completing rating scales and contributing similar self-report data. Some of these problems apply to data from third-party informants as well. In the present study, we surveyed school psychologists about their approach to detecting, preventing, and reacting to apparent response bias. A sample of 297 school psychologists responded to at least one of four open-ended questions. We found that most participants only used informal techniques for detecting response bias (rather than specialized tests and embedded indices), relied on rewards or reinforcements to prevent response bias, and reacted to apparent response bias by

noting it in their evaluation reports. However, a wide variety of other strategies were endorsed by smaller proportions of practitioners. We compare these results to results from similar surveys in neuropsychology, and discuss implications for applied practice as well as future research.

Lowe, P. A. (2023a). **Do Dimensions of Perfectionism Predict Dimensions of Test Anxiety While Controlling for Depression?** *Journal of Psychoeducational Assessment*, 41(6), 634-656. <https://doi.org/10.1177/07342829221095653>

The present study examined whether cultural differences in different dimensions of perfectionism exist and whether different dimensions of perfectionism (i.e., rigid and self-critical perfectionism) predicted different dimensions of test anxiety while controlling for depression in a sample of Canadian and Singapore higher education students. In addition, culture was examined to determine whether it served as a moderator variable in the relationship between different dimensions of perfectionism and different dimensions of test anxiety. The present study was grounded in DiBartolo and Rendón's cross-cultural framework for conducting intra- and intercultural research in the area of perfectionism. The sample for the study included 1,095 undergraduate students. Perfectionism, test anxiety, and depression measures were administered to the students online. The results of mean and covariance analyses found the perfectionism measure was invariant across Canadian and Singapore students. In addition, the results of latent mean analyses found no significant differences on the different dimensions of perfectionism between Canadian and Singapore students. The results of analyses of variance also found no significant differences in different ethnic groups on the different dimensions of perfectionism in Canada and Singapore. Furthermore, the results of five hierarchical regression analyses found self-critical perfectionism explained unique variance in the five different test anxiety dimensions while controlling for depression, and culture did not serve as a moderator variable in the relationship between the different dimensions of perfectionism and test anxiety. Implications of the findings are discussed.

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variance in the five different test anxiety dimensions while controlling for depression, and culture did not serve as a moderator variable in the relationship between the different dimensions of perfectionism and test anxiety. Implications of the findings are discussed.

Ludewig, U., Schwerter, J., & McElvany, N. (2023). **The Features of Plausible but Incorrect Options: Distractor Plausibility in Synonym-Based Vocabulary Tests.** *Journal of Psychoeducational Assessment*, 41(7), 711-731.
<https://doi.org/10.1177/07342829231167892>

A better understanding of how distractor features influence the plausibility of distractors is essential for an efficient multiple-choice (MC) item construction in educational assessment. The plausibility of distractors has a major influence on the psychometric characteristics of MC items. Our analysis utilizes the nominal categories model to investigate German fourth graders' (N = 924) selection of response options in a German MC Vocabulary test. We used principles from cognitive psychology to identify relevant option features capturing the option's potential to distract students from the correct answer. The results show that only a few option characteristics explain option choice behavior to a large extent. Options with distracting features (i.e., semantic relatedness and orthographic similarity) increase the item difficulty and discrimination, whereas distractors that are less synonym than the attractor decrease item discrimination. Implications for test score interpretations and item construction guidelines are highlighted.

Luo, Y. F., Zhang, S., Yang, S. C., & Huang, C. L. (2023). **Students' judgments on different cyberbullying incidents: the relationship between moral philosophy and intention to engage.** *European Journal of Psychology of Education*, 38(3), 989-1009.
<https://doi.org/10.1007/s10212-022-00636-7>

This article draws on moral theory to explore how 415 adolescents made decisions when confronted with cyberbullying events and further examines whether adolescents with different individual factors (i.e., gender and educational level) have differences in moral philosophy and cyberbullying intention. A scenario-type questionnaire including three cyberbullying events (harassment, denigration and exclusion) was employed to investigate how students apply five moral philosophies in different cyberbullying cases and their engagement intentions in these activities. The results indicated that adolescents adopted a mixed moral philosophy to evaluate cyberbullying events. Females were more inclined to adopt stricter moral equity and relativism to evaluate cyberbullying incidents, while males possessed stronger cyberbullying intention in all scenarios. Junior high school participants tended to believe that all types of cyberbullying are less beneficial to them than university participants. In addition, five moral philosophies can jointly forecast intentions in three scenarios, accounting for 42 to 57% of the variance. Among them, moral equity is a common predictor. Based on the results, recommendations are provided to reduce the possibility of cyberbullying occurrence by strengthening the content of moral education.

McCrimmon, A. W., Bernier, A. S., McLeod, J., Pagaling, R., Montgomery, J. N., Kingston, S., & Nordstokke, D. (2023a). **Factor Structure of the Bar-On Emotional Quotient Inventory in Youth on the Autism Spectrum.** *Journal of Psychoeducational Assessment*, 41(6), 657-670. <https://doi.org/10.1177/07342829231177109>

Examination of emotional intelligence (EI) of autistic individuals has gained popularity. These efforts have included the BarOn Emotional Quotient Inventory, Youth Version

(BarOn EQ-i YV); however, this measure was not standardized with this population and so its utility and the accuracy of its factor structure for this population is questionable. This study examined how well the factor structure as represented by a sample of autistic children and youth aligns with that described in the measure's technical manual to clarify considerations for use. Results indicate poor metrics of model fit. Some factors were significantly correlated, though this was attenuated somewhat upon correction for multiple analyses. Two items from the interpersonal factor were negatively loaded, suggesting they should be subtracted from other items in that factor (in contrast to the standardized model). Implications for EI construct validity, understanding of EI in autism, and use of EI measures for this population are discussed.

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McDougall, T. D. (2023). **It's Not Our Way: Navigating the Principle of Dual Relationships as a First Nation Practitioner.** *Canadian Journal of School Psychology*, 38(3), 203-213. <https://doi.org/10.1177/08295735231172832>

First Nations and Eurocentric approaches in the field of psychology and mental health are rooted in different worldviews which creates incongruencies as to what may be deemed as effective standards of practice. This autoethnography describes the experience of a school psychology intern navigating through practice particularly as it pertains to the principle of dual relationships. With a first-person perspective the journey of exploration into this matter brings together the research found in academia and the guidelines formally set as well as the beliefs and values of local community members which were brought forth through a series of interviews and conversations. There are three main themes which arose that are highlighted and they are the embodiment of a spiritual orientation, substantiation of trust and integrity, and obligation to community. These themes explicate the differences in and implications for practice when working with First Nations people, particularly in remote spiritually connected communities. The practice of psychology in and with First Nation people needs to be rooted in their beliefs, values, and customs to be effective, to reflect the experience of Indigenous ways of helping, and to decolonize approaches in the field of psychology.

Mekki, S., & Tricot, A. (2023). **Les performances scolaires des élèves de Segpa sont-elles liées aux croyances qu'ils ont sur eux-mêmes ? Ou aux croyances d'autrui ?** *La nouvelle*

revue - *Éducation et société inclusives*, 96, 163-182. Consulté à l'adresse <https://hal.science/hal-04171757>

The links between the academic difficulties of Segpa students and the psychological processes that usually contribute to academic difficulties are poorly documented. In this experimental study, we explore how stereotype threat and learned helplessness might be involved in the performance of Segpa students. 429 pupils, from Segpa or from ordinary classes, were asked to complete the same test which was presented as an assessment in mathematics, or of their intellectual capacities, or as a domino game. The results show that the Segpa pupils performed less well than the ordinary pupils in the mathematics and logic condition, but not in the dominoes condition. Regardless of the condition, disengagement was very low, while subjective cognitive load was higher for Segpa students. These results are consistent with a stereotype threat effect.

Messineo, L., & Tosto, C. (2023). **Perceived stress and affective experience in Italian teachers during the COVID-19 pandemic: correlation with coping and emotion regulation strategies.** *European Journal of Psychology of Education*, 38(3), 1271-1293. <https://doi.org/10.1007/s10212-022-00661-6>

The COVID-19 pandemic has represented a source of stress for teachers by adding new challenges. The objective of this study was to assess the association between emotion regulation and coping strategies, on the one hand, and perceived stress and affective experience on the other among teachers during the COVID-19 pandemic. A sample of 1178 of Italian pre-primary, primary, and secondary school teachers completed an online survey. Three hierarchical linear regression analyses were run to evaluate teachers' emotion regulation, coping strategies, years of teaching experience, perceived workload, and perceptions about online teaching in predicting their perceived stress and positive and negative affect. The findings showed that cognitive reappraisal and positive attitude were associated with a lower level of perceived stress and negative affect and a higher level of positive affect. Problem orientation strategies were also associated with a higher level of positive affect. By contrast, expressive suppression was correlated with a higher level of perceived stress. Avoidance coping strategies were associated with higher perceived stress and negative affect and a lower level of positive affect. The perceived burden of online teaching was positively related with perceived stress and negative affect. Confidence in using educational technologies predicted lower levels of perceived stress, and previous online teaching experience was positively correlated with positive affect. The findings of this study could be useful for implementing teacher training programmes on emotion regulation and coping strategies to reduce stress and promote positive affect.

Miragaya-Casillas, C., Aguayo-Estremera, R., & Ruiz-Villaverde, A. (2023). **Self-selection or indoctrination in the study of (standard) economics: A systematic literature review.** *Theory and Research in Education*, 21(2), 176-196. <https://doi.org/10.1177/14778785231178243>

Considerable academic debate exists as to whether students with a background in economics exhibit distinct behavioural patterns that set them apart from students in other academic disciplines. Primarily, the debate concerns whether students who fit the stereotype of the economist choose to study economics (the self-selection hypothesis) or whether economics students develop these behavioural patterns in the course of their university studies (the indoctrination hypothesis). We conducted a systematic literature review that examines both hypotheses. According to the literature reviewed, the majority of researchers find the self-selection hypothesis to be the best supported. However,

findings remain inconclusive due to several methodological limitations. In spite of that, this study should facilitate a deeper understanding of what causes behavioural changes in economics students and what exactly these behavioural differences are, among other relevant hypotheses.

Mulvey, K. L., McGuire, L., Mathews, C., Hoffman, A. J., Law, F., Joy, A., ... Rutland, A. (2023). **Preparing the Next Generation for STEM: Adolescent Profiles Encompassing Math and Science Motivation and Interpersonal Skills and Their Associations With Identity and Belonging.** *Youth & Society*, 55(6), 1207-1230. <https://doi.org/10.1177/0044118X221085296>
Science, technology, engineering, and math (STEM) workers need both motivation and interpersonal skills in STEM disciplines. The aims of the study were to identify clusters of adolescents who vary in math and science motivation and interpersonal skills and to explore what factors are related to membership in a high math and science motivation and interpersonal skills cluster. Participants included 467 adolescents (312 female; Mage = 15.12 to SD = 1.71 year) recruited from out-of-school STEM programs in the US and UK. Findings from latent class analyses revealed four clusters, including a "High Math and Science Motivation and Interpersonal Skills" group, as well as groups that exhibited lower levels of either motivation or interpersonal skills. STEM program belonging, and STEM identity are related to membership in the high motivation and skills cluster. Findings provide insight into factors that may encourage motivation and interpersonal skills in adolescents, preparing them for STEM workforce entry.

Nori, H., & Vanttaja, M. (2023). **Too stupid for PhD? Doctoral impostor syndrome among Finnish PhD students.** *Higher Education*, 86(3), 675-691. <https://doi.org/10.1007/s10734-022-00921-w>

Impostor syndrome (IS) refers to the inner speech of self-doubt and the belief that you are not as competent as others perceive you to be. The university can be considered a work environment prone to IS, especially because of the requirements of present higher education and science policy, which emphasizes continuous evaluation, a competitive spirit, and a focus on performance and excellence. It is therefore understandable that many doctoral students have begun to experience inadequacy and uncertainty during their postgraduate studies. This study focuses on the prevalence of IS among Finnish PhD students (n = 1694). In particular, attention is paid to the background factors in which experiences of uncertainty and attitudes related to IS are linked. Theoretically, we interpret IS as a phenomenon related to the habitus formed through an individual's life experiences and the inner speech associated with it. Based on the results of the linear regression analysis, the lack of encouragement in childhood and a low level of planning when applying for doctoral studies explain the emergence of IS in a statistically significant manner.

Ober, T. M., Lu, Y., Blacklock, C. B., Liu, C., & Cheng, Y. (2023a). **Development and Validation of a Cognitive Load Measure for General Educational Settings.** *Journal of Psychoeducational Assessment*, 41(6), 689-708. <https://doi.org/10.1177/07342829231169171>

We develop and validate a self-report measure of intrinsic and extrinsic cognitive load suitable for measuring the constructs in a variety of learning contexts. Data were collected from three independent samples of college students in the U.S. (Ntotal = 513; Mage = 21.13 years). Kane's (2013) framework was used to validate the measure. Three types of validity evidence were presented: scoring, generalization, extrapolation. After

establishing evidence of validity, especially measurement invariance, we then compared group mean differences based on students' demographic characteristics. These findings support the psychometric integrity of this measure of cognitive load, which may be used to investigate cognitive load in various learning contexts, particularly examining factors that may perpetuate or mitigate differences in cognitive load between students. Such a measure could be useful in educational and clinical settings as a mechanism for early identification of potential learning challenges.

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Opozda-Suder, S., Grygiel, P., & Karteczka-Świątek, K. (2023a). **Conformity in High School Adolescents: Development and Validation of the Informational and Normative Conformity Scale.** *Journal of Psychoeducational Assessment*, 41(6), 671-688.
<https://doi.org/10.1177/07342829231169845>

The present article describes the development and validation of the Informational and Normative Conformity Scale (SKI-N), a brief self-report tool capturing adolescents' general propensity to adopt a conformist attitude, and the underlying motives for doing so. The presentation includes a description of scale construction and an assessment of the psychometric properties. In two independent samples of adolescents (total N = 1,953), the SKI-N factorial structure was investigated, and the reliability and dimensionality, the multi-group measurement invariance, and the construct validity were each verified. The findings showed that the scale structure is bi-factorial, and the tool is reliable, valid, and invariant across gender. Therefore, the SKI-N can be applied in research and/or in psychological and educational practice to provide important information in a broader assessment of students' psychosocial functioning in the school environment. Moreover, compared to currently available measures, it fills a gap in the tools for measuring conformity in the adolescent population.

Opozda-Suder, S., Grygiel, P., & Karteczka-Świątek, K. (2023b). **Conformity in High School Adolescents: Development and Validation of the Informational and Normative Conformity Scale.** *Journal of Psychoeducational Assessment*, 41(6), 671-688.
<https://doi.org/10.1177/07342829231169845>

The present article describes the development and validation of the Informational and Normative Conformity Scale (SKI-N), a brief self-report tool capturing adolescents'

general propensity to adopt a conformist attitude, and the underlying motives for doing so. The presentation includes a description of scale construction and an assessment of the psychometric properties. In two independent samples of adolescents (total N = 1,953), the SKI-N factorial structure was investigated, and the reliability and dimensionality, the multi-group measurement invariance, and the construct validity were each verified. The findings showed that the scale structure is bi-factorial, and the tool is reliable, valid, and invariant across gender. Therefore, the SKI-N can be applied in research and/or in psychological and educational practice to provide important information in a broader assessment of students' psychosocial functioning in the school environment. Moreover, compared to currently available measures, it fills a gap in the tools for measuring conformity in the adolescent population.

Panadero, E., Pérez, D. G., Ruiz, J. F., Fraile, J., Sánchez-Iglesias, I., & Brown, G. T. L. (2023). **University students' strategies and criteria during self-assessment: instructor's feedback, rubrics, and year level effects.** *European Journal of Psychology of Education*, 38(3), 1031-1051. <https://doi.org/10.1007/s10212-022-00639-4>

This study explores the effects of feedback type, feedback occasion, and year level on student self-assessments in higher education. In total, 126 university students participated in this randomized experiment under three experimental conditions (i.e., rubric feedback, instructor's written feedback, and rubric feedback plus instructor's written feedback). Participants, after random assignment to feedback condition, were video-recorded performing a self-assessment on a writing task both before and after receiving feedback. The quality of self-assessment strategies decreased after feedback of all kinds, but the number of strategies increased for the combined feedback condition. The number of self-assessment criteria increased for rubric and combined conditions, while feedback helped shift criteria use from basic to advanced criteria. Student year level was not systematically related to changes in self-assessment after feedback. In general, the combination of rubric and instructor's feedback produced the best effects.

Parmentier, M., Pirsoul, T., Bouchat, P., & Nils, F. (2023). **Emotional anticipation of high school graduation: Similarity of profiles across gender, educational track, and grade.** *International Journal for Educational and Vocational Guidance*, 23(3), 531-554. <https://doi.org/10.1007/s10775-022-09528-0>

The present study investigated adolescents' emotional anticipation profiles at the prospect of high school graduation and examined whether these profiles were similar across gender, educational track, and grade. Our results shed light on profiles that were distinct in level and shape: a Positive Anticipatory–Positive Anticipated emotions profile, a Mixed Anticipatory–High Anticipated emotions profile, a Mixed Anticipatory–Low Anticipated emotions profile, a Negative Anticipatory–High Anticipated emotions profile, and a Positive Anticipatory–High Anticipated emotions profile. Contrasting with variable-centered results, differences across gender, educational track, and grades were found to be rather qualitative in nature (i.e., different profile shape and prevalence) than quantitative (i.e., differences in emotional levels). Our findings offer important insights in understanding adolescents' anticipation of important life and educational transitions.

Santana-Monagas, E., Núñez, J. L., Loro, J. F., Moreno-Murcia, J. A., & León, J. (2023). **What makes a student feel vital? Links between teacher-student relatedness and teachers' engaging messages.** *European Journal of Psychology of Education*, 38(3), 1201-1226. <https://doi.org/10.1007/s10212-022-00642-9>

Recent studies suggest that teacher messages can affect students' well-being. Using a multilevel, variable, and person-centred approach, this study aimed to identify profiles of students according to their teachers' use of engaging messages and analyse the relation among these profiles and teacher-student relatedness and students' subjective vitality. A total of 1209 students participated in the study. At the student-level, profile analysis indicated the existence of four different profiles: the few messages profile, the autonomous motivational appeals profile, the loss-framed messages profile, and the gain-framed messages profile. At the teacher level, profile analysis indicated the existence of two profiles: the variant and the invariant profiles. Results showed that overall, at both levels of analysis, teachers' engaging messages related with teacher-student relatedness (either positively or negatively) with clear differences among profiles. Moreover, also at both levels of analysis, teacher-student relatedness related with students' subjective vitality. Main findings and implications for practice are discussed.

Schoefl, M., Seifert, S., Steinmair, G., & Weber, C. (2023). **Are Both Object and Alphanumeric Rapid Automatized Naming Measures Required to Predict Word Reading Fluency in German Prereaders?** *Journal of Psychoeducational Assessment*, 41(7), 811-827. <https://doi.org/10.1177/07342829231185375>

Rapid automatized naming (RAN) powerfully predicts word-level reading fluency in the first 2 years of school as well as further reading development. Here, we analyze various RAN stimuli (objects and digits) and oral/silent word reading (OWR/SWR) modalities to find feasible measures for predicting early reading development. The RAN performances of 127 children starting first grade were assessed. The children's oral and silent word reading skills were then reassessed in the second grade. Linear regression models and relative weight analysis were used to compare reading and screening modalities and further precursors of reading such as phonological awareness and nonverbal IQ were controlled. Scores from the first grade RAN assessment did not differentially predict second grade OWR versus SWR levels. RAN digits predicted word reading development more strongly than RAN objects, which contributed uniquely when predictions used only RAN variables. However, when different precursors of reading were controlled, only RAN digits helped to predict early reading performance.

Şen, Ş. (2023). **Relations between preservice teachers' self-efficacy, computational thinking skills and metacognitive self-regulation.** *European Journal of Psychology of Education*, 38(3), 1251-1269. <https://doi.org/10.1007/s10212-022-00651-8>

Computational thinking skills are thought to have a significant part in almost every area and profession in the future. Yet, there is no sufficient number of studies in the literature to understand computational thinking and to reveal its nomological network. Therefore, the purpose of this study was to determine the relations between preservice teachers' self-efficacy for learning and performance, computational thinking skills and metacognitive self-regulation. A total of 464 preservice teachers in a public university participated in this study. The Motivated Strategies for Learning Questionnaire was used to measure preservice teachers' self-efficacy for learning and performance and metacognitive self-regulation. In addition, the Computational Thinking Scale was used to determine the preservice teachers' computational thinking skills. The data were analysed using descriptive statistics, Pearson's correlation, confirmatory factor analysis and path analysis. Results showed that preservice teachers' computational thinking skills were significantly positively correlated with self-efficacy for learning and performance and metacognitive self-regulation.

Sepiadou, I., & Metallidou, P. (2023). **Academic hardiness as a moderator of the relation between perfectionism and academic procrastination in university students.** *European Journal of Psychology of Education*, 38(3), 1053-1071. <https://doi.org/10.1007/s10212-022-00648-3>

The aim of the study was to investigate the predictive value of adaptive and maladaptive dimensions of perfectionism for academic procrastination in university students and the possible moderating role of different dimensions of academic hardiness. The total sample was consisted of 966 undergraduate students from various departments. They were asked to answer three self-reported questionnaires as regards their perfectionism, procrastination, and hardiness in academic settings. The results showed that adaptive perfectionism is a negative predictor of academic procrastination, while the maladaptive perfectionism is a positive predictor. Two of the three dimensions of academic hardiness, namely commitment and challenge, were found to be significant moderators of the relation between maladaptive perfectionism and academic procrastination, while control was a significant moderator of the relationship between adaptive perfectionism and students' academic procrastination. The results indicate that finding the academic tasks as highly challenging and being highly committed to personal accomplishment seems to play a moderating role by leading to higher procrastination only for those who feel a high discrepancy between their personal standards and their accomplishments. Having, though, high personal standards and a high level of control seems to reduce academic procrastination.

Solari, M., Vizquerra, M. I., & Engel, A. (2023). **Students' interests for personalized learning: an analysis guide.** *European Journal of Psychology of Education*, 38(3), 1073-1109. <https://doi.org/10.1007/s10212-022-00656-3>

The lack of alignment between, on the one hand, what schools seek to teach and, on the other, the students' interests and learning objectives is leading to increasing numbers of students who are unable to derive meaning from school activities. Personalized learning strategies represent one of the most powerful ways to help students attribute meaning and personal value to their learning. This paper has two interrelated objectives. The first is to present a guide to the analysis of educational practices that work with and from students' interests. This tool makes it possible to identify the potential of practices to reinforce and promote the meaning and personal value that students attach to their school learning. The guide is structured around three large blocks (personalization strategies, conceptions of interests, and design and development of practices), which describe the dimensions, subdimensions, questions, and levels for the analysis. The second objective is to illustrate use of the guide by analyzing two practices designed and implemented in primary school classrooms, characterized by a focus on students' learning interests. The paper concludes by highlighting the main contributions of the guide presented, identifying some limitations, and pointing to future lines of research.

Tricot, A. (2023). **Améliorer les connaissances ou les pratiques? Un point de vue ergonomique.** In T. Coppe, A. Baye, & B. Galand (Éd.), *La recherche et l'amélioration des pratiques en éducation: vers un cadre de référence*. Consulté à l'adresse <https://hal.science/hal-04171767>

Dans ma discipline, la psychologie cognitive et ergonomique, nous essayons d'utiliser des connaissances issues de la psychologie cognitive pour améliorer des situations de travail ou des outils. Ayant consacré 22 ans de ma vie à former des enseignants, je me suis

demandé si je pouvais utiliser des connaissances issues pour la psychologie cognitive pour améliorer des situations ou des outils d'enseignement. J'ai vite découvert un domaine de la recherche en psychologie de l'éducation qui correspondait en partie à ce que je voulais faire : l'ingénierie pédagogique (instructional design). Je vais essayer, dans ce chapitre, de décrire différentes façons de faire de la recherche et des interventions dans ce domaine, que l'on pourrait donc appeler «ergonomie pédagogique».

Véniant, E., Langlais, Y., & Tagu, J. (2023). **De la difficulté scolaire au bien-être scolaire : un parcours innovant organisé et animé par le conseiller principal d'éducation.** *Reliance : Revue de Recherche et Pratiques en Éducation*, 2, 73-96. Consulté à l'adresse <https://hal.science/hal-04168100>

When they enter middle school, some students tend to show school difficulties affecting their self-esteem and well-being. These students require support from their teachers and school office (led by the chief education adviser) to overcome their difficulties. Here, we present an innovative pathway developed by two chief education advisers of a French middle school that aims at fulfilling one of the missions of the chief education adviser: managing and monitoring the students of the school. This pathway gives to the educational team an overview of the pedagogical and behavioral difficulties of the student. It is composed of three packages: student observation, student support and student follow-up. Contextualized and equipped, these innovative packages provide factual data for the chief education adviser to discuss with the student family and the teaching team on prospects for care. Built based on current knowledge about adolescent psychological and cognitive development, this pathway is part of the logic of school well-being.

Vianin, P. (2023). **La motivation scolaire : Comment susciter le désir d'apprendre ?** (3^e édition). Consulté à l'adresse

<https://www.deboecksuperieur.com/ouvrage/9782807351059-la-motivation-scolaire>
Comment motiver l'élève et susciter son désir d'apprendre ? Comment l'aider à recouvrer le plaisir du « jeu cognitif » et du « je » cognitif ? Ce livre propose de répondre à ces questions. Il présente un cadre théorique approfondi sur la motivation : son rôle dans la réussite scolaire, son expression chez l'élève, les modalités de son évaluation, ainsi que des pistes d'intervention. Ce livre – résolument pratique – s'adresse à tout·e·s les enseignant·e·s (classe régulière ou spécialisée), ainsi qu'à toutes les personnes intéressées par la motivation scolaire (psychologues scolaires, orthophonistes, parents, etc.). Cette nouvelle édition offre : De nouvelles réflexions, notamment sur la procrastination et les apports de la psychologie positive ; De nouveaux chapitres consacrés à l'entretien motivationnel, l'automotivation, l'évaluation formative et la différenciation pédagogique ; De nombreux nouveaux outils pratiques (questionnaires, QCM, feuilles de travail...).

Zarate, K., & Barcus, C. L. (2023). **The treatment adherence of paraprofessional behavior training programs: a systematic literature review.** *European Journal of Psychology of Education*, 38(3), 1317-1340. <https://doi.org/10.1007/s10212-022-00646-5>

The professionalization of paraprofessionals through training is elemental in providing supports to students with disabilities. Through a systematic review of experimental studies (n = 18), we sought to explore the mechanisms of paraprofessional training programs, and the fidelity of implementation of those programs. For inclusion, studies were required

to report paraprofessional and student outcomes related to interventions aimed at the improvement of challenging student behaviors. This review was conducted within the ProQuest database using ERIC and PsychInfo. Findings indicate that when trained, paraprofessionals successfully implement communication-based interventions as the primary means for reducing challenging student behavior. However, training program adherence is seldom reported in replicable detail. Furthermore, paraprofessional training is mostly delivered by a researcher and conducted in a one-on-one setting, using multiple training methods such as didactic instruction and coaching with feedback. Unfortunately, these training models are hardly feasible or replicable within authentic school settings. As such, researchers are called to report training treatment adherence with more clarity and detail so that we may begin the work of teaching pre-service educators these effective training methods. This study did not include training programs that provided academic interventions and thus is limited in scope.

Zembylas, M. (2023). **The Affective Dimensions of Militarism in Schools: Methodological, Ethical and Political Implications.** *British Journal of Educational Studies*, 71(4), 419-437. <https://doi.org/10.1080/00071005.2023.2178635>

This article argues that it is important to understand militarism in schools as an affectively felt practice that reproduces particular feelings in youth and the society. The analysis draws on affect theory and especially feminist scholarly work that theorises militarism as affect to consider how militarism is affectively lived in schools. In particular, the article examines the ethical and political implications of affective militarism in schools and suggests an 'affective methodology' for exploring militarism's affective logics in schools. It is also suggested that resisting militarism in schools involves a serious ethico-political dilemma, namely, how to engage with the value of honouring fallen soldiers without inadvertently condoning the moral and political ideology of militarism. In seeking insights into the affective dimensions of militarism in schools, it is crucial to identify the complicated, productive and ambivalent intersections between militarism in schools and broader moral and political economies of military cultures.

Zhao, Y., Liang, K., Qu, D., He, Y., Wei, X., & Chi, X. (2023). **The Longitudinal Features of Depressive Symptoms During the COVID-19 Pandemic Among Chinese College Students: A Network Perspective.** *Journal of Youth and Adolescence*, 52(10), 2031-2044. <https://doi.org/10.1007/s10964-023-01802-w>

There is substantial evidence that the Corona Virus Disease 2019 (COVID-19) pandemic increased the risk of depressive symptoms among college students, but the long-term features of depressive symptoms on a symptom level have been poorly described. The current study investigated interaction patterns between depressive symptoms via network analysis. In this longitudinal study, participants included 860 Chinese college students (65.8% female; Mage = 20.6, SDage = 1.8, range: 17–27) who completed a questionnaire at three-time points three months apart. Results demonstrated that fatigue was the most influential symptom, and the occurrence of fatigue could give rise to other depressive symptoms. In addition to predicting other symptoms, fatigue could be predicted by other symptoms in the measurement. The network structures were similar across time, suggesting that the overall interaction pattern of depressive symptoms was stable over the longitudinal course. These findings suggest that depressive symptoms during the COVID-19 period are associated with the presence of fatigue.

Aspects sociaux de l'éducation

Adama, E. A., Arabiat, D., Foster, M. J., Afrifa-Yamoah, E., Runions, K., Vithiatharan, R., & Lin, A. (2023). **The psychosocial impact of rare diseases among children and adolescents attending mainstream schools in Western Australia.** *International Journal of Inclusive Education*, 27(12), 1273-1286. <https://doi.org/10.1080/13603116.2021.1888323>

Living with a long-term medical condition is associated with heightened risk for mental health and psychosocial difficulties, but further research is required on this risk for children and adolescents with a rare disease in the educational setting. The aim of this study is to describe parents' perceptions of the psychosocial impact of rare diseases on their school-aged children in Western Australia. A cross-sectional survey of 41 parents of school-aged children and adolescents diagnosed with a rare disease completed an online questionnaire. Questions related to their perceptions of health-related stigma, bullying, social competencies and mental health difficulties faced by their child. Results showed that stigmatisation was experienced by 75.6% of participants, and almost half (46.4%) reported their child was bullied. In this sample, parents reported high sensory (vision and hearing) abilities, but low to moderate self-care competence in relation to social activities and peer relations. Almost half of the respondents (43.9%) reported mental health difficulties among their children. Children and adolescents with a rare disease have unique psychological and social issues. These findings highlight the need for greater efforts to meet the diverse psychosocial, physical and emotional needs of children diagnosed with a rare disease who attend mainstream schools in Western Australia.

Animashaun, O., & Bell, J. (2023). **An encounter with the divine: the extraordinary literacies of black girls and women in endarkened third spaces.** *International Journal of Qualitative Studies in Education*, 36(7), 1228-1247. <https://doi.org/10.1080/09518398.2023.2203136>

The concept of "spirit-murder" reminds us that the violence Black girls and women suffer in academic spaces travels beyond the mental and emotional; it manifests on a spiritual level as well. Consequently, spiritual healing is a priority for Black girls and women to traverse the world whole and worthy. This paper intends to first, theorize endarkened third spaces, sites fashioned to enact healing through the Divine and resistance against White supremacy. We, then, explore a set of extraordinary literacies—cleansing, language making, and sister circles—that prepare these endarkened third spaces as transient sites of spiritual rejuvenation. To examine these extraordinary literacies, both authors investigate their respective spiritual practices in the context of their roles as students, educators, and researchers in communion with each other. The authors commit to a joint self-study, using the methods of educational journey mapping, unstructured interviews, and Archaeology of Self™ to elicit insights from their histories and present. Second, this paper considers what these endarkened third spaces and extraordinary literacies offer Black girls and women attempting to thrive in various academic spaces. We contend that practicing these extraordinary literacies build an endarkened third space that operate as a site to re-imagining and re-conceptualizing of self as being communicative with the present, ancestral past, and the greater Divine, which thus free Black girls and women to heal from the harms of the world.

Antman, F. M., & Cortes, K. E. (2023). **The Long-Run Impacts of Mexican American School Desegregation.** *Journal of Economic Literature*, 61(3), 888-905. <https://doi.org/10.1257/jel.20221704>

court ruling based on school start age. Results point to a significant increase in educational attainment for Hispanics who were fully exposed to school desegregation.

Bayrakdar, S., & Guveli, A. (2023). **Inequalities in Home Learning and Schools' Remote Teaching Provision during the COVID-19 School Closure in the UK.** *Sociology*, 57(4), 767-788. <https://doi.org/10.1177/00380385221122444>

Millions were affected by COVID-19 school closures, with parents and schools caught unprepared. Education is expected to play a role in creating equal opportunities, so transferring schooling responsibilities to families may have increased learning inequalities generated by family backgrounds. We examined the time students spent on home learning and explored the role of the schools' distance teaching provision in explaining differences traditionally attributed to parental education, eligibility for free school meals, ethnic background and single parenthood. Using the Understanding Society COVID-19 dataset, we found children who received free school meals, single-parent families and children with parents with lower formal education qualifications and Pakistani or Bangladeshi backgrounds spent significantly less time on schoolwork. However, schools' provision of offline and online distance teaching and homework checking significantly increased the time spent on learning and reduced some inequalities, demonstrating the policy relevance of digital preparedness to limit learning loss in school closures.

Beauchemin, C., Ichou, M., & Simon, P. (2023). **Trajectoires et Origines 2019-2020 (TeO2) : présentation d'une enquête sur la diversité des populations en France.** *Population*, 78(1), 11-28. <https://doi.org/10.3917/popu.2301.0011>

Cet article présente la deuxième édition d'une enquête de référence sur la diversité des populations en France : l'enquête Trajectoires et Origines (TeO2), coproduite par l'Institut national d'études démographiques (Ined) et l'Institut national de la statistique et des études économiques (Insee). Cette réédition, qui se place dans la continuité de TeO1, répond à des attentes renouvelées pour des données de grande ampleur permettant de mesurer l'intégration des immigré·es et de leurs descendant·es, ainsi que les discriminations qu'ils et elles ont subies. Issue d'une procédure d'échantillonnage complexe, la collecte a permis d'obtenir des informations sur 27 181 individus, représentatifs de la population résidant en France métropolitaine âgée de 18 à 59 ans, au sein desquels sont sur-échantillonné·es les immigré·es, les personnes originaires des Départements et régions d'Outre-Mer (Drom), et les enfants de ces deux groupes. Le questionnaire multithématique, effectué essentiellement en face-à-face, renseigne sur un grand nombre de sphères de la vie sociale des enquêté·es. Pour la première fois, il permet d'identifier les petits-enfants d'immigré·es.

Beck, S. W., & Godley, A. J. (2023). **"What Makes You, You": The Discursive Construction of the Self in US College Application Essays.** *American Journal of Education*, 129(4), 539-564. <https://doi.org/10.1086/725586>

Purpose: This study draws on genre theory to analyze the linguistic and discursive presentation of the self in successful US college application essays. Research Methods: We used qualitative discourse analysis informed by the systemic functional linguistic concepts of field, tenor, and mode to analyze 20 sample application essays identified as exemplary by college admissions staff from 4 US colleges, along with essay-writing advice

obtained from websites of 12 US universities. Our analysis aimed to specify (1) the characteristics of the self that are represented in successful essays and (2) how the writers linguistically and discursively construct these characteristics. Findings: Successful essays portrayed a unique and authentic self through distinctive, patterned features that spanned the three categories of field, tenor, and mode. Features related to "field" included extended metaphors representing insights gained from learning and experience, language representing niche interests, verbs suggesting learning or change, and appraisal language positioning the writer as charitable and optimistic; features related to "tenor" did not include direct address or questions but rather implicit persuasion through descriptive representation of the writer's character; and features related to "mode" included micronarratives, extended metaphors that supported cohesion, and syntactic structures that facilitated contrast of the writer's self before and after a significant moment of learning. Implications: As colleges move away from requiring standardized tests for admission, the importance of college application essays has increased. Our findings contribute to efforts to make successful performance of this high-stakes genre more attainable, particularly for first-generation and underrepresented students applying to college.

Bertrand, J., & Mennesson, C. (2023). **S'engager dans une activité sportive ou physique : des pratiques socialement situées dès l'enfance**. *Sciences sociales et sport*, 21(1), 35-70. <https://doi.org/10.3917/rsss.021.0035>

Les pratiques sportives constituent, en France, l'activité de loisir encadré la plus répandue chez les enfants. Le texte présente les résultats d'une enquête menée par questionnaire auprès de 690 parents, dont les enfants, scolarisés en école élémentaire, sont inscrits dans une activité sportive ou physique. Il en ressort que, si la plupart des parents s'accordent sur l'intérêt de ces pratiques, ils ne les envisagent pas de la même manière. La propension au cumul des activités sportives, l'association avec des pratiques culturelles et les rapports à la compétition sont les traits les plus saillants qui distinguent les catégories sociales, leurs usages de ces activités et, in fine, les stratégies éducatives familiales.

Brant, J. (2022). **Lessons from Our Sweetgrass Baskets: A Wholistic Vision of Academic Success for Indigenous Women in Higher Education**. *Canadian Journal of Higher Education*, 52(4), 27-40. <https://doi.org/10.47678/cjhe.vi0.189759>

This qualitative inquiry documents the lessons gleaned from my journey toward the praxis of Indigenous Maternal Pedagogies, an Indigenous women-centred teaching and learning engagement, to offer insights for supporting Indigenous women in higher education. Specifically, this article offers an express vision for Indigenous women's educational access and success in higher education by sharing a collective research story offered by Indigenous women participants who completed one or more of three courses related to Indigenous women's literatures and Indigenous maternal theory. Each course was delivered through a decolonial feminist lens, comprised of Indigenous curricular content and engaged students in culturally relevant assessment. This work connects Maternal Pedagogies with Indigenous epistemologies that embrace the "whole student" within educational contexts to establish a teaching and learning environment that can speak to the hearts and minds of students. In the spirit of reconciliation, I position this environment as a safe space where students can be their whole authentic selves and where their realities and lived experiences are positioned as strengths and key assets to establishing an ethical space for cross-cultural and anti-racist

dialogue. Collectively, the participant narratives offer four key lessons that are integral to reconciliation education more broadly, and I map these lessons as final recommendations that align with Kirkness and Barnhardt's timeless work on the "Four Rs" of respect, relevance, reciprocity, and responsibility.

Brantlinger, A., Grant, A. A., & Cooley, L. (2023). **How Long Do Community Insiders and Outsiders Stay? Mathematics Teacher Preparation and Retention in an Urban School District.** *American Journal of Education*, 129(4), 481-512. <https://doi.org/10.1086/725587>

Purpose: Many US school districts currently face teacher-retention issues, raising questions about which new teachers might remain long term in district schools. Positing that a teacher's local ties matter, this quantitative analysis was designed to compare the long-term retention of community-based teachers to community outsiders in the school district that recruited them and subsidized their initial training. Research Methods/Approach: To understand the extent to which individual preparation approaches might distribute different retention benefits to different teacher subgroups, the study examined teacher preparation as an interactive system. Drawing on administrative data from New York City Public Schools and project survey data, the study used logistic regression to model the 3-, 5-, and 8-year retention of 617 secondary mathematics teachers who entered teaching through a high-profile alternative teacher-certification program. Findings: Community insiders—defined in this study as the graduates of New York City high schools—had markedly and significantly estimated higher odds of district retention than that of community outsiders at all three points in time. Black community insiders who entered teaching with prior career experience were shown to have particularly high odds of retention in the district. Implications: The results indicate that the recruitment and development of community-based teachers, and particularly those who are Black career changers, promise to improve retention in district schools. They also support the thesis that retention and other program-level outcomes are the product of interactions between certain types of teachers working in particular (e.g., highly racially segregated) schools and the initial training they receive in teacher-certification programs.

Bulk, L. Y., Jarus, T., & Nimmon, L. (2022). **"And BAM. You Have a Connection": Blind/Partially Blind Students and the Belonging in Academia Model.** *Canadian Journal of Higher Education*, 52(4), 67-85. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189727>

Belonging has significant impacts on success in postsecondary. Blind people are underrepresented in postsecondary and lack equitable opportunities to develop a sense of belonging. To build a better understanding of this underrepresented experience, this study shares narratives of 28 Blind students from across Turtle Island (and what is colonially called Canada) using Teng et al.'s (2020) Belonging in Academia Model (BAM) as a conceptual framework. Thematically analyzed findings suggest that blind students' perspectives offer nuance to the BAM's conceptualization of how belonging develops. For blind students, external factors such as class size are especially important in determining affiliation with an institution. Blind students elucidated the importance of familiarity with different ways of being in the world, including blindness. Third, acceptance involved having their blind embraced in postsecondary contexts. Fourth, interdependence was key to building trusting connections for blind students. Fifth, blind participants discussed equity at length related to access, the added work of trying to obtain access, and the emotional work involved. This study helps fill a gap regarding the experiences of these traditionally underrepresented postsecondary students in Canada.

The BAM may raise the consciousness of stakeholders in considering the unique factors impacting belonging for blind people. By attending to these perspectives, stakeholders can become more responsive to the experiences of people from equity-deserving groups. Understanding facilitators and barriers to belonging could result in culturally safer practices and inclusive pedagogical practices and system policies. Only when we create a space where everyone can belong will higher education be truly inclusive.

Carvalhaes, F., Senkevics, A. S., & Ribeiro, C. A. C. (2023). **The intersection of family income, race, and academic performance in access to higher education in Brazil.** *Higher Education*, 86(3), 591-616. <https://doi.org/10.1007/s10734-022-00916-7>

This paper investigates the intersection of income and race in structuring access to higher education among students that participate in a national high-stakes exam in Brazil. Our objectives are (i) to estimate the probability of students coming from different income strata, racial groups, and performance levels to access higher education and (ii) to decompose income and racial effects into direct (net of educational performance) and indirect effects (through educational performance). Our data comes from a panel of high school graduates tracked between 2012 and 2017 and allow us to describe the following findings. Firstly, the probability of entering higher education is always higher among candidates from higher income strata. Second, there is a convergence in admission probabilities across the performance scale. Third, the admission curve across a performance scale is much steeper among applicants from low-income strata compared to richer students. In all of these results, students self-identified as black, brown, or indigenous (BBI) are less likely to transition to higher education than whites, even though they are in the same income and performance strata. We suggest that students from privileged socioeconomic backgrounds benefit from alternative entry strategies, such as paying tuition at less competitive private colleges. For students from low-income strata, the main alternative for entering higher education is through high academic performance. By decomposing racial effects, we show the cumulative effect of racial stratification; the gap between white and BBI students is both related to higher propensity of transitioning to higher education and higher educational performance.

Celhay, P., & Gallegos, S. (2023). **Educational Mobility Across Three Generations in Latin American Countries** (Working Paper N° 2023-013). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2023-013.htm>

This paper presents new evidence on educational mobility across three generations in six Latin American countries (LAC). Combining survey information with national census data we build a data set with 50,000 triads of grandparents-parent-children born between 1890 and 1990. We estimate a five mobility measures, to show that (i) the empirical multi-generational persistence is high in LAC; (ii) it is much larger than what Becker & Tomes (1986) theoretical model predicts, with a bias that is twice as large for LAC compared to developed countries; (iii) Clark's theory (2014) of high and sticky persistence provides a better approximation for describing mobility across multiple generations in developing countries. We also uncover that while relative measures suggest stagnant mobility across generations, there are significant improvements according to non-linear measures suggested by Asher, Novosad & Rafkin (2022). This result is especially relevant for developing countries such as LAC, where historical educational expansions have especially benefited the lower end of the schooling distribution.

Childs, J., Grooms, A., & Mozley, M. P. (2023). **Hidden in (Virtual) Plain Sight: A Charter District's Focus on Attendance During COVID-19.** *Education and Urban Society*, 55(7), 876-893. <https://doi.org/10.1177/00131245211065414>

COVID-19 placed a significant burden on urban students of color and their families. Changing environmental, community, and schooling factors influenced students' ability and desire to attend school regularly. To ensure that students would attend school, district and school leaders were challenged with creating school environments and cultures that would promote attendance and overall safety. This case study of a charter school district in Texas highlights how organizational commitment by leaders and desire to get students to attend school during the pandemic, was pivotal as the school was transitioning during uncertain times. Interviews with district and school leaders revealed that supports, resources, and integration of technology helped to influence student attendance and helped to create plans for safely reopening.

Choi, S., Li, H., & Ogawa, K. (2023). **Upper secondary vocational education and decent work in Indonesia: A gender comparison.** *International Journal of Educational Development*, 101, 102833. <https://doi.org/10.1016/j.ijedudev.2023.102833>

We explore if vocational upper secondary schooling in Indonesia, especially for women, results in decent work for those in regular wage employment, following the 2006 expansion of vocational education. We use OLS, probit and Heckman two-step methods, defining decent work as compensation-related. We find that upper secondary vocational education makes a difference for both men and women with regard to job security and access to the formal economy, and also for men (but not for women) with regard to wages and the availability of both health insurance and pensions in the workplace. Vocational education does therefore contribute towards decent work in Indonesia.

Cohen, A., Karelitz, T., Kricheli-Katz, T., Pumpian, S., & Regev, T. (2023). **Gender-Neutral Language and Gender Disparities** (NBER Working Paper N° 31400). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31400.htm>

This study investigates empirically whether and how the use of gender-neutral language affects the performance of women and men in real high-stakes exams. We make use of a natural experiment in which the institute administering Israel's standardized college admission tests amended the language used in its exams, making test language more gender neutral. We find that the change to a more gender-neutral language was associated with a significant improvement in the performance of women on quantitative questions, which meaningfully reduced the gender gap between male and female performance on these questions. However, the change did not affect female performance on verbal questions nor male performance on either quantitative or verbal questions. Our findings are consistent with the hypothesis that gendered language may introduce a « stereotype threat » that adversely affects women's performance in tasks in which they are stereotypically perceived to underperform. Our findings have significant implications for the ongoing academic and policy discussions regarding the use and effects of gender-neutral language.

Courtioux, P., Maury, T.-P., & Seux, J. (2023). **The Geographies of Segregation in French Universities from 2006 to 2016** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/halshs-04118941.htm>

Since the French university system is non-selective, the question of segregation has long remained unaddressed. However, the recent increase in enrolment, as well as the implementation of clusterbuilding policies, have brought the issue of university segregation and its geography to the forefront. This article proposes the first exhaustive geographical decomposition of segregation in French universities. Using a mutual information index, we identify the different local components and layers of social segregation and measure their contribution to the national level of segregation between 2006 and 2016. Our results show that in the French university system, segregation is quite low and tended to decrease over the period. However, we also show that only about 18% of the total segregation is due to macro-scale factors: i.e., social differences across regional areas: social segregation is mainly a local phenomenon that could be reduced with reforms of higher education enrolment policy, implemented at the regional level.

Dagar, P. (2023). **Rethinking skills development and entrepreneurship for refugees: The case of five refugee communities in India**. *International Journal of Educational Development*, 101, 102834. <https://doi.org/10.1016/j.ijedudev.2023.102834>

This paper explores the understudied yet greatly relevant relationship between entrepreneurship and skills development for refugees in India from five different communities: Afghan, Rohingya, Tibetan, Chin, and Somali. Building on interviews, focus groups and participatory drawings from 66 refugees and staff respondents, it foregrounds the compounded interplay of skills development with intersectional oppression of refugees and their socio-political freedoms in navigating livelihoods and entrepreneurship avenues. By combining capabilities with intersectionality, the paper argues that the idea of entrepreneurship for refugees should seek to move beyond the neoliberal agenda of self-employment and self-reliance and towards well-being, social integration, and holistic development.

de Gendre, A., Feld, J., Salamanca, N., & Zölitz, U. (2023). **Same-sex role model effects in education** (ECON - Working Paper N° 438). Consulté à l'adresse Department of Economics - University of Zurich website: <https://econpapers.repec.org/paper/zureconwp/438.htm>

We study same-sex role model effects of teachers with a meta-analysis and our own study of three million students in 90 countries. Both approaches show that role model effects on performance are, on average, small: 0.030 SD in the meta-analysis and 0.015 SD in our multi-country study. Going beyond test scores, our multi-country study documents larger average role model effects on job preferences (0.063 SD). To understand the universality of these effects, we estimate the distributions of country-level same-sex role model effects. Although role model effects on test scores appear universally small, we find substantial cross-country variation for job preferences, with larger effects in countries with larger gender gaps. These results are consistent with role models inspiring students to overcome gender stereotypes and pursue a STEM career. However, in countries with negligible gender gaps, role models do not seem to have this equalizing function.

Dobbs, C. L., & Leider, C. M. (2023). **“Does this happen to everyone?”: Women professors of color reflect on experiences in the academy.** *International Journal of Qualitative Studies in Education*, 36(7), 1371-1385. <https://doi.org/10.1080/09518398.2021.1930255>

Women of Color in higher education often experience cultural taxation alongside feelings of invisibility and hypervisibility. In this paper, two women faculty of color use duoethnography, a dialogic research method, to unpack a shared journal that documented their own experiences of navigating and negotiating predominantly White academic spaces. By analyzing their experiences, the researchers discovered that their shared journal revealed similar patterns documented by other women faculty of color. The dialogic nature of duoethnography also led to transformational understandings of their positionality in the academy, self-healing, and development of strategies for moving forward. Vignettes from their shared journal and dialogic excerpts are discussed.

Dunmeyer, A. D., Shauri-Webb, K. R., & Muhammad, G. (Gholdy) E. (2023). **“We are not broken”: using Sista circles as resistance, liberation, and healing.** *International Journal of Qualitative Studies in Education*, 36(7), 1248-1265. <https://doi.org/10.1080/09518398.2022.2127009>

In understanding the systemic effects of White supremacist patriarchal ideologies on the experiences of Black girls and Black women in schools, one must begin with a critical examination of the behavioral practices that govern public spaces in which Black girls and Black women live and learn. Therefore, here we discuss the effects of these White supremacist ideologies on the experiences of Black girls and Black women, which often silence and marginalize them in schools, creating a need for safe spaces where their voices are centered, and they can experience full citizenship. In this article, we use Black feminist thought and Womanism to re-examine the racialized experiences of Black women and Black girls at the middle and secondary level to discuss how they use sista circles as a safe space for them to dissolve the material effects of the White supremacist ideologies to experience healing, citizenship, and a celebration of self as they thrive in schools.

Ellis, J. M., & Helaire, L. J. (2023). **Self-Efficacy, Subjective Norms, Self-Regulated Learning: An Application of the Theory of Planned Behavior With GEAR UP Students.** *Education and Urban Society*, 55(7), 844-875. <https://doi.org/10.1177/00131245221092744>

Racial-ethnic and low-income youth have differential access to key educational resources that promote learning and college readiness. College readiness programs provide activities, resources, and experiences that support learning. Yet little is known about the influence of adults and peers in shaping students' beliefs and expectations as learners. This study examined the extent to which GEAR UP adolescent self-regulated learning was influenced by perceptions of adult and peer behavioral expectations. Among the 118 adolescent participants, perceived behavioral expectations of a parent or guardian was found to be the strongest determinant of self-regulated learning. Implications and directions for future research are discussed.

Elmesky, R., & Marcucci, O. (2023). **Beyond Cultural Mismatch Theories: The Role of Antiblackness in School Discipline and Social Control Practices.** *American Educational Research Journal*, 60(4), 769-809. <https://doi.org/10.3102/00028312231175858>

Black students face hyper-disciplining and high levels of social control when they enter American schools. The cultural mismatch hypothesis attempts to explain this hyper-disciplining by arguing that the mostly White teaching force misinterprets the attitudes

and behaviors of Black students, which leads to their hyper-disciplining. Utilizing a longitudinal, deeply iterative, participatory, and critical ethnographic research process, however, this article shows that traditional scholarship around the cultural mismatch hypothesis is insufficient. The analysis indicates that teachers' misinterpretation of mismatched capital (the traditional cultural mismatch hypothesis) is actually a racialized interpretation of both matched and mismatched capital coming from Black students, and such racialized interpretations are guided by the logic of antiblackness endemic to American institutions. Hence, this research argues for the integration of antiblackness as a theoretical tool to expand upon cultural mismatch explanations and for the creation of educational spaces where Black students are recognized, valued, and treated with dignity and humanization.

Epstein, M. (2022). **Usages pédagogiques du numérique et gestes professionnels de l'enseignant** Conférence conclusive de la matinée **Un point de vue sociologique**. *Usages pédagogiques du numérique et gestes professionnels de l'enseignant*. Présenté à Saint Germain en Laye, France. Consulté à l'adresse <https://hal.science/hal-03688533>
L'objectif de cette conclusion sera de remettre en perspective les témoignages et conférences de la matinée pour ouvrir sur les ateliers de l'après-midi. L'orientation envisagée est une mise en perspective sociologique du métier d'enseignant afin de faire du lien entre la conception du métier, l'identité professionnelle et le développement professionnel. Une focale sera mise pour montrer comment les représentations du numérique sont à la base de la transformation (ou non) des gestes professionnels.

Espinoza, O., Corradi, B., González, L., Sandoval, L., McGinn, N., Maldonado, K., & Larrondo, Y. (2023). **The effects of free tuition on the persistence of university students in Chile**. *International Journal of Educational Development*, 101, 102838. <https://doi.org/10.1016/j.ijedudev.2023.102838>
This article assesses the impact of free university tuition on the persistence of students from low-income families in Chile. Drawing from 10 universities, a sample of students receiving free tuition was compared, using a discrete time survival model, to one of students without free tuition. The results show that students receiving free tuition were less likely to remain at the end of the first two years than were those who had merit scholarships and a loan that covered all tuition costs. On the other hand, free tuition students were more likely to remain at the end of the third year.

Fangfang, Z., Youhuan, W., & Li, P. (2023). **Work volition and academic satisfaction in Chinese female college students: the moderating role of incremental theory of work volition**. *International Journal for Educational and Vocational Guidance*, 23(3), 599-614. <https://doi.org/10.1007/s10775-022-09542-2>
This study aimed to examine longitudinal effect whether work volition is associated with academic satisfaction, and test the moderating effect of implicit theories about work volition on this association among female college students in Chinese (N = 586). Results indicated that work volition was positively associated with academic satisfaction, and this link was stronger for those with an incremental theory than those with an entity theory. These results provide an insight into understanding the link between work volition and academic satisfaction that is underpinned by integrated two psychology theories including the psychology of working theory and social-cognition theory. The implications and limitations are discussed.

Fehérvári, A. (2023). **An education programme for the elimination of inequalities in Hungary.** *International Journal of Inclusive Education*, 27(9), 1027-1041. <https://doi.org/10.1080/13603116.2021.1879957>

This paper evaluates a Hungarian gifted education programme aimed at providing equal opportunities for students with social and economic disadvantages. In the context of a retrospective study, the differences in academic success and learning pathways were examined in a cohort comprising a group that participated in the programme and a group that did not. The analysis used the data of grade 6 and grade 10 students in the Hungarian National Competence Assessment. The analysis found that the scholastic achievement of the students participating in the programme was higher than that of the control group. By grade 6, participants presented higher scholastic achievement, better results in the competence tests and better school grades, and the difference between the two groups increased again by grade 10. The programme contributed to compensating for the participants' educational inequalities and promoted their integrational social mobility. However, it was found that inclusion in the programme was greatly influenced by teachers' perception, which was not always consistent with the aptitude of students.

Fisné-Koch, A. (2023, août 25). **Mixité sociale : le privé intouchable ?** Consulté 28 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/mixite-sociale-prive-intouchable/00107912>

Pour qu'il y ait davantage de mixité sociale à l'école, il faut se confronter à l'enseignement privé, mais personne, depuis les années 1980, n'ose mener ce combat risqué politiquement.

Fitzgerald, T. (2023). **Gender and Education in England since 1770: a social and cultural history.** *British Journal of Educational Studies*, 71(4), 470-472. <https://doi.org/10.1080/00071005.2023.2218768>

Foste, Z., & Irwin, L. N. (2023). **Race, Whiteness, and Student Life in On-Campus Housing: A Case Study of Three Universities.** *American Educational Research Journal*, 60(4), 735-768. <https://doi.org/10.3102/00028312231175643>

Residence halls are consequential spaces for many college students and purport to offer comfort, community, and home while facilitating meaningful learning opportunities, including interaction across difference. This qualitative case study uses theories of white space to examine campus housing at three historically white universities. Findings juxtapose staff's and administrators' relatively harmonious and idyllic beliefs about community with Students of Color's experiences in campus residence halls. Across campuses, Students of Color's sense of comfort and belonging in residence halls was ruptured by racist expression, speech, and an overwhelming presence of white people. Findings illuminate how residence halls often functioned as white spaces, where white students were disproportionately entitled to comfort, safety, and belonging. Implications for research and practice are discussed.

Friperson, R., Oosterbeek, H., & van der Klaauw, B. (2023). **The Hidden Divide: School Segregation of Teachers in the Netherlands** (Tinbergen Institute Discussion Paper N° 23-034/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20230034.htm>

We use Dutch register data to document the understudied phenomenon of teacher segregation. We show that teachers in primary and secondary schools in the four largest cities of the country – Amsterdam, Rotterdam, The Hague and Utrecht – are segregated in terms of their migration and social backgrounds. While segregation by social background is not much higher than what would be expected under random teacher-school assignment, segregation by migration background is substantial even after accounting for randomness. Relating schools' teacher composition to their student composition, we find in most cases that schools with a high proportion of teachers from a particular background tend to have a high proportion of students from that same background.

Gagnon, J. (2023). **Elite Universities and the Making of Privilege: Exploring Race and Class in Global Educational Inequalities**. *British Journal of Educational Studies*, 71(4), 466-468. <https://doi.org/10.1080/00071005.2023.2216457>

Gillani, N., Beeferman, D., Vega-Pourheydarian, C., Overney, C., Van Hentenryck, P., & Roy, D. (2023). **Redrawing Attendance Boundaries to Promote Racial and Ethnic Diversity in Elementary Schools**. *Educational Researcher*, 52(6), 348-364. <https://doi.org/10.3102/0013189X231170858>

Most U.S. school districts draw “attendance boundaries” to define catchment areas that assign students to schools near their homes, often recapitulating neighborhood demographic segregation in schools. Focusing on elementary schools, we ask: How much might we reduce school segregation by redrawing attendance boundaries? Combining parent preference data with methods from combinatorial optimization, we simulate alternative boundaries for 98 U.S. school districts serving over 3 million elementary-age students, minimizing White/non-White segregation while mitigating changes to travel times and school sizes. Across districts, we observe a median 14% relative decrease in segregation, which we estimate would require approximately 20% of students to switch schools and, surprisingly, a slight reduction in travel times. We release a public dashboard depicting these alternative boundaries and invite both school boards and their constituents to evaluate their viability. Our results show the possibility of greater integration without significant disruptions for families.

Gorski, K. J. (2023). **“You Selling?”: Snack Sales and the Construction of Deviance in a High School**. *Youth & Society*, 55(6), 1136-1154. <https://doi.org/10.1177/0044118X221082980>

Youths' affinity for snack foods is well-documented; in various contexts, they sell chips, candy, and other goods. Adults may frame such sales as either entrepreneurial or deviant, which can contribute to positive youth development (on one hand) or cycles of disengagement and criminalization (on the other). Drawing on ethnographic and interview data from Hamilton High School, I show how adults' criminalization of snack sales led the activity to more closely resemble that which they feared: drug sales. Snack sales constitute one way in which youth exercise agency in the face of broad institutional control, leading some to challenge the legitimacy of the school overall. These findings represent a case of how youth experience “criminalized childhoods” in a school context.

Gottschalk, F., & Weise, C. (2023). **Digital equity and inclusion in education: An overview of practice and policy in OECD countries**. <https://doi.org/10.1787/7cb15030-en>

Digital technologies can be used to support the inclusion of diverse student groups in education in a number of ways including enhancing accessibility of educational

content, increasing personalisation and providing distance learning opportunities, as was the case during the COVID-19 pandemic. However, persistent digital inequalities can undermine digital equity and inclusion and equity and inclusion in education generally, particularly for the most disadvantaged students. This paper explores the themes of digital equity and inclusion, and maps some of the policies and practices adopted in OECD countries for the equitable and inclusive use of digital tools in education. It highlights the importance of inclusive design and implementation of digital technologies, as well as the need for education systems to focus on capacity building such as teacher training, as well as adequate resourcing of digital tools. It discusses advantages and disadvantages of different approaches, and concludes by highlighting research and policy gaps.

Gul, B. (2022). **Les effets de la privation relative sur l'engagement scolaire et l'estime de soi des adolescents : étude du rôle des facteurs sociaux** (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse <https://theses.hal.science/tel-04170688>

Partant du Modèle de Désengagement Psychologique (MDP) (e.g., Martinot et al., 2020; Tougas et al., 2005, 2010; Tougas & Beaton, 2008), ce travail de thèse examine les conséquences d'un contexte de privation relative sur le désengagement psychologique (discrédit des notes et dévaluation de l'école), les différentes dimensions d'engagement scolaire et l'estime de soi chez les adolescents. Notre hypothèse de départ est que les élèves vivant une expérience de privation relative (égoïste, personnelle ou fraternelle), en raison du comportement défavorable de l'enseignant (études 1 et 4), de leur appartenance à un milieu social défavorisé (étude 2) ou d'un rejet social de la part de leurs pairs (étude 3), devraient davantage se désengager psychologiquement et scolairement que les élèves ne vivant pas cette expérience ce qui en retour devrait nuire à leur estime de soi. L'étude 1 montre qu'une expérience imaginaire de privation relative en lien avec le comportement défavorable de l'enseignant, peut conduire à dévaluer l'école. L'étude 2 montre qu'une expérience de privation relative en lien avec l'appartenance à un milieu social défavorisé conduit au désengagement scolaire, via une diminution de la perception de contrôle. Le désengagement scolaire, en retour, affecte négativement l'estime de soi des adolescents. L'étude 3 montre l'expérience d'une privation relative en lien avec le rejet social par les pairs conduit au désengagement scolaire via une diminution du sentiment d'affiliation sociale. Le désengagement scolaire, en retour, affecte négativement l'estime de soi des adolescents. Enfin, l'étude 4 montre qu'une expérience de privation relative en lien avec le comportement défavorable de l'enseignant conduit au désengagement scolaire via une diminution de la perception de soutien social de la part des pairs. Le désengagement scolaire, en retour, affecte négativement l'estime de soi des adolescents. A travers ces 4 études, nous avons également pu mettre en évidence que toutes les expériences de privation relative n'ont pas les mêmes effets délétères. Ce sont les expériences de privation relative égoïste et personnelle qui conduisent à plus de désengagement et de baisse de l'estime de soi comparativement à une expérience de privation relative fraternelle. Enfin, une expérience imaginaire d'égalité entre tous les élèves est la situation qui permet le plus de protéger les élèves du désengagement scolaire ainsi que leur estime de soi. Dans l'ensemble, nos résultats ouvrent des pistes de réflexions intéressantes autour des ressources que peut procurer l'appartenance à un groupe, même si défavorisé, et notamment la présence de pairs lorsque les élèves font face à un contexte de de privation relative mais aussi autour des bienfaits d'un contexte égalitaire à l'école.

Hachet, B., Fely, S., & Bonjour, T. (2023). **Nager à Paris : une enquête sur l'ordre des bassins dans cinq piscines publiques du nord-est de la capitale.** *Sciences sociales et sport*, 21(1), 73-103. <https://doi.org/10.3917/rsss.021.0073>

Cet article, fruit d'un travail collectif mené avec des étudiants en master de sciences sociales, interroge l'ordre des bassins dans cinq piscines du nord-est de Paris, étudiées sur les créneaux matinaux et méridiens qui réunissent des adultes venant « faire des longueurs ». L'enquête s'appuie sur des données empiriques, recueillies par observations, questionnaires et entretiens, pour explorer la manière dont les nageurs se répartissent dans un espace aquatique ségrégué par des lignes, et comment ils interagissent les uns avec les autres. Les différentes dimensions des bassins, les dispositifs fixes ou quasi fixes existants et le comportement des personnes présentes créent un ordre social qui est en constante évolution. Malgré les différences entre les piscines, nous distinguons trois régions natatoires communes, dans lesquelles les personnes et les pratiques sont différentes. Nous montrons que les ordres interlignes et intralignes s'agencent en fonction de la configuration des piscines et des niveaux d'affluence.

Hakim, R. A. A. D. (2023). **'I can't feel like an academic': gender inequality in Saudi Arabia's Higher Education system.** *Higher Education*, 86(3), 541-561. <https://doi.org/10.1007/s10734-022-00914-9>

This empirical study explores the issues surrounding gender inequality and the career development of academic women in Saudi Arabia's Higher Education (HE) system. The medium of narrative inquiries was employed, with a particular focus on female academics' lived experience of gender inequality and career development. The study is influenced by a range of feminist attitudes and beliefs aiming to redress inequalities and enhance the profile of women. The methodology adopted in the study contributes to a deeper understanding of the challenges and barriers facing academic women in HE. The thematic analysis of participants' narratives shows that the most significant factors restricting women's academic freedom are gender segregation; social hierarchies; exclusion and marginalisation; and other structural and attitudinal barriers to undertaking research. The study demonstrated that family-related variables are central to research productivity gender gaps and are associated with structural and systemic discriminatory practices within academia in Saudi Arabia (SA). This paper concludes that although considerable progress has been made in terms of female participation, Saudi HE continues to offer ample career-advancing opportunities to men while restricting women's prospects, as substantiated by the participants' narratives. The research provides fresh insights into the issues experienced by Saudi women academics and identifies key areas that need to be addressed to promote gender equality in Saudi HE.

Halabi, R. (2023). **Palestinian students in an Israeli-Hebrew University: obstacles and challenges.** *Higher Education*, 86(3), 661-673. <https://doi.org/10.1007/s10734-022-00920-x>

This study examines the status and integration of Palestinians from East Jerusalem studying at the Hebrew University. The research question focuses on how these students feel within the university walls and how they perceive attitudes towards them by lecturers, administrative staff, and fellow students. The study is based on qualitative research methodology conducted through in-depth interviews.

Hampton, R., & Conway, C. L. (2022). **(Re)call and Response: Organizing with Community-University Talks**. *Canadian Journal of Higher Education*, 52(4), 86-106. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189801>

This article documents and analyses Black student-led organizing by Community-University Talks, a collective of academics and local community members who organized together between 2012 and 2017 in Montreal. The co-authors of this article founded Community-University Talks in December 2011, as Black women who had just begun doctoral studies in Educational Studies at McGill University. Now, a decade later, they recall and respond to this experience through narrative inquiry involving collaborative remembering, writing, and dialogue. This study is further guided by a critical engagement with the material culture of the Community-University Talks archive, which includes notes and correspondences, minutes from meetings, reports, event posters, memorabilia, photographs, and video footage.

Hanson, C. (2022). **From Diversity to Inclusion: Centring the Voices of Undergraduate Engineering Students**. *Canadian Journal of Higher Education*, 52(4), 15-26. <https://doi.org/10.47678/cjhe.vi0.189787>

Some Canadian undergraduate engineering programs report 30–40% of enrolled students are women. Kanter's tipping point theory argues that women become less tokenized when they make up 30% of a group's population. Other scholars have found that in comparable situations, women continued to experience discrimination, hostility, and competition. This critical study provides further evidence against a tipping point for equity by centring the experiences of traditionally underrepresented undergraduate students studying at a faculty of engineering with 35% women undergraduates enrolled. Reflective thematic analysis of experiences shared by women, racialized students, 2SLGBTQ+ students, and students from lower socio-economic statuses found instances of discrimination, varying perceptions of capabilities, and inequitable access to support, community, and on-campus leadership roles. Therefore, institutions need to acknowledge the intersectional experiences of students and work toward changing campus culture in addition to diversity efforts.

Hjalmarsson, S. (2023). **Pay to play? Economic constraints and participation in extracurricular activities**. *European Sociological Review*, 39(4), 586-600. <https://doi.org/10.1093/esr/jcac061>

Research across countries shows that children from lower-income families are less likely to participate in extracurricular activities than children from more affluent families. While this income gradient in participation is by now established, the mechanisms behind the gradient are more contested. I examine whether the income gradient in extracurricular activity participation is the result of household economic constraints, using panel data methods on a nationally representative sample of Swedish adolescents. Data from the Children of Immigrants Longitudinal Study in Four European countries (CILS4EU) allow me to combine taxation register data on changes in household income with survey data on changes in extracurricular activity participation. Results from first-difference regression models show that changes in household income are not generally associated with changes in participation, but a weak association is found between changes in income and ceasing participation among adolescents in low-income households. The results largely cast doubt on theoretical explanations that emphasize household economic constraints as a substantial contributor to the income gradient in participation. Instead, results are more consistent with explanations emphasizing cultural differences in

parenting logics and parental preferences for participation, as well as with explanations stressing non-economic forms of resource constraints.

Jahreie, J. (2023). **Towards a renewed understanding of barriers to immigrant parents' involvement in education.** *Acta Sociologica*, 66(3), 307-321. <https://doi.org/10.1177/00016993221110870>

This article investigates Danish and Norwegian early childhood education and care teachers' expectations of immigrant parents' involvement in kindergarten. The findings are interpreted in terms of the multifaceted interplay between social class relations, culture, migration and hegemonic ideals of intensive parenting and concerted cultivation. By taking the early childhood education and care teachers' standpoint, the article contributes a renewed understanding of previous reports of barriers to immigrant parents' involvement in their children's education. Based on early childhood education and care teachers' accounts, I identify three key tensions: (1) conflicting perceptions of responsibility, (2) conflicting perceptions of children's roles and how to communicate with children and (3) conflicting perceptions of what kindergarten is and what constitutes valuable knowledge. The findings suggest the existence of a distinct Nordic adaptation to intensive parenting, contradicting parts of the dominant understandings of concerted cultivation found in more school-oriented curricular contexts, such as the UK and France, while still maintaining the original key characteristics of concerted cultivation.

Jensen, M. S., Herrebrøden, M., & Andreassen, U. R. (2023). **The invisible minority: why do textbook authors avoid people with disabilities in their books?** *International Journal of Inclusive Education*, 27(12), 1287-1303. <https://doi.org/10.1080/13603116.2021.1889049>

Representation of disability in school textbooks may influence pupils' knowledge and perceptions of people with disabilities. The aim of this study was to investigate representation of people with disabilities in school textbooks. The study employed a mixed-methods approach. Quantitative frequency analysis was used to investigate the extent of representation of disabilities in texts and pictures in 78 Norwegian textbooks for Grades 5–10. Regarding texts, the results showed that people with disabilities were represented in less than half of these textbooks (49%). Concerning pictures, people with disabilities were even less represented, appearing in only 29% of the textbooks. These quantitative findings were supplemented by a qualitative survey of textbook authors, who were asked to explain the marked absence of disability references in their own books and in school textbooks in general. The two most frequent explanations were that textbook authors had either overlooked people with disabilities, or that the Norwegian National Curriculum (Kunnskapsdepartementet 2006. Lærplanverket for Kunnskapsløftet (LK06) [The Norwegian National Curriculum]. <https://www.udir.no/lk20/overordnet-del/>) did not explicitly mention this minority. We discuss these explanations as expressions of conscious considerations rather than unconscious omissions.

Kim, E. G. (2022). **An Unknown World: The Academic Experiences of Korean Immigrant Students at Two Universities in Toronto, Canada.** *Canadian Journal of Higher Education*, 52(4), 107-120. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189503>

Although the participation of immigrant students from diverse cultural backgrounds continues to increase in Canadian universities, there is still a lack of a good understanding of their experiences. This study compared the experiences of nine Korean immigrant

students in the sciences and social sciences at two Toronto-based universities and the support resources they utilized. Using Reason's (2009) persistence framework, different aspects of student experiences, including the transition from high school to university and their academic studies, were examined through semi-structured focus groups and interviews. Research participants commonly had difficulties adjusting to Canadian universities and encountered linguistic difficulties throughout their lecture participation and assessment completion that hindered their persistence toward their goal of graduation. The participants varied in the difficulties they encountered with the disciplinary natures of the sciences and social sciences throughout their studies. The participants developed strategies of audio-recording lectures, reaching out to their peers and teaching staff, and using online resources to overcome the challenges. Differences in participant experiences between the two universities appeared regarding Korean student groups, which they found as the most beneficial source of support. Suggestions are made to better support the experiences of immigrant students in Canadian universities.

King, A. E., & Brigham, S. M. (2022). **"I was like an alien": Exploring how Indigenous students succeed in university studies.** *Canadian Journal of Higher Education*, 52(4), 41-55. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189757>

This article explores the strategies used by Indigenous students attending three Canadian universities (in Nova Scotia, Ontario, and Manitoba) to find success in their studies. As part of a larger study on the success strategies of students who have been traditionally underrepresented in Canadian universities, this article draws on the responses of students who self-identify as Indigenous and insights from a key informant. We argue that the voices of Indigenous students are essential in the processes of institutional decolonizing and reconciliation and of reimagining universities as inclusive, equitable spaces for Indigenous students and their academic success

King, A. E., Qureshi, N., Stevenson, C., & Toledo, E. (2022). **Listening to students: Perspectives, Experiences, and Next Steps.** *Canadian Journal of Higher Education*, 52(4), i-x. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/190185n/a>

Klipfel, J. (2023). **Poursuite d'études et parcours des bacheliers précaires dans l'enseignement supérieur.** *Note d'information du SIES*, (23.06), 1-7. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/poursuite-d-etudes-et-parcours-des-bacheliers-precaires-dans-l-enseignement-superieur-91841>

Un bachelier 2014 sur six a déclaré avoir rencontré des difficultés financières au cours des neuf mois suivant l'obtention du baccalauréat. Huit ans après le baccalauréat, ces bacheliers précaires, quand ils ont poursuivi des études supérieures, ont obtenu, en moyenne, un niveau de diplôme moins élevé que les autres étudiants.

Lee, C. A., Chrisinger, B., Greenlee, A. J., Garcia Zambrana, I., & Jackson, A. (2023). **Beyond Recruitment: Comparing Experiences of Climate and Diversity between International Students and Domestic Students of Color in U.S. Urban Planning Programs.** *Journal of Planning Education and Research*, 43(3), 455-461. <https://doi.org/10.1177/0739456X20902241>

American universities are becoming globalized in curriculum and enrollment and benefit from international students who contribute to diversity. As the share of international students in planning programs has risen, little is known about their experiences beyond recruitment and how experiences as a "minoritized" group compare to domestic students of color. We report findings from interviews with graduate students in U.S. planning programs and compare international student experiences and perceptions with domestic students of color. We recommend ways that programs can improve international student retention and support the diversity of experiences that these students bring to U.S. planning programs.

Legusov, O., Leong, J., Le, T., & Ramdass, J. (2022). **Equity, Diversity, and Inclusion from the Perspective of International Community College Students.** *Canadian Journal of Higher Education*, 52(4), 121-134. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189821>

With changing demographics, Canadian institutions of higher education are under pressure to address the challenges of student, faculty, and staff diversity. Despite growing numbers of international students at Canada's community colleges, this group has historically been underrepresented. The intersectionality of their minority-status characteristics makes their experience complex. This qualitative study of 35 international students and graduates from 15 countries uses critical theory to explore their experiences through the lens of equity, diversity, and inclusion. Despite a high degree of cultural diversity, some of them experienced stereotyping. Moreover, they tended to engage less in classroom discussions, and many of them were unaware of college resources and services. Consequently, they had difficulty adjusting to life at college and life in Canada.

Liu, R. (2023). **School Disruptions Exacerbated Inequality in High School Completion.** *Educational Researcher*, 52(6), 394-397. <https://doi.org/10.3102/0013189X231167152>

Using school-month-level learning mode data and high school completion rates across three school years from 429 Wisconsin public high schools, this study examines the impact of disruptions to in-person instruction during the COVID-19 pandemic on high school completion rates, with a focus on socioeconomic disparities. Findings reveal that a longer time in virtual or hybrid learning mode in 2020–21 decreases overall school completion rates and increases the within-school gap in completion rates between economically disadvantaged and non-disadvantaged students. This study provides further evidence of the unequal impact of the pandemic and calls for initiatives to support disadvantaged students during school disruptions.

Longchamp, P., Braizaz, M., Tawfik, A., & Toffel, K. (2023). **Après l'effort... que devient le corps ? Ruptures et continuités corporelles chez les ex-sportif•ve•s de haut niveau.** *Sciences sociales et sport*, 21(1), 7-32. <https://doi.org/10.3917/rsss.021.0007>

Si les représentations et pratiques corporelles des sportif•ve•s de haut niveau sont bien connues, on ignore encore largement ce qu'elles deviennent lors de l'après-carrière. Reposant sur une enquête auprès de 30 ex-sportif•ve•s de haut niveau, cet article propose de décrire, au travers de trois portraits, les processus de socialisation constitutifs de rapports au corps spécifiques. Les résultats montrent que les rapports au corps de ces individus peuvent être rapportés, pour partie au moins, à l'articulation entre la socialisation familiale liée à l'origine sociale et la socialisation sportive.

Lozano, A., Salinas, C., & Orozco, R. C. (2023). **Constructing meaning of the term Latinx: a trioethnography through Pláticas**. *International Journal of Qualitative Studies in Education*, 36(7), 1338-1355. <https://doi.org/10.1080/09518398.2021.1930251>

For this study, the authors engaged in a series of conversations or Pláticas to critically examine their understanding and use of the term Latinx. Using 'trioethnography' as methodology, the authors' critical dialogic discussions surfaced new and transformative understandings of the term Latinx. Two questions guided this study: (1) How do we choose to take up the term Latinx in our personal and professional lives? (2) What new understandings and implications of the term occur through our Pláticas? The authors identified three themes regarding their use and understanding of Latinx: (1) the institutionalization of the term Latinx with a focus on inclusivity versus performativity; (2) the development of critical consciousness and liminality around the term; and (3) epistemological, theoretical, and practical shifts in understanding of the term.

Machut, A., & Bastin, G. (2023). **Emploi flexible, tournois à l'entrée et probabilité de durer dans le monde du journalisme**. *Sociologie du travail*, 65(3). Consulté à l'adresse <https://journals.openedition.org/sdt/44138>

Dans cet article nous exploitons des données collectées sur le réseau social LinkedIn (n = 7 549) pour décrire les carrières professionnelles des journalistes depuis les années 1980. Nous discutons notamment la relation qui existe entre la flexibilisation des relations d'emploi dans le monde du journalisme et la sortie du journalisme. Nous mettons d'abord en évidence la généralisation récente des formes d'emploi flexible. Nous classifions ensuite les carrières pour décrire l'émergence de phénomènes de tournois à l'entrée dans ce monde régulant la carrière des jeunes recrues et ses effets longitudinaux, dont la diminution des opportunités d'accès à un emploi stable en début de carrière et l'augmentation des sorties du journalisme. Ces tournois se caractérisent notamment par une forte accélération de la temporalité des carrières, dont les grands tournants sont de plus en plus précoces. Nous mettons aussi en évidence le fait que l'investissement scolaire initial des nouveaux et nouvelles journalistes a tendance à surexposer de plus en plus à la flexibilité de l'emploi et à augmenter en parallèle la probabilité de durer dans le monde du journalisme. Nous montrons finalement que ces tournois à l'entrée encouragent les jeunes journalistes à se positionner de plus en plus précocement à la frontière entre le monde du journalisme et des mondes connexes. Nous discutons finalement de la portée de ces résultats et de l'intérêt de notre approche pour une meilleure compréhension du fonctionnement du monde du journalisme.

Marengo, N., Labbé, S., & Vidaller, V. (2023). **Représentations sociales et pratiques dans un contexte incertain: le cas des professionnelles de l'orientation à l'université**. *Représentations sociales, pratiques et défis dans les scénarios d'incertitude*. Présenté à Bogota, Colombia. Consulté à l'adresse <https://hal.science/hal-04173583>

Mark, N. D. E., Corcoran, S. P., & Jennings, J. L. (2023). **Choosing Alone? Peer Continuity Disparities in Choice-Based Enrollment Systems**. *Educational Researcher*, 52(6), 365-376. <https://doi.org/10.3102/0013189X231184185>

We provide novel evidence on the broader impacts of school choice systems by quantifying disparities in peer continuity from middle to high school in New York City. We find that Black and Hispanic students and those in high-poverty neighborhoods attend high school with a much smaller fraction of their middle school or neighborhood peers than their White, Asian, and low-poverty neighborhood counterparts. Disparities also

emerge in peer isolation: 27% and 20% of Black and Hispanic students transitioned with no other student from their middle school, while only 7% to 8% of White and Asian students did. Group differences in choice similarity, which in part reflects systematic variation in the number of local school options, drive this result.

Markussen, S., & Røed, K. (2023). **The Rising Influence of Family Background on Early School Performance** (IZA Discussion Paper N° 16223). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16223.htm>

We use administrative data from Norway to examine recent trends in the association between parents' prime age earnings rank and offspring's educational performance rank by age 15/16. We show that the intergenerational correlation between these two ranks has increased over the past decades, and that offspring from economically disadvantaged families have fallen behind. This has happened despite public policies contributing to leveling the playing field. In particular, we show that the expansion of universal childcare and, more recently, the increased teacher-pupil ratio in compulsory school, have disproportionately benefited lower class offspring. The rising influence of parents' earnings rank can partly be explained by a strengthened intragenerational association between earnings rank and education among parents, as educational achievement has an inheritable component. Yet a considerable unexplained rise in the influence of family background remains, pointing towards an impending decline in intergenerational economic mobility.

Maruani, M., & Nicole, C. (2023). **Du travail à l'emploi : l'enjeu de la mixité**. *Sociologie du travail*, 65(3). Consulté à l'adresse <https://journals.openedition.org/sdt/43465>

À partir de cinq monographies rendant compte de la variété des situations où la division sexuelle, dans le travail comme dans l'emploi, se donne pour évidente, les auteurs souhaitent renouveler la vieille question de la mixité. En distinguant travail et emploi, la mixité prend un sens différent. Les auteurs proposent une sociologie qui appréhende les mécanismes de l'emploi en termes de rapports sociaux et non plus seulement en termes de marché du travail. Abordant la question de la flexibilité, les auteurs avancent l'idée que cette flexibilité est un construit social renvoyant au contexte spécifique de l'entreprise et aux rapports de force entre direction, syndicats et salariés mais aussi entre masculin et féminin.

Maurer, S., Schwerdt, G., & Wiederhold, S. (2023). **Do role models matter in large classes? New evidence on gender match effects in higher education** (IWH Discussion Paper N° 14/2023). Consulté à l'adresse Halle Institute for Economic Research (IWH) website: <https://econpapers.repec.org/paper/zbwihdps/142023.htm>

It is well established that female students perform better when taught by female professors. However, little is known about the mechanisms explaining these gender match effects. Using administrative records from a German public university, which cover all programs and courses between 2006 and 2018, we show that gender match effects are sizable in smaller classes, but are absent in larger classes. These results suggest that direct and frequent interactions between students and professors are crucial for gender match effects to emerge. In contrast, the mere fact that one's professor is female is not sufficient to increase performance of female students.

Menze, L., Solga, H., & Pollak, R. (2023). **Long-term scarring from institutional labelling: The risk of NEET of students from schools for learning disability in Germany.** *Acta Sociologica*, 66(3), 289-306. <https://doi.org/10.1177/00016993221114257>

This article demonstrates the disadvantages that students leaving special needs schools (Förderschule) face in their school-to-work transition in Germany. We analyse whether the institutional label of 'having attended a special needs school' – beyond and above low school attainment – results in scarring effects for students' chances of integration into training and employment after leaving school. We focus on students classified as having learning disability (Lernbehinderung), the largest group among students with special educational needs (SEN) and examine their NEET risk compared to equally low-attaining students from general schools at age 20/21. The analyses are based on rare longitudinal data for SEN students, the German National Educational Panel Study. Employing matching and regression techniques, we find that the label of 'having attended a special needs school' does generate long-term scars above and beyond low school attainment. However, this is only the case for school leavers with a lower secondary school certificate but not for those without school certificate.

Merry, M. S. (2023). **Caught in a school choice quandary: What should an equity-minded parent do?** *Theory and Research in Education*, 21(2), 155-175. <https://doi.org/10.1177/14778785231180469>

In this article, I examine a case involving an equity-minded parent caught in a quandary about which school to select for her child, knowing that her decision may have consequences for others. To do so, I heuristically construct a fictional portrait and explore the deliberative process a parent might have through a dialogue taking place among 'friends', where each friend personifies a different set of ethical considerations. I then briefly consider two competing philosophical assessments but argue that neither position helpfully assists in resolving the quandary. To conclude, I ask the provocative question whether parental motives – but also their school choices – actually matter if the inequitable outcomes seem to remain unchanged.

Michon, S. (2023). **Du tableau noir à l'hémicycle. Logiques sociales d'un attachement à la politique professionnelle.** *Sociologie du travail*, 65(3). Consulté à l'adresse <https://journals.openedition.org/sdt/44075>

L'article traite des logiques d'attachement à la politique professionnelle des enseignant·es devenu·es membres de l'Assemblée nationale. S'intéresser à la construction et au déroulement des carrières politiques de ces personnes qui n'ont pas fait que de la politique au cours de leur vie professionnelle permet de dépasser l'opposition entre professionnel·les de la politique et professionnel·les en politique, et de préciser des logiques de professionnalisation politique. L'analyse mobilise une prosopographie étendue des député·es de cinq législatures (entre 1978 et 2017), qui détaille précisément les propriétés sociodémographiques, les trajectoires politiques et professionnelles. Elle montre que le déplacement des député·es-enseignant·es vers la politique s'avère très souvent sans véritable retour dans les mondes de l'enseignement et sans souhait d'un retour, produisant une distanciation avec l'espace professionnel d'origine au cours du mandat parlementaire ainsi qu'à la fin de celui-ci. Le cas des enseignant·es met en évidence un déplacement social comme moteur des carrières politiques, et invite à rapporter l'attachement à la politique professionnelle non pas seulement à la dynamique des carrières politiques, mais aussi à la trajectoire professionnelle et à la trajectoire sociale de classe et de genre.

Mkhize, Z. (2023). **Is it transformation or reform? The lived experiences of African women doctoral students in STEM disciplines in South African universities.** *Higher Education*, 86(3), 637-659. <https://doi.org/10.1007/s10734-022-00918-5>

Science, Technology, Engineering and Mathematics (STEM) fields have historically been disciplines dominated by white men. The colonial ideology designated Africans as subhuman, inferior intellectually, socially, and culturally to the white masculine norm in STEM disciplines. STEM education and careers were thus constructed to attract white, heterosexual, middle-to-upper class, Christian, able-bodied men. This positioning ensured that STEM environments remained inhospitable to anyone whose identity was outside the constructed somatic norm. The calls and imperatives to transform notwithstanding, the transformation process in STEM disciplines is moving at a snail-like pace. This article argues that what is occurring in STEM disciplines in South African universities is reform not transformation. It is underpinned by the intersectional theory within the qualitative paradigm. Seventy-three African doctoral and postdoctoral women students in STEM were interviewed from five South African universities. The findings highlighted how African women in STEM face challenges based on their racial and gendered identities and that what is presented as transformation is still oppressive to them. The study also found that equity through access to education in democratic South Africa does not equate to transformation. The argument presented is that despite existing policies and initiatives in South African universities to transform, the demographic inclusion of African, female staff and students does not necessarily equate to transforming the STEM environment. What needs to occur is a shift beyond reform and towards transformation through the use of strategic inventions which dismantle the racist, sexist, classist, and xenophobic ideology that permeates these environments.

Munyangeyo, T. (2023). **Representation of Educational Elitism and Entrepreneurship Merit in Contemporary Africa: A Cultural Shift to Self-Fulfilment.** *British Journal of Education*, 11(9). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue-9-2023/representation-of-educational-elitism-and-entrepreneurship-merit-in-contemporary-africa-a-cultural-shift-to-self-fulfilment/>

This paper explores and acknowledges the recurring theme of education in African literature, which is often depicted as both a means to reclaim African identity and culture and a tool for social mobility and economic empowerment. Using the Interpretive Interactionism methodology, the study identifies a growing emphasis on the representation of entrepreneurship as a form ... Representation of Educational Elitism and Entrepreneurship Merit in Contemporary Africa: A Cultural Shift to Self-Fulfilment Read More »

Owusu-Agyeman, Y., & Mugume, T. (2023). **Academic adjustment of first year students and their transition experiences: The moderating effect of social adjustment.** *Tertiary Education and Management*, 29(2), 189-209. <https://doi.org/10.1007/s11233-023-09120-3>

Universities today are facing challenges regarding students' persistence and success especially among first year students who converge from diverse socioeconomic and cultural backgrounds and anticipate a smooth academic and social adjustment to the university setting. However, contextual and individual factors play important role in the academic and social adjustment of first year students. In order to provide an empirical explanation to this phenomenon, the current study examines the moderating effect of social adjustments on the relationship between academic adjustment and the transition

experiences of first year students in a multi-campus university in South Africa. Data was gathered by way of a survey from a sample of 1538 students while the analysis was performed using bivariate correlation and hierarchical regression analysis. Results showed that while all the five academic adjustment factors evaluated demonstrated positive and significant relationship with the transition experiences of students, intellectual engagement and online engagement served as the strongest predictors of the transition experiences of first year students. The study further revealed that social adjustment significantly moderate the relationship between three academic adjustment factors (student-lecturer engagement, peer engagement and online learning) and the transition experiences of first year students. Therefore, through students' interaction with their peers and staff as well as their involvement in social and cultural activities, they enhance their academic adjustment and transition experiences. We highlight the implications of our findings in relation to theory and practice and propose ways that universities could develop structures and policies to enhance the transition experiences of first year students.

Palacios, P., & Rojas-Velásquez, L. (2023). **Impact of weather shocks on educational outcomes in the municipalities of Colombia.** *International Journal of Educational Development*, 101, 102816. <https://doi.org/10.1016/j.ijedudev.2023.102816>

This study estimates the impact of weather shocks on educational outcomes in Colombian municipalities and explores the main transmission mechanisms. We employ a panel data set combining information on municipal weather shocks, educational results, and socioeconomic characteristics for 2010–2016. Linear regression models are estimated using fixed effects and robust standard errors at the municipal level, followed by mediation analyses. Results indicate that excess rainfall shocks increase school dropout and decrease coverage rates and academic performance while deficit rainfall shocks have the opposite effect on all outcomes. The main mechanisms explaining these results are income, as proxied by tax revenues, intergovernmental transfers, and agricultural income, and the infant mortality rate.

Papin, B., & Viaud, B. (2023). **La stratification territoriale des performances corporelles. Origines résidentielles et rapports à la mobilité des jeunes élites sportives.** *Sciences sociales et sport*, 21(1), 131-159. <https://doi.org/10.3917/rsss.021.0131>

Cet article examine les lieux de résidence et les mobilités des sportifs d'élite à l'aide de données individuelles provenant d'une enquête réalisée auprès de sportifs de haut niveau originaire d'une région de l'ouest de la France. Poser le regard sur les lieux de résidence des parents des élites sportives interroge la réalité des mobilités. Les résultats montrent une concentration des origines résidentielles des prétendants au talent sportif dans les grands pôles urbains avec des configurations spécifiques à chaque sport. Contre l'idée de sens commun d'un impératif sportif qui s'accompagne d'un nécessaire déplacement pour rejoindre les structures sportives labellisées, les données montrent combien ils sont nombreux à construire leur entrée dans le haut niveau en restant « sur place ».

Parmentier, M., Pirsoul, T., Bouchat, P., & Nils, F. (2023). **Emotional anticipation of high school graduation: Similarity of profiles across gender, educational track, and grade.** *International Journal for Educational and Vocational Guidance*, 23(3), 531-554. <https://doi.org/10.1007/s10775-022-09528-0>

The present study investigated adolescents' emotional anticipation profiles at the prospect of high school graduation and examined whether these profiles were similar across gender, educational track, and grade. Our results shed light on profiles that were distinct in level and shape: a Positive Anticipatory–Positive Anticipated emotions profile, a Mixed Anticipatory–High Anticipated emotions profile, a Mixed Anticipatory–Low Anticipated emotions profile, a Negative Anticipatory–High Anticipated emotions profile, and a Positive Anticipatory–High Anticipated emotions profile. Contrasting with variable-centered results, differences across gender, educational track, and grades were found to be rather qualitative in nature (i.e., different profile shape and prevalence) than quantitative (i.e., differences in emotional levels). Our findings offer important insights in understanding adolescents' anticipation of important life and educational transitions.

Price, G. N., & Viceisza, A. C. G. (2023). **What Can Historically Black Colleges and Universities Teach about Improving Higher Education Outcomes for Black Students?** *Journal of Economic Perspectives*, 37(3), 213-232. <https://doi.org/10.1257/jep.37.3.213>

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

Prof, F.-M., & Go, H. L. (2023). **Reconstruire l'école : Péripéties de la forme scolaire d'éducation**. Consulté à l'adresse <https://www.lcdpu.fr/livre/?GCOI=27000100320100>

Qazi, M. H., & Javid, C. Z. (2023). **Educational parlance of equity and inclusivity and students' gendered national identity constructions in public schools in Islamabad, Pakistan.** *International Journal of Inclusive Education*, 27(12), 1319-1335. <https://doi.org/10.1080/13603116.2021.1889051>

This exploratory qualitative study problematises how Pakistan's public-school education shapes female identities, employing compulsory school textbooks. Drawing on Foucault's Discourse Analysis and other selected notions, the study also analyses 12 teachers' and 424 students' perspectives on this. The findings highlight Pakistani females' disproportionate and gendered stereotypical social representations in textbooks, which the teachers further reinforce through teaching/social practices in schools. Discursively constructed, most students identify with these and reproduce them when conceptualising an ideal Pakistani woman. The study also underlines how an education system, apparently promising equity and inclusiveness, can be incredibly exclusive, 'guiding' the country's 50% female population to make homemaking their destiny. This education perpetrates social othering, encourages self-righteousness and privileges men over women. Social ramifications of this education entail exclusion and disempowerment of Pakistani women as a social category. This has serious implications for certain sustainable development goals SDGs, 2030, inter alia.

Rahman, M. M., Shindaini, A. J. M., & Abdullah, A. B. M. (2023). **Provision of education to Rohingya refugee children in Bangladesh: exploring the forms of discrimination and**

intersectionality. *Asia Pacific Education Review*, 24(3), 433-445.
<https://doi.org/10.1007/s12564-022-09770-9>

The article sheds light on discrimination that denies basic education to Rohingya refugee children currently living in the unregistered Kutupalong refugee camp at Cox's Bazar, Bangladesh. The condition of basic education is partially due to the discrimination they experience in Rakhine State, Myanmar. It is further shaped by limited education opportunities they are offered in the host country, Bangladesh. Employing a qualitative method, this study interviewed 18 informants from three categories: namely, Rohingya refugee children, guardians, and teachers (from Burmese and Bangladeshi backgrounds) and administered four focus group discussions to develop a deep understanding of their experiences. The results indicated that the unjust education opportunities provided by the Myanmar government and its divisive control of Rakhine State create various and linked forms of discrimination. The study revealed that ethnic identity, gender, religious background, age, and economic status play crucial roles in denying refugee children basic education in Myanmar and Bangladesh.

Seraphin, W. (2023). **Diasporic dreaming: the extraordinary literacies and superpowers of Haitian and Haitian American Girls.** *International Journal of Qualitative Studies in Education*, 36(7), 1212-1227. <https://doi.org/10.1080/09518398.2022.2061067>

This article focuses on the extraordinary literacies of four Haitian and Haitian American Girls enrolled in a middle grades out-of-school literacy program in Miami, Florida. I examine how the girls narrated Black transnational girlhood through autobiographical writings, classroom discussions, and media analyses. I define the girls' intellectual contributions to the classroom as the superpower of diasporic dreaming. The concept calls on scholars to affirm the global negotiations of Black transnational girls as literacies. Further, I argue that the superpower of diasporic dreaming manifested through learning dynamics grounded in Haitian empyreal logics of Vodou and the Diasporic Lakou. Lastly, I make a case for an increased focus on the transnational nature of Black Girls' Literacies, and curriculum specifically oriented towards the Black Global South.

Sethi, R., & Somanathan, R. (2023). **Meritocracy and Representation.** *Journal of Economic Literature*, 61(3), 941-957. <https://doi.org/10.1257/jel.20221707>

A standard conception of meritocracy, reflected in state referenda and the many legal filings against university admissions policies, is that selection rules should be blind to group identity and monotonic in measures of past accomplishment. We present theoretical arguments and survey empirical evidence challenging this view. Past accomplishment is often a garbled signal of multiple traits, some of which matter more for future performance than others. In such cases, group identity can be informative as a predictor of success and the increased representation of resource-disadvantaged groups could improve organizational performance. This perspective helps explain some recent empirical findings regarding the efficiency effects of group-contingent selection and moves us toward a conception of meritocracy more closely tied to organizational mission.

Soares, R. de O., & Magnan, M.-O. (2022). **"I didn't know what to do, where to go": The voices of students whose parents were born in Latin America on the need for care in Quebec universities.** *Canadian Journal of Higher Education*, 52(4), 1-14.
<https://doi.org/10.47678/cjhe.vi0.189469>

This qualitative study reports the university experiences of Quebec students whose parents were born in Latin America. The analysis, which looks at students who have either persisted in school or discontinued their studies, underscores the importance of cultural capital and, especially, an understanding of the student craft for school retention. The students report a low sense of affiliation with the university, and a perceived lack of support and care from the university and its social actors. Our interpretation of the data highlights self-blame for the challenges faced in university concurrently with the implementation of strategies to meet the challenges of the institution. We conclude by emphasizing how important it is for universities to support students better, adequately inform them about their options and the institution's inner workings, and form a community with students in a spirit of care.

Staples-Dixon, J. M. (2023a). **Extraordinary literacies & empyreal logics: regarding the everyday praxises of Black girls and women in schools and society.** *International Journal of Qualitative Studies in Education*, 36(7), 1207-1211. <https://doi.org/10.1080/09518398.2023.2203100>

Staples-Dixon, J. M. (2023b). **How Black girls hurt: noticing and naming the t/terror narratives accumulated in schools and society [or, a call for a third wave new literacies education for all people, based on the dynamic, triumphant literate lives of Black girls and women].** *International Journal of Qualitative Studies in Education*, 36(7), 1298-1318. <https://doi.org/10.1080/09518398.2023.2203106>

Staples-Dixon, J., Sealey-Ruiz, Y., Griffin, A., & Price-Dennis, D. (2023). **Exploring extraordinary literacies and empyreal logics through the t/terror narratives of three Black women in the academy: a roundtable transcript, study notes, and guiding questions.** *International Journal of Qualitative Studies in Education*, 36(7), 1285-1297. <https://doi.org/10.1080/09518398.2023.2214983>

Starks, F. D. (2023). **From critical to extraordinary: a narrative analysis of a black woman educators' extraordinary literacies.** *International Journal of Qualitative Studies in Education*, 36(7), 1266-1284. <https://doi.org/10.1080/09518398.2023.2203127>

Critical literacies theory is a useful construct for examining language, power, and social context. However, it may take a rationalist approach that obscures the socio-emotional and spiritual impact of oppressions. This study seeks to address the call for critical literacies studies to take an affective turn to investigate the relationships between power, social context and "interior lives." Therefore, I conducted a qualitative study framed by Black feminist thought to examine how two Black women educators experienced privilege and resisted oppression through their uses of "extraordinary literacies." I used narrative methods and Black feminist theorizing to investigate and analyze Black women teachers' stories of literacy practices in personal and professional settings. This paper demonstrates the effectiveness of examining literacy practices using more inclusive methodologies, and the promise that it holds for revealing more expansive iterations of social justice work, which is necessary to truly work towards equity and liberation.

Svensen, E. (2023). **Mindset as a potential link between family background and high-school achievement.** *Acta Sociologica*, 66(3), 322-342. <https://doi.org/10.1177/00016993221145427>

The link between students' family background and their school achievement is well documented. The recent literature has also investigated how social and emotional skills and mindsets relate to educational outcomes. Here I examine how mindset—that is, whether students believe more in that intellectual abilities are fixed or capable of growth—is related to family background and school achievement in Norway. I find that students with higher-educated parents have lower levels of a fixed mindset on entering high school. I also estimate heterogeneity in this association using multilevel modeling. The predicted level of students' fixed mindset is low for higher-performing middle-school students, irrespective of parents' education. Furthermore, low middle-school performance predicts higher levels of a fixed mindset, particularly for students with lower-educated parents. A higher level of fixed mindset on entering high school is related to lower achievement after the first year. The results suggest that students' belief in "natural talent" is a mechanism worthy of further investigation as it is more malleable than the mechanisms traditionally used to explain differences in academic performance according to family background.

Tallent, D., Shelton, S. A., & McDaniel, S. (2023). **"It really was My fault": examining white supremacy and internalized racism through detained U.S. Black youths' narratives and counternarratives.** *International Journal of Qualitative Studies in Education*, 36(7), 1319-1337. <https://doi.org/10.1080/09518398.2021.1930250>

This research project's initial purpose was to explore how Black youth who had been assigned to youth detention centers described their experiences with school-based racism, and how those experiences informed their experiences with school discipline prior to being detained in a correctional facility. Guided by the following research questions, (1) How do correctional facility-detained Black youth describe their experiences with racism in public schooling? and (2) How do these experiences shape their understandings of racism, relative to themselves and others?, the researchers found that there was consistent contradiction in the ways that youth described their personal experiences and the ways that they interpreted their contexts and circumstances. As they narrativized experiences, they readily considered White Supremacy in individual school experiences, but when asked to explore systemic racism, they instead blamed themselves in what Ladson-Billings and Tate describe as 'self-condemnation.'

Wang, D. (2023). **Translanguaging as a social justice strategy: the case of teaching Chinese to ethnic minority students in Hong Kong.** *Asia Pacific Education Review*, 24(3), 473-486. <https://doi.org/10.1007/s12564-022-09795-0>

For the past two decades, a significant number of ethnic minority students from diverse racial, cultural, linguistic, and religious backgrounds have entered Chinese language classrooms in Hong Kong for the first time. Simultaneously, Chinese language teachers have come under criticism for their lack of understanding of diversity and their failure to integrate ethnic minority students academically and socially. However, there is little research on how these teachers can transform their educational beliefs, teaching techniques, and attitudes toward diversity and inclusion to respond effectively to the drastic changes taking place in their professional work. This study examines how a group of Chinese language teachers employed translanguaging as a social justice strategy to address the challenges of teaching minority students in a monolingual and assimilative educational setting in Hong Kong. Classroom observations show that teachers enacted a translanguaging stance, using students' familiar semiotic resources to make their teaching more inclusive and equitable for ethnic minority students from low

socioeconomic and religious backgrounds. Teachers reported becoming more aware of diversity in the classroom as well as of the social inequalities and racial discrimination outside of school. The study shows that criticism has been unfairly levied on Chinese language teachers in Hong Kong, who should not be held responsible for the social problems hindering ethnic minorities' social mobility. Research should include a decolonial perspective to legitimize translanguaging as a social justice strategy for more transformative praxis in the education sector in postcolonial Hong Kong.

Wang, M. (2023). **Opposite-gender friendships and learning performance of students: Evidence from China.** *International Journal of Educational Development*, 101, 102818. <https://doi.org/10.1016/j.ijedudev.2023.102818>

Based on data from China Education Panel Survey, this paper uses the fixed-effect model and PSM-DID method to examine the causal effect of opposite-gender friendships on the learning performance of Chinese students. We find that opposite-gender friendships significantly reduce girls' test scores, but have no impact on boys. The change in learning habits caused by the quality of social networks is the possible mechanism that drives the effect. The paper also suggests that parental regulation increases the probability that children associate with friends of the opposite gender, which leads to lower test scores. In contrast, class rearrangement can be effective in improving girls' learning performance by reducing their opposite-gender friendships. The evidence in this paper sheds new light on the debate over whether and how to intervene in students' social interactions.

Wang, X., & Li, Z. (2023). **Teacher expectations and ethnic minority students' second language and foreign language learning.** *Journal of Curriculum Studies*, 55(4), 458-470. <https://doi.org/10.1080/00220272.2023.2233741>

This study investigated whether teacher expectations had significant effects on ethnic minority students' second language and foreign language learning in senior high schools. The participants of this study were 52 teachers and 836 ethnic minority students from 10 senior high schools in southwest China. Data of teacher expectations for students' second language achievement, teacher expectations for students' foreign language achievement, students' prior achievement in a standardized test of the second language and foreign language at the beginning of senior high school, and students' achievement in a standardized test of the second language and foreign language at the end of senior high schools were collected respectively. Regression analysis showed that with students' prior achievement being controlled, 1) teacher expectations had significant effects on ethnic minority students' foreign language learning, but 2) teacher expectations were not closely related to ethnic minority students' second language learning, suggesting a moderation effect of the subject. Implications for expectancy theories and multilingual instructions are further discussed.

Wang, Y., Tlili, A., Hosny Saleh Metwally, A., Zhao, J., Li, Z., Shehata, B., & Huang, R. (2023). **If images could speak: A social semiotics analysis of gender representation in science textbook images.** *Journal of Curriculum Studies*, 55(4), 471-488. <https://doi.org/10.1080/00220272.2023.2228376>

Textbooks use images, in addition to text, for delivering knowledge, thereby convey attitudes and values of students including those on gender bias. The gender bias presented in textbook images affects in subtle ways the students' learning outcomes, career choices, and how they perceive science. However, prior research has relied on

explicit information presented by textbook images of several subjects to investigate gender representation, overlooking the implicit meaning behind images with a very limited attention to science textbooks. Therefore, this study uses the social semiotic framework to analyse the implicit meaning that images convey related to gender representation in Chinese and Egyptian science textbooks. Specifically, four (two for each country) science textbooks of grade nine were coded and analysed. The findings revealed that gender gap still exists in the images of both Chinese and Egyptian science textbooks. Specifically, females were less represented in the textbook images compared to males, and their role was mostly a caring role. Notably, unlike the Chinese females and the common gender stereotype, Egyptian females were represented in a more active and powerful way compared to males. The findings of this study could help in better designing science textbook images to reduce gender bias.

Yee, K. M. R. (2023). **Raising the floor while lowering the ceiling: Reduced inequities in education returns in the Philippines.** *International Journal of Educational Development*, 101, 102815. <https://doi.org/10.1016/j.ijedudev.2023.102815>

This article examines trends in private returns to education in the Philippines among salaried graduates in 2005 and 2019 – a period during which education participation improved markedly in the country. I find returns to differing levels of attainment converging, with those for higher education falling substantially by 36 % points, relative to those with no grade completed. I further find that among college graduates, the decline was most pronounced for low-wage workers whose returns fell by 69 % points, while those for high-wage ones remained stable. This is an important update to literature which found higher education to provide disproportionate returns to low-wage college graduates a decade prior.

Yoon, S. Y., Aldridge, J. L., Cox, M. F., Main, J. B., McGee, E. O., & Hailu, M. F. (2023). **Development and Validation of the Workplace Climate and Persistence Scale for STEM Faculty Framed in Intersectionality of Gender, Race/Ethnicity, and Socioeconomic Background.** *Research in Higher Education*, 64(6), 933-958. <https://doi.org/10.1007/s11162-022-09724-5>

Gender disparities in Science, Technology, Engineering, and Mathematics (STEM) faculty composition remain a major issue in U.S. higher education. Specifically, the underrepresentation of women of color has been described as a crisis. We developed the Workplace Climate and Persistence Scale (WCPS) for STEM faculty to assess departmental-level climate factors associated with faculty persistence, using a framework of the intersectionality of gender, race/ethnicity, and socioeconomic background. To validate the WCPS, we conducted analyses for construct validity, internal consistency reliability, and criterion validity evidence using data from 394 STEM faculty at three universities. Exploratory and confirmatory factor analyses resulted in 43 items loading across nine factors in a good model fit range. The nonlinear SEM reliability coefficients ranged from .811 to .971, with the overall Omega = .991. The correlation matrix indicated that the WCPS differentiates STEM faculty's perceptions by multiple social identities. We expect the WCPS to help administrators identify where to target approaches to improve climate and assess the effectiveness of such interventions.

Climat de l'école

Beard, K. S., Vakil, J. B., Chao, T., & Hilty, C. D. (2023). **Time for Change: Understanding Teacher Social-Emotional Learning Supports for Anti-Racism and Student Well-Being During COVID-19, and Beyond.** *Education and Urban Society*, 55(7), 825-843. <https://doi.org/10.1177/00131245211062527>

During the COVID-19 pandemic, the approximately 3.2 million teachers serving 50.8 million students in U.S. schools were positioned, along with school counselors, as de facto first responders for student well-being. Teachers across the country, already struggling to transition their teaching to online platforms, had to simultaneously implement recently adopted Social and Emotional Learning (SEL) Standards. While prioritizing the social and emotional needs of children is of course a necessity, we wondered about the support needed for teachers who shouldered this work? Of particular interest were the supports for teachers operating in urban schools and with communities of color disproportionately impacted. And within this timeframe, global uprisings protesting police murders of Black bodies revealed the crucial importance of anti-racist educational practices. While we contend that teacher well-being is a key determinate of student well-being, we also explored the ways teachers innovated and created online communities (e.g., Twitter, Facebook) to support one another's SEL and anti-racist pedagogy. The connection between these practices to research-supported online teacher support structures that influence teacher emotions (e.g., efficacy) was further explored. We conclude with implications from learnings from this crisis for practitioners, educator preparation programs, policy, and future research while adding to the limited literature concerning teacher SEL, anti-racism, and teacher-created communities.

Ganotz, T., Schwab, S., & Lehofer, M. (2023). **Bullying among primary school-aged students: which factors could strengthen their tendency towards resilience?** *International Journal of Inclusive Education*, 27(8), 890-903. <https://doi.org/10.1080/13603116.2021.1879949>

Resilience is the capacity to cope successfully with various threats. This paper aims to adapt the Resilience-Scale of Schumacher et al. (2004. Die Resilienzskala – ein Fragebogen zur Erfassung der psychischen Widerstandsfähigkeit als Personmerkmal. [The Resilience Scale – A Questionnaire to Measure Mental Resilience as a Personal Characteristic]. Zentrum für Klinische Psychologie, Psychiatrie und Psychotherapie) to measure the tendency of being resilient even before a threat occurs. Since primary school students are exposed to various threats at school, 535 4th grade students of Austrian primary schools were surveyed for the study. The reliability of the short-scale was found to be acceptable (Cronbach's $\alpha = .66$), and the tendency towards resilience can be explained by the students' perception of their social inclusion in class ($F(1, 252) = 15.11$, $p < .05$) and the relationship with their mothers ($F(2, 251) = 10.02$, $p < .05$). The stability of the students' tendency of being resilient was only moderate. A similar correlation between resilience and school-wellbeing for victims and non-victims of bullying can be reported. Future studies should focus more on primary school students' resilience and related protective factors.

Gwozdzik, S., & Stiefel, L. (2023). **Do Perceptions of School Climate Improve in High School for Students With Disabilities?** *American Educational Research Journal*, 60(4), 667-695. <https://doi.org/10.3102/00028312231169243>

Positive perceptions of school climate correlate with many dimensions of academic well-being and student health. Unfortunately, some existing research finds more favorable perceptions in middle school for general education students (GENs) than for students with disabilities (SWDs). Given the importance of ninth grade to student success, it is important to know if perceptions improve when students go to high school, if they improve more for GENs than SWDs, and if they are mediated by school characteristics. Our analysis of rich student-level longitudinal data suggests that students perceive improvements in school climate when they transition to high school, school characteristics do mediate perceptions, and perceptions of GENs improve more (or decline less) than those of SWDs, resulting in gaps favoring GENs.

Hamouda, L. B. (2023, juillet 20). **Rapport de la Médiatrice : un climat scolaire qui se dégrade**. Consulté 30 août 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/07/20/rapport-de-la-mediatrice-un-climat-scolaire-qui-se-degrade/>

Mercredi 19 juillet, la Médiatrice de l'éducation nationale et de l'enseignement supérieur, Catherine Becchetti-Bizot, présentait son rapport annuel. Elle note une augmentation de 6% des saisines, une hausse significative qui révèle une dégradation du climat scolaire. « Notre rôle consiste à faire en sorte que le désaccord ne dégénère ni en conflit ni en violence »...

Hilaire, B., Campbell, L. O., Kelchner, V. P., Laguardia, E. D., & Howard, C. (2023). **Not Another School Shooting: Media, Race, and Gun Violence in K-12 Schools**. *Education and Urban Society*, 55(7), 809-824. <https://doi.org/10.1177/00131245221092739>

This study examines the characteristics of school shootings and investigates the relationship between perpetrators' race and how shootings are reported by the media. Findings, utilizing data from the Center for Homeland Defense and Security, demonstrate differences by race in the characteristics of school shootings and media reporting of school shootings. Inaccurate and incomplete portrayals of school gun violence in data repositories and the media may lead to public perceptions and policy responses that do not adequately address root causes of violence. In addition, these inaccurate depictions shroud the reality of gun violence in K-12 schools. Accurate information regarding the circumstances of gun violence in schools is a necessary component of preventing future violence.

Tight, M. (2023). **Bullying in higher education: an endemic problem?** *Tertiary Education and Management*, 29(2), 123-137. <https://doi.org/10.1007/s11233-023-09124-z>

We may think that bullying is a childish behaviour that is left behind on finishing school, or that universities and colleges are too cultured and intellectual as institutions to have room for such behaviour, but these hopes are far from the truth. The research evidence shows that bullying of all kinds is rife in higher education. Indeed, it seems likely that the peculiar nature of higher education actively encourages particular kinds of bullying. This article provides a review of the research on bullying in higher education, considering what this shows about its meaning, extent and nature, and reviews the issues that have been identified and possible solutions to them. It concludes that, while there is much that higher education institutions need to do to respond effectively to bullying, revisiting their traditions and underlying purposes should support them in doing so.

Yoon, S. Y., Aldridge, J. L., Cox, M. F., Main, J. B., McGee, E. O., & Hailu, M. F. (2023). **Development and Validation of the Workplace Climate and Persistence Scale for STEM Faculty Framed in Intersectionality of Gender, Race/Ethnicity, and Socioeconomic Background.** *Research in Higher Education*, 64(6), 933-958. <https://doi.org/10.1007/s11162-022-09724-5>

Gender disparities in Science, Technology, Engineering, and Mathematics (STEM) faculty composition remain a major issue in U.S. higher education. Specifically, the underrepresentation of women of color has been described as a crisis. We developed the Workplace Climate and Persistence Scale (WCPS) for STEM faculty to assess departmental-level climate factors associated with faculty persistence, using a framework of the intersectionality of gender, race/ethnicity, and socioeconomic background. To validate the WCPS, we conducted analyses for construct validity, internal consistency reliability, and criterion validity evidence using data from 394 STEM faculty at three universities. Exploratory and confirmatory factor analyses resulted in 43 items loading across nine factors in a good model fit range. The nonlinear SEM reliability coefficients ranged from .811 to .971, with the overall Omega = .991. The correlation matrix indicated that the WCPS differentiates STEM faculty's perceptions by multiple social identities. We expect the WCPS to help administrators identify where to target approaches to improve climate and assess the effectiveness of such interventions.

Zurbriggen, C. L. A., Hofmann, V., Lehofer, M., & Schwab, S. (2023). **Social classroom climate and personalised instruction as predictors of students' social participation.** *International Journal of Inclusive Education*, 27(11), 1223-1238. <https://doi.org/10.1080/13603116.2021.1882590>

Previous research has repeatedly confirmed that students with special educational needs (SEN) are generally less accepted by their peers. Although inclusive teaching strategies and classroom characteristics are frequently hypothesised to improve students' social participation, empirical evidence is scarce. Therefore, the purpose of this paper is to investigate classroom characteristics and teaching practices that can help foster social participation, in general, and reduce the effect of lower social participation among students with SEN, in particular. The sample includes 518 students in 31 Grade 4 and 7 classes from Austria, of whom 99 are students with SEN. The results show that students with SEN receive fewer peer nominations and perceive their social participation to be lower compared to their peers without SEN. However, the association between SEN and self-perceived social participation is moderated by the social classroom climate, i.e. the difference becomes smaller when the social classroom climate is more positive. Furthermore, the higher the personalised instruction was rated by a student, the higher was his or her social status. The results suggest that interventions should focus not only on the improvement of individual students (with SEN) but also on changing the whole classroom environment.

Évaluation des dispositifs d'éducation-formation

Gaillet, M., François, P., Fournier, J., Kuenemann, M., Novais, M. de F., Herr, M., ... Bouszat, B. (2023). **Evaluation of a French health action-training program by its stakeholders; healthcare students and host institution.** *Nurse Education Today*, 129, 105904. <https://doi.org/10.1016/j.nedt.2023.105904>

Background Mandatory "sanitary service" is an inter-disciplinary health promotion program that ensures inclusion of action training in the curriculum of French students in

healthcare professions. Its evaluation is important to identify areas for improvement. Objectives The objective was to evaluate the satisfaction of the actors with the general perception of the program and with its three different phases: e-learning, practical training, and interventions. Design Retrospective, single-center study based on two self-report questionnaires completed by students and host institutions in 2021–2022. Participants Students in healthcare (medicine, pharmacy, odontology, midwifery, physical therapy and nursing) from a French university. Methods We calculated and compared scores based on closed-ended questions exploring several dimensions of the program (general perception of the sanitary service, and its three phases). Results Among the 732 students surveyed, 418 were included (57.1 %), while among 99 host institutions surveyed (including 86 schools), 77 were included (77.8 %). The overall sanitary service student satisfaction score was 3.26 / 5 (SD = 0.96). Interventions were the best scored of the three phases of the program (3.92 / 5 (SD = 0.87)). E-learning and practical training scores varied significantly according to students' training courses ($p < 0.001$). Students who intervened in elementary schools ($n = 253$) most appreciated the interventions (4.11 / 5 (SD = 0.84)). In free comments, students emphasized that interdisciplinarity was appreciated even if it made organization more complex. The overall host institution score was 3.73 / 4 (SD = 0.25). All the heads of institutions expressed their wish to resume the sanitary service the following year. Conclusions The actors of the sanitary service validated the interest, quality, organization, and feasibility of an inter-field training program in health prevention for healthcare students.

Gehret, A. U., Michel, L. V., & Trussell, J. W. (2023). **Experiential education of deaf and hard of hearing students in the lab with non-signing advisors.** *International Journal of Inclusive Education*, 27(8), 868-889. <https://doi.org/10.1080/13603116.2021.1879948>

The value of experiential lab work can be measured by its ability to transform a student's self-identity related to science, technology, engineering and mathematics (STEM). Successful experiences help students shed notions of self-incompatibility with STEM and can often motivate a research career as they develop as a scientist. However, students of diverse and underrepresented populations, such as the d/Deaf and hard-of-hearing (DHH), may or may not reap these same benefits given the potential for isolation in lab settings. We conducted two surveys aimed at capturing the perspectives of students who are DHH who worked in a lab as part of an undergraduate research or internship experience and those of non-signing advisors who oversaw advisees who are DHH. Students and advisors were asked to provide strategies that they used to facilitate communication access and to rank the perceived effectiveness of those strategies. Students placed a strong emphasis on the benefits of sign language and interpreting while advisors valued written communication. For the majority of experiences, both groups indicated that advisors were actively engaged with students' training and that the experiences themselves were rewarding and productive.

Lynch, P., Schuelka, M. J., Brown, R., Johnstone, C., & Tshewang, (Ura) Sonam. (2023). **Meaningful employment opportunities for youth with disabilities in Bhutan: piloting an employment assessment toolkit.** *International Journal of Educational Development*, 101, 102820. <https://doi.org/10.1016/j.ijedudev.2023.102820>

This article presents the adaptation of a screening tool to help young persons with disabilities understand what they may need to do in order to move closer to meaningful work. Using critical capabilities approach, we developed a toolkit to support the transition process from home, school, or other setting to formal or informal employment

in Bhutan. Community Inclusion Coordinators were recruited to mentor 40 participants to gain confidence, appropriate work skills to get closer to being work-ready. We also evaluated the efficacy and utility of the toolkit which revealed that some of the participants valued having honest and open conversations about personal and professional issues.

Formation continue

Fute, A., Wan, X., & Oubibi, M. (2023). **A historical review of global efforts on adult literacy education, with particular reference to Tanzania.** *International Review of Education*, 69(3), 327-350. <https://doi.org/10.1007/s11159-023-10019-9>

Literacy is a fundamental aspect of development and a step towards freedom and liberation from socio-economic constraints, because it enables all citizens to realise their basic right to learning. However, the global efforts which – according to a 2017 estimate of the United Nations Educational, Scientific and Cultural Organization (UNESCO) – resulted in an increase in literacy from 55.7% in 1950 to 86.2% in 2015 at the world level (an average of 5% for each decade) did not significantly affect the actual number of people with low (or no) literacy skills. Due to rapid population growth, the number of people unable to read or write was higher in 2015 (745 million) than it was in 1950 (700 million), with some world regions being more affected than others. After reflecting on global historical trends in adult literacy education, this article focuses on the African continent, and on Tanzania in particular. The authors offer a few recommendations for developing countries to progress towards ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030.

Ioannou, N. (2023). **Professional development of adult educators: A European perspective.** *International Review of Education*, 69(3), 379-399. <https://doi.org/10.1007/s11159-023-10014-0>

This article provides an overview of major dimensions of the professional development of adult educators identified in European policy documents, relevant reports and research. The author reviews the relevant policy visions of the past two decades, aiming to determine the extent to which professional development of adult educators is visible in European policy documents, how it is conceptualised and under which terms it is discussed. The author argues that adult educators play an essential role in adult education and society in general, are an important factor for securing quality in the sector, and are considered to be a critical pillar of adult education. To perform this role well, they require specialised, targeted and systematic professional development programmes in a changing environment which affects both their learners' and their own position as educators. However, the analysis of the policy documents shows that despite a consensus about the importance of quality adult education, over the past two decades little attention has been given to the initial training and continuous professional development of adult educators in practical terms. Due to a lack of opportunities, their professional development seems weak and still faces many challenges.

Longuet, G. (2023). **...le rapport d'information « Réveiller la formation continue des enseignants »** (p. 1-6). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-869/r22-869-syn.pdf>

UNESCO Institute for Lifelong Learning. (s. d.). **CONFINTEA VII : septième Conférence internationale sur l'éducation des adultes; rapport final; Apprentissage et éducation des adultes en vue du développement durable : un programme transformateur.** Consulté à l'adresse Unesco website:
<https://unesdoc.unesco.org/ark:/48223/pf0000386455?posInSet=1&queryId=N-71df644b-161c-4490-abff-aa2d0bc79aa2>

Yang, L., & Yang, G. (2023). **Predicting disadvantaged smallholder farmers' intention to take distance learning: evidence from China.** *Asia Pacific Education Review*, 24(3), 399-413. <https://doi.org/10.1007/s12564-022-09761-w>

Farmer education and learning have traditionally focused on developing practical farming skills and techniques. Meanwhile, studies on farmer learning and education have not adequately considered its social cognitive dimension. Hence, this study empirically examines farmers' perceptions of and interest in distance learning, involving 1284 economically disadvantaged farmers from six villages in Anhui Province, China. Through multilevel regression, this study found that learning intention, knowledge of distance learning, learning styles, and perceived usefulness account for significant unique variance in farmers' interest in undergoing distance learning. Farmer characteristics, such as age, education level, having friends/relatives taking distance learning, and income source, are also some of the predictors of farmers' interest in undergoing distance learning. The results highlight the need to differentiate preferences, motivations, cognitive styles, and socioeconomic profiles among farmers and understand how they mutually predict farmers' interest in distance learning. The findings are discussed in light of social cognitive theories and in the context of promoting e-learning and reducing rural poverty in China.

Marché du travail

Baillot, A. (2023). **Entreprises créées en 2018 : huit sur dix sont encore actives trois ans après leur création.** *INSEE Première*, (1962). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/7653231>

Bouiss, O. (2023, août 1). **Emploi : pourquoi les politiques publiques à destination des quartiers prioritaires n'ont-elles pas fonctionné ?** Consulté 30 août 2023, à l'adresse The Conversation website: <http://theconversation.com/emploi-pourquoi-les-politiques-publiques-a-destination-des-quartiers-prioritaires-nont-elles-pas-fonctionne-210493>

Les dispositifs mis en place ces dernières années, mal calibrés et complexes, n'ont pas permis de faire reculer le taux de pauvreté dans les quartiers défavorisés.

Lavetti, K. (2023). **Compensating Wage Differentials in Labor Markets: Empirical Challenges and Applications.** *Journal of Economic Perspectives*, 37(3), 189-212. <https://doi.org/10.1257/jep.37.3.189>

The model of compensating wage differentials is among the cornerstone models of equilibrium wage determination in labor economics. However, empirical estimates of compensating differentials have faced persistent credibility challenges. This article summarizes the Rosen model of compensating differentials and chronicles the advances, setbacks, and lessons learned from empirical studies. The progression from cross-sectional to panel models alleviated biases caused by unobserved human capital

but yielded new insights into the importance of other biases, including those caused by labor market frictions and endogenous job mobility. I discuss recent approaches that use matched employer-employee data and quasi-random variation in job amenities to address some of these challenges. I then present two examples of applications of compensating differentials: the evaluation public health and safety policies that rely on the value of statistical life, and the measurement and interpretation of earnings inequality.

Moysan, E. (2023, juillet 18). **Au Pays-Bas, le compte épargne temps universel a raté sa cible**. Consulté 28 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/pays-bas-compte-epargne-temps-universel-a-rate-cible/00107275>

Le dispositif de compte épargne temps universel néerlandais découle de l'idée d'aménager son temps de travail en fonction des périodes de vie, mais il n'a pas réussi à améliorer l'équilibre temps pro et perso.

Nasi, M. (2023, août 29). **« Les jeunes diplômés exigent une liberté totale » : la semaine de quatre jours, un appât pour les entreprises**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/08/29/les-jeunes-diplomes-exigent-une-liberte-totale-la-semaine-de-quatre-jours-un-appat-pour-les-entreprises_6186891_4401467.html

En proie à des difficultés de recrutement, quelques grands groupes proposent de travailler un jour de moins par semaine. De la réduction à la compression du temps de travail, de l'ambition écologique à l'amélioration de la productivité, ce dispositif recouvre des modalités et des philosophies très différentes.

OECD. (2023). **OECD Employment Outlook 2023: Artificial Intelligence and the Labour Market**. Consulté à l'adresse https://www.oecd-ilibrary.org/employment/oecd-employment-outlook-2023_08785bba-en

The 2023 edition of the OECD Employment Outlook examines the latest labour market developments in OECD countries. It focuses, in particular, on the evolution of labour demand and widespread shortages, as well as on wage developments in times of high...

Roson, R., & Ghignoni, E. (2023). **A Numerical Simulation of Educational Mismatch in the Italian Labor Market** (Working Papers in Public Economics N° 241). Consulté à l'adresse University of Rome La Sapienza, Department of Economics and Law website: <https://econpapers.repec.org/paper/sapwpaper/wp241.htm>

This paper presents a data set, associating education levels to occupations, and a methodology, which allow estimating how the distribution of the two variables could change, after some exogenous shock affecting the labor market. We assess some implications of the empirical finding that, in response to a weaker demand for labor, sufficiently educated workers would reallocate themselves into lower-ranked occupations, rather than getting unemployed. The exercise is conducted with Italian data, where 37 occupations and 10 education levels are considered. A counterfactual distribution is estimated, using a computable general equilibrium model to simulate the impact on the labor market of a trade disruption crisis with Russia.

Treppoz, M. (2023). **En 2021, les revenus d'activité des non-salariés rebondissent**. *INSEE Première*, (1961). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/7651812>

Fin 2021, 3,9 millions de personnes exercent une activité non salariée en France. Hors agriculture, le nombre de non-salariés « classiques », qui baissait depuis 2014, rebondit légèrement (+0,5 % en 2021). Le nombre de micro-entrepreneurs continue quant à lui de fortement augmenter (+19 % en 2021) ; ils représentent 47 % de l'ensemble des non-salariés en 2021. Le nombre total de non-salariés a augmenté de 1,5 million par rapport à fin 2008, soit +65 %. En 2020, pénalisé par la crise sanitaire, le revenu d'activité moyen des non-salariés avait chuté. Il rebondit en 2021 sous l'effet de la reprise économique : +9,6 % en euros constants en un an pour les non-salariés « classiques » (4 030 euros en moyenne par mois) et +12,8 % pour les micro-entrepreneurs (630 euros). Ces évolutions tiennent compte des mesures d'allègement de cotisations, mais pas des aides exceptionnelles versées dans le cadre des autres dispositifs de soutien, qui ne sont pas considérées comme des revenus d'activité.

Métiers de l'éducation

Ayers. (2023). **Community College Leadership Discourses in Dissertation Abstracts, 1980 to 2020**. *Community College Journal of Research and Practice*, 47(9), 565-581. <https://doi.org/10.1080/10668926.2022.2050841>

Researchers have criticized the professional and academic literature on community colleges for its gendered construals of leaders and leadership. Through a combination of quantitative and qualitative methods associated with corpus-assisted discourse studies (CADS), I identified discourses of leaders and leadership in abstracts of 9,863 dissertations about community colleges. All abstracts were published between 1980 and 2020. Findings suggest that discourses of community college leadership have evolved across five dimensions: (a) leadership models, (b) socially constructed categories, (c) roles and hierarchies, (d) leadership development, and (e) leadership crisis. Discourses related to the first three dimensions appear consistently throughout the 40-year period. Discourses related to the latter two dimensions emerge in the mid-2000s. I hypothesize a leadership imaginary in which the survival of the community college depends on a mythical, hero-president whose outstanding competencies and undivided commitment uniquely qualify him to defy organizational norms and lead transformation. The article concludes with a critique of this gendered imaginary and a call to reimagine the structure of leadership work.

Bucheton, D., & Mercier-Brunel, Y. (2023). **Formateur d'enseignants, un métier impossible ?** Consulté à l'adresse <https://www.esf-scienceshumaines.fr/formation-des-enseignants/440-formateur-d-enseignants-un-metier-impossible-.html>

Former des enseignants est un métier complexe : responsabilités croissantes, manque de reconnaissance... Est-ce à dire que c'est un métier impossible ? Fruit de dix années de recherche, cet ouvrage est une ressource essentielle qui montre que ce métier est décisif. Le rôle du formateur n'est pas de donner des recettes ou des réponses prêtes à l'emploi, mais au contraire de permettre aux enseignants débutants d'investir une posture réflexive sur leur pratique de classe, de trouver leurs propres méthodes pour intéresser leurs élèves. Le métier de formateur repose aussi bien sur des valeurs que sur des savoir-faire qui impliquent autant une culture scientifique qu'une culture de l'accompagnement. Dominique Bucheton et Yann Mercier-Brunel proposent de nombreuses pistes pour mieux accompagner les enseignants. Ils analysent les postures et gestes adoptés lors des entretiens et leurs effets positifs ou négatifs sur les enseignants. Un

ouvrage qui vise à faire comprendre le rôle de médiation indispensable des formateurs d'enseignants, à l'interface de l'expérience de terrain et des savoirs théoriques universitaires.

Cannon, S. R., Davis, C. R., & Long, R. (2023). **Using an Emergency Plan to Combat Teacher Burnout Following a Natural Hazard**. *Educational Policy*, 37(6), 1603-1636. <https://doi.org/10.1177/08959048221120273>

A relevant, well-crafted emergency plan can help schools most optimally return to normal following a disaster. During this time, educators find themselves facing unintended responsibilities like operating on the front lines of providing social-emotional support for their students. Researchers conducted 115 interviews with educators impacted by Hurricanes Harvey and Matthew in Texas and North Carolina to assess their mental health and their school's role in returning to normal. Findings suggest that emergency plans often did not take into account the social-emotional factors of recovery. This paper seeks to provide insight into the experiences of educators following a disaster and propose elements to consider in revising school emergency plans.

Çoğaltay, N., & Boz, A. (2023). **Influence of school leadership on collective teacher efficacy: a cross-cultural meta-analysis**. *Asia Pacific Education Review*, 24(3), 331-351. <https://doi.org/10.1007/s12564-022-09754-9>

The existing literature provides compelling evidence on the effect of school leadership on the collective efficacy of teachers, which is highly correlated with teaching-learning outcomes. However, the results of studies that examined the relationship between these variables have not reached a consensus. Therefore, the main objective of this study is to determine the extent to which school leadership influences collective teacher efficacy through a meta-analysis. The study identified 47 research articles with a total of 25,645 respondents. The results suggest a large-level effect of school leadership behaviors on collective teacher efficacy. Moreover, three variables; leadership style, country culture, and school level, moderate the effect of school leadership on collective teacher efficacy. Especially, the impact of instructional leadership is stronger than those of transformational and other types of leadership. In addition, the magnitude impact of school leadership on collectivist culture is larger than that of individualistic culture. Furthermore, the findings suggest that the main effect size of school leadership on teacher collective efficacy in high schools is greater than those in other school levels. Lastly, the paper presents the implications and limitations of this study as well as recommendations for future research.

Crehan, L. (2023). **Structurer les carrières pour motiver les enseignants** (p. 154). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000260212>

Dallasheh, W., & Zubeidat, I. (2023). **Demographic, school-organisational and emotional characteristics of the absorption accompaniment process of novice teachers in Arab society in Israel**. *International Journal of Inclusive Education*, 27(9), 1004-1026. <https://doi.org/10.1080/13603116.2021.1879956>

This work is based on a study of the world of novice teachers, and examined three topics: a. Differences in the difficulties of the absorption accompaniment process of novice teachers in Arab society in Israel, by their demographic variables; b. Differences in school organisational and emotional aspects of teachers who have difficulties in the absorption accompaniment process; and c. The relationships between the difficulties in the

absorption accompaniment process and the above variables. To this end, 319 novice teachers from Arab society in Israel filled out a self-report questionnaire. The findings indicated significant differences in the absorption accompaniment difficulties by the demographic variables: family status, average number of pupils in classroom, grades taught, and number of years teaching. Significant differences were also found for absorption accompaniment difficulties and performance difficulties by the variable scope of position; for absorption support, planning, performance and assessment difficulties by the variable grades taught; for performance and training difficulties by the variable study track. Also, novice teachers who experienced greater difficulty reported higher levels of the above four elements of absorption accompaniment difficulties. Furthermore, a significant positive relationship was found between absorption accompaniment difficulties and organisational commitment, and between absorption accompaniment difficulties and school inclusion.

Devenir et rester enseignant. (2023, août 31). Consulté 31 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/devenir-rester-enseignant/00107805>

« Y aura-t-il suffisamment de profs à la rentrée&nbs

Di Liberto, A., Giua, L., Schivardi, F., Sideri, M., & Sulis, G. (2023). **Managerial Practices and Student Performance: Evidence from Changes in School Principals** (IZA Discussion Paper N° 16203). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16203.htm>

We study how managerial practices of school principals affect student performance and aspirations. We link administrative data on secondary Italian students to the management scores of their school principals in 2011 and 2015 based on the World Management Survey methodology. The frequent turnover of school principals over this period allows us to causally interpret school-fixed-effect estimates. We find that management quality positively and substantially impacts standardized math and language tests and student desire to attend college. The comparison to pooled-OLS suggests that fixed effects correct for the downward bias arising from selection of better school principals into more difficult schools.

Dobbs, C. L., & Leider, C. M. (2023). **“Does this happen to everyone?”: Women professors of color reflect on experiences in the academy.** *International Journal of Qualitative Studies in Education*, 36(7), 1371-1385. <https://doi.org/10.1080/09518398.2021.1930255>

Women of Color in higher education often experience cultural taxation alongside feelings of invisibility and hypervisibility. In this paper, two women faculty of color use duoethnography, a dialogic research method, to unpack a shared journal that documented their own experiences of navigating and negotiating predominantly White academic spaces. By analyzing their experiences, the researchers discovered that their shared journal revealed similar patterns documented by other women faculty of color. The dialogic nature of duoethnography also led to transformational understandings of their positionality in the academy, self-healing, and development of strategies for moving forward. Vignettes from their shared journal and dialogic excerpts are discussed.

Evans, D. K., & Mendez Acosta, A. (2023). **How to recruit teachers for hard-to-staff schools: A systematic review of evidence from low- and middle-income countries.** *Economics of Education Review*, 95, 102430. <https://doi.org/10.1016/j.econedurev.2023.102430>

Education systems struggle to staff schools in rural areas or in areas with high concentrations of poverty. Potential policy solutions include financial incentives, mandatory rotations, and local recruitment drives, among others. First, this systematic review provides evidence on challenges with teacher staffing in certain types of schools. We observe lower teacher skill and higher teacher absence in rural areas in many countries. Second, the review synthesizes available experimental and quasi-experimental studies of government-implemented policies to increase the quantity or quality of teachers in hard-to-staff schools in low- or middle-income countries. Financial incentives—the most evaluated policies—are often effective at increasing the supply or reducing the turnover of teachers in hard-to-staff schools, and well-designed incentives can also increase the quality of teachers in these schools. Impacts on student outcomes are often positive. Although there are fewer evaluations, behavioral and informational interventions have been cost-effective in reducing vacancies in two countries.

Faure, D., & Tuffa, E. (2021). **Le corps des chercheurs “ au travail ” : corps en mouvement, corps ému.** In *Les émotions dans la recherche en sciences humaines et sociales* (p. 249-269). <https://doi.org/10.4000/books.pur.150377>

Frierson, R., Oosterbeek, H., & van der Klaauw, B. (2023). **The Hidden Divide: School Segregation of Teachers in the Netherlands** (Tinbergen Institute Discussion Paper N° 23-034/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20230034.htm>

We use Dutch register data to document the understudied phenomenon of teacher segregation. We show that teachers in primary and secondary schools in the four largest cities of the country – Amsterdam, Rotterdam, The Hague and Utrecht – are segregated in terms of their migration and social backgrounds. While segregation by social background is not much higher than what would be expected under random teacher-school assignment, segregation by migration background is substantial even after accounting for randomness. Relating schools' teacher composition to their student composition, we find in most cases that schools with a high proportion of teachers from a particular background tend to have a high proportion of students from that same background.

Gomez-Najarro, J., Pugach, M. C., & Blanton, L. P. (2023). **Portraying Teacher Education for Inclusion: An Analysis of the Institutional Discourse of Dual Certification Programs.** *Educational Researcher*, 52(6), 327-338. <https://doi.org/10.3102/0013189X231156593>

Dual certification programs are proliferating as the principal means of preparing teachers for inclusive practice. Drawing on the 1,408 university-based teacher education programs on the 2019 Title II database, we examined the institutional website discourse for every program offering prospective teachers the opportunity to earn a general and special education license. One-quarter of these websites reflected discourse conveying inclusion as a reform, transformational, and equity strategy for teaching; three-quarters limited discourse to the practical benefit of earning two licenses, absent any elaboration regarding inclusive teaching. This raises questions regarding whether these programs serve a robust reform function in orienting prospective teachers to inclusive practice or instead a transactional function that maintains the traditional binary relationship between general and special education.

Hamelin, G., Viviers, S., Litalien, D., & Boulet, J. (2023). **Bringing light to school counselors' burnout: the role of occupational identity suffering**. *International Journal for Educational and Vocational Guidance*, 23(3), 741-761. <https://doi.org/10.1007/s10775-022-09534-2>

This study aims to validate a predictive model of school counselors' burnout from occupational activities through occupational identity suffering (OIS). OIS is defined as the psyche battle between the individual's need for professional accomplishment and the inability to recognize one's profession in daily work duties. Tested among 269 guidance counselors working in school settings (Quebec, Canada), the model proposes that OIS is positively predicted by administrative work and negatively predicted by guidance and counseling activities. In turn, OIS should positively predict burnout. Results from structural equation modeling mostly support the model. Implications for prevention of school counselors' burnout are discussed.

Huez, J., & Monceau, G. (2023). **Entrer dans le métier d'enseignant-chercheur et prendre place dans l'institution universitaire**. *Education & Formation*, (318), 107-122. Consulté à l'adresse <https://hal.science/hal-04178662>

Les textes de cadrage du métier d'enseignant-chercheur (EC) en France ont connu depuis les années 1960 plusieurs évolutions en lien avec celles des missions de l'université. La volonté récente de professionnalisation des EC, ciblée sur les néo-entrants donne une place prépondérante à la mission d'enseignement. Notre démarche de recherche repose sur deux recueils de données: - un GEASE (Groupe d'Entraînement à l'Analyse de Situations Educatives) mené dans le cadre de la formation des néo-entrants maîtres de conférences d'un même établissement, - des entretiens collectifs d'EC de différents établissements, disciplines, statuts, genres et ancienneté, portant sur les tensions de leur métier. En croisant, dans le dispositif socio-clinique de recherche, les expériences des néo-entrants avec celles de collègues plus anciens dans le métier, apparaissent des permanences et des évolutions. L'usage et les effets des espaces formels et informels d'échanges entre collègues et la difficulté à comprendre le travail de hiérarchisation omniprésent dans l'institution universitaire structurent la présentation des résultats. Si l'entrée dans le métier est un passage, il apparaît que prendre place dans l'institution universitaire est une préoccupation pour tous les EC quelle que soit leur ancienneté. Les tensions professionnelles et les contradictions institutionnelles, si elles sont considérées comme constitutives de l'expérience de tout EC semblent cependant moins acceptées par les néo-entrants que par leurs aînés. Publié avec l'aide financière du Fonds de la Recherche Scientifique-FNRS et avec l'appui de l'Administration générale de la Recherche scientifique. Service général du pilotage du système éducatif

Kenny, J., & Fluck, A. E. (2023). **Life at the academic coalface: validation of a holistic academic workload estimation tool**. *Higher Education*, 86(3), 507-526. <https://doi.org/10.1007/s10734-022-00912-x>

This paper reports on research exploring the academic workload and performance practices of Australian universities. This research has identified a suite of activities associated with teaching, research and service, each with an associated time value (allocation). This led to the development of the academic workload estimation tool (AWET). In 2020, to validate the findings, we contacted academics willing to participate further and conducted interviews. We used the AWET to estimate workload for each individual for the previous year and compared it to the workload allocated according to their institutional workload model. Discrepancies were then discussed to ascertain to what extent the AWET was able to capture their work. In general, the participants thought

the AWET provided a more realistic estimate of their actual work and highlighted how much is underestimated or unaccounted for by the workload models used within their institutions. It also showed how academic performance policies, focussed primarily on research output, disadvantaged many individuals because they ignored or minimised many scholarly, teaching and service-related tasks inherent in the academic role. Overall, the findings showed the AWET was a useful tool to discuss academic work and assisted them to better capture the complexity and extent of what they did. We offer the AWET as a validated approach for academics to estimate their workload in a holistic and transparent manner. We suggest its implementation institution-wide, along with an aligned performance policy, will facilitate negotiation of reasonable performance expectations. This will rebuild trust in the processes and improve a university's effectiveness.

Laeque, S. H., & Saeed, M. A. (2023). **Linking Teacher Injustice, Conscientiousness, and Academic Dishonesty via Classroom Connectedness: A Moderated-Mediation Model.** *Youth & Society*, 55(6), 1098-1114. <https://doi.org/10.1177/0044118X221082974>

This study extends the general understanding of the antecedents of academic dishonesty by examining what can happen when students are treated unjustly by teachers, a phenomenon referred to as teacher injustice. Based on Conservation of Resources theory (CoRT), the study investigates the mediating role of classroom connectedness and the moderating role of trait conscientiousness in the teacher injustice–academic dishonesty relationship. Self-report data were collected in three waves from Pakistani secondary school students to test the moderated-mediation model. Findings demonstrate that teacher injustice is positively related to academic dishonesty through classroom connectedness and that conscientiousness buffers the negative effects of teacher injustice on classroom connectedness. Given the results, this study suggests certain potentially effective measures to educational institutions to control the incidence of teacher injustice and cultivate conscientiousness in students. It also hopes to inspire future research, and advance education management theory and practice.

Le Nevé, S. (2023, août 10). **Une entrée dans la carrière universitaire toujours plus entravée.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/08/10/une-entree-dans-la-carriere-universitaire-toujours-plus-entravee_6185034_4401467.html

De nombreux jeunes docteurs ne parviendront jamais à obtenir un poste d'enseignant-chercheur titulaire à l'université. En dix ans, le nombre de recrutements a chuté de près de moitié, un paradoxe à l'heure où les départs à la retraite se multiplient.

Lelièvre, C. (2023, août 27). **Remplacer les professeurs absents: un casse-tête pour l'Éducation nationale.** Consulté 28 août 2023, à l'adresse The Conversation website: <http://theconversation.com/remplacer-les-professeurs-absents-un-casse-tete-pour-education-nationale-212208>

Pour la rentrée 2023, le président de la République a annoncé un système plus efficace de remplacement des enseignants absents. Mais l'objectif est-il réaliste? Éclairage historique.

Lin, H., Grudnoff, L., & Hill, M. (2023). **Navigating personal and contextual factors of SENCo teacher identity.** *International Journal of Inclusive Education*, 27(7), 819-833. <https://doi.org/10.1080/13603116.2021.1878300>

In an increasing number of countries, the Special Educational Needs Coordinator (SENCo) plays a key role in implementing inclusive provision for students with special educational needs. Existing literature on SENCos mainly focuses on the nature and enactment of the role, with few investigating SENCo identities. Hence, the study presented in this article aimed to navigate how personal and contextual factors influence SENCo identity. Utilising a qualitative interpretive case study approach, multiple sources of data were gathered from five primary school SENCos in Auckland, New Zealand, through semi-structured interviews, work shadowing and school documents. The findings revealed how SENCo identity was shaped by personal factors, including motivation/commitment and expertise/experience; and contextual factors such as the organisation of the SENCo role, support from senior leaders and other stakeholders, and national policies regarding the SENCo role. Drawing on the findings, we argue that formal recognition and targeted funding of the SENCo role by the government are vital for constructing and maintaining a strong SENCo identity. At the same time, it is important to sustain individual school autonomy and flexibility regarding the structural organisation of the SENCo role.

Longuet, G. (2023). **...le rapport d'information « Réveiller la formation continue des enseignants »** (p. 1-6). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r22-869/r22-869-syn.pdf>

Lyon, M. A. (2023). **The Effect of Right to Work Laws on Union Membership and School Resources: Evidence from 1942–2017**. *Educational Researcher*, 52(6), 339-347. <https://doi.org/10.3102/0013189X231167144>

In the *Janus v. AFCSME* (2018) decision, the U.S. Supreme Court mandated that all public sector workers, including teachers, operate in a Right to Work (RTW) framework. In the years since, teachers' unions have not experienced the mass exodus that some predicted, but should we expect them to? Using an original, historical data set spanning 1942–2017, I examine the effect of prior RTW policies on teachers' union membership and school expenditures. I find that RTW policies decrease teachers' union membership by roughly 43% and reduce educational expenditures by nearly \$800 per pupil. Importantly, effects take roughly 10 years to clearly materialize. Additional analyses provide support for the notion that effects on school resources are driven, in part, by effects on union membership.

Morettini, L., & Tani, M. (2023). **Gender and Career Progression in Academia: European Evidence** (IZA Discussion Paper N° 16206). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16206.htm>

We study career trajectories of university researchers in Europe, with a particular emphasis on the speed of career progression by gender. Using the panel data collected by the MORE project (Mobility Survey of the Higher Education Sector) - a longitudinal database that gathers survey responses from over 10,000 university researchers across Europe - we find that women have a lower probability of promotion, but conditional on a career advance, their career development proceeds at a faster pace than that of comparable male researchers. Faster progression among women is positively influenced by the share of female researchers in the academic environment. Higher salaries in sectors outside academia appear to reinforce the positive selection of women preferring to stay in academia.

Paris, H. (2023). **Accompagner les enseignants face aux enjeux socio-écologiques. La durabilité au coeur des formations du supérieur. Quels besoins et quels accompagnements du corps enseignant pour développer les compétences des étudiant\time\time?** Présenté à Villeurbanne, France. Consulté à l'adresse <https://hal.science/hal-04189953>

Partin, J. M., & Derrington, M. L. (2023). **Virtual High Schools: Principal Leadership in an Underexplored Context.** *Journal of Cases in Educational Leadership*, 26(3), 3-15. <https://doi.org/10.1177/15554589231166616>

Principal Wilson is a first-year leader of a virtual high school. Following four years as an assistant principal in the brick-and-mortar school, she encounters unanticipated leadership challenges and policy dilemmas. Although discipline issues are nearly nonexistent, remote testing presents an ethical challenge. Moreover, she discovers that implementing the tenants of social presence is an unconditional requirement of a virtual school. In this case, the principal faces tough decisions when considering discipline for cheating, the lack of professional development for part-time teachers, and the potential effects of trauma-influenced behavior. This case explores the emerging field of virtual school principal leadership in the context of increasing online K–12 learning post-pandemic.

Rémunération des enseignants : l'impossible rattrapage. (2023, août 24). Consulté 28 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/remuneration-enseignants-limpossible-rattrapage/00107902>

Les enseignants subissent un décrochage salarial quasi continu depuis les années 1980 et les tentatives récentes pour revaloriser cette profession en perte d'attractivité restent insuffisantes.

Rutherford, G. (2023). **Teacher education: doing justice to UNCRPD Article 24?** *International Journal of Inclusive Education*, 27(10), 1133-1147. <https://doi.org/10.1080/13603116.2021.1882054>

The unjust schooling experiences of many disabled students is the impetus for this conceptual paper, which investigates the complexity involved in developing future teachers' knowledge and commitment to putting into practice disability rights-related provisions. The paper focuses on the components of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (United Nations 2006. United Nations Convention on the Rights of Persons with Disabilities. Accessed March 1, 2020.

<https://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx#24>) that relate specifically to teacher education programmes. The concepts of dysconsciousness (King 1991. "Dysconscious Racism: Ideology, Identity, and the Miseducation of Teachers." *Journal of Negro Education* 60 (2): 133–146) and dysconscious ableism (Lalvani et al. 2015. "Teacher Education, Exclusion and the Implicit Ideology of Separate but Equal: An Invitation to a Dialogue." *Education, Citizenship, and Social Justice* 10 (2): 168–183) are explored to facilitate theoretical understanding of possible reasons for injustices, including the marginalisation of many disabled students within/without the education system. Discussion then focuses on relevant research and practical strategies that may support student teachers to narrow the distance between theoretical understandings of Article 24 and its implementation in their teaching practice. In closing, the notion of dysconscious ableism is revisited in relation to its impact on

teacher educators' own thinking and practice. In order to do justice to Article 24 within teacher education, and in turn, to disabled students in schools, much is possible, and we as teacher educators, alongside our student teachers, have much to (un)learn.

Silhol, J., & Wilner, L. (s. d.). **Quel effet des primes spécifiques à l'éducation prioritaire sur les vœux de mobilité des enseignants ?** *Documents de travail de l'INSEE*, (2023-09). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/7456340>

Ståhlkrantz, K. (2023). **School principals as translators – examining Swedish school principals' translations of the standards-based curriculum.** *Journal of Curriculum Studies*, 55(4), 440-457. <https://doi.org/10.1080/00220272.2023.2234006>

This study takes the policy idea of the standards-based curriculum as a point of departure. Drawing on discursive institutionalism and pragmatic institutionalism, the study's purpose is to critically examine school principals empirically as translators, enacting Sweden's standards-based curriculum into local schools' practices. The data were collected through interviews with principals from four compulsory schools in different geographical regions of Sweden, selected through purposive sampling. Røvik's 'translator competence' framework and Schmidt's 'sentient agents' framework were used as analytical tools. In the empirical material, examples of school principals as knowledgeable, creative, patient and strong translators were identified, interpreted as their 'background ideational abilities'. Discourses on 'foreground ideational abilities' also were identified in the principals' experiences as translators through their critical and deliberative reflections on the standards-based curriculum. By integrating discursive institutionalism and pragmatic institutionalism into the study, ideas and discourse, as well as agency and contextual and normative experiences, were interpreted as important aspects of policy translation. This provided opportunities for a broader understanding of school principals' translations of the standards-based curriculum, which hopefully also can help develop the theoretical and methodological discursive institutional approach within education research.

Véniant, E., Langlais, Y., & Tagu, J. (2023). **De la difficulté scolaire au bien-être scolaire : un parcours innovant organisé et animé par le conseiller principal d'éducation.** *Reliance : Revue de Recherche et Pratiques en Éducation*, 2, 73-96. Consulté à l'adresse <https://hal.science/hal-04168100>

When they enter middle school, some students tend to show school difficulties affecting their self-esteem and well-being. These students require support from their teachers and school office (led by the chief education adviser) to overcome their difficulties. Here, we present an innovative pathway developed by two chief education advisers of a French middle school that aims at fulfilling one of the missions of the chief education adviser: managing and monitoring the students of the school. This pathway gives to the educational team an overview of the pedagogical and behavioral difficulties of the student. It is composed of three packages: student observation, student support and student follow-up. Contextualized and equipped, these innovative packages provide factual data for the chief education adviser to discuss with the student family and the teaching team on prospects for care. Built based on current knowledge about adolescent psychological and cognitive development, this pathway is part of the logic of school well-being.

Yang, H. M., He, M., Cheung, F., Chau, C. T. J., Cheong, I. S., & Wu, A. M. S. (2023). **Perceived procedural justice and psychological flourishing among mental health professionals in Macao: a moderated mediation model.** *International Journal for Educational and Vocational Guidance*, 23(3), 763-783. <https://doi.org/10.1007/s10775-022-09541-3>

This study aimed to examine whether and how organizational factors (i.e., procedural justice) are associated with psychological flourishing, an optimal mental state. Path analysis was conducted among 195 Chinese mental health professionals (females = 69%; Mean age = 30 years) in Macao, and results showed that emotional exhaustion partially mediated the positive association between procedural justice and psychological flourishing, whereas emotion regulation significantly diminished the effects of procedural injustice on emotional exhaustion. Our findings highlight the emotional mechanisms underlying the influence of organizational procedures on employees' wellbeing, and wellness programs for enhancing employees' emotional regulation skills are recommended.

Zambon, D. (2023). **Finir sa carrière d'enseignant de collège en éducation prioritaire: Un paradoxe.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-finir-sa-carriere-d-enseignant-de-college-en-education-prioritaire-un-paradoxe-de-minique-zambon-9782140493577-77610.html>

Des enseignants en fin de carrière restent dans les collèges situés en éducation prioritaire. Qui sont-ils ? Pourquoi ont-ils fait ce choix ? Comment font-ils leur métier ? Une enquête de trois ans dans vingt établissements donne des réponses. Pour durer, face aux épreuves professionnelles et personnelles, ces enseignants manifestent une plasticité dans leur façon d'agir, prenant et donnant forme au métier. Leurs ressources sont nombreuses, les joies et les bonheurs aussi.

Numérique et éducation

Alhasan, A., Hussein, M. H., Audah, L., Al-Sharaa, A., Ibrahim, I., & Mahmoud, M. A. (2023). **A case study to examine undergraduate students' intention to use internet of things (IoT) services in the smart classroom.** *Education and Information Technologies*, 28(8), 10459-10482. <https://doi.org/10.1007/s10639-022-11537-z>

Recently, the education sector has received increased interest in terms of the adoption of Internet of things (IoT) services for learning activities. However, despite this interest, empirical studies on the adoption of IoT services in the smart classroom are limited. Thus, the present study examines students' intention to use IoT services in the smart classroom. Towards this end, an integrated model based on the technology acceptance model (TAM), technology readiness index (TRI), and external factors (enjoyment, compatibility, and self-efficacy) is proposed. A quantitative research design was therefore used to determine the factors that affect students' intention to use IoT services in the smart classroom, using a sample of 230 participants. The findings showed that compatibility, discomfort, enjoyment, and self-efficacy had a significant influence on both perceived ease of use (PEoU) and perceived usefulness (PU). Furthermore, innovativeness had a significant effect on PEoU, and insecurity had a significant impact on PU. The results also revealed that PU had a significant influence on the students' behavioural intention to use. These findings extend the understanding of students' intention to use IoT services in the smart classroom. This study could be beneficial to researchers, educators, and IoT

developers. However, it also presents a number of limitations, such as a lack of qualitative methods and the small number of theories applied.

Allouche, E. (2023). **Education, digital technology and research: "Regards croisés" interviews (May 2020-June 2023)**. Consulté à l'adresse <https://hal.science/hal-04139287>
Collection of "Regards croisés" interviews on digital education, between May 2020 and June 2023: testimonials and analyses from practitioners, academics and researchers in France and abroad.

Alshamsi, A. M., El-Kassabi, H., Serhani, M. A., & Bouhaddioui, C. (2023). **A multi-criteria decision-making (MCDM) approach for data-driven distance learning recommendations**. *Education and Information Technologies*, 28(8), 10421-10458. <https://doi.org/10.1007/s10639-023-11589-9>

Distance learning has been adopted as an alternative learning strategy to the face-to-face teaching methodology. It has been largely implemented by many governments worldwide due to the spread of the COVID-19 pandemic and the implication in enforcing lockdown and social distancing. In emergency situations distance learning is referred to as Emergency Remote Teaching (ERT). Due to this dynamic, sudden shift, and scaling demand in distance learning, many challenges have been accentuated. These include technological adoption, student commitments, parent involvement, and teacher extra burden management, changes in the organization methodology, in addition to government development of new guidelines and regulations to assess, manage, and control the outcomes of distance learning. The objective of this paper is to analyze the alternatives of distance learning and discuss how these alternatives reflect on student academic performance and retention in distance learning education. We first, examine how different stakeholders make use of distance learning to achieve the learning objectives. Then, we evaluate various alternatives and criteria that influence distance learning, we study the correlation between them and extract the best alternatives. The model we propose is a multi-criteria decision-making model that assigns various scores of weights to alternatives, then the best-scored alternative is passed through a recommendation model. Finally, our system proposes customized recommendations to students, and teachers which will lead to enhancing student academic performance. We believe that this study will serve the education system and provides valuable insights and understanding of the use of distance learning and its effectiveness.

Amaefule, C. O., Breitwieser, J., Biedermann, D., Nobbe, L., Drachsler, H., & Brod, G. (2023). **Fostering children's acceptance of educational apps: The importance of designing enjoyable learning activities**. *British Journal of Educational Technology*, 54(5), 1351-1372. <https://doi.org/10.1111/bjet.13314>

Educational applications (apps) offer opportunities for designing learning activities children enjoy and benefit from. We redesigned a typical mobile learning activity to make it more enjoyable and useful for children. Relying on the technology acceptance model, we investigated whether and how implementing this activity in an app can increase children's intention to use. During the 27-day study, children (N = 103, 9–14 years) used the app to memorize one-sentence learning plans each day. Children used three different app-based learning activities throughout the study. In two standard activities, children reread or reassembled the words of the plan. In the redesigned activity, children represented the meaning of the plan with emojis. Children repeatedly reported on their attitude towards each activity. Subsequently, children reported perceived enjoyment

and intention to use the app. Results showed children found the emoji activity most enjoyable, and enjoyment of the emoji activity contributed uniquely towards intention to use. Additionally, children's enjoyment of the app mediated their intention to use the app in the future. Overall, the study suggests that children's enjoyment of an app is crucial in predicting their subsequent intention to use, and it provides a concrete example of how emojis can be used to boost enjoyment. Practitioner notes What is already known about this topic Educational applications provide children with unrestricted access to mobile learning resources. Positive attitudes towards educational applications predict behavioural intention to use these applications, at least in young adults. There is a need for more research examining the relevance of enjoyable learning activities in fostering children's sustained usage of an educational application. What this paper adds Positive attitude towards the use of emojis during learning activities uniquely contributed to children's behavioural intention to use the application. Perceived enjoyment predicted behavioural intention to use the application. Perceived enjoyment mediated the effect of attitude towards using learning activities on the behavioural intention to use the mobile educational application. Implications for practice and/or policy These findings highlight the importance of enjoyment for children's acceptance of educational applications. Enjoyable learning activities are necessary to ensure sustained usage of educational applications. The paper provides a concrete example of how emojis can be used to boost enjoyment of a typical mobile learning activity.

Amponsah, S., & Bekele, T. A. (2023). **Exploring strategies for including visually impaired students in online learning.** *Education and Information Technologies*, 28(8), 9355-9377. <https://doi.org/10.1007/s10639-022-11145-x>

Online learning has gained prominence in higher education institutions globally. Its actual and potential benefits are linked to improving access to and quality of education. It is also considered as a vital strategy for contributing to the UN SDG 4 agenda which aims at ensuring inclusive, equal and equitable lifelong education for all by the year 2030. Unfortunately, not much has been documented on how visually impaired students (VIS) have been included in online learning. To extend our understanding of this neglected but significant topic, this qualitative developmental phenomenographic study engages 14 faculty and six Administrators from two Ghanaian higher education institutions to explore challenges and possible strategies for the inclusion of VIS in online learning. The findings indicate that general policy frameworks are available in the studied universities but they are limited in salience and significance as they do not consider the inclusion of VIS in online learning. Some forms of digital technology are also available in the studied institutions but their accessibility and usability remain a challenge to the VIS. Besides, the universities have specialized units to support students with special needs generally but their practices to support VIS in online settings have remained a challenge. Consequently, universities need to develop adaptive and agile policies through inclusive and participatory approaches. Additionally, higher education institutions should strategically build the capacities of their faculty and staff to better serve VIS in online learning settings. The creation of strategic partnerships with civil society, intergovernmental and non-governmental organizations and the private sector generally is deemed vital for the mobilization of resources to support VIS in online learning spaces.

Anderson, S. E., & Putman, R. S. (2023). **Elementary special education teachers' thinking while planning and implementing technology-integrated lessons.** *Education and Information Technologies*, 28(8), 9459-9481. <https://doi.org/10.1007/s10639-022-11358-0>

This collective case study of three elementary-level special education teachers investigated their knowledge, decision-making, reasoning, and actions while planning and implementing technology-integrated instruction in schools for students with learning differences. The results contribute to a strand of research that focuses on how teachers exhibit technological pedagogical and content knowledge (TPACK) in their thinking and practice and add to the scarce literature on the TPACK framework in special education contexts. The researchers conducted and recorded three interviews and two observations, using stimulated recall to identify instructional decisions. Qualitative thematic analysis of transcripts, individual case studies, and a cross case analysis revealed the kinds of knowledge and reasoning teachers employed when making decisions regarding technology integration. Technological pedagogical knowledge predominated their statements regarding technology-related decisions. The findings illustrate the interconnected ways in which the teachers engaged in educational processes that reflected TPACK and technological pedagogical reasoning and action (TPR&A). They made numerous planning and in-the-moment decisions related to comprehension, transformation (e.g., selection, representation, preparation), instructional interactions (e.g., adaptation, scaffolding, management), evaluation, reflection, and new comprehension. The findings suggest that professional development efforts should not only address technological knowledge and skills but also seek to improve teachers' decision making and reasoning processes for planning and implementing technology in learning environments that include students with learning differences.

Ariel, N., Millikovsky-Ayalon, M., & Kimchi-Feldhorn, O. (2023). **"Watching the backstage of your mind": Redesigning Learning How to Learn.** *Education and Information Technologies*, 28(8), 9709-9730. <https://doi.org/10.1007/s10639-023-11580-4>

Digital learning, and MOOCs specifically, increasingly benefit from learning-science-based design. In this study we present the redesign process that produces a new academic version (in Hebrew and Arabic) of the successful MOOC Learning How to Learn. During the design-based research we examined practices that implement evidence-based principles from the learning sciences in real-life digital learning, and created a course that not only teaches about learning but also practices what it preaches in its learning experience. Our digital practices address neural, cognitive-emotional, meta-cognitive and behavioral aspects of learning, and they include designing the course as a modular network, increasing embodiment in the media design, and presenting varied models of lifelong learners, which include the course team themselves. The redesign addressed pressing issues in online learning, such as international versus culturally-sensitive teaching, high MOOC drop-out rates, "transactional distance" and online versus blended formats. We present an array of techniques that create a model for a MOOC with maximal adequacy between the theoretical concepts it teaches and its design, applicable to digital learning in other areas.

Asratie, M. G., Wale, B. D., & Aylet, Y. T. (2023). **Effects of using educational technology tools to enhance EFL students' speaking performance.** *Education and Information Technologies*, 28(8), 10031-10051. <https://doi.org/10.1007/s10639-022-11562-y>

Educational speaking technology is a digital expertise used to enhance speaking performance. This research examined the effects of using educational speaking technology tools: FORVO, YouGlish, and OALD 8th ed. to enhance students' speaking performance. A quasi-experimental pretest-posttest two groups design was used. Test, questionnaire, interview, and teacher-log were used to gather the data from 82 first-year Information communication and Technology (IT) students selected through comprehensive sampling. The experimental group students had learned speaking skills through educational speaking technology tools while the control group students learned using the conventional method. When the quantitative data were analyzed through independent samples T-test, the qualitative data were analyzed through thematic analysis. The findings of the study uncovered that there was a statistical difference between the experimental and control group students in their speaking performance. Accordingly, the learners who had learned through educational speaking technology have enhanced their speaking performance compared to the students that learned conventionally. Predominantly, students who learned through educational speaking technology were fluent, coherent, and accurate in their speech, rich in lexical resources, used a variety of grammatical ranges, and better in pronunciation. Besides, the students' have positive perceptions towards using educational speaking technology tools. Consequently, this study recommends researchers, teachers, and students to make the use of educational technology and to go in line with the state of the art.

Aulakh, K., Roul, R. K., & Kaushal, M. (2023). **E-learning enhancement through educational data mining with Covid-19 outbreak period in backdrop: A review.** *International Journal of Educational Development*, 101, 102814. <https://doi.org/10.1016/j.ijedudev.2023.102814>

E-learning is fast becoming an integral part of the teaching-learning process, particularly after the outbreak of Covid-19 pandemic. Educational institutions across the globe are striving to enhance their e-learning instructional mechanism in accordance with the aspirations of present-day students who are widely using numerous technological tools — computers, tablets, mobiles, and Internet for educational purposes. In the wake of the evident incorporation of e-learning into the educational process, research related to the application of Educational Data Mining (EDM) techniques for enhancing e-learning systems has gained significance in recent times. The various data mining techniques applied by researchers to study hidden trends or patterns in educational data can provide valuable insights for educational institutions in terms of making the learning process adaptive to student needs. The insights can help the institutions achieve their ultimate goal of improving student academic performance in technology-assisted learning systems of the modern world. This review paper aims to comprehend EDM's role in enhancing e-learning environments with reference to commonly-used techniques, along with student performance prediction, the impact of Covid-19 pandemic on e-learning and priority e-learning focus areas in the future.

Bai, X., Gu, X., & Guo, R. (2023). **More factors, better understanding: model verification and construct validity study on the community of inquiry in MOOC.** *Education and Information Technologies*, 28(8), 10483-10506. <https://doi.org/10.1007/s10639-023-11604-z>

This study aimed to verify the applicability of the community of inquiry (CoI) survey instrument in MOOC involving 1,186 college students from 11 different disciplines in China. Exploratory factor analysis was used to explore potential factor structure models, and confirmatory factor analysis was utilized to verify the four-factor structure obtained from

exploratory factor analysis. The original three- and new six-factor structure models were also included in the study. Confirmatory factor analysis results indicating that all three models fit very well with the data. Then Chi-square difference test was used to select the optimal model. Results indicate that the six-factor structure model with teaching presence, social presence, cognitive presence, design and organization, affective expression, and resolution is the optimal one, with good convergent and discriminant validity. Especially, the chi-square difference results indicate that design and organization can be significantly distinguished from teaching presence, whereas affective expression can be significantly distinguished from social presence, and resolution can be significantly distinguished from cognitive presence. Based on these findings, the present study argues that the six-factor structure model can provide a better understanding for the fine design and implementation of MOOC.

Barrot, J. S., & Fernando, A. R. R. (2023). **Unpacking engineering students' challenges and strategies in a fully online learning space: The mediating role of teachers.** *Education and Information Technologies*, 28(8), 9803-9825. <https://doi.org/10.1007/s10639-023-11598-8>

It has long been recognized that students' experience within an online learning space is mediated by many factors, one of which is teachers' behavior and practices. To better understand the online learning challenges students confront during the pandemic, the perspectives of the two key stakeholders (i.e., the students and the teachers) merit consideration. This study sought to unpack the challenges students experienced in fully online engineering courses and the strategies they used to overcome these challenges. To further advance this line of research, the study also examined how teachers supported students during online learning. This descriptive, mixed-methods study involved 483 engineering students and ten engineering teachers from five universities in the Philippines. The findings indicated that students experienced minimal to moderate challenges and used a variety of strategies to mitigate them. Many of these strategies converge with the strategies that teachers employed. However, differences in their responses were also observed because of their unique interaction with various external factors. This study also provided important information on how the use, misuse, and absence of appropriate pedagogical strategies could impact students' online learning experience. Implications for classroom practices, policy-making, and future research are discussed.

Bauer, E., Greisel, M., Kuznetsov, I., Berndt, M., Kollar, I., Dresel, M., ... Fischer, F. (2023). **Using natural language processing to support peer-feedback in the age of artificial intelligence: A cross-disciplinary framework and a research agenda.** *British Journal of Educational Technology*, 54(5), 1222-1245. <https://doi.org/10.1111/bjet.13336>

Advancements in artificial intelligence are rapidly increasing. The new-generation large language models, such as ChatGPT and GPT-4, bear the potential to transform educational approaches, such as peer-feedback. To investigate peer-feedback at the intersection of natural language processing (NLP) and educational research, this paper suggests a cross-disciplinary framework that aims to facilitate the development of NLP-based adaptive measures for supporting peer-feedback processes in digital learning environments. To conceptualize this process, we introduce a peer-feedback process model, which describes learners' activities and textual products. Further, we introduce a terminological and procedural scheme that facilitates systematically deriving measures to foster the peer-feedback process and how NLP may enhance the adaptivity of such learning support. Building on prior research on education and NLP, we apply this scheme to all learner activities of the peer-feedback process model to exemplify a range of NLP-

based adaptive support measures. We also discuss the current challenges and suggest directions for future cross-disciplinary research on the effectiveness and other dimensions of NLP-based adaptive support for peer-feedback. Building on our suggested framework, future research and collaborations at the intersection of education and NLP can innovate peer-feedback in digital learning environments. Practitioner notes What is already known about this topic There is considerable research in educational science on peer-feedback processes. Natural language processing facilitates the analysis of students' textual data. There is a lack of systematic orientation regarding which NLP techniques can be applied to which data to effectively support the peer-feedback process. What this paper adds A comprehensive overview model that describes the relevant activities and products in the peer-feedback process. A terminological and procedural scheme for designing NLP-based adaptive support measures. An application of this scheme to the peer-feedback process results in exemplifying the use cases of how NLP may be employed to support each learner activity during peer-feedback. Implications for practice and/or policy To boost the effectiveness of their peer-feedback scenarios, instructors and instructional designers should identify relevant leverage points, corresponding support measures, adaptation targets and automation goals based on theory and empirical findings. Management and IT departments of higher education institutions should strive to provide digital tools based on modern NLP models and integrate them into the respective learning management systems; those tools should help in translating the automation goals requested by their instructors into prediction targets, take relevant data as input and allow for evaluating the predictions.

Bearman, M., & Ajjawi, R. (2023). **Learning to work with the black box: Pedagogy for a world with artificial intelligence**. *British Journal of Educational Technology*, 54(5), 1160-1173. <https://doi.org/10.1111/bjet.13337>

Artificial intelligence (AI) is increasingly integrating into our society. University education needs to maintain its relevance in an AI-mediated world, but the higher education sector is only beginning to engage deeply with the implications of AI within society. We define AI according to a relational epistemology, where, in the context of a particular interaction, a computational artefact provides a judgement about an optimal course of action and that this judgement cannot be traced. Therefore, by definition, AI must always act as a 'black box'. Rather than seeking to explain 'black boxes', we argue that a pedagogy for an AI-mediated world involves learning to work with opaque, partial and ambiguous situations, which reflect the entangled relationships between people and technologies. Such a pedagogy asks learners locate AI as socially bounded, where AI is always understood within the contexts of its use. We outline two particular approaches to achieve this: (a) orienting students to quality standards that surround AIs, what might be called the tacit and explicit 'rules of the game'; and (b) providing meaningful interactions with AI systems. Practitioner notes What is already known about this topic Artificial intelligence (AI) is conceptualised in many different ways but is rarely defined in the higher education literature. Experts have outlined a range of graduate capabilities for working in a world of AI such as teamwork or ethical thinking. The higher education literature outlines an imperative need to respond to AI, as underlined by recent commentary on ChatGPT. What this paper adds A definition of an AI that is relational: A particular interaction where a computational artefact provides a judgement about an optimal course of action, which cannot be easily traced. Focusing on working with AI black boxes rather than trying to see inside the technology. Describing a pedagogy for an AI-mediated world that promotes working in complex situations with partial and

indeterminate information. Implications for practice and/or policy Focusing on quality standards helps learners understand the social regulating boundaries around AI. Promoting learner interactions with AI as part of a sociotechnical ensemble helps build evaluative judgement in weighting AI's contribution to work. Asking learners to work with AI systems prompts understanding of the evaluative, ethical and practical necessities of working with a black box.

Benton, L., Joye, N., Sumner, E., Gauthier, A., Ibrahim, S., & Vasalou, A. (2023). **Exploring how children with reading difficulties respond to instructional supports in literacy games and the role of prior knowledge.** *British Journal of Educational Technology*, 54(5), 1314-1331. <https://doi.org/10.1111/bjet.13318>

Digital literacy games can be beneficial for children with reading difficulties as a supplement to classroom instruction and an important feature of these games are the instructional supports, such as feedback. To be effective, feedback needs to build on prior instruction and match a learner's level of prior knowledge. However, there is limited research around the relationship between prior knowledge, instruction and feedback in the context of learning games. This paper presents an empirical study exploring the influence of prior knowledge on response to feedback, in two conditions: with or without instruction. Thirty-six primary children (age 8–11) with reading difficulties participated: each child was assessed for their prior knowledge of two suffix types—noun and adjective suffixes. They subsequently received additional instruction for one suffix type and then played two rounds of a literacy game—one round for each suffix type. Our analysis shows that prior knowledge predicted initial success rates and performance after a verbal hint differently, depending on whether instruction was provided. These results are discussed with regards to learning game feedback design and the impact on different types of knowledge involved in gameplay, as well as other game design elements that might support knowledge building during gameplay. Practitioner notes What is already known about this topic Instructional supports, such as elaborative feedback, are a key feature of learning games. To be effective, feedback needs to build on prior instruction and match a learner's level of prior knowledge. Prior knowledge is an important moderator to consider in the context of elaborative feedback. What this paper adds Providing additional instruction (eg, pre-training) may act as a knowledge enhancer building on children's existing disciplinary expertise, whereas the inclusion of elaborative feedback (eg, a hint) could be seen as a knowledge equaliser enabling children regardless of their prior knowledge to use the pre-training within their gameplay. Highlights the importance of children's preferred learning strategies within the design of pre-training and feedback to ensure children are able to use the instructional support provided within the game. Possible implications for pre-training and feedback design within literacy games, as well as highlighting areas for further research. Implications for practice and/or policy Pre-training for literacy games should highlight key features of the learning content and explicitly make connections with the target learning objective as well as elaborative feedback. Pre-training should be combined with different types of in-game feedback for different types of learners (eg, level of prior knowledge) or depending on the type of knowledge that designers want to build (eg, metalinguistic vs. epilinguistic). Modality, content and timing of the feedback should be considered carefully to match the specific needs of the intended target audience and the interaction between them given the primary goal of the game.

Biddix, J. P., Park, H., Collom, G. D., Bailey, M. R., & Park, H. W. (2023). **Discourse about higher education on Twitter in early phases of COVID-19: A crisis management social network analysis.** *Education and Information Technologies*, 28(8), 9957-9983. <https://doi.org/10.1007/s10639-023-11590-2>

The emergence of the COVID-19 pandemic brought changes and efforts for adaptation to the new environment in every industry, including higher education. The present study, drawing on crisis management theory as a framework, aimed to understand information and communication sharing behaviors of the higher education community during the pandemic by exploring patterns and discourse on social media. Such analysis provides insight into how information is gained, shared, and used. Tweets including the hashtag #highered were retrieved at five time points in March and August 2020—M1 (retrieved on March 3), M2 (March 17), A1 (August 4), A2 (August 11), and A3 (August 18). Using a social network analysis tool, NodeXL, the collected tweets were analyzed by social network structure, topic, and influencer. Results showed that #highered was used widely in the early stages of the pandemic. The relevant conversation rapidly evolved, as did the prominent influencers. Over time, the conversation centered on the pandemic, the implications of the sudden shift to online learning, and then the subsequent effect on universities, students, faculty, and staff. A crisis preparation phase continued through August 2020, but drivers of information transitioned from well-known news outlets prior to the pandemic to individuals directly experiencing the pandemic. Future research should analyze the validity of information shared by individuals during key decision points of the pandemic and whether higher education is susceptible to the growing spread of disinformation through social media when formulating policy.

Bilgic, K., & Dogusoy, B. (2023). **Exploring secondary school students' computational thinking experiences enriched with block-based programming activities: An action research.** *Education and Information Technologies*, 28(8), 10359-10384. <https://doi.org/10.1007/s10639-023-11583-1>

The importance of developing computational thinking (CT) skills has created many practices and research. A significant amount of research exists in the literature on CT and its related skills, yet the rareness of research studies focusing on both quantitative and qualitative evaluations of students' CT skills in real school settings is remarkable. This action research focuses on the impact of block-based programming activities used to improve the CT skills of 5th and 6th grade students over a 14-week period. Both quantitative and qualitative data were collected during the study. Computational Thinking Test (CTT) pre-post-tests, teacher journals, and student observations were collected for this study. The quantitative findings showed that learning processes enriched with block-based programming significantly affected the students' CT scores, while the qualitative findings showed that block-based programming activities not only increased the students' motivation toward the lesson, but also increased their active participation during these lessons. It has been determined that the majority of the challenging activities were derived from the need for other skills (mathematical skills) than from programming-related skills.

Boggio, C., Zaher, A., & Bosse, M.-L. (2023). **ECRIMO, an app to train first graders' spelling: Effectiveness and comparison between different designs.** *British Journal of Educational Technology*, 54(5), 1332-1350. <https://doi.org/10.1111/bjet.13354>

The present study assessed the effectiveness of the ECRIMO educational application designed to build first-grade level spelling skills. We tested whether using the app to teach

spelling would be as effective as providing the same training using traditional paper exercises. The effect of integrating gamification into mobile learning apps, which has been little studied in the context of young children, is also investigated. A pretest/training/posttest design was implemented with 311 first-graders divided in four groups: no training, paper training, the ECRIMO app with gamification features, and the ECRIMO app without gamification. Spelling, reading and phonological awareness abilities was measured at both pretest and posttest. The training was conducted over a 7-week period (4.40 hours in total). The experimental design allowed us to answer three questions: (1) Is spelling training effective regardless of the medium used? (2) Is training through the app as efficient as paper-based training? (3) Does gamification impact students' learning performance? Mixed-model analyses revealed (1) a positive effect on the training outcome depended on the initial spelling ability of participants, (2) a comparable efficiency between autonomous training using the ECRIMO app on tablets and the same training provided by teachers using paper exercises and (3) a marginally positive effect of gamification that is greater for the weakest students. The present study proposes an original and pertinent experimental design to test the relevance of educational applications. The design features of learning apps can impact students' learning differently depending on their initial level. A critical step should be verifying that using online apps for training is at least as effective as the same training using paper exercises. Practitioner notes What is already known about this topic A significant number of children experience difficulties in reading and spelling from the first years of learning. The use of new technologies to support classroom teaching is rapidly developing as a topic of interest for educational professionals and researchers. Evaluations of new technologies developed to enhance literacy skills suggest that many factors can vary their effectiveness. The effectiveness of a digital educational application can be enhanced or undermined by design choices, such as gamification. What this paper adds Spelling training with the app ECRIMO seems effective for first year students, especially those with the lowest and middle level. Comparable effects of both the tablet-based and paper equivalent training on participants' spelling were found. The use of gamification in ECRIMO could be more suitable for the weakest students. Implications for practice and/or policy Educational technologies should be evidence-based and should be evaluated with both a passive and an active control group. The design should be carefully considered and tested, as it may be advantageous for some students and disadvantageous for others. The use of digital technology in education can be beneficial for classroom practice, when the activity can be carried out in total autonomy, leaving the teacher available for a group of pupils with specific needs.

Cabero-Almenara, J., Gutiérrez-Castillo, J. J., Palacios-Rodríguez, A., & Guillén-Gámez, F. D. (2023). **Digital Competence of university students with disabilities and factors that determine it. A descriptive, inferential and multivariate study.** *Education and Information Technologies*, 28(8), 9417-9436. <https://doi.org/10.1007/s10639-022-11297-w>

Taking into account that 15% of the world population suffers from some type of disability, few investigations have been concerned with knowing the level of Digital Competence that students with functional diversity have. This research is based on an initial sample of 17,301 newly enrolled university students from the Andrés Bello University (Chile), of which 650 are selected for having some type of disability. Its main objective is to know the level of self-perception in the Digital Competence of university students with disabilities and the variables that explain it. To do this, an evaluation instrument consisting of 6 dimensions (technological literacy, information search and processing, critical thinking, problem

solving and decision making, communication and collaboration, digital citizenship, and communication and collaboration) is designed and applied. To calculate the validity of the instrument, the partial least squares (PLS) method is applied through structural equation modeling. Next, data is provided regarding the level of Digital Competence of the students and if there are differences between the types of disability. Finally, the data is subjected to a logistic regression to estimate the relationship between the dependent variable (Digital Competence) and a set of independent variables (sociodemographic variables). The results reveal that the instrument used shows high levels of reliability, which guarantees its use in students with disabilities. Likewise, the average level of Digital Competence is medium low. The factors that affect this variable are discussed and the necessary structuring of digital literacy plans is highlighted. Finally, this paper discusses new techniques for diagnosing students' digital skills.

Chen, J., & Bogachenko, T. (2023). **Stakeholder perspectives on the use of VoiceThread as a multimodal alternative to conventional discussion board in distance education.** *Education and Information Technologies*, 28(8), 9935-9955. <https://doi.org/10.1007/s10639-022-11497-4>

This pilot study explores and documents online students' and their lecturer's debut experiences of utilising VoiceThread (VT), a digital multimodal platform, as an alternative discussion space via Open Universities Australia (OUA). Feedback from the lecturer's teaching log and interview was corroborated with his OUA students' survey responses, and analysed in relation to student online learning experiences with VT and Discussion Board, as well as technological and affective aspects of both platforms. Findings indicate that VT has a stronger potential in boosting stakeholders' online engagement and enjoyment of distance learning, thus fostering online community building. Specifically, VT creates not only a multimodal and dynamic platform in lieu of Discussion Board, but a supportive online learning environment that promotes more inclusive and ongoing interactions. Despite the positive results, VT was viewed by some students as technologically demanding, causing them to only read peer posts without responding. It is suggested that orientation training sessions and trial threads be made available to ease the students into VT. Aspects of tutorial group size and instructor support should also be considered for future online course delivery.

Colomo-Magaña, E., Colomo-Magaña, A., Basgall, L., & Cívico-Ariza, A. (2023). **Pre-service teachers' perceptions of the role of ICT in attending to students with functional diversity.** *Education and Information Technologies*, 28(8), 9379-9395. <https://doi.org/10.1007/s10639-022-11212-3>

Educational technology offers multiple opportunities for students with functional diversity. For an enriching implementation, it is necessary to develop both aforementioned constructs in initial teacher training. Bearing this in mind, the objective of this study is to analyse pre-service teachers' perceptions of the role of ICT in attending to diversity. A quantitative and longitudinal design was constructed with pre-test and post-test measures, as well as descriptive, inferential, and predictive approaches. The sample included 284 pre-service teachers, and an adaptation of Subscale 1 from the "Demands and potentials of ICT and apps for assisting people with autism" questionnaire (DPTIC-AUT-Q) (Rodríguez-Fuentes et al., 2021) was used. The results indicated the pre-service teachers' positive perceptions regarding the use of ICT with students with functional diversity, revealing significant differences according to gender in the post-test. The digital competence variable is relevant for predicting the perceptions of both genders, in

addition to the time and interest variables for men, and the confidence and adequate training variables for women. As a result, the positive impact that the implementation of a module on ICT and attention to diversity had on the pre-service teachers is discussed, with such an intervention being key for an improvement in working with these types of students.

Cored Bandrés, S., Vázquez Toledo, S., & Liesa Orús, M. (2023). **Social skills, autism and technologies: An analysis of the effectiveness of this triad.** *Education and Information Technologies*, 28(8), 9285-9304. <https://doi.org/10.1007/s10639-022-10990-0>

Students with Autism Spectrum Disorder (ASD) present needs in the social sphere that have repercussions on their development. It is essential that, at school, they are offered interventions that provide them with an answer to their needs and use appropriate tools. One of the resources that can be effective is the use of technologies, which possess a series of characteristics that favour their implementation in the population with ASD. For this reason, and with the aim of analysing the impact a technology-based social skills programme has on students with ASD, a mixed study based on case studies was proposed. Specifically, the sample consisted of four pupils with ASD. Data collection was carried out, on the one hand, by means of objective tests administered at three points in time, which measured the level of ability in identifying emotions and in emotion awareness. On the other hand, the behaviours were also observed systematically in all the sessions that made up the intervention. The results point to an improvement in the identification of emotions and emotion awareness. Likewise, a decrease in non-social behaviours such as inappropriate behaviours or stereotypes and an increase in social behaviours such as eye contact or joint attention were noted.

Davies, P. M., Alotaishan, R. M. T., Alabdulwahed, H. K. A., Khan, A. M. F., Ateya, R. M., Alkhamis, T. S., & Alodhieb, A. A. A. (2023). **Perspectives on cyberlearning: A case study by students, about students.** *Education and Information Technologies*, 28(8), 9731-9745. <https://doi.org/10.1007/s10639-022-11564-w>

This paper reports on a study conducted by college students at a private university in Saudi Arabia. The research examines the online learning experiences of their peers during the first wave of the coronavirus covid-19 pandemic. Many assumptions exist about online learning and its impact in higher education, but these are mainly based on the views of instructors and leaders of institutions. Hitherto, the perspectives of those meant to be beneficiaries of digital technologies have been given little consideration even though students use cyberspace for academic work and beyond. To address this silence, a group of student-researchers conducted a case study to examine students' views of cyberlearning. The research used a qualitative analysis approach to address the following questions: (1) What were the cyberlearning experiences of students at our university during the first two semesters of lockdown? (2) What are students' understandings of cyberlearning? (3) What are their aspirations for cyberlearning? Data were collected through an online survey administered to the entire student body at the university. Responses were received from 3574 students. The data were analysed using thematic analysis. The research participants perceive cyberlearning to be the same as online learning and see it as a viable educational option. They reported that the dominant mode of instruction in online classrooms is instructors delivering information. Respondents also highlighted the need for improved online teaching pedagogies and curbing academic dishonesty in online classrooms. Students' aspirations for cyberlearning were clearly articulated. Respondents suggested that increasing online

learning opportunities would have a positive impact on their academic progress. Through this research students demonstrate a sense of agency and provide opportunities for equity strategies at their university. The results show that serious attempts should be made to include cyberlearning as part of everyday educational activity in an attempt to increase student engagement.

Demir, M., & Zengin, Y. (2023). **The effect of a technology-enhanced collaborative learning environment on secondary school students' mathematical reasoning: A mixed method design.** *Education and Information Technologies*, 28(8), 9855-9883. <https://doi.org/10.1007/s10639-023-11587-x>

The purpose of this study is to examine the effect of a technology-enhanced collaborative learning environment on secondary school students' mathematical reasoning in the concept of triangle. The participants of the study are 30 secondary school students. This study was carried out with the embedded design, one of the mixed methods designs. The quantitative aspect of the study was carried out with the quasi-experimental design including comparison group design. While the experimental group received training in a technology-enhanced collaborative learning environment, the control group students continued their education in a traditional informal-collaborative learning environment. The qualitative aspect of the study included data belonging to a group of four students chosen among the experimental group. The data of the research comprised students' audio and video recordings, screenshots, dynamic mathematics software GeoGebra files, and written products. The quantitative data were collected via open-ended questions including ten items with the intention of revealing mathematical reasoning and the qualitative data were gathered with the designed mathematical tasks. While independent t-test was used to analyse the quantitative data, the qualitative data were analysed with Toulmin's model and dialogical approach. As a result of data analysis, it was found that technology-enhanced collaborative learning environment has a positive effect on students' mathematical reasoning in the concept of triangle.

Ditta, A. S., Lussier, C. M., & Speer, A. C. (2023). **Keep Calm and Carry on...Line: A Framework for Applying Pre-COVID Pedagogical Theory to the Shifting Online Course Environment.** *College Teaching*, 71(3), 185-187. <https://doi.org/10.1080/87567555.2021.2000925>

The COVID-19 pandemic caused instructors to quickly pivot their teaching into the remote environment. Now, as we conclude over a year of remote instruction, faculty need to focus on developing excellence in online and hybridized education. Research has been dedicated to discovering best practices in online teaching, but much of that work was conducted pre-COVID, when students and faculty chose to take/teach their courses remotely. Three Professors of Teaching across different disciplines reflect on their online courses and provide a three-step framework for structuring online classes that can account for the ever-shifting context of remote instruction in the immediate future.

Epstein, M. (2022). **Usages pédagogiques du numérique et gestes professionnels de l'enseignant Conférence conclusive de la matinée Un point de vue sociologique.** *Usages pédagogiques du numérique et gestes professionnels de l'enseignant.* Présenté à Saint Germain en Laye, France. Consulté à l'adresse <https://hal.science/hal-03688533>

L'objectif de cette conclusion sera de remettre en perspective les témoignages et conférences de la matinée pour ouvrir sur les ateliers de l'après-midi. L'orientation envisagée est une mise en perspective sociologique du métier d'enseignant afin de faire

du lien entre la conception du métier, l'identité professionnelle et le développement professionnel. Une focale sera mise pour montrer comment les représentations du numérique sont à la base de la transformation (ou non) des gestes professionnels.

Fenoglio, P. (2023). **L'inclusion numérique en éducation: un enjeu de démocratie.** *Edubref*, (17). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=30>

Aujourd'hui, l'inclusion numérique, au sens de la remédiation aux inégalités numériques, a le vent en poupe comme le montre, en France, un certain nombre d'actions récentes des pouvoirs publics, telles que le volet «numérique» du Conseil National de la Refondation (2022). En éducation, l'expression «inclusion numérique» a surtout été utilisée au départ pour les pays du Sud, notamment dans des publications institutionnelles. La crise sanitaire du Covid 19, pendant laquelle la continuité pédagogique à distance a été, dans beaucoup de cas, soutenue par les outils numériques, ravive la réflexion à ce propos. Les travaux de recherche sur l'inclusion numérique, ainsi qu'autour de notions connexes comme l'exclusion, la solidarité ou encore la citoyenneté numérique, permettent de mieux en comprendre les contours et de dégager des pistes d'actions pédagogiques. Cet Edubref, dans la lignée du Dossier de veille de l'IFÉ n° 139 sur les inégalités numériques en éducation (Fenoglio, 2021), examine ce qu'est l'inclusion numérique en éducation, et comment la mettre en œuvre pour l'enseignement et la formation, car, inscrite au sein d'un réseau de notions connexes, elle constitue un enjeu de démocratie.

Fluckiger, C. (2023). **Le numérique à l'école et les usages numériques des élèves.** In C. Roellens & C. Pélissier (Éd.), *Ethique, numérique et idéologies* (p. 95-112). Consulté à l'adresse <https://hal.science/hal-04023192>

This chapter aims to discuss the necessity and possibility of taking a critical look, in the most common sense of the term, at the digital uses of young people and the current digitization of school. How can researchers maintain a research «ethic» when they are confronted with discourses on the uses of and the supposed transformative power of digital technology on schools? How can they both respect the requirements of scientific knowledge production and respond to society's legitimate expectations of them?

Gaffas, Z. M. (2023). **Students' perceptions of e-learning ESP course in virtual and blended learning modes.** *Education and Information Technologies*, 28(8), 10329-10358. <https://doi.org/10.1007/s10639-023-11579-x>

This study compared students' perceptions of their e-learning experiences in virtual and blended English for specific purposes (ESP) classes in an English as a foreign language (EFL) context. The study was conducted during an academic semester. The participants were two groups of Saudi ESP undergraduate students who took the same ESP course but in different environments, namely virtual and blended modes. Data were collected via a questionnaire to explore students' perceptions of the five pedagogical aspects in an e-learning course: course design, student–instructor and student–student interaction, individual learning processes, and learning outcomes. The results revealed that students in both learning modes reported similar evaluations with respect to the clarity of course structure, individual learning processes, and learning outcomes. A particularly important result in this study concerns students' perceptions of a lack of interaction between student and instructor, as well as among the students themselves, in both virtual and blended learning modes. Nevertheless, students in the virtual group proved to be

significantly more capable of using the learning management system and perceived it to be easy to use. They also demonstrated greater enthusiasm about working in small groups with other students than did their counterparts in the blended group. The results have implications for teachers seeking to identify students' needs before offering online courses and suggesting recommendations to enhance the implementation of future online ESP courses.

Giannakos, M., & Cukurova, M. (2023). **The role of learning theory in multimodal learning analytics.** *British Journal of Educational Technology*, 54(5), 1246-1267. <https://doi.org/10.1111/bjet.13320>

This study presents the outcomes of a semi-systematic literature review on the role of learning theory in multimodal learning analytics (MMLA) research. Based on previous systematic literature reviews in MMLA and an additional new search, 35 MMLA works were identified that use theory. The results show that MMLA studies do not always discuss their findings within an established theoretical framework. Most of the theory-driven MMLA studies are positioned in the cognitive and affective domains, and the three most frequently used theories are embodied cognition, cognitive load theory and control-value theory of achievement emotions. Often, the theories are only used to inform the study design, but there is a relationship between the most frequently used theories and the data modalities used to operationalize those theories. Although studies such as these are rare, the findings indicate that MMLA affordances can, indeed, lead to theoretical contributions to learning sciences. In this work, we discuss methods of accelerating theory-driven MMLA research and how this acceleration can extend or even create new theoretical knowledge. Practitioner notes What is already known about this topic Multimodal learning analytics (MMLA) is an emerging field of research with inherent connections to advanced computational analyses of social phenomena. MMLA can help us monitor learning activity at the micro-level and model cognitive, affective and social factors associated with learning using data from both physical and digital spaces. MMLA provide new opportunities to support students' learning. What this paper adds Some MMLA works use theory, but, overall, the role of theory is currently limited. The three theories dominating MMLA research are embodied cognition, control-value theory of achievement emotions and cognitive load theory. Most of the theory-driven MMLA papers use theory 'as is' and do not consider the analytical and synthetic role of theory or aim to contribute to it. Implications for practice and/or policy If the ultimate goal of MMLA, and AI in Education in general, research is to understand and support human learning, these studies should be expected to align their findings (or not) with established relevant theories. MMLA research is mature enough to contribute to learning theory, and more research should aim to do so. MMLA researchers and practitioners, including technology designers, developers, educators and policy-makers, can use this review as an overview of the current state of theory-driven MMLA.

Gibson, D., Kovanovic, V., Ifenthaler, D., Dexter, S., & Feng, S. (2023). **Learning theories for artificial intelligence promoting learning processes.** *British Journal of Educational Technology*, 54(5), 1125-1146. <https://doi.org/10.1111/bjet.13341>

This paper discusses a three-level model that synthesizes and unifies existing learning theories to model the roles of artificial intelligence (AI) in promoting learning processes. The model, drawn from developmental psychology, computational biology, instructional design, cognitive science, complexity and sociocultural theory, includes a causal learning mechanism that explains how learning occurs and works across micro, meso

and macro levels. The model also explains how information gained through learning is aggregated, or brought together, as well as dissipated, or released and used within and across the levels. Fourteen roles for AI in education are proposed, aligned with the model's features: four roles at the individual or micro level, four roles at the meso level of teams and knowledge communities and six roles at the macro level of cultural historical activity. Implications for research and practice, evaluation criteria and a discussion of limitations are included. Armed with the proposed model, AI developers can focus their work with learning designers, researchers and practitioners to leverage the proposed roles to improve individual learning, team performance and building knowledge communities. Practitioner notes What is already known about this topic Numerous learning theories exist with significant cross-over of concepts, duplication and redundancy in terms and structure that offer partial explanations of learning. Frameworks concerning learning have been offered from several disciplines such as psychology, biology and computer science but have rarely been integrated or unified. Rethinking learning theory for the age of artificial intelligence (AI) is needed to incorporate computational resources and capabilities into both theory and educational practices. What this paper adds A three-level theory (ie, micro, meso and macro) of learning that synthesizes and unifies existing theories is proposed to enhance computational modelling and further develop the roles of AI in education. A causal model of learning is defined, drawing from developmental psychology, computational biology, instructional design, cognitive science and sociocultural theory, which explains how learning occurs and works across the levels. The model explains how information gained through learning is aggregated, or brought together, as well as dissipated, or released and used within and across the levels. Fourteen roles for AI in education are aligned with the model's features: four roles at the individual or micro level, four roles at the meso level of teams and knowledge communities and six roles at the macro level of cultural historical activity. Implications for practice and policy Researchers may benefit from referring to the new theory to situate their work as part of a larger context of the evolution and complexity of individual and organizational learning and learning systems. Mechanisms newly discovered and explained by future researchers may be better understood as contributions to a common framework unifying the scientific understanding of learning theory.

Gomersall, S., & Floyd, A. (2023). **Resilience: Myanmar students' experiences of overcoming eLearning challenges during COVID 19 and political instability.** *Asia Pacific Education Review*, 24(3), 447-459. <https://doi.org/10.1007/s12564-022-09781-6>

In 2020, COVID-19 forced global education online. Especially in developing countries, this change presented a challenge for those with limited access to devices and reliable electricity and Internet. Whilst some students struggled to adapt, others thrived with eLearning. This paper explores the experiences of one group of students who succeeded in overcoming not only the restrictions of COVID-19, but also significant political instability. The group has a mix of 1st year and 2nd year students in a pre-university program. The 2nd-year students in particular are noteworthy as despite the adversity faced, they have now successfully transitioned to university studies. Drawing on Bronfenbrenner's (The ecology of human development: experiments by nature and design, Harvard University Press, Cambridge, 1979) socio-ecological framework, the data from twelve semi-structured interviews was analysed and inductively coded. The findings outline how personal goal orientation, coping mechanisms acquired in previous adverse situations, and a desire to serve their communities combine with external influences from families

and communities and basic need fulfilment to enable the students to persevere and thrive. The implication is that as students draw on previous experiences, these five core concepts should be incorporated into general education to build the students' capacity for resilience.

Gottschalk, F., & Weise, C. (2023). **Digital equity and inclusion in education: An overview of practice and policy in OECD countries.** <https://doi.org/10.1787/7cb15030-en>

Digital technologies can be used to support the inclusion of diverse student groups in education in a number of ways including enhancing accessibility of educational content, increasing personalisation and providing distance learning opportunities, as was the case during the COVID-19 pandemic. However, persistent digital inequalities can undermine digital equity and inclusion and equity and inclusion in education generally, particularly for the most disadvantaged students. This paper explores the themes of digital equity and inclusion, and maps some of the policies and practices adopted in OECD countries for the equitable and inclusive use of digital tools in education. It highlights the importance of inclusive design and implementation of digital technologies, as well as the need for education systems to focus on capacity building such as teacher training, as well as adequate resourcing of digital tools. It discusses advantages and disadvantages of different approaches, and concludes by highlighting research and policy gaps.

Hilpert, J. C., Greene, J. A., & Bernacki, M. (2023). **Leveraging complexity frameworks to refine theories of engagement: Advancing self-regulated learning in the age of artificial intelligence.** *British Journal of Educational Technology*, 54(5), 1204-1221. <https://doi.org/10.1111/bjet.13340>

Capturing evidence for dynamic changes in self-regulated learning (SRL) behaviours resulting from interventions is challenging for researchers. In the current study, we identified students who were likely to do poorly in a biology course and those who were likely to do well. Then, we randomly assigned a portion of the students predicted to perform poorly to a science of learning to learn intervention where they were taught SRL study strategies. Learning outcome and log data (257 K events) were collected from n = 226 students. We used a complex systems framework to model the differences in SRL including the amount, interrelatedness, density and regularity of engagement captured in digital trace data (ie, logs). Differences were compared between students who were predicted to (1) perform poorly (control, n = 48), (2) perform poorly and received intervention (treatment, n = 95) and (3) perform well (not flagged, n = 83). Results indicated that the regularity of students' engagement was predictive of course grade, and that the intervention group exhibited increased regularity in engagement over the control group immediately after the intervention and maintained that increase over the course of the semester. We discuss the implications of these findings in relation to the future of artificial intelligence and potential uses for monitoring student learning in online environments. Practitioner notes What is already known about this topic Self-regulated learning (SRL) knowledge and skills are strong predictors of postsecondary STEM student success. SRL is a dynamic, temporal process that leads to purposeful student engagement. Methods and metrics for measuring dynamic SRL behaviours in learning contexts are needed. What this paper adds A Markov process for measuring dynamic SRL processes using log data. Evidence that dynamic, interaction-dominant aspects of SRL predict student achievement. Evidence that SRL processes can be meaningfully impacted through educational intervention. Implications for theory and practice

Complexity approaches inform theory and measurement of dynamic SRL processes. Static representations of dynamic SRL processes are promising learning analytics metrics. Engineered features of LMS usage are valuable contributions to AI models.

Hoareau, L., Thomas, A., Tazouti, Y., Dinet, J., Luxembourger, C., & Jarlégan, A. (2021). **Beliefs about digital technologies and teachers' acceptance of an educational app for preschoolers.** *Computers and Education*, 172, 104264. <https://doi.org/10.1016/j.compedu.2021.104264>

Preschool teachers' varying beliefs about the utility of digital technologies may affect their acceptance of educational tablet apps for classroom use. We tested this hypothesis via a two-stage study in which we first assessed 214 French école maternelle teachers' beliefs about digital technologies. Stage two of the study measured acceptance of an educational tablet app by a sub-sample of 62 teachers who had agreed to use the app in their classrooms. The main result of this study is that the social background of a school is an important factor to consider when studying teachers' beliefs and acceptance of technologies. Teachers who teach in schools with educational and social difficulties are less convinced by digital technologies' benefits for students. Their acceptance of our app is also lower than the other teachers.

Humble, N. (2023). **A conceptual model of what programming affords secondary school courses in mathematics and technology.** *Education and Information Technologies*, 28(8), 10183-10208. <https://doi.org/10.1007/s10639-023-11577-z>

Due to increased need of professionals on the future labour market with competence in programming, many countries have integrated programming in kindergarten to grade 12 (K-12) education. In 2017, programming was integrated in Swedish primary and secondary school curriculum and the courses of Mathematics and Technology. Research has highlighted challenges in integrating programming and other new technologies, and the need for better teacher support. The aim of the study was to examine what programming affords secondary school courses in Mathematics and Technology according to teachers that use programming in these two courses. The study was conducted with a qualitative approach and collected data through interviews with 19 teachers that use programming in secondary school courses of Mathematics and/or Technology. Thematic analysis with inductive-deductive approach was used to analyse the collected data. Theory of Affordances was used to identify themes of interests in the collected material and group these into categories. Ten programming affordances are identified in this study: 1) flexibility, 2) creativity, 3) efficiency, 4) visualisation, 5) fun, 6) curiosity, 7) play, 8) holistic views, 9) fearlessness, and 10) interdisciplinary collaborations. Through discussion and comparison with previous research, these programming affordances are found to relate to three aspects of teaching and learning in secondary school Mathematics and Technology: A) support course content and learning, B) facilitate engagement and motivation, and C) foster developmental skills. The study concludes with a suggestion for a conceptual model on what programming can afford school courses in Mathematics and Technology, based on the findings of the study. Findings can be used by teachers, policymakers and other stakeholders in the integration and design of programming in secondary education.

Huntington, B., Goulding, J., & Pitchford, N. J. (2023). **Pedagogical features of interactive apps for effective learning of foundational skills.** *British Journal of Educational Technology*, 54(5), 1273-1291. <https://doi.org/10.1111/bjet.13317>

Interactive apps are commonly used to support the acquisition of foundational skills. Yet little is known about how pedagogical features of such apps affect learning outcomes, attainment and motivation—particularly when deployed in lower-income contexts, where educational gains are most needed. In this study, we analyse which app features are most effective in supporting the acquisition of foundational literacy and numeracy skills. We compare five apps developed for the Global Learning XPRIZE and deployed to 2041 out-of-school children in 172 remote Tanzanian villages. A total of 41 non-expert participants each provided 165 comparative judgements of the five apps from the competition, across 15 pedagogical features. Analysis and modelling of these 6765 comparisons indicate that the apps created by the joint winners of the XPRIZE, who produced the greatest learning outcomes over the 15-month field trial, shared six pedagogical features—autonomous learning, motor skills, task structure, engagement, language demand and personalisation. Results demonstrate that this combination of features is effective at supporting learning of foundational skills and has a positive impact on educational outcomes. To maximise learning potential in environments with both limited resources and deployment opportunities, developers should focus attention on this combination of features, especially for out-of-school children in low- and middle-income countries. Practitioner notes What is already known about this topic Interactive apps are becoming common to support foundational learning for children both in and out of school settings. The Global Learning XPRIZE competition demonstrates that learning apps can facilitate learning improvements in out-of-school children living in sub-Saharan Africa. To understand which app features are most important in supporting learning in these contexts, we need to establish which pedagogical features were shared by the winning apps. What this paper adds Effective learning of foundational skills can be achieved with a range of pedagogical features. To maximise learning, apps should focus on combining elements of autonomous learning, motor skills, task structure, engagement, language demand and personalisation. Free Play is not a key pedagogical feature to facilitate learning within this context. Implications for practice and/or policy When developing learning apps with primary-aged, out-of-school children in low-income contexts, app developers should try to incorporate the six key features associated with improving learning outcomes. Governments, school leaders and parents should use these findings to inform their decisions when choosing an appropriate learning app for children.

Ibarra-Cisneros, M. A., Reyna, J. B. V., & Hernández-Perlines, F. (2023). **Interaction between knowledge management, intellectual capital and innovation in higher education institutions.** *Education and Information Technologies*, 28(8), 9685-9708. <https://doi.org/10.1007/s10639-022-11563-x>

Higher education institutions are essential generators and disseminators of knowledge; however, they must create conditions to lay the foundations supported by knowledge enablers and manage knowledge efficiently. In addition, intellectual capital and innovation are elements that help this process; if everything is correctly articulated, the academic staff and institution will promote better performance. This article analyzes how three knowledge enablers (leadership, culture, and organizational incentives) influence the knowledge management process. In turn, this process encourages the development of better intellectual capital and innovation in the teachers of Higher Education Institutions. A survey applied to 434 academics made it possible to collect information that, through structural equation models of partial least squares, allowed validation of the proposed hypotheses. The study results indicate that organizational culture and

leadership significantly influence the knowledge management process. In addition, this process significantly influences intellectual capital and innovation. Finally, the vital link between the variables studied is demonstrated.

Irwin, D. A., Arslan-Ari, I., & Morris, W. (2023). **Teachers' value beliefs and usage of one-to-one devices for students with dyslexia: A descriptive study.** *Education and Information Technologies*, 28(8), 9529-9556. <https://doi.org/10.1007/s10639-022-11450-5>

One-to-one devices provide the opportunity for students to develop 21st-century skills, improve academic learning, access information, and increase student independence. This descriptive study explored the value beliefs held by middle school teachers at a school for students with dyslexia (SWD) following the implementation of one-to-one devices and the teachers' technology integration during the instruction of SWD. Data were collected from nine middle school teachers through a survey, classroom observation, and structured interviews. Quantitative findings demonstrated that teachers valued the use of technology in the teaching and learning process and had access to resources and personnel to support technology integration. However, the mean score for the sufficient training for technology integration was found to be lower. The study's qualitative findings revealed (a) one-to-one devices were used as a supplemental resource; (b) technology had both positive and negative impacts, and (c) teachers increased in self-efficacy of technology use within a supportive environment. Based on these findings, extended professional development incorporating 21st-century skills with a focus on the integration of devices into content areas is needed in order to develop the skills and knowledge necessary to incorporate student-centered activities.

Ismail, A., Mutalib, S., & Haron, H. (2023). **Data science technology course: The design, assessment and computing environment perspectives.** *Education and Information Technologies*, 28(8), 10209-10234. <https://doi.org/10.1007/s10639-022-11558-8>

This article discusses the key elements of the Data Science Technology course offered to postgraduate students enrolled in the Master of Data Science program. This course complements the existing curriculum by providing the skills to handle the Big Data platform and tools, in addition to data science activities. We tackle the discussion about this course based on three main requirements, which are related to the need to exploit the key skills from two dimensions, namely, Data Science and Big Data, and the need for a cluster-based computing platform and its accessibility. We address these requirements by presenting the course design and its assessments, the configuration of the computing platform, and the strategy to enable flexible accessibility. In terms of course design, the offered course contributes to several innovative elements and has covered multiple key areas of the data science body of knowledge and multiple quadrants of the job and skills matrix. In the case of the computing platform, a stable deployment of a Hadoop cluster with flexible accessibility, triggered by the pandemic situation, has been established. Furthermore, through our experience with the implementation of the cluster, it has shown the ability of the cluster to handle computing problems with a larger dataset than the one used for the semesters within the scope of the study. We also provide some reflections and highlight future improvements.

Järvelä, S., Nguyen, A., & Hadwin, A. (2023). **Human and artificial intelligence collaboration for socially shared regulation in learning.** *British Journal of Educational Technology*, 54(5), 1057-1076. <https://doi.org/10.1111/bjet.13325>

Artificial intelligence (AI) has generated a plethora of new opportunities, potential and challenges for understanding and supporting learning. In this paper, we position human and AI collaboration for socially shared regulation (SSRL) in learning. Particularly, this paper reflects on the intersection of human and AI collaboration in SSRL research, which presents an exciting prospect for advancing our understanding and support of learning regulation. Our aim is to operationalize this human-AI collaboration by introducing a novel trigger concept and a hybrid human-AI shared regulation in learning (HASRL) model. Through empirical examples that present AI affordances for SSRL research, we demonstrate how humans and AI can synergistically work together to improve learning regulation. We argue that the integration of human and AI strengths via hybrid intelligence is critical to unlocking a new era in learning sciences research. Our proposed frameworks present an opportunity for empirical evidence and innovative designs that articulate the potential for human-AI collaboration in facilitating effective SSRL in teaching and learning. Practitioner notes What is already known about this topic For collaborative learning to succeed, socially shared regulation has been acknowledged as a key factor. Artificial intelligence (AI) is a powerful and potentially disruptive technology that can reveal new insights to support learning. It is questionable whether traditional theories of how people learn are useful in the age of AI. What this paper adds Introduces a trigger concept and a hybrid Human-AI Shared Regulation in Learning (HASRL) model to offer insights into how the human-AI collaboration could occur to operationalize SSRL research. Demonstrates the potential use of AI to advance research and practice on socially shared regulation of learning. Provides clear suggestions for future human-AI collaboration in learning and teaching aiming at enhancing human learning and regulatory skills. Implications for practice and/or policy Educational technology developers could utilize our proposed framework to better align technological and theoretical aspects for their design of adaptive support that can facilitate students' socially shared regulation of learning. Researchers and practitioners could benefit from methodological development incorporating human-AI collaboration for capturing, processing and analysing multimodal data to examine and support learning regulation.

Jia, S., & Bava Harji, M. (2023). **Themes, knowledge evolution, and emerging trends in task-based teaching and learning: A scientometric analysis in CiteSpace**. *Education and Information Technologies*, 28(8), 9783-9802. <https://doi.org/10.1007/s10639-023-11586-y> This paper presents a scientometric analysis of task-based teaching and learning using CiteSpace based on the research literature retrieved from the Web of Science core collection between 2013 and 2022. CiteSpace is employed to analyze the data, as it minimizes subjectiveness and increases credibility. A total of 1799 bibliographic records related to task-based teaching and learning were systematically visualized and examined to identify the themes, knowledge evolution, and emerging trends in this field. The results show that five major themes can be identified, including task-based language teaching, instruction, computer-mediated communication, design, and working memory and self-efficacy. Knowledge evolution of task-based teaching and learning experienced three phases of development. Through the burst detection of keywords and cited references, and examining the major citing references of the detected keywords and references, it is found that the emerging trends focus mainly on technology-assisted learning, task design, task evaluation, etc. The findings provide insights for future researchers and educators.

Kallunki, V., Katajavuori, N., Kinnunen, P., Anttila, H., Tuononen, T., Haarala-Muhonen, A., ... Myyry, L. (2023). **Comparison of voluntary and forced digital leaps in higher education – Teachers' experiences of the added value of using digital tools in teaching and learning.** *Education and Information Technologies*, 28(8), 10005-10030. <https://doi.org/10.1007/s10639-022-11559-7>

The study examines the benefits of digital tools in teaching and learning as experienced by university teachers in two different time periods: 1) during the controlled digital leap before the Covid-19 pandemic (2017–2019) and 2) during the emergency imposition of remote teaching in response to the lockdown aimed at containing the Covid-19 pandemic (2020). Teachers in different academic fields at a large multidisciplinary Finnish university (N1 = 303 and N2 = 265) responded to two open-ended questions as part of a broader questionnaire. The research identified four kinds of benefits related to digital teaching: (1) practical and administrative and (2) independence of time and place, implying practical and technical benefits; as well as (3) enhancing learning and (4) developing teaching, which are primarily pedagogical benefits, related to teaching and learning. Voluntary and forced digital leaps provided different kinds of consequences in teaching and learning. Digital tools generally provided practical and technological benefits for teaching and learning during the controlled digital leap, but they also had positive pedagogical effects. The forced digital leap, in turn, demonstrated the value of time-and-place-independent online teaching and learning. It also exposed differences among academic fields in how teachers experienced the benefits of using digital tools. Support of and training for university teachers should take into account the different needs of faculties and disciplines, and promote dialogue between pedagogical and technological interests.

Kaya, O. S., & Ercag, E. (2023). **The impact of applying challenge-based gamification program on students' learning outcomes: Academic achievement, motivation and flow.** *Education and Information Technologies*, 28(8), 10053-10078. <https://doi.org/10.1007/s10639-023-11585-z>

Despite the growing attention towards gamification in learning context, challenge-based gamification application has rarely been subjected to testing in education. In recognition of this void, and grounded on gamification principles, we developed Educhall web-based program. Drawing on self-determination theory, and flow theory the present study aims to explore how the application of this challenge-based gamified program in to learning process of students can increase students' motivation, flow, and academic success through the generated competition and challenge. The study applied a random experimental research design within distance learning context with 30 university students of control group and 30 students of experimental group who used the Educhall application for one academic semester. In line with self-determination theory, it was statistically evidenced that application of challenge-based gamified learning method increased level of academic performance and overall motivation. Of the motivational sub factors, experimental group reported significantly higher confidence level and satisfaction towards the course. Furthermore, grounded on flow theory, the study showed that challenge-based gamified learning increased flow level of learners but not significantly which warrants further data collection and experimental research in future studies. Implications for research and practice are discussed.

Khoushehgir, F., & Sulaimany, S. (2023). **Negative link prediction to reduce dropout in Massive Open Online Courses.** *Education and Information Technologies*, 28(8), 10385-10404. <https://doi.org/10.1007/s10639-023-11597-9>

In recent years, the rapid growth of Massive Open Online Courses (MOOCs) has attracted much attention for related research. Besides, one of the main challenges in MOOCs is the high dropout or low completion rate. Early dropout prediction algorithms aim the educational institutes to retain the students for the related course. There are several methods for identification of the resigning students. These methods are often based on supervised machine learning, and require student activity records to train and create a prediction model based on the features extracted from the raw data. The performance of graph-based algorithms in various applications to discover the strong or weak relationships between entities using limited data encouraged us to turn to these algorithms for this problem. Objective of this paper is proposing a novel method with low complexity, negative link prediction algorithm, for the first time, utilizing only network topological data for dropout prediction. The idea is based on the assumption that entities with similar network structures are more likely to establish or remove a relation. Therefore, we first convert the data into a graph, mapping entities (students and courses) to nodes and relationships (enrollment data) to links. Then we use graph-based algorithms to predict students' dropout, utilizing just enrollment data. The experimental results demonstrate that the proposed method achieves significant performance compared to baseline ones. However, we test the supervised link prediction idea, and show the competitive and promising results in this case as well. Finally, we present important future research directions to improve the results.

Kim, K., Kwon, K., Ottenbreit-Leftwich, A., Bae, H., & Glazewski, K. (2023). **Exploring middle school students' common naive conceptions of Artificial Intelligence concepts, and the evolution of these ideas.** *Education and Information Technologies*, 28(8), 9827-9854. <https://doi.org/10.1007/s10639-023-11600-3>

This study aims to explore the middle schoolers' common naive conceptions of AI and the evolution of these conceptions during an AI summer camp. Data were collected from 14 middle school students (12 boys and 2 girls) from video observations and learning artifacts. The findings revealed 6 naive conceptions about AI concepts: (1) AI was the same as automation and robotics; (2) AI was a cure-all solution; (3) AI was created to be smart; (4) All data can be used by AI; and (5) AI had nothing to do with ethical considerations. The evolution of students' conceptions of AI was captured throughout the summer camp. This study will contribute to clarifying what naive conceptions of AI were common in young students and investigating design considerations for the AI curriculum in K-12 settings to address them effectively.

Kitto, K., Hicks, B., & Buckingham Shum, S. (2023). **Using causal models to bridge the divide between big data and educational theory.** *British Journal of Educational Technology*, 54(5), 1095-1124. <https://doi.org/10.1111/bjet.13321>

An extraordinary amount of data is becoming available in educational settings, collected from a wide range of Educational Technology tools and services. This creates opportunities for using methods from Artificial Intelligence and Learning Analytics (LA) to improve learning and the environments in which it occurs. And yet, analytics results produced using these methods often fail to link to theoretical concepts from the learning sciences, making them difficult for educators to trust, interpret and act upon. At the same time, many of our educational theories are difficult to formalise into testable models that

link to educational data. New methodologies are required to formalise the bridge between big data and educational theory. This paper demonstrates how causal modelling can help to close this gap. It introduces the apparatus of causal modelling, and shows how it can be applied to well-known problems in LA to yield new insights. We conclude with a consideration of what causal modelling adds to the theory-versus-data debate in education, and extend an invitation to other investigators to join this exciting programme of research. Practitioner notes What is already known about this topic 'Correlation does not equal causation' is a familiar claim in many fields of research but increasingly we see the need for a causal understanding of our educational systems. Big data bring many opportunities for analysis in education, but also a risk that results will fail to replicate in new contexts. Causal inference is a well-developed approach for extracting causal relationships from data, but is yet to become widely used in the learning sciences. What this paper adds An overview of causal modelling to support educational data scientists interested in adopting this promising approach. A demonstration of how constructing causal models forces us to more explicitly specify the claims of educational theories. An understanding of how we can link educational datasets to theoretical constructs represented as causal models so formulating empirical tests of the educational theories that they represent. Implications for practice and/or policy Causal models can help us to explicitly specify educational theories in a testable format. It is sometimes possible to make causal inferences from educational data if we understand our system well enough to construct a sufficiently explicit theoretical model. Learning Analysts should work to specify more causal models and test their predictions, as this would advance our theoretical understanding of many educational systems.

Kormos, E., & Wisdom, K. (2023). **Digital divide and teaching modality: It's role in technology and instructional strategies.** *Education and Information Technologies*, 28(8), 9985-10003. <https://doi.org/10.1007/s10639-022-11488-5>

This quantitative study aimed to better understand how teachers implement technology in a variety of teaching modalities to enhance content delivery and student engagement. More specifically, it aimed to investigate the digital divide of technology usage based upon school setting and usage frequency. Responses were collected using a random sampling method of full-time K-12 public school teachers in a Mid-Atlantic state. The instrument was developed from prior research and examined educator usage frequency of instructional technology in urban, rural, and suburban schools dependent upon teaching modality. A total of 423 participants responded to the researcher-created questionnaire and yielded practical implementations for further study. The findings uncovered significant differences in usage frequency of rural, urban, and suburban teachers utilizing technology dependent upon modality (ex. cooperative learning, small group instruction, student-led research, problem-solving). Results of this investigation contribute to the field through an attempt to foster a discussion of disparities between the integration of technology and school setting. The purpose of this discussion is to identify gaps in the digital divide, apply frameworks geared toward equity, and create professional development opportunities for all educators to differentiate technology usage across multiple teaching modalities.

Krause, G. H., Vanderberg, M., E. Hung, E., & Skuratowicz, E. (2023). **Computational thinking in a bilingual kindergarten classroom: Emergent ideas for teaching across content areas.** *Education and Information Technologies*, 28(8), 9767-9782. <https://doi.org/10.1007/s10639-022-11454-1>

Our study documents how a Spanish-English bilingual elementary teacher learned computational thinking while working to incorporate it into mathematics and language arts lessons in a bilingual classroom. We classified the elements of the teacher's process into two practices: intentional and unintentional use of computational thinking. Intentional use of computational thinking included the teacher's explicit incorporation of any of the four computational thinking elements (abstraction, algorithms, decomposition, and patterns) into her teaching practice. The unintentional use of computational thinking included those instances where the teacher used computational thinking as a means for teaching content not specifically oriented toward computational thinking. In addition, our work identifies how this bilingual teacher's instructional dynamics integrated computational thinking and Spanish in a nearly inseparable manner. With this work we intend to contribute to the emergent scholarship committed to understanding the promotion of learning computing in K-5 settings.

Kukkar, A., Mohana, R., Sharma, A., & Nayyar, A. (2023). **Prediction of student academic performance based on their emotional wellbeing and interaction on various e-learning platforms.** *Education and Information Technologies*, 28(8), 9655-9684. <https://doi.org/10.1007/s10639-022-11573-9>

Predicting student performance is crucial in higher education, as it facilitates course selection and the development of appropriate future study plans. The process of supporting the instructors and supervisors in monitoring students in order to upkeep them and combine training programs to get the best outcomes. It decreases the official warning signs and inefficient students' expulsions. Therefore, analysis of students' performance on various academic tests is critical for future skill development. Despite the fact that existing performance prediction systems based on Deep Learning (DL) technologies such as Artificial Neural Networks (ANN), Recurrent Neural Network (RNN) have outperformed Machine Learning (ML) -based systems in the prediction task, there are still a few issues. Ignorance of relevant features, analysis limitations to the existing amount of data points, and ambiguity in student records are only a few of these issues. This research proposes a novel Student Academic Performance Predicting (SAPP) system to address these issues and enhance prediction accuracy. It has a better architecture that uses a combination of 4-layer stacked Long Short Term Memory (LSTM) network, Random Forest (RF), and Gradient Boosting (GB) techniques to predict students' pass or fail outcomes. Additionally, the proposed SAPP system is compared to existing prediction systems using publicly accessible student OULAD dataset with an addition of self-curated emotional dataset. The performance of SAPP system is measured using Accuracy, Precision, F-measure, and Recall parameters. The results of proposed algorithm (LSTM + RF + B) is compared with LSTM + RF, LSTM + B and end to end DL models such as ANN, LSTM, RNN, Convolutional Neural Network (CNN) and most commonly utilized ML models in the literature such as Support Vector Machine (SVM), Decision Tree (DT), Naive Bayes (NB) and RF. The proposed SAPP system gained approximately 96% prediction accuracy that is comparatively higher than existing systems.

Linardatos, G., & Apostolou, D. (2023). **Investigating high school students' perception about digital comics creation in the classroom.** *Education and Information Technologies*, 28(8), 10079-10101. <https://doi.org/10.1007/s10639-023-11581-3>

The present study focuses on high school students' acceptance of digital comics creation (DCC) in classroom learning and aims at identifying the factors that affect it. The DCC is a modern ICT activity, which combines the popular and familiar to students

medium of comics with the computers. The research model used to explain the students' preference for DCC is based on the technology acceptance model. A partial least squares structural equation modeling was used to analyze the data and examine our research model and corresponding hypotheses. The results confirm the acceptance of the model and show that students' preference for DCC is directly influenced by perceived enjoyment, perceived usefulness and perceived ease of use. Among them, the perceived enjoyment is the stronger influencing factor. Digital comics creation self-efficacy was a significant indirect factor of students' preference for DCC through perceived ease of use. It is important that teachers take these into consideration and incorporate ICT activities that students enjoy, perceive them as useful and easy to use in order to capture their interest. Teachers should also enhance students' self-efficacy when providing them with ICT systems. Further relationships among the aforementioned factors and future research directions are also discussed.

Llorente-Cejudo, C., Barragán-Sánchez, R., Puig-Gutiérrez, M., & Romero-Tena, R. (2023). **Social inclusion as a perspective for the validation of the « DigCompEdu Check-In » questionnaire for teaching digital competence.** *Education and Information Technologies*, 28(8), 9437-9458. <https://doi.org/10.1007/s10639-022-11273-4>

Making use of digital technologies and all the possibilities that benefit education is one of the objectives of the European Framework for the Digital Competence of Educators, as well as their potential for personal development and social inclusion, among other aspects. The aim of this study was to validate the «DigCompEdu Check-In» scale as an instrument for the self-reflection of educators regarding their digital competence from the perspective of social inclusion. This questionnaire provides a more accurate view of the digital competence framework and allows self-evaluating the strengths and weaknesses/needs of educators in digital learning. Exploratory and confirmatory factor analyses were performed, using structural equations. The study sample consisted of 2,262 faculty members from different public universities of Andalusia (Spain). The obtained results show the reliability and validity of the instrument and allow generating accurate scientific knowledge for the improvement of education quality and social inclusion, in both university and non-university institutions.

Lobet, M., Honet, A., & Wathelet, V. (2023). **ChatGPT, l'usage par les étudiants de première année à l'université ChatGPT.** Consulté à l'adresse <https://shs.hal.science/halshs-04190226>

L'usage des plateformes d'intelligence artificielle (IA) et en particulier ChatGPT remue le monde académique depuis décembre 2022. La plateforme ChatGPT ouvre le champ des possibles. Certains enseignants prennent peur tandis que d'autres y voient de nombreuses opportunités pour eux-mêmes et pour les étudiants. Mais quel est le réel usage des étudiants face à cette IA ? Cette recherche s'intéresse à l'usage de ChatGPT par des étudiants de première année de l'Université de Namur (Belgique). L'enquête a été réalisée pendant les mois de février et mars 2023, soit quelques mois après la sortie de ChatGPT 3. Des étudiants de six facultés (informatique, droit, médecine, sciences, sciences économiques, sociales et de gestion ainsi que de philosophie et lettres) ont été sondés afin de mieux connaître leur utilisation de ChatGPT, mais aussi de cerner les cours dans lesquelles ils y ont recours. De plus, cette enquête a permis de mettre en lumière les avantages perçus par les étudiants quant à l'usage de ChatGPT et de manière générale quant à l'usage d'intelligences artificielles. Pour terminer, cette recherche ouvre de nouvelles pistes de recherche quant à l'esprit critique des étudiants face à ChatGPT.

Loisel, J.-F. (2021). **Appropriation des dispositifs info-communicationnels par les enseignants de lycées en Nouvelle-Calédonie** (Phdthesis, Université de la Nouvelle-Calédonie). <https://doi.org/10.6098/2021ncal0013>

Le numérique est devenu un réel enjeu pour l'éducation, notamment lors de ces deux dernières décennies. Il est présent aujourd'hui dans l'ensemble des établissements scolaires métropolitains et dans les DOM TOM. La Nouvelle-Calédonie est aussi inscrite dans ce processus de technicisation de l'éducation pour moderniser l'école sur le volet pédagogique et organisationnel. Aussi, cette thèse se penche sur la question de l'appropriation des dispositifs info-communicationnels dans les lycées et plus particulièrement dans le corps enseignant calédonien. A travers une analyse des discours, notamment des institutionnels sur le numérique et plus encore des enquêtes de terrain in situ, l'objectif est de comprendre comment les enseignants s'approprient les dispositifs info-communicationnels. Pour répondre à cet objectif, ce travail de thèse comprend trois axes. Premièrement, un regard est porté sur le discours des acteurs institutionnels et des promoteurs de dispositifs. Ici l'objectif est de comprendre comment les discours s'inscrivent dans une approche déterministe sur la question des technologies dans l'éducation. Deuxièmement, en s'appuyant sur la théorie de l'acteur de réseau, il s'agit de mettre en lumière la façon dont les dispositifs techniques info-communicationnels, et les acteurs de l'établissement, plus spécifiquement les enseignants tentent de former et stabiliser un «réseau d'actants». Troisièmement, un regard est porté sur le travail collectif instrumenté au sein de groupes enseignants dans le but de comprendre le rapport entre pratiques info-communicationnelles et éléments organisationnels.

Lorenzo, G. G., Newbutt, N. N., & Lorenzo-Lledó, A. A. (2023). **Designing virtual reality tools for students with Autism Spectrum Disorder: A systematic review**. *Education and Information Technologies*, 28(8), 9557-9605. <https://doi.org/10.1007/s10639-022-11545-z>

Nowadays, technology plays a fundamental role in the development of daily life activities. In this regard, there is an increase in disciplines that have used technologies, with educational fields standing out above all. Within education, there are a series of emerging technologies that are increasingly implemented in the classroom. Emerging technologies are also well aligned to autistic students and their specific learning and cognitive preferences. Therefore, the aim of this review is to carry out a systematic and thematic review on the application of Virtual reality (VR) in teaching and learning environments for autistic students during the period 1996–2021. Our analysis located a sample of 38 documents obtained from the WEB of Science and Scopus based on following Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidance. Our results highlight that much of the research was focused on areas of emotional recognition and social skills development. In addition, we found that when activities were interactive and realistic within the VR environments, the acceptance of this tool was improved for this specific population.

Lu, K., Pang, F., & Shadiey, R. (2023). **Understanding college students' continuous usage intention of asynchronous online courses through extended technology acceptance model**. *Education and Information Technologies*, 28(8), 9747-9765. <https://doi.org/10.1007/s10639-023-11591-1>

Asynchronous online learning has gained great popularity in higher education, especially due to the recent COVID-19 pandemic. However, few studies have investigated how to

maintain students' continuous usage intention of asynchronous online courses in the context of higher education. This study incorporated four key factors (intrinsic motivation, extrinsic motivation, perception of multiple sources, and cognitive engagement) associated with students' continuous usage intention of asynchronous online courses into technology acceptance model (TAM) to identify the influencing factors on students' continuous usage intention. A survey with 325 college students was conducted to explore their continuous usage intention of asynchronous online courses and structural equation modeling analysis was carried out to analyze the relationships between the key influencing factors and students' continuous usage intention. The results showed that cognitive engagement was the only factor that directly related to continuous usage intention. Intrinsic motivation, extrinsic motivation, and perception of multiple sources indirectly correlated with students' continuous usage intention through different pathways. The results of the study have several theoretical and practical implications. Theoretically, the study verified what key learning factors incorporated into TAM and in what way they relate to the continuous usage intention of asynchronous online courses. Practically, the present study indicated that it is required to take intrinsic motivation, extrinsic motivation, perception of multiple sources, cognitive engagement and TAM into consideration when designing and conducting asynchronous online learning courses to ensure college students' continuous usage intention of asynchronous online courses.

Madsen, M. (2023). **Algorithms of education: How datafication and artificial intelligence shape policy.** *International Review of Education*, 69(3), 425-427. <https://doi.org/10.1007/s11159-023-10003-3>

Mateo-Orcajada, A., Abenza-Cano, L., Albaladejo-Saura, M. D., & Vaquero-Cristóbal, R. (2023). **Mandatory after-school use of step tracker apps improves physical activity, body composition and fitness of adolescents.** *Education and Information Technologies*, 28(8), 10235-10266. <https://doi.org/10.1007/s10639-023-11584-0>

Previous scientific research on the use of mobile applications to increase physical activity level and improve health among adolescents does not provide conclusive results, one of the main reasons being the lack of adherence to the intervention after the first weeks. For this reason, the main objectives of the research were to determine the changes produced by a compulsory ten-week period of after-school intervention with mobile step-tracking applications on adolescents' health; and the final objective to compare the benefits obtained by each of the mobile applications. To meet the objectives, a longitudinal study with non-probability convenience sampling was proposed. The sample consisted of 400 adolescents from two public compulsory secondary schools in the Region of Murcia, Spain, whose body composition, level of physical activity, adherence to the Mediterranean diet, and physical fitness were measured. The SPSS statistical software was used for statistical analysis. The results showed that adolescents in the experimental group showed a higher level of physical activity and better body composition and physical fitness variables after the intervention compared to the control group, with differences between the different applications used. In conclusion, this research shows the usefulness of mobile applications if they are used in a compulsory way after school hours. The relevance of these results for policymakers lies in the fact that they provide statistical data on the usefulness of mobile applications as an educational resource, being an option to make up for the lack of sufficient physical education teaching hours to meet global physical activity recommendations.

Mazon, C., Clément, B., Roy, D., Oudeyer, P.-Y., & Sauzéon, H. (2023). **Pilot study of an intervention based on an intelligent tutoring system (ITS) for instructing mathematical skills of students with ASD and/or ID.** *Education and Information Technologies*, 28(8), 9325-9354. <https://doi.org/10.1007/s10639-022-11129-x>

Few technology-based interventions have addressed mathematical and numeracy skills of individuals with autism spectrum disorder (ASD). However, children and adolescents with ASD may experience difficulties in mathematical learning, and even be behind their peers at school. Intelligent Tutoring System (ITS) is an innovative way for enhancing teaching programs through learning optimization algorithms coping interindividual differences in the educational curriculum progress. They have been used with success with typically-developed students for leveraging on the linkage learning-motivation, but remains at a theoretical stage for students with ASD and/or intellectual disability (ID). We conducted a pilot study to assess an ITS-based intervention embedded into the KidLearn application for instructing mathematical skills (i.e., adding and subtracting numbers between 0 and 100). Twenty-four secondary school students with ASD and/or intellectual disability, enrolled from special education classrooms, have been recruited: 14 students received the KidLearn intervention, while the 10 others received control intervention. Pre-post assessments showed that calculation and motivational measures were significantly improved in KidLearn condition compared to the control condition. ITS intervention appeared relevant for calculation learning in the setting of special education.

McKnight, L., & Nicholas, M. (2023, juillet 2). **Pourquoi continuer d'apprendre à écrire à la main dans un monde d'IA.** Consulté 30 août 2023, à l'adresse The Conversation website: <http://theconversation.com/pourquoi-continuer-dapprendre-a-ecire-a-la-main-dans-un-monde-dia-208766>

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

Méndez, V. G., Suelves, D. M., Méndez, C. G., & Mas, J. A. R.-L. (2023). **Future teachers facing the use of technology for inclusion: A view from the digital competence.** *Education and Information Technologies*, 28(8), 9305-9323. <https://doi.org/10.1007/s10639-022-11105-5>

Technologies provide a differential value to the training process, allowing for the generation of new environments, methodologies and resources that make it possible to attend to students in a more appropriate way. This potential is especially relevant in matters of inclusion, where technology is sometimes an indispensable element for learning. In this paper we explore the main advantages of the use of technology for the attention to diversity, taking into consideration the level of digital competence of future teachers and their perceptions regarding its use for the implementation of inclusive strategies. The results suggest that participants have an intermediate level of digital competence, with differences according to gender, age and degree. It is also remarkable that they perceive inclusion as one of the main challenges of the education system and that technology can contribute to making teaching practice more inclusive, allowing it to be adapted to specific needs and highlighting the importance of teacher training in both digital competence and inclusion as an educational principle.

Mohammad, M., & Boushehry, H. R. (2023). **The influence of using video media on basic movement skills in kindergarten.** *Education and Information Technologies*, 28(8), 9635-9654. <https://doi.org/10.1007/s10639-022-11511-9>

This study aimed to measure the effects of video media on kindergarten children basic movement skills. Educators use many strategies to assist their children in acquiring basic movement skills in kindergartens; The style of teaching encompasses the style of guided discovery, with a component and entire method approach supported by visual medias. This research used an experimental design with convenience sampling of 40 children from two classes in kindergarten. The experimental study is an investigation into the effects of video media in children's and other supervised subjects on fundamental movement abilities. Twenty children assigned to an experimental treatment, in which the researchers studied findings on children development on basic movement skills. Other children (N = 20) were assigned to a control group. Instrumentation for the Research-based on observation to gather data, the observation made by a researcher to find items that are needed. Moreover, The Bruininks-Oseretsky Second Edition Motor Capability Test ((Bruiniks and Bruiniks, Bruininks-Oseretsky Test of Motor Proficiency> Second (Edition manual), Pearson Assessment, 2005)) and The Test of Gross Motor Development (TGMD) used in this research. Blinding teaching methods in kindergarten physical education using visual media showed increase the basic mobility skills of the kindergarten sample. Physical Education teachers using blinding methods in classroom provide their special children with more effective learning skills in the Basic Movement Skills in the kindergarten. In addition, video media tools showed improvement in basic movement skills of school lay-up children. The outcome of this research provided advice to practitioners and researchers on how to incorporate video in their teaching with a view to promoting the development of important motor skills in children.

OECD. (2023). **Shaping Digital Education: Enabling Factors for Quality, Equity and Efficiency.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/shaping-digital-education_bac4dc9f-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20July%202023&utm_content=Read%20the%20report&utm_term=edu&utm_medium=email&utm_source=Adestra

Investment in education technology has surged worldwide over the past decade and digital education technologies are now a key resource for OECD education and training systems. If used effectively, they promise to transform teaching and learning...

Oria, N., & Epstein, M. (2023). **Hybridation : leviers et freins dans les transformations pédagogiques.** *Journée numérique.* Présenté à Cergy (CY Cergy Paris université), France. Consulté à l'adresse <https://hal.science/hal-04178829>

Outhwaite, L. A., Early, E., Herodotou, C., & Van Herwegen, J. (2023). **Understanding how educational maths apps can enhance learning: A content analysis and qualitative comparative analysis.** *British Journal of Educational Technology*, 54(5), 1292-1313. <https://doi.org/10.1111/bjet.13339>

Educational applications (apps) are ubiquitous within children's learning environments and emerging evidence has demonstrated their efficacy. However, it remains unclear what the active ingredients (ie, mechanisms), or combination of ingredients, of successful maths apps are. The current study developed a new, open-access, three-step framework for assessing the educational value of maths apps, comprised of type of app,

mathematical content and app design features. When applied to a selection of available maths apps previously evaluated with children in the first 3 years of school (the final sample included 23 apps), results showed that practice-based apps were the most common app type tested ($n = 15$). Basic number skills, such as number representation and relationships, were the most common area of mathematics targeted by apps ($n = 21$). A follow-up qualitative comparative analysis showed observed learning outcomes with maths apps were enhanced when apps combined the following: a scaffolded and personalised learning journey (programmatically levelling) and explanations of why answers were right or wrong (explanatory feedback), as well as praise, such as 'Great job!' (motivational feedback). This novel evidence stresses the significance of feedback and levelling design features that teaching practitioners and other stakeholders should consider when deciding which apps to use with young children. Directions for future research are discussed. Practitioner notes What is already known about this topic Educational apps have been shown to support maths attainment in the first 3 years of school. Several existing frameworks have attempted to assess the educational value of some of these maths apps. Emerging experimental evidence also demonstrates the benefits of specific app design features, including feedback and levelling. What this paper adds Practice-based maths apps are the most common type of app previously evaluated with young children. These evaluated maths apps have mostly focused on basic number skills. The combination of explanatory and motivational feedback, with programmatically levelling (either dynamic or static), was a necessary condition for enhancing learning outcomes with maths apps. Implications for practice and policy The inclusion of feedback and levelling in maths apps should be considered by app developers when designing apps, and by educational practitioners and parents when deciding which apps to use with their children. Further consideration is also needed for the development of educational apps that include a broad range of maths skills.

Özer Şanal, S., & Erdem, M. (2023). **Overcoming reading disabilities among teenage students with learning disabilities through collaborative storybook intervention.** *Education and Information Technologies*, 28(8), 9483-9507. <https://doi.org/10.1007/s10639-022-11378-w>

Language develops, is shaped, and transmitted through interaction. Similarly, reading cannot be learned entirely and accurately in isolation from people. Based on the assumption that reading is supported through interactions, this study included the development of a collaborative storybook. It examined its effects on students' reading performance with learning disabilities (LD). The researchers constructed a collaborative storybook intervention (CSI) of 29 stories containing collaborative activities that support the reading skills of children with LD. Researchers wrote all 29 stories. Three students aged 13–14 with LD participated in the experimental process. A multiple-probes-across-behavior single-case experimental design was utilized to determine the effect of a collaborative storybook. The design is helpful to answer demonstrative type research questions where the skill or behavior may not be unlearned in a short period. Changes in the participants' reading rate, reading accuracy, and reading comprehension performances were examined. Effective teaching material that special education teachers can use with LD in students' reading processes has been revealed. Social validity data supported that CSI offered an effective intervention. Additionally, researchers in this study suggested that collaborative storybooks are an acceptable intervention for students with reading difficulties. The findings contributed to the knowledge on designing effective collaborative educational e-materials.

Partin, J. M., & Derrington, M. L. (2023). **Virtual High Schools: Principal Leadership in an Underexplored Context**. *Journal of Cases in Educational Leadership*, 26(3), 3-15. <https://doi.org/10.1177/15554589231166616>

Principal Wilson is a first-year leader of a virtual high school. Following four years as an assistant principal in the brick-and-mortar school, she encounters unanticipated leadership challenges and policy dilemmas. Although discipline issues are nearly nonexistent, remote testing presents an ethical challenge. Moreover, she discovers that implementing the tenants of social presence is an unconditional requirement of a virtual school. In this case, the principal faces tough decisions when considering discipline for cheating, the lack of professional development for part-time teachers, and the potential effects of trauma-influenced behavior. This case explores the emerging field of virtual school principal leadership in the context of increasing online K–12 learning post-pandemic.

Rahm, L., & Rahm-Skågeby, J. (2023). **Imaginaries and problematisations: A heuristic lens in the age of artificial intelligence in education**. *British Journal of Educational Technology*, 54(5), 1147-1159. <https://doi.org/10.1111/bjet.13319>

This paper suggests that artificial intelligence in education (AIEd) can be fruitfully analysed as 'policies frozen in silicon'. This means that they exist as both materialised and proposed problematisations (problem representations with corresponding solutions). As a theoretical and analytical response, this paper puts forward a heuristic lens that can provide insights into how AI technologies (or advocated AI technologies) function as proposed solutions to certain problematisations based on various imaginaries about how education and learning are best performed or supported. The combined reading of imaginaries and problematisations can thereby aid in our understanding of why and how visions of learning and education are framed in relation to AIEd developments. The overall ambition is to advance theoretical and analytical approaches towards an educational system which is (anticipated as) increasingly permeated by AI systems—systems that also support and implement, more or less, invisible models, standards and assessments of learning, as well as more grand visions of (technology-augmented) education in society. Practitioner notes What is already known about this topic Artificial intelligence in education (AIEd) is repeatedly presented as a solution for a range of educational 'problems'. This means that such 'solutions' must also frame certain aspects as 'problems'. Such problems and 'solutions' (problematisations) also exist within certain imaginaries of the present times and of the future, where these problematisations are presented as particularly significant and acute, and promoting specific anticipations of learning and ideals of education. What this paper adds An exposition of problematisations in educational settings. An exposition of educational imaginaries. A heuristic lens for understanding the 'present' and 'future' in a particular imaginary as entangled in, and dependent on, a certain 'past'. Implications for practice and/or policy The approach presented in this paper provides a heuristic lens for examining how AI technologies (or advocated AI technologies) function as proposed solutions to problematisations based on imaginaries about how education and learning are best performed or supported. This aids our understanding of how and why certain visions of learning and education are framed in relation to AIEd developments (real or imagined). It also advances theoretical and analytical approaches towards an educational system, which is (anticipated as) increasingly permeated by AI systems—systems that also

support and implement, more or less, invisible models, standards and assessments of learning, as well as more grand visions of (technology-augmented) education in society.

Roberts-Tyler, E. J., Roberts, S. E., Watkins, R., Hughes, J. C., Hastings, R. P., & Gillespie, D. (2023). **Effects of implementation support on children's reading outcomes following an online early reading programme: A cluster-randomised controlled trial.** *British Journal of Educational Technology*, 54(5), 1373-1396. <https://doi.org/10.1111/bjet.13312>

Well-designed computer or app-based instruction has a number of potential benefits (eg increasing accessibility and feasibility of high-quality instruction, reducing time and resources required for training expert delivery, saving instructional time). However, variation in implementation can still affect outcomes when using educational technology. Research generally suggests that without follow-up support after training, implementation of educational interventions is often poor and outcomes reduced. However, the extent to which this is the case when the core element of an intervention is computer or app-delivered is not yet clear. This study investigated the effects of providing ongoing implementation support for Headsprout Early Reading (HER, an early reading programme accessible via a computer or an app), to determine whether such support leads to better outcomes. Twenty-two primary schools (269 learners) participated in a cluster-randomised controlled trial. Eleven schools received initial training followed by ongoing support across the school year, whereas the other 11 schools received initial training and technical support only. Pre- and post-measures of reading skills were conducted using the York Assessment of Reading for Comprehension. We found no effect of implementation support on outcomes, and no effect of implementation support on delivery of the core element of HER. However, there were some effects of implementation support on the implementation of other HER elements relating to the responsiveness of educators to learners' learning within HER. These findings have implications for providing access to high quality online instruction in early reading skills at scale, with minimal training. More broadly, the current study suggests that well-designed computer or app-based instruction can yield positive outcomes with minimal implementation support and training. However, further research is required to ensure the interplay between learners' app-based learning and teacher intervention functions as intended to provide additional support for those who need it. Practitioner notes What is already known about this topic Well-designed computer or app-based instruction has a number of potential benefits (eg increasing accessibility and feasibility of high-quality instruction, reducing time and resources required for training expert delivery, saving instructional time). Implementation can still affect outcomes when using educational technology, and without follow-up support after training, implementation of educational interventions is often poor and outcomes reduced. The extent to which this is the case when the core element of an intervention is computer or app-delivered is not yet clear. What this paper adds We found that providing implementation support for teachers and teaching assistants delivering Headsprout Early Reading (HER; an early reading programme accessible via a computer or an app) did not affect the reading outcomes of learners. We also found the implementation support did not affect delivery of the core, app-delivered element of the programme. However, there were notable differences in implementation of other aspects of the programme, particularly in relation to the role of the teacher or educational practitioner in managing the interplay between the app-based learning and teacher intervention for learners who require further support. Implications for practice and policy These findings have implications for providing access to high quality instruction in early reading skills at scale, with minimal training. More

broadly, the current study suggests that well-designed computer or app-based instruction can yield positive outcomes with minimal implementation support and training. However, the findings of this study identify some potential risk of an over-reliance on technology to facilitate the learning of all learners accessing the programme. Further research is required to ensure the interplay between learners' app-based learning and teacher intervention functions as intended to provide additional support for those who need it.

Rodríguez, P., Villanueva, A., Dombrovskaja, L., & Valenzuela, J. P. (2023). **A methodology to design, develop, and evaluate machine learning models for predicting dropout in school systems: the case of Chile.** *Education and Information Technologies*, 28(8), 10103-10149. <https://doi.org/10.1007/s10639-022-11515-5>

School dropout is a structural problem which permanently penalizes students and society in areas such as low qualification jobs, higher poverty levels and lower life expectancy, lower pensions, and higher economic burden for governments. Given these high consequences and the surge of the problem due to COVID-19 pandemic, in this paper we propose a methodology to design, develop, and evaluate a machine learning model for predicting dropout in school systems. In this methodology, we introduce necessary steps to develop a robust model to estimate the individual risk of each student to drop out of school. As advancement from previous research, this proposal focuses on analyzing individual trajectories of students, incorporating the student situation at school, family, among other levels, changes, and accumulation of events to predict dropout. Following the methodology, we create a model for the Chilean case based on data available mostly through administrative data from the educational system, and according to known factors associated with school dropout. Our results are better than those from previous research with a relevant sample size, with a predictive capability 20% higher for the actual dropout cases. Also, in contrast to previous work, the including non-individual dimensions results in a substantive contribution to the prediction of leaving school. We also illustrate applications of the model for Chilean case to support public policy decision making such as profiling schools for qualitative studies of pedagogic practices, profiling students' dropout trajectories and simulating scenarios.

Sabatini, J., Graesser, A. C., Hollander, J., & O'Reilly, T. (2023). **A framework of literacy development and how AI can transform theory and practice.** *British Journal of Educational Technology*, 54(5), 1174-1203. <https://doi.org/10.1111/bjet.13342>

We argue in this paper that there is currently no adequate theoretical framework or model that spans the twelve odd year trajectory from non-reader to proficient reader, nor addresses fine-grain skill acquisition, mastery and integration. The target construct itself, reading proficiency, as often operationalized as an endpoint of formal secondary schooling, is defined and measured in imprecise, fragmented terms. Consequently, schools (and empirical research) fall back on heuristics like the Simple View of Reading, or a few stages (learn to read, read to learn, read to do) to describe reading development. Those models, however, are too general to guide instructional decisions for adaptive learning systems. Progress in engineering an adequate learning system has been inhibited by a mismatch with curriculum standards and school organization that impose good-faith but not fully optimized developmental targets on the educational system. We propose the development of a learning and assessment framework to scaffold reading proficiency development while accounting for the diverse learning trajectories of groups or individuals across development. We then identify some key

problems, challenges and opportunities that AI technologies are poised to help us address in conceiving individualized, adaptive learning systems for reading proficiency across the developmental spectrum. We close with a selective review of examples of AI-enhanced research or products. Practitioner notes What is already known about this topic Reading proficiency is a vital component of education systems design. Theoretical and empirical studies across multiple disciplines have been published, but much of this research is framed in fragmented theories that do not seamlessly span the trajectory of life-long reading development. Current assessments are time-consuming, coarse-grained and fail to provide a roadmap for educators and designers of adaptive learning environments. There is a significant lack of knowledge of potentially non-linear growth in reading skills within or between years and how to design adaptive instruction for diverse subpopulations. What this paper adds We describe the initial steps towards a literacy learning and assessment framework that spans the trajectory from non-reader to proficient reader. We provide a landscape of exemplars of artificial intelligence and computational linguistics that reflect the possibilities of a more comprehensive, cohesive literacy development system. We reflect upon key problems, challenges and opportunities that AI technologies can help address in conceiving individualized, adaptive learning systems for reading proficiency across the developmental spectrum. Implications for practice and/or policy AI and computational linguistics can help fill in the gaps in understanding and enacting a longitudinal vision of reading development. Educators would ideally know what to expect of their students at particular points of development, identify deviations and have additional tools to intervene effectively to maximize progress. There is a need to develop adaptive instruction that spans the development of proficiency from preschool to college/career levels and adapts to address common barriers among diverse subpopulations.

Saqr, M. (2023). **Modelling within-person idiographic variance could help explain and individualize learning.** *British Journal of Educational Technology*, 54(5), 1077-1094. <https://doi.org/10.1111/bjet.13309>

Learning analytics is a fast-growing discipline. Institutions and countries alike are racing to harness the power of using data to support students, teachers and stakeholders. Research in the field has proven that predicting and supporting underachieving students is worthwhile. Nonetheless, challenges remain unresolved, for example, lack of generalizability, portability and failure to advance our understanding of students' behaviour. Recently, interest has grown in modelling individual or within-person behaviour, that is, understanding the person-specific changes. This study applies a novel method that combines within-person with between-person variance to better understand how changes unfolding at the individual level can explain students' final grades. By modelling the within-person variance, we directly model where the process takes place, that is the student. Our study finds that combining within- and between-person variance offers a better explanatory power and a better guidance of the variables that could be targeted for intervention at the personal and group levels. Furthermore, using within-person variance opens the door for person-specific idiographic models that work on individual student data and offer students support based on their own insights. Practitioner notes What is already known about this topic Predicting students' performance has commonly been implemented using cross-sectional data at the group level. Predictive models help predict and explain student performance in individual courses but are hard to generalize. Heterogeneity has been a major factor in hindering cross-course or context generalization. What this paper adds Intra-individual

(within-person) variations can be modelled using repeated measures data. Hybrid between-within-person models offer more explanatory and predictive power of students' performance. Intra-individual variations do not mirror interindividual variations, and thus, generalization is not warranted. Regularity is a robust predictor of student performance at both the individual and the group levels. Implications for practice The study offers a method for teachers to better understand and predict students' performance. The study offers a method of identifying what works on a group or personal level. Intervention at the personal level can be more effective when using within-person predictors and at the group level when using between-person predictors.

Sawyer, A., & Agyei, D. D. (2023). **Mathematics teachers' use of ICT in classroom instruction: Exploring the will-skill-tool-pedagogy model in the Ghanaian context.** *Education and Information Technologies*, 28(8), 9397-9416. <https://doi.org/10.1007/s10639-022-11234-x>

This study models the essential factors for a teacher to effectively incorporate ICT into mathematics instruction. An attempt is made to understand how the parameters; will (positive attitudes), skill (ICT competence), tool (access to ICT tools) and pedagogy (teaching style and confidence in skill) (WSTP) vary among mathematics teachers and predict the impact on ICT integration. Well validated instruments spanning the areas of attitudes, competencies, access, pedagogy and technology integration proficiencies were used to collect data from 92 mathematics teachers. Based on the conduct of Partial least squares structural equation modelling (PLS-SEM), the results showed significant positive correlations among the will, skill, tool and pedagogy parameters and the stages of adoption of teachers' use of ICT. The predictive ability of the factors indicated 21% proportion of variance explained by WSTP in the adoption of ICT. Further, the results indicated that Tool was the strongest predictor of ICT integration. Thus, the study asserts that if mathematics teachers in the context will integrate ICT effectively in teaching, then increasing access to ICT tools should be a priority of Ghanaian senior high schools. Further, insights into understanding ICT usage in the mathematics classroom contexts are discussed.

Shaikh, R. R., G, N., & Gupta, A. (2023). **Investigating the role of shared screen in a computer-supported classroom in learning.** *Education and Information Technologies*, 28(8), 10507-10554. <https://doi.org/10.1007/s10639-022-11567-7>

Networked computers can potentially support classrooms to be more interactive. It can help students share representations amongst themselves and work together on a shared virtual activity space. In research on the role of shared screens or shared virtual workspace in learning settings, there has been less attention paid to contexts where learners are co-located. This paper looks at the impact of the shared screen in a computational game environment on mathematics learning and practices and the construction of learners' emotions and social status in classroom interactions. We designed two versions of a simple arithmetic game: a solo version in which the student played the game alone and a multi-player version in which the screen was shared, and the players could see the arithmetic moves of the other players. We implemented these two versions of the game in a 4th-grade classroom in a suburban school in a large metropolis in India. Classroom sessions were video recorded, computer logs were collected, and field notes were taken. Focus group sessions were held with the students. We coded a portion of the data to get at patterns of classroom interactions. Then we drew on qualitative video analysis tools to analyze specific episodes to understand the

fine timescale dynamics of dominant interaction patterns in each setting. Our analysis shows that the shared screen served as a shared memory device, keeping a record of all the students' posts, and was entangled in the moment-to-moment dynamics of self- and peer- assessments of arithmetic. These findings suggest that thoughtful integration of networked digital tools in computer-supported learning environments can increase student–student interactions and support disciplinary learning.

Tunga, Y., & Cagiltay, K. (2023). **Looking through the model's eye: A systematic review of eye movement modeling example studies.** *Education and Information Technologies*, 28(8), 9607-9633. <https://doi.org/10.1007/s10639-022-11569-5>

Eye movement modeling examples (EMME) are novel types of video modeling examples that contain additional eye-movement recordings of the model to provide attentional guidance. Increasing demand in using instructional videos and interest in using eye-tracking in education makes EMME an appealing research subject. Hence, this study aims to systematically review empirical studies employed EMME to synthesize extant literature and reveal literature gaps for further studies. Thirty one peer-reviewed studies containing 37 experiments published between 2009 and 2022 were included in the analyses. The findings are summarized in three subtitles including methodological, task and design characteristics of EMME studies. Results showed that the number of EMME studies has been increased recently. EMME have been used to teach cognitive skills more frequently than perceptual skills. Also, there is no consensus about the design features of EMME. Further research especially focusing on different design features of EMME and its effects are required.

Tzimiris, S., Nikiforos, S., & Kermanidis, K. L. (2023). **Post-pandemic pedagogy: Emergency remote teaching impact on students with functional diversity.** *Education and Information Technologies*, 28(8), 10285-10328. <https://doi.org/10.1007/s10639-023-11582-2>

The Covid-19 outbreak caused transition from face-to-face teaching to Emergency Remote Teaching (ERT). Due to the hastily and disorganized implementation of ERT considerable difficulties were caused for all the students. Aim of the present study was to investigate (i) parents' views of students with functional diversity regarding ERT during the Covid-19 pandemic and (ii) how their children's functional diversity affected participation in ERT. ERT proved to be an even greater challenge for those students, who faced various learning, psychological and technical problems that further hindered the learning process. In the current research, the views of 12 parents of students with functional diversity were collected with semi-structured interviews. A Modern Greek dataset of qualitative humanistic-linguistic data was created. A novel type of data analysis, combining qualitative descriptive analysis by hand and Artificial Intelligence (AI)-based linguistic analysis was performed on the interview text. Results revealed (i) how those students responded to ERT, (ii) the way that their functional diversity affected their attendance on the online courses and (iii) how their parents evaluate the educational dimension of ERT along with any changes noticed in their children's psychological and emotional state. Parents' evaluations disclosed the overall negative impact of ERT on their children and presented their suggestions for meeting their children's special needs in case of ERT appliance in the future. The current research is considered significant as it investigates ERT impact on K-12 students with functional diversity during the Covid-19 pandemic, based on authentic humanistic data. Our research contributes on (i) the creation of this kind of dataset, as this particular group of students is hard to come by and their collection constitutes a significant contribution and (ii) the two-fold way data

analysis methodology, which is novel, combining linguistic and qualitative processes (semantic and sentiment analysis), providing important findings.

Üçgül, M., & Altıok, S. (2023). **The perceptions of prospective ICT teachers towards the integration of 3D printing into education and their views on the 3D modeling and printing course.** *Education and Information Technologies*, 28(8), 10151-10181. <https://doi.org/10.1007/s10639-023-11593-z>

3D printing technology has an influence on a variety of industries such as automotive, engineering, medical, aerospace, sports, fashion, education, and more. In education, 3D printing is used in many different fields like pharmacy, mathematics, biology, chemistry, art education, graphic design, engineering, and even in early childhood and special education. The adoption of 3D printing technology in education is still at a low level, and the lack of adequate technology education is considered a major obstacle to the adoption of this technology. As teachers' knowledge of 3D printing technology increases, so will their intention to integrate 3D printing technologies into their classrooms. However, current teacher education programs have not provided sufficient training to trainees with the necessary expertise and skills to use digital fabrication in the classroom. This case study explored prospective information and communication technologies (ICT) teachers' perceptions on the integration of 3D printing into teaching and learning as well as their evaluation of offered 3D modeling and printing course. The results showed that most of the prospective teachers were satisfied with the course and they felt competent enough about 3D printing processes and to integrate 3D printing in teaching-learning activities. They have positive opinions about the use of 3D printers for educational purposes, as they provide concretization of the subject, increase the motivation of the students, and they are very useful in the production of teaching materials. In line with the research results, suggestions were made for a course that aims to introduce 3D printing technologies in teacher education programs.

UNESCO. (2023). **Recommandations pour l'intégration des TIC dans les politiques éducatives** (p. 195). Consulté à l'adresse Unesco website: <https://unesdoc.unesco.org/ark:/48223/pf0000386039>

Vanbecelaere, S., Said-Metwaly, S., Van den Noortgate, W., Reynvoet, B., & Depaepe, F. (2023). **The effectiveness of Tier 1 digital interventions for early reading: A meta-analysis.** *British Journal of Educational Technology*, 54(5), 1397-1432. <https://doi.org/10.1111/bjet.13351>

Reading is a fundamental skill to acquire during children's school career. The present meta-analysis examined research on the effectiveness of digital technologies to foster early reading skills during Tier-1 interventions (ie, high-quality core reading instruction which is intended to promote learning for all children). Unlike previous meta-analyses, this meta-analysis investigated the effectiveness in a broad way, taking into account cognitive versus non-cognitive learning outcomes, near versus far transfer outcomes and immediate versus delayed outcomes. Furthermore, different study characteristics were taken into account including participant characteristics, the targeted reading subskills, duration of intervention, type of technology and the level of integration. A total of 568 effect sizes from 72 studies encompassing 60,890 participants were analysed using a meta-analytic three-level model. A Hedges'g effect size of 0.37 was obtained, suggesting that using digital technologies generally have a positive, albeit small, effect compared to traditional teaching methods. Moderator analyses indicated that this

effect was robust to cognitive and non-cognitive outcomes, near and far transfer outcomes, and immediate and delayed outcomes, but differed by participants' age and study quality. Recommendations are formulated to push forward research on how digital interventions can be effectively implemented in the classroom. Practitioner notes What is already known about this topic Digital technologies can foster (early) reading skills. Meta-analyses to date focus only on the effect of digital reading interventions in terms of cognitive outcomes. Unclear how different factors moderate the effectiveness of digital reading interventions (eg, type of technology, trained content, level of integration). What this paper adds Results corroborate previous findings indicating a positive but small effect compared to traditional teaching methods. This study provides some evidence that this effect was robust to cognitive and non-cognitive outcomes, near and far transfer outcomes, and immediate and delayed outcomes. The effect differed by participants' age and study quality. Game elements, adaptivity and whether the intervention was well integrated made little difference to the effectiveness of the intervention. Implications for practice and/or policy The results confirm that digital reading interventions are effective in fostering cognitive, non-cognitive and efficiency outcomes. Call for more intervention studies investigating how game characteristics and the level of integration of a digital tool moderate the effectiveness. There is a need for reports of pilot studies investigating the effectiveness of recent digital technologies such as AR and VR.

Weems-Landingham, V., & Paternite, J. (2023). **Using Asynchronous Discussions to Improve Online Student Success.** *College Teaching*, 71(3), 195-196. <https://doi.org/10.1080/87567555.2021.2008295>

Xu, Z., Zhou, X., Watts, J., & Kogut, A. (2023). **The effect of student engagement strategies in online instruction for data management skills.** *Education and Information Technologies*, 28(8), 10267-10284. <https://doi.org/10.1007/s10639-022-11572-w>

Evaluating the effectiveness of teaching methods for synchronous online instruction is integral to fostering student engagement and maximizing student learning, particularly in one-time workshops or seminars. Using the lens of social constructivism theory, this study investigated the effect of different approaches of synchronous online instruction on the development of graduate students' research data management (RDM) skills during the post-pandemic era. One experimental group received teacher-centered instruction primarily via lecture and the second experimental group received student-centered instruction with active learning activities. A one-way ANCOVA was used to compare the post-test RDM scores between one control group and the two experimental groups, while controlling for the impact of their pre-test RDM scores. Both experimental groups who received online RDM instruction scored higher than participants from the control group who received no instruction. Additionally, our results indicated that learners who were exposed to more engaged and collaborative instruction demonstrated higher learning outcomes than students who received teacher-centered instruction. These findings suggest that interactive teaching that actively engages the audience is essential for successful synchronous online learning. Simply transferring a lecture-based approach to online teaching will not result in optimal student engagement and learning. The interactive online instructional strategies used in this study (e.g., collective note-taking, Google Jamboard activities) can be applied to any instructional content to engage learners and enhance student learning.

Yeşilyurt, E., & Vezne, R. (2023). **Digital literacy, technological literacy, and internet literacy as predictors of attitude toward applying computer-supported education.** *Education and Information Technologies*, 28(8), 9885-9911. <https://doi.org/10.1007/s10639-022-11311-1>

Even though there is an abundance of research on computer supported education (CSE), digital literacy (DL), technological literacy (TL), and internet literacy (IL), the correlation between them and their effect on each other have not been analyzed in the literature. However, no study has been conducted on the correlation between and effect of CSE, DL, TL, and IL and which additionally explains their relationship to each other. This study aims to analyze the effect levels among the latent variables of DL, TL, and IL, and the attitude toward applying CSE and these latent variables' ratios to each other. For this purpose, eight hypotheses were developed after reviewing the literature. A relational descriptive model is used to detect the presence and extent of covariance. The participants of this study were 510 prospective teachers. Exploratory and confirmatory factor analysis of the scales were performed. The hypotheses of the research were tested with the structural equation model. As a result, it was revealed that DL, TL, and IL together significantly affect and explain the attitude towards CSE. Different suggestions have been developed based on the results of the research.

Zhang, X. (2023). **Peer pressure and web-based peer learning: an exploratory case study.** *Education and Information Technologies*, 28(8), 10405-10420. <https://doi.org/10.1007/s10639-023-11609-8>

This study explores whether and how peer pressure influenced students' participation in web-based peer learning (WPL). Fifteen students enrolled in a university reading course were followed over the course of one semester, and interviews with them along with the researcher's observational notes on their learning activities were qualitatively analyzed. Peer pressure slowly and steadily occurred during the students' WPL, with the students feeling differently about it at different levels. All of the students became somewhat used to it later in the semester. The peer pressure was mainly influenced by technological factors (e.g., the openness of the web platform) and non-technological factors (e.g., the academic gaps between students), along with other accompanying reasons (e.g., self-motivation for looking academically decent). The study concludes that students' experiences of peer pressure in relation to WPL involved a gradual process, had multiple causes, and ultimately positively impacted the students, although in the process, peer pressure exerted either negative or positive power on the students.

Zhang, Y. (2023). **Measuring and applying digital literacy: Implications for access for the elderly in rural China.** *Education and Information Technologies*, 28(8), 9509-9528. <https://doi.org/10.1007/s10639-022-11448-z>

Increasing the well-being of the rural elderly in developing countries is one of the vital objectives of facilitating equality and security, people-centered, sustainable social development, and inclusive globalization. From the perspective of digital literacy, the direction and theoretical mechanism of the effect of basic and advanced digital literacy on the sense of access of the rural elderly are analyzed in this study from a multi-dimensional and multi-level perspective based on the data of the 2018 China Elderly Social Tracking Survey (CLASS). The result of this study indicates that for the currently Internet-connected rural elderly in China, basic digital literacy is at a moderate to low level, and those with advanced digital literacy remain a minority, whereas basic and advanced digital literacy can enhance the sense of access of the above groups. The

effects of both on the enhancement of sense of access are relatively close. Digital literacy is capable of reducing the cost of knowledge and effective information acquisition, strengthening risk appetite, increasing the efficiency of resource endowment allocation, and achieving a sense of access. Compared with the eastern region, the digital literacy of non-eastern rural elderly has more room for improvement. Furthermore, the effect of digital literacy on the rural elderly' sense of access is moderated by the presence or absence of family "digital feedbacks". The results provide important assistance to government departments in formulating precise and effective policies in an era where ageing and the digital economy converge.

Zheng, L., Zhong, L., & Fan, Y. (2023). **An immediate analysis of the interaction topic approach to promoting group performance, knowledge convergence, cognitive engagement, and coregulation in online collaborative learning.** *Education and Information Technologies*, 28(8), 9913-9934. <https://doi.org/10.1007/s10639-023-11588-w>

Online collaborative learning (OCL) has been a mainstream pedagogy in the field of higher education. However, learners often produce off-topic information and engage less during online collaborative learning compared to other approaches. In addition, learners often cannot converge in knowledge, and they often do not know how to coregulate with peers. To cope with these problems, this study proposed an immediate analysis of interaction topics (IAIT) approach through deep learning technologies. The purpose of this study is to examine the effects of the IAIT approach on group performance, knowledge convergence, coregulation, and cognitive engagement in online collaborative learning. In total, 60 undergraduate students participated in this quasi-experimental study. They were assigned to either the experimental or the control groups. The students in the experimental groups conducted online collaborative learning with the IAIT approach, and the students in the control groups conducted online collaborative learning only without any particular approach. The whole study lasted for three months. Both qualitative and quantitative methods were adopted to analyze data. The results indicated that the IAIT approach significantly promoted group performance, knowledge convergence, coregulated behaviors, and cognitive engagement. The IAIT approach did not increase learners' cognitive load. The results, together with the implications for teachers, practitioners and researchers, are also discussed in depth.

Orientation scolaire et professionnelle

Bereményi, B. Á. (2023). **Between choices and "going with the flow". Career guidance and Roma young people in Hungary.** *International Journal for Educational and Vocational Guidance*, 23(3), 555-575. <https://doi.org/10.1007/s10775-022-09536-0>

This paper enquires into how disadvantaged Hungarian Roma youth make decisions concerning their educational and early career trajectories, who guides them, and whether the main guidance agents and services are available to them particularly at the time of their school-to-work transition (STWT). Data was collected in a Hungarian city and its surroundings among 35 Roma young people between the ages of 18 and 30 through life-course interviews. In this paper, I analyse respondents' life trajectories in respect of three forms of guidance they received, aiming to describe the mix of 'substitute guidance' Roma young people obtain, and its influence on their choices with respect to STWT. Findings suggest that the messy set of formal and informal guidance agents,

services, and activities in Hungary tends to be contingent, discontinuous, segmented, non-specialized, and biased.

Bloem, M. D. (2023). **Impacts of Transfer Admissions Requirements: Evidence from Georgia.** *Research in Higher Education*, 64(6), 834-861. <https://doi.org/10.1007/s11162-022-09727-2>

One-third of all post-secondary students transfer colleges and roughly two-thirds of public 4-year colleges require a minimum college GPA to be eligible for transfer admissions. Yet, little is known about how these policies influence who, when, and where students transfer. This paper studies the minimum transfer admissions requirements at institutions within the University System of Georgia. At the GPA thresholds, I estimate that the probability of transferring within 1 year of earning 30 credits increases by 0.5 to 3.1 percentage points, or about 67 to 200%, depending on the GPA threshold and student group analyzed. The short term transfer impacts persist over time, but are less distinct. These results suggest that (a) minimum transfer GPA requirements often generate excess demand for attendance at these institutions, which may have important implications for college match and access to selective colleges and (b) minimum transfer GPA requirements can influence access to these colleges both through the timing of transfers and whether students ever transfer.

da Silva, R. M., Luna, I. N., Cardoso, P. M. da S., & Janeiro, I. N. (2023). **Effectiveness of Career Construction Counselling in fostering career adaptation strategies.** *International Journal for Educational and Vocational Guidance*, 23(3), 681-693. <https://doi.org/10.1007/s10775-022-09532-4>

This study aims to analyse the Effectiveness of Career Construction Counselling in fostering career adaptability, adaptation of responses, and vocational identity in a sample of 41 participants, of whom 21 were assigned to the intervention group and 20 to the control group. Measurements of outcomes, with regard to adaptability, adaptation of responses, and vocational identity were applied at the start of counselling, the end of counselling, and 3 months after intervention. Findings revealed both the effectiveness of this approach to facilitate career adaptation strategies and the stability of the gains achieved throughout the intervention. Finally, the limitations of the study and its implications for research and practice are discussed.

De Andrade, A. L., Teixeira, M. A. P. T., & de Oliveira, M. Z. (2023). **The Brazilian Portuguese adaptation of Protean Career Orientation Scale: invariance, correlates, and life/career stages.** *International Journal for Educational and Vocational Guidance*, 23(3), 615-633. <https://doi.org/10.1007/s10775-022-09539-x>

The protean career orientation is descriptive of workers who show self-directedness and values-driven behaviors toward professional advancement. Such characteristics have been highly demanded from professionals in the past decades, evidencing their identification and development relevance. Considering that identifying construct structure and invariance is critical for effective measurement and both theory-building and practice, this study aimed to adapt and obtain internal and external validity evidence of the Protean Career Measure to the Brazilian context. Participants were 558 professionals (67% women). Exploratory and confirmatory factor analyses resulted in a unidimensional model. They provided evidence of configural, metric, and scalar invariance between men and women. Also, they showed convergence between the protean career orientation and career models based on other characteristics

(kaleidoscope, adaptability, and work engagement). Finally, results showed that the protean orientation tends to be higher, according to the participants' life/career stages' advancement. We discuss the application for research and interventions.

Ebner, K., & Paul, K. I. (2023). **The Career Decision-Making Adaptability Score: Exploration and validation of its predictive power for subjective and objective career success.** *International Journal for Educational and Vocational Guidance*, 23(3), 635-658. <https://doi.org/10.1007/s10775-022-09540-4>

The study aims at validating the Career Decision-Making Adaptability Score (CDA Score) by investigating its predictive influence on objective and subjective career success, career adaptability, and psychological well-being over a 1-year period. Furthermore, the predictive influence of additional career decision-making strategies was scrutinized. Regression analyses of data from 78 employed individuals from two measurement time points demonstrated that the CDA Score predicts yet unexplored variables (e.g., psychological well-being) and consulting with others contributes to career adaptability and satisfaction. The findings extend research on career decision-making, validate the CDA Score longitudinally, and offer directions for the design of career counseling services.

Fangfang, Z., Youhuan, W., & Li, P. (2023). **Work volition and academic satisfaction in Chinese female college students: the moderating role of incremental theory of work volition.** *International Journal for Educational and Vocational Guidance*, 23(3), 599-614. <https://doi.org/10.1007/s10775-022-09542-2>

This study aimed to examine longitudinal effect whether work volition is associated with academic satisfaction, and test the moderating effect of implicit theories about work volition on this association among female college students in Chinese (N = 586). Results indicated that work volition was positively associated with academic satisfaction, and this link was stronger for those with an incremental theory than those with an entity theory. These results provide an insight into understanding the link between work volition and academic satisfaction that is underpinned by integrated two psychology theories including the psychology of working theory and social-cognition theory. The implications and limitations are discussed.

Fisné-Koch, A. (2023, septembre 1). **Éducation : pour bien t'orienter, prends la confiance !** Consulté 1 septembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/education-bien-torienter-prends-confiance/00107780>

Une étude récente de l'Institut des politiques publiques montre que parmi les meilleurs élèves de terminale, les filles et les élèves d'origine sociale défavorisée ont tendance à se sous-estimer et à s'autocensurer quant à leur choix d'orientation.

Jafar, H. F. (2022). **Transition Experiences of Mature Students at Ontario Colleges.** *Canadian Journal of Higher Education*, 52(4), 135-148. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189729>

Drawing on 24 semi-structured interviews, this small-scale qualitative study delves into mature students' social, academic, and career preparation experiences pursuing college education. Using Schlossberg's (1989) transition model, the findings reveal that mature students' overall experience is influenced by their mature status, as they possess greater confidence derived from their previous work and education experiences and the

acquisition of new skills from their programs. However, some mature students perceive the career services offered by the college as being geared toward younger students, often disregarding their previous work experience. Consequently, they find these services less applicable to their needs. The transitioning-in stage for mature students is characterized by initial uncertainty that gradually transforms into a growing sense of confidence, fuelled by their experiences. These experiences motivate mature students to actively contribute to the college community by becoming mentors and assuming a supportive role for younger students during the transition-through stage. The transitioning-out for mature students involves evaluating career options and harbouring some skepticism. Nonetheless, the majority of participants expressed positive experiences and excitement about the new chapters in their lives. This study highlights the significance of tailored support and resources that acknowledge the specific needs and experiences of mature students throughout their college education.

Kirikkanat, B. (2023). **The predictors of Turkish youth's career planning: trait emotional intelligence, cognitive flexibility, and resilience.** *International Journal for Educational and Vocational Guidance*, 23(3), 577-597. <https://doi.org/10.1007/s10775-022-09538-y>

Having effective career planning attitudes is a significant psychological resource for dealing with occupational burdens, unanticipated conflicts, and ambivalences in business area. The major purpose of the study was to reveal whether Turkish undergraduates' career planning attitudes were shaped by their trait emotional intelligence, cognitive flexibility, and resilience levels, or not. Two hundred forty-four undergraduates in a private university participated in the study. Revised Schutte Emotional Intelligence Scale, Cognitive Flexibility Inventory, and Resilience Scale were used to figure out the predictive roles of these variables on career construction skills (career adaptability, career optimism, and perceived knowledge about job market) measured by Career Futures Inventory. Multivariate regression analysis showed that trait emotional intelligence, cognitive flexibility, and resilience were pivotal predictors of Turkish youth's career construction deeds. The findings are essential for Turkish career counselors to consider how Turkish undergraduates' career development can be facilitated by focusing on these resources.

Klipfel, J. (2023). **Poursuite d'études et parcours des bacheliers précaires dans l'enseignement supérieur.** *Note d'information du SIES*, (23.06), 1-7. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/poursuite-d-etudes-et-parcours-des-bacheliers-precaires-dans-l-enseignement-superieur-91841>

Un bachelier 2014 sur six a déclaré avoir rencontré des difficultés financières au cours des neuf mois suivant l'obtention du baccalauréat. Huit ans après le baccalauréat, ces bacheliers précaires, quand ils ont poursuivi des études supérieures, ont obtenu, en moyenne, un niveau de diplôme moins élevé que les autres étudiants.

Marengo, N., Charalampopoulou, C., Labbé, S., & Vidaller, V. (2023). **Comment la territorialisation du pilotage de l'orientation permet-elle la redéfinition d'une culture professionnelle commune ?** In *Ouvrage collectif*. Consulté à l'adresse <https://hal.science/hal-04164444>

Marengo, N., Labbé, S., & Vidaller, V. (2023). **Représentations sociales et pratiques dans un contexte incertain: le cas des professionnelles de l'orientation à l'université.** *Représentations sociales, pratiques et défis dans les scénarios d'incertitude*. Présenté à Bogota, Colombia. Consulté à l'adresse <https://hal.science/hal-04173583>

McLoughlin, S., Pendrous, R., Henderson, E., & Kristjansson, K. (2023). **Moral Reasoning Strategies and Wise Career Decision Making at School and University: Findings from a UK-Representative Sample.** *British Journal of Educational Studies*, 71(4), 393-418. <https://doi.org/10.1080/00071005.2023.2210653>

Ofsted requires UK schools to help students understand the working world and gain employability skills. However, the aims of education are much broader: Education should enable flourishing long after leaving school. Therefore, students' career decisions should be conducive to long-term flourishing beyond career readiness and educational attainment. In this mixed-methods study, we asked a representative sample of UK adults to reflect on their career decision-making processes at school and at university. We also measured current levels of self-reported objective (e.g., financial security) and subjective (e.g., subjective well-being) flourishing. The open-ended career decision reflections were coded for three moral reasoning strategies: virtue ethical, consequentialist, and deontological. Using correlations and structural equation modelling, we examined the association between the propensity for using each moral reasoning strategy in past career decisions and current flourishing. Virtue ethical moral reasoning in relation to career decision-making predicted aspects of flourishing most strongly and frequently. Consequentialist reasoning weakly and infrequently positively predicted aspects of flourishing. Deontological reasoning either did not predict flourishing at all, or negatively predicted flourishing. Our results suggest that the reasoning strategy behind career decisions people take in school or university is important to consider in UK careers provision, and current best practice.

Parmentier, M., Pirsoul, T., Bouchat, P., & Nils, F. (2023). **Emotional anticipation of high school graduation: Similarity of profiles across gender, educational track, and grade.** *International Journal for Educational and Vocational Guidance*, 23(3), 531-554. <https://doi.org/10.1007/s10775-022-09528-0>

The present study investigated adolescents' emotional anticipation profiles at the prospect of high school graduation and examined whether these profiles were similar across gender, educational track, and grade. Our results shed light on profiles that were distinct in level and shape: a Positive Anticipatory–Positive Anticipated emotions profile, a Mixed Anticipatory–High Anticipated emotions profile, a Mixed Anticipatory–Low Anticipated emotions profile, a Negative Anticipatory–High Anticipated emotions profile, and a Positive Anticipatory–High Anticipated emotions profile. Contrasting with variable-centered results, differences across gender, educational track, and grades were found to be rather qualitative in nature (i.e., different profile shape and prevalence) than quantitative (i.e., differences in emotional levels). Our findings offer important insights in understanding adolescents' anticipation of important life and educational transitions.

Perkins, D. F., Davenport, K. E., Morgan, N. R., Aronson, K. R., Bleser, J. A., McCarthy, K. J., ... Gilman, C. L. (2023). **The influence of employment program components upon job attainment during a time of identity and career transition.** *International Journal for Educational and Vocational Guidance*, 23(3), 695-717. <https://doi.org/10.1007/s10775-022-09527-1>

This study assessed the effectiveness of employment programs components, which resulted in the identification of content and process components that increase employability. Employment program use was studied among 1172 United States of America military veterans to determine which content (i.e., interviewing skills) and process (i.e., working with a mentor/coach) components influence job attainment during

a time of career and identity transition. Components were distilled utilizing a common components analysis approach (Morgan et al., 2018). Associations with finding employment up to 15 months after the military-to-civilian transition were explored. Veterans who engaged with employment programs were primarily accessing the following components: career planning, resume writing, and interviewing skills. However, only a few content components were significantly related to obtaining employment: interviewing (with mentor/coach), resume writing (online tools), translating military to civilian work (with mentor/coach), entrepreneurship (with mentor/coach), and virtual career fairs. Furthermore, not all processes or modes of instruction for content components were associated with success in the job market. Having a mentor/coach was one of the most effective delivery strategies. For example, veterans using programs delivered by a mentor/coach that translated military skills to civilian work were more likely to find a job at 6–9-months (84%) and 12–15-months (91%) post military separation. In addition, risks that predicted lower use of employment program components by veterans were identified such as junior enlisted rank, combat exposure, combat arms occupation, and physical health problems. With these findings, program developers, implementers, and funders can channel efforts towards the utilization of employment programs with effective components.

Sido, X. (2023, mai 30). **Lycée : surmonter les clichés sur la voie professionnelle**. Consulté 1 septembre 2023, à l'adresse The Conversation website: <http://theconversation.com/lycee-surmonter-les-cliches-sur-la-voie-professionnelle-205698>

Souvent présentés comme enclins au décrochage, les lycéens professionnels ont-ils un rapport à l'école si différent de celui de leurs camarades de voie générale ?

Sundermann, L. M., Haunberger, S., Gisler, F., & Kita, Z. (2023). **How do supported employment programs work? Answers from a systematic literature review**. *International Journal for Educational and Vocational Guidance*, 23(3), 659-679. <https://doi.org/10.1007/s10775-022-09533-3>

Many studies have found that supported employment (SE) has effectively helped people with severe mental illness obtain and maintain competitive employment. However, most SE studies have asked "What works?" rather than discerning what works for whom, in what circumstances, in what respects and how. It is important to understand the outcomes of SE and identify the impact factors (contexts and mechanisms) that can trigger them. Four literature databases were searched for studies that analyzed counseling settings. Overall, 104 publications met the inclusion criteria. The review showed that most of the research on SE programs were one-dimensional, looking at either the effects of SE programs, the client or the professional, or the relationship between clients and professionals. The model reveals that impact factors are interconnected and can have a cumulative impact on the client, professionals, and the environment.

Wong, L. P. W., Chen, G., & Yuen, M. (2023). **Investigating career-related teacher support for Chinese secondary school students in Hong Kong**. *International Journal for Educational and Vocational Guidance*, 23(3), 719-740. <https://doi.org/10.1007/s10775-022-09525-3>

Teachers play a critical role in facilitating the career and life planning of secondary school students. This paper describes the development of the Career-Related Teacher

Support Scale (Hong Kong Secondary Students Form). Based on data obtained from 493 students in Hong Kong, five types of career-related teacher support were identified with the most important form of support being teachers' knowledge about the world of work and study path requirements. A correlation model yielded the best fit to the data. No variance in response pattern appeared across genders, and the new scale was found to have good validity and reliability.

Politique de l'éducation et système éducatif

Aashamar, P. N., & Klette, K. (2023). **Powerful knowledge in the social studies classroom and beyond.** *Journal of Curriculum Studies*, 55(4), 388-408. <https://doi.org/10.1080/00220272.2023.2234427>

This article examines how teachers and students connect disciplinary knowledge to contexts outside the classroom in naturally occurring teaching in 80 Nordic lower secondary social studies lessons using a standardized observation manual. We found evidence that teachers often connected disciplinary knowledge to students' experiences and wider societal issues. However, our findings highlight interesting differences in the extent to which teachers unpack such connections to situations outside of school. Departing from the discussion on powerful knowledge within subject-specific education, we discuss the educational potential and limitations of recontextualising and establishing interactions between horizontal and vertical discourse in social studies teaching. Our findings provide empirical insights that are relevant for the ongoing discussion on powerful knowledge as well as for teachers' professional development.

ADEA. (2023). **Rapport de synthèse général de la Triennale 2022 de l'ADEA : « Réflexion sur l'impact de la COVID-19 sur les systèmes éducatifs africains, et comment renforcer la résilience pour soutenir le développement des compétences pour le continent et au-delà »** (p. 73). Consulté à l'adresse Association pour le développement de l'éducation en Afrique website: https://www.adeanet.org/sites/default/files/publications/triennale_2022_de_ladea_rapport_de_synthese_general.pdf

L'Association pour le développement de l'éducation en Afrique (ADEA) a organisé avec succès la 3^e édition de sa Triennale avec le gouvernement mauricien par le biais du ministère de l'éducation, de l'enseignement supérieur, des sciences et de la technologie. L'objectif global de cet événement phare était de dresser un bilan, d'apprendre et de partager des expériences fructueuses sur l'impact de la pandémie de COVID-19 sur l'éducation et d'identifier et de s'engager collectivement à développer, les moteurs et les conditions nécessaires pour renforcer la résilience des systèmes éducatifs africains pour le développement des compétences. Cet événement a été abrité par l'hôtel Le Méridien du 19 au 21 octobre 2022 sous le thème général « Réflexion sur l'impact de la COVID-19 sur les systèmes éducatifs africains et comment renforcer la résilience pour soutenir le développement des compétences pour le continent et au-delà ».

Aguilar-Smith, S. (2023). **A Critical Qualitative Study of Inequities in Hispanic-Serving Institutions' Grant-Seeking Competitiveness.** *Educational Policy*, 37(6), 1637-1671. <https://doi.org/10.1177/08959048221120272>

Hispanic-Serving Institutions' (HSIs) diversification and Title V's anemic funding present a ripe condition for inequity. Hence, I interviewed 29 institutional actors across 17 HSIs to understand how they view their competitiveness for these grants and sources of inequity of this program. I identified four themes, demonstrating that an HSI's institutional capacity, (in)actions, knowledge, and leadership inform its competitiveness for Title V funding. The findings show that HSIs have unequal organizational conditions and reveal ways this program may (re)produce inequity among HSIs. Without increased Title V appropriations and policy modification, HSIs will vie for funding on increasingly unequal terms, resulting in greater inequity.

Aiello, P., Pace, E. M., & Sibilio, M. (2023). **A simplex approach in Italian teacher education programmes to promote inclusive practices.** *International Journal of Inclusive Education*, 27(10), 1163-1176. <https://doi.org/10.1080/13603116.2021.1882056>

Stemming from the premise that no single solution can be adequate to deal with today's intricate school contexts and that this complexity cannot be overcome, the teachers' pivotal role in guaranteeing quality inclusive education has been extensively acknowledged. As a result, literature on teacher competency profiles has flourished in recent years. Yet, there is still much debate as to which set of competences teachers should possess in order to feel well-equipped to act professionally and effectively. From a neuro-physiological perspective, Berthoz's theory of simplicity provides innovative insight on how Complex Adaptive Systems thrive by harmoniously putting into action an ensemble of biological devices that appeared in the course of evolution. Following its application to better comprehend teacher agency and action, this theory has been experimented in teacher education programmes at the University of Salerno. The aim was to raise awareness among teachers about their inner resources and identify ways how they can make use of these simplex properties and principles to face their day-to-day challenges. The article outlines the theory and provides concrete examples of its multi-faceted potential and possible application in different education systems and cultural contexts.

Amor, F. B. (2023). **Implementing didactic engineering development as part of a collaborative researcher/teacher effort during the conceptualization of Analysis objects at the start of the higher education curriculum.** Consulté à l'adresse <https://hal.science/hal-04184531>

At the start of the higher education curriculum, the conceptualization of local approximation objects of a function requires the articulation of knowledge and skills from Functional Analysis and Topology. In the study of functions, a number of studies have established the existence of difficulties encountered by students, mainly as a result of the change of didactic contract during the transition from secondary to higher education. The construction of a teaching-learning project, as part of a collaborative effort with the class teacher, a priori helps students to overcome the main difficulties inherent in conceptualizing the local approximation objects of a function in the first year of preparatory classes. In the case of the design and implementation of didactic development engineering, analysis of the reasoning produced by students confronted with a situation with an adidactic dimension will enable us a priori to study the nature and origin of these difficulties. Our methodology for analyzing student work is based on a model of reasoning analysis within the framework of the theory of didactic situations mathematics. This model has played an essential role in the development of didactic engineering, in the identification of students' conceptions, forms and functions of

reasoning. It also enabled us to identify epistemological, didactic and cultural obstacles to learning the concept of local approximation of a function. These obstacles result either from the paradigm shift that takes place during the transition from secondary to higher education, or from working within the paradigm of Infinitesimal Analysis during the appropriation of this mathematical concept.

Anand, G., Atluri, A., Crawford, L., Pugatch, T., & Sheth, K. (2023a). **Improving school management in low and middle income countries: A systematic review** (GLO Discussion Paper Series N° 1294). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglo/dps/1294.htm>

Improving school quality in low and middle income countries (LMICs) is a global priority. One way to improve quality may be to improve the management skills of school leaders. In this systematic review, we analyze the impact of interventions targeting school leaders' management practices on student learning. We begin by describing the characteristics and responsibilities of school leaders using data from large, multi-country surveys. Second, we review the literature and conduct a meta-analysis of the causal effect of school management interventions on student learning, using 39 estimates from 20 evaluations. We estimate a statistically significant improvement in student learning of 0.04 standard deviations. We show that effect sizes are not related to program scale or intensity. We complement the meta-analysis by identifying common limitations to program effectiveness through a qualitative assessment of the studies included in our review. We find three main factors which mitigate program effectiveness: 1) low take-up; 2) lack of incentives or structure for implementation of recommendations; and 3) the lengthy causal chain linking management practices to student learning. Finally, to assess external validity of our review, we survey practitioners to compare characteristics between evaluated and commonly implemented programs. Our findings suggest that future work should focus on generating evidence on the marginal effect of common design elements in these interventions, including factors that promote school leader engagement and accountability.

Anand, G., Atluri, A., Crawford, L., Pugatch, T., & Sheth, K. (2023b). **Improving School Management in Low and Middle Income Countries: A Systematic Review** (IZA Discussion Paper N° 16252). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16252.htm>

Improving school quality in low and middle income countries (LMICs) is a global priority. One way to improve quality may be to improve the management skills of school leaders. In this systematic review, we analyze the impact of interventions targeting school leaders' management practices on student learning. We begin by describing the characteristics and responsibilities of school leaders using data from large, multi-country surveys. Second, we review the literature and conduct a meta-analysis of the causal effect of school management interventions on student learning, using 39 estimates from 20 evaluations. We estimate a statistically significant improvement in student learning of 0.04 standard deviations. We show that effect sizes are not related to program scale or intensity. We complement the meta-analysis by identifying common limitations to program effectiveness through a qualitative assessment of the studies included in our review. We find three main factors which mitigate program effectiveness: 1) low take-up; 2) lack of incentives or structure for implementation of recommendations; and 3) the lengthy causal chain linking management practices to student learning. Finally, to assess external validity of our review, we survey practitioners to compare characteristics

between evaluated and commonly implemented programs. Our findings suggest that future work should focus on generating evidence on the marginal effect of common design elements in these interventions, including factors that promote school leader engagement and accountability.

Angrist, N., Ainomugisha, M., Bathena, S. P., Bergman, P., Crossley, C., Cullen, C., ... Sullivan, T. (2023, mai). **Building Resilient Education Systems: Evidence from Large-Scale Randomized Trials in Five Countries** [Working Paper]. <https://doi.org/10.3386/w31208>

Education systems need to withstand frequent shocks, including conflict, disease, natural disasters, and climate events, all of which routinely close schools. During these emergencies, alternative models are needed to deliver education. However, rigorous evaluation of effective educational approaches in these settings is challenging and rare, especially across multiple countries. We present results from large-scale randomized trials evaluating the provision of education in emergency settings across five countries: India, Kenya, Nepal, Philippines, and Uganda. We test multiple scalable models of remote instruction for primary school children during COVID-19, which disrupted education for over 1 billion schoolchildren worldwide. Despite heterogeneous contexts, results show that the effectiveness of phone call tutorials can scale across contexts. We find consistently large and robust effect sizes on learning, with average effects of 0.30-0.35 standard deviations. These effects are highly cost-effective, delivering up to four years of high-quality instruction per \$100 spent, ranking in the top percentile of education programs and policies. In a subset of trials, we randomized whether the intervention was provided by NGO instructors or government teachers. Results show similar effects, indicating scalability within government systems. These results reveal it is possible to strengthen the resilience of education systems, enabling education provision amidst disruptions, and to deliver cost-effective learning gains across contexts and with governments.

Anjard, J.-Y. (2023, août 30). **Ce que les étudiants en situation de handicap disent des aménagements qu'on leur propose**. Consulté 31 août 2023, à l'adresse The Conversation website: <http://theconversation.com/ce-que-les-etudiants-en-situation-de-handicap-disent-des-amenagements-quon-leur-propose-209545>

Au-delà des discours institutionnels sur l'inclusion, comment les étudiants en situation de handicap et leurs enseignants vivent-ils les aménagements qui leur sont proposés à l'université ?

Armstrong, A. C., Johansson-Fua, S., & Armstrong, D. (2023). **Reconceptualising inclusive education in the Pacific**. *International Journal of Inclusive Education*, 27(11), 1177-1190. <https://doi.org/10.1080/13603116.2021.1882057>

The Pacific Regional Education Framework (PacREF) 2018–2030 proposes an ambitious agenda for a transformative and sustainable educational intervention across 15 countries. This paper discusses an approach to inclusive education in the countries of the Pacific islands as they begin to engage with this educational framework. We argue that inclusive education has been heavily influenced by ideas from outside the Pacific. Pacific cultural understandings of community relationships and responsibilities in particular are often overshadowed by imported ideas from outside the region. The influence of 'outsider' perspectives and practices reflect continuing colonial domination, weakening local capacity-building within teacher education institutions in the region. The Pacific Island countries (PICs) are highly dependent on donor partners and this dependency is

frequently informed by deficit views. The idea of inclusive education begs the question of 'Inclusion into what?' The dominance of Western ideas may ignore the relational context of Pacific cultures, reinforcing ideas of cultural deficit. This paper reviews inclusive education in the Pacific within the context of policy borrowing and cultural tensions between Pacific and Western frameworks. It also considers the experience of teacher educators working within an institutional context that itself is heavily influenced by imported structures and ideas.

Association pour le développement de l'éducation en Afrique (ADEA). (2023). **Préparation à la professionnalisation de l'enseignement secondaire en Afrique** (p. 48). Consulté à l'adresse Association pour le développement de l'éducation en Afrique (ADEA) website: https://www.adeanet.org/sites/default/files/publications/adea_pajip-es_rapport_detude_valide_professionnalisation_de_lenseignement_secondaire_juin_2023.pdf

Audren, G. (2023). **School as a Tool for Territorial Attractiveness? School Policies and Urban Renewal in Marseille**. In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 61-83). https://doi.org/10.1007/978-3-031-37853-9_4

In a context of increasing globalisation and neoliberalization of public policies in France, the adoption of New Public Management practices affects all areas of society, from town and country planning to education. In the area of education specifically, the more prominent role now played by local and regional authorities, private institutions and parents has contributed to creating ever more competitive school markets, where schools are today seen as just another urban amenity. Based on a case study developed in the French city of Marseille, this chapter examines the mechanisms at play in the production of socio-spatial and educational inequalities at local level in a city centre area undergoing urban renewal. Using a dual methodology that combines a qualitative and quantitative approach, this chapter shows more precisely how using schools as a tool for urban revitalisation can increase the risks of segregation and reinforce local inequalities.

Avelar, A. B. A., da Silva Oliveira, K. D., & Farina, M. C. (2023). **The integration of the Sustainable Development Goals into curricula, research and partnerships in higher education**. *International Review of Education*, 69(3), 299-325. <https://doi.org/10.1007/s11159-023-10013-1>

In 2015, the United Nations proposed the 2030 Agenda for Sustainable Development. Its 17 Sustainable Development Goals (SDGs), broken down into 169 targets, chart out a collective effort to address the global challenges humanity is facing. Following the adoption of the agenda, the SDGs needed to be incorporated into curricula, research and partnerships to foster the competencies needed by future decision-makers. The objective of the research presented here was to explore how higher education institutions (HEIs) work to integrate the SDGs into their curricula, research and partnerships. The authors analysed 37 Sharing Information on Progress (SIP) reports prepared by business schools/HEIs, signatories of the United Nations Principles of Responsible Management Education (UNPRME), the largest voluntary engagement platform for academic institutions to transform their teaching, research and thought leadership in support of universal values of sustainability, responsibility and ethics. Their findings reveal that curricula feature new courses, modules and disciplines, created and implemented to address the SDGs with multidisciplinary and interdisciplinary involvement. Research

and partnerships demonstrate cooperative behaviour between HEIs, companies, society and governmental and non-governmental institutions, contributing to sustainable economic development locally, regionally and globally. The authors hope that this study will contribute to discussions on how to further improve the incorporation of the SDGs in curricula, research and partnerships, and that it will provide insights into the status quo and recommendations for policy and practice.

Bagur-Femenias, L., Llach, J., & Buil, M. (2023). **BS-QUAL: Measuring student perceptions of service quality in business schools, an exploratory study.** *Tertiary Education and Management*, 29(2), 161-187. <https://doi.org/10.1007/s11233-023-09118-x>

The number of Business Schools (BS) and their market share had increased in the last decades. Positioning strategy of BS is crucial in today's competitive and changing environments. Thus, paying attention to student's satisfaction and the factors, which motivate their selection, are relevant for service quality assurance in BS. This paper designs a scale to measure these perceptions as a useful tool for BS managers in the pursuit of excellence. Using a mixed analysis methodology, the most prominent dimensions detected in the literature were validated by BS managers and later by BS graduates. Internal and external dimensions compose the resulting scale, named BS-QUAL. The internal dimensions are related to Academic staff, Services, Facilities, and Sustainability while the external factors are related to Preparation for the future, Internationalization and Notoriety. BS-QUAL could be useful for the top management of BS to develop strategies that minimize the distance between student expectations and service provided.

Bankolé, A. R., Nouatin, G. S., & Gandonou, E. (2023). **“Pedagogical transformation” of apprenticeships through a competence-based approach in the Benin crafts sector.** *International Review of Education*, 69(3), 401-423. <https://doi.org/10.1007/s11159-023-10023-z>

This article examines the pedagogical transformation generated by dual apprenticeship training and its impact on the Benin crafts sector. Dual training combines vocational education at training centres with on-the-job training in workshops during the week. Graduates of this programme receive a certificate of professional qualification (Certificat de Qualification Professionnelle – CQP). For this qualitative research, the authors visited 7 training centres and 39 workshops to make direct observations. Using a life-history approach, they conducted formal and informal interviews with craftspeople and semi-structured interviews with CQP graduates, non-CQP graduates, professional association personnel, training centre staff and CQP trainers. This research was carried out in Parakou, the most important city in central and northern Benin. In total, 96 individuals were interviewed, using purposive selection to pick actors from professional associations, convenience sampling with non-CQP graduates and snowball sampling to reach other participants. The study is underpinned by social change theory, with an emphasis on the factors and agents of change. The research findings indicate that dual training has a favourable impact on skills development, competency transfer and job performance in the crafts sector. CQP graduates benefit from both theoretical knowledge and practical expertise gained during their training. Those who succeed in finding a job or even setting up their own workshop contribute to building a competence-based approach to apprenticeships and stand out in the competitive labour market. Craftspeople who are unable to stand out in the labour market face employment insecurity. The majority of the CQP graduates interviewed had developed high self-esteem and were proud of their

valuable knowledge and their ability to deliver high-quality services to satisfied clients. This also affected their relationship with older generations of craftspeople in terms of contradictions in the execution of specific tasks in occupations.

Barniaudy, C. (2023). **The Way Out Is Also in: Educators Committed to Transformative Learning and Care Ethics as a Means of Resisting Neoliberal Policies (Hautes-Alpes, France)**. In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 131-151). https://doi.org/10.1007/978-3-031-37853-9_7

Neoliberal policies in education are not only the source of privatization, segregation, and spatial injustice, but they also interfere with the construction of subjectivity. As they progress through their schooling, learners gradually integrate neoliberal norms and values (competitiveness, efficiency, flexibility, independence, etc.), generating the need to adapt to globalization and enhancing the sense of socio-spatial inequalities. In this paper, we will investigate the effects of ultraliberal and neoliberal policies on rural areas in southeastern France (Hautes-Alpes department), but also the resistance enacted by educators that can be placed in opposition to neoliberal values and norms. More specifically, we will consider transformative learning and care ethics that can be capable of recognizing how these values live within learners and how to transform them, to thus take care of ourselves, others, and the Earth.

Bastian, K. C., & Fuller, S. C. (2023). **Early Birds in Elementary School? School Start Times and Outcomes for Younger Students**. *Educational Evaluation and Policy Analysis*, 45(3), 399-421. <https://doi.org/10.3102/01623737221121799>

While research supports later start times for secondary schools, there is little evidence regarding start times for elementary schools. We address this gap with a statewide examination of elementary schools and a quasi-experimental analysis of an urban district that recently changed its elementary start times. We find that earlier start times predict less sleep for students. Regarding academic outcomes, our estimates are small in magnitude and suggest that earlier elementary start times have near-zero effects. Earlier start times predict a slight increase in absences and modestly higher math scores, especially for traditionally disadvantaged students. In districts that need to stagger start times, it may be advisable for elementary schools to start earlier to accommodate later secondary school start times.

Basu, R. (2023). **Conclusion: Neoliberalized Private Education – Main Themes and Counter Hegemonic Futures**. In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 195-203). https://doi.org/10.1007/978-3-031-37853-9_10

The rationalization of neoliberalism that dominated much of public-policy discourse based on the market-logics of privatization, competition, and deregulation, deeply infiltrated the realm of educational restructuring over the past few decades. With its intellectual origins in the postwar writings of Hayek and Milton, it was only after the macroeconomic crisis of the 1970s that neoliberal ideology, policy and practices gained prominence (often associated during that period with the aggressive programs of Thatcherism and Reaganism) in the 1980s. Over the years, it rapidly advanced as a global hegemonic phenomenon, continuously being constructed, contested, and reconstructed, while remaining spatially contingent to the diversity of its contexts. By 2022,

the disaster of neoliberal financial capitalism that was accelerated by the crisis of the global coronavirus pandemic, further exposed and widened the cracks in the system.

Bedoin, D., Méloni, D., Lescouarch, L., Lemoine, M., Ponnou, S., & Briffault, X. (2023, août 31). **École inclusive : quelles solutions peut-elle apporter à la souffrance psychique des enfants ?** Consulté 1 septembre 2023, à l'adresse The Conversation website: <http://theconversation.com/ecole-inclusive-quelles-solutions-peut-elle-apporter-a-la-souffrance-psychique-des-enfants-209382>

Formation des enseignants, implication des familles... Comment faire pour que l'école conjugue au mieux droit à la scolarité et droit au soin, au bénéfice des enfants ?

Belenkuyu, C., & Karadag, E. (2023). **Defining standards for rankings: An investigation of global university rankings according to the Berlin Principles.** *European Journal of Education*, 58(3), 510-531. <https://doi.org/10.1111/ejed.12566>

The role of universities as the engines of knowledge-based economies drives global internationalisation of higher education. This contributes to a competitive environment where higher education rankings indicate market value. Even though rankings are influential and are used a lot, ranking systems have been heavily critiqued. One of the problems is that there are few if any external checks on how rankings are created. The purpose of the study on which this article reports was to evaluate ranking systems. Within the scope of the study, we have sought to reveal to what extent current ranking systems comply with the Berlin Principles—prepared to create certain rules for rankings, and to ensure that rankings represent quality. A document analysis of publicly available documents online was carried out together with a review of printed and electronic publications on ranking systems. An evaluation form was prepared and used in this study for field experts to fill in. Findings show that ranking systems comply with the Berlin Principles in terms of methodology, transparency, and acceptability at a level that ranges from moderate to low. Overall, rankings do not consider differences in higher education and are not transparent about the processes by which rankings are developed. Rankings should for this reason be interpreted carefully and methodological weaknesses of rankings that can lead to false inferences should be recognised.

Bento, F., Adenusi, T., & Khanal, P. (2023). **Middle level leadership in schools: a scoping review of literature informed by a complex system perspective.** *International Journal of Leadership in Education*, 0(0), 1-27. <https://doi.org/10.1080/13603124.2023.2234329>

Research focusing on schools are often permeated by the assumption that leadership plays an important role when it comes to school development and success. This article contributes to the field by offering a scoping review of the literature on middle-level leadership in secondary schools from 2002 to 2021. The overall goal is to provide an overview of organizational research on this topic and thereby to discuss new paths informed by a behavioral and complex systems perspective. After an initial search which identified 1047 abstracts and three screening phases, 32 articles were selected for analysis with the goal of answering seven research questions covering: geographical location, research methods, definitions of middle-level leadership, theoretical perspectives, organizational objectives, relationships between middle-level leadership with decision-making processes and central themes. Findings indicate a wide variety of definitions of middle-level leadership, theoretical perspectives, research methods and central themes approached in the article. There is a complex interplay between organizational processes that either facilitate or restrain the variation necessary to match

the complexity of the environment. The discussion of findings paves the way for a reflection on new directions for research in this field, informed by a behavioral and complex systems perspective.

Biggar, J., & Siemiatycki, M. (2023). **Tracing Discretion in Planning and Land-Use Outcomes: Perspectives from Toronto, Canada.** *Journal of Planning Education and Research*, 43(3), 508-524. <https://doi.org/10.1177/0739456X20904427>

Discretionary planning supports the provision of public benefits when changes in zoning create additional value on private development sites. This paper draws on two case studies in Toronto, exploring how discretion shapes the broader political and planning policy context in which public benefits are secured from private development. The cases show that even within the same city planning department, variations exist in the application of discretion in planning decisions, which lead to different approaches to securing public benefits. Discretionary planning tools, such as density bonuses, are of consequence for political conflicts over local priorities, democratic accountability, and the built environment.

Blanchard, M., & Crespy, C. (2023). **National position and the internationalization of higher education institutions: the case of France's elite engineering and business schools.** *Higher Education*, 86(3), 485-505. <https://doi.org/10.1007/s10734-022-00911-y>

With internationalization now an imperative for institutions of higher learning around the world, this article examines the specific case of how France's elite engineering and business schools, known as the grandes écoles, have taken on this challenge. Mobilizing work on organizational allomorphism and the "glonacal" approach, this article proposes rethinking the ways in which these different scales are interlinked, and, to this end, using the national position of these establishments as a starting point for understanding their internationalization. The national position may be thought of along three dimensions: material, symbolic, and geographic. By analyzing national press rankings and mobilizing a study of two schools located in the same geographic area, this article will demonstrate how these schools approach internationalization from their national position, as well as from the highly specific category of French grandes écoles in which they operate, showing how internationalization reinforces existing competition, rather than creating it.

Bloem, M. D. (2023). **Impacts of Transfer Admissions Requirements: Evidence from Georgia.** *Research in Higher Education*, 64(6), 834-861. <https://doi.org/10.1007/s11162-022-09727-2>

One-third of all post-secondary students transfer colleges and roughly two-thirds of public 4-year colleges require a minimum college GPA to be eligible for transfer admissions. Yet, little is known about how these policies influence who, when, and where students transfer. This paper studies the minimum transfer admissions requirements at institutions within the University System of Georgia. At the GPA thresholds, I estimate that the probability of transferring within 1 year of earning 30 credits increases by 0.5 to 3.1 percentage points, or about 67 to 200%, depending on the GPA threshold and student group analyzed. The short term transfer impacts persist over time, but are less distinct. These results suggest that (a) minimum transfer GPA requirements often generate excess demand for attendance at these institutions, which may have important implications for college match and access to selective colleges and (b) minimum transfer GPA requirements can influence access to these colleges both through the timing of transfers and whether students ever transfer.

Burbage, A. K., & Glass, C. R. (2023). **The Evolving Identities of HSI and Differentiated Funding.** *Educational Policy*, 37(6), 1735-1762.
<https://doi.org/10.1177/08959048221120274>

To achieve Higher Education Act Title V funding goals, policymakers must reconsider approaches, respond to Hispanic-Serving Institution (HSI) diversity, and prioritize servingness. This study investigated HSI heterogeneity across traditional performance metrics and student-engagement indicators using data sources previously only examined independently. A multi-step TwoStep cluster analysis revealed six clusters of HSIs. The two most important predictors of cluster membership were years with an HSI designation (transitioning and established) and institution type (associate, bachelor, and special focus). Key quantitative metrics may be useful for policy actors seeking an equity-minded Title V award strategy that considers HSI heterogeneity and prioritizes HEA Title V policy aims.

Butzbach, M. (2023, juillet 5). **Le nouveau bac est-il déjà mort ?** Consulté 28 août 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.

Cannon, S. R., Davis, C. R., & Long, R. (2023). **Using an Emergency Plan to Combat Teacher Burnout Following a Natural Hazard.** *Educational Policy*, 37(6), 1603-1636.
<https://doi.org/10.1177/08959048221120273>

A relevant, well-crafted emergency plan can help schools most optimally return to normal following a disaster. During this time, educators find themselves facing unintended responsibilities like operating on the front lines of providing social-emotional support for their students. Researchers conducted 115 interviews with educators impacted by Hurricanes Harvey and Matthew in Texas and North Carolina to assess their mental health and their school's role in returning to normal. Findings suggest that emergency plans often did not take into account the social-emotional factors of recovery. This paper seeks to provide insight into the experiences of educators following a disaster and propose elements to consider in revising school emergency plans.

Caron, P.-A. (2023). **Rapport de design, d'ingénierie et de recherche : construction du Diplôme NUMEFA, projet Teach-Transition.** Consulté à l'adresse Université de Lille website: <https://hal.science/hal-04168782>

Le but de cette étude de cas est de produire sous forme de « scénario-fiction » une première itération du référentiel, de la maquette et du prototype de la formation souhaitée. Dans un premier temps, il s'agit de procéder aux arbitrages de premier niveau : identification du profil des étudiants ; identification des métiers visés par la formation ; identification des situations de référence adressées par la formation ; construction du référentiel de compétence ; organisation de ce référentiel en bloc de compétence ; description macro du dispositif de formation. Dans un deuxième temps, il s'agit de procéder aux arbitrages de second niveau : réaliser le lien entre la scénarisation systémique, thématique et chronologique de la formation, puis aborder la logique du Curricula. Les participants sont alors amenés à construire en détail les matrices (objectif - activité - évaluation) des huit mois de formation. Enfin un expérience de médiatisation

et d'implantation réelle sous forme de prototype sur une plateforme de formation est menée, cette expérience permet de confronter les éléments produits à une logique d'exposition instrumentale.

Carrington, S. B., Saggars, B. R., Shochet, I. M., Orr, J. A., Wurfl, A. M., Vanelli, J., & Nickerson, J. (2023). **Researching a whole school approach to school connectedness.** *International Journal of Inclusive Education*, 27(7), 785-802. <https://doi.org/10.1080/13603116.2021.1878298>

This paper reports on a participatory action research project that investigated how a resource called the Index for Inclusion was used by a secondary school community to improve school connectedness at a whole school level. The researchers worked with the Australian case study school over one year to engage in review, development, and change. This paper reports on the procedure of working with the School Connectedness Committee through the five phases of the participatory action research. Data are organised under the theme of 'building community' with the sub-themes of 'positive relationships with staff' and 'student leadership'. The findings from this case study indicate that the implementation of the five phases of the Index for Inclusion can support a whole school approach to build a sense of community that supports young people to be more connected to their school.

Cashdollar, S. (2023). **Educational Stakeholder Sensemaking on Preparing CTE Students for Sub-Baccalaureate Pathways.** *Educational Policy*, 37(6), 1700-1734. <https://doi.org/10.1177/08959048221120277>

Careful implementation of Career and Technical Education (CTE) programs is necessary in order for programs to achieve the policy goal of college and career readiness, which involves expanding student opportunities for career-relevant learning without limiting their academic preparation for postsecondary degrees. As programs become more widespread, little work has examined how practitioners actually implementing CTE make sense of programs' intended outcomes. Through interviews and observations with 52 education leaders and their partners in workforce development, I found that education stakeholders believed CTE was important for providing students with the option to pursue financially low-risk pathways toward middle-skill careers that didn't require bachelor's degrees. Yet in their efforts to valorize sub-baccalaureate (sub-BA) pathways, they sometimes exaggerated the long-term returns to sub-BA credentials, leaving students with inaccurate information on which to base their postsecondary goals.

Chachkine, E. (2023). **Penser les formations De la conception de dispositifs d'apprentissage des langues aux dispositifs d'accompagnement à la recherche** (Thesis, Normandie Univ CIRNEF UR 7454). Consulté à l'adresse <https://hal.science/tel-04167407>

La note de synthèse comporte trois parties. La première, introspective, est une biographie intellectuelle ; trois grands axes de recherche sont identifiés, tous en lien avec la conception des formations. Dans la deuxième partie, rétrospective, j'identifie des concepts-clés de mes recherches et construis des liens entre mes différents travaux sur la conception de dispositifs de formation et les soubassements théoriques qui ont orientés leur conception ; je développe ensuite une théorie globale de la conation pour guider la conception de dispositifs d'accompagnement doctoral. Enfin, dans la troisième partie, prospective, je présente les objets de recherche sur lesquels je veux continuer à travailler et dont je souhaite être reconnue spécialiste ; ils portent sur les dispositifs d'accompagnement à la recherche et, plus largement, les dispositifs de formations

doctorales. Biographie intellectuelle Dans la biographie intellectuelle, les trois grands groupes de recherche sont les suivants : - Scénarisation de formations à distance en français langue étrangère (2007-2014) ; - Evaluation et conception de dispositifs d'autoformation en langues (2014-2023) ; - Formation et accompagnement à la recherche d'adultes professionnels (2017-2023). Le premier axe de recherche porte sur la conception de dispositifs de formation à distance en français langue étrangère (FLE). Ils sont marqués par une conception vygotkienne de l'apprentissage (1934/1997) et par une conception énonciativiste du langage (Culioli, 1990, par exemple). Dans ces recherches, le numérique occupe une place centrale pour la scénarisation des formations partiellement ou entièrement à distance, tant du point de vue des outils – le forum notamment qui, par son caractère écrit, asynchrone et interactif offre des possibilités d'apprentissage inédites – que de la distance, qui potentiellement permet une plus grande distanciation. Dans ces recherches, l'apprentissage collaboratif est central, le groupe est envisagé comme un lieu de construction des identités et comme support des apprentissages. Les thématiques de recherche explorées relèvent de la didactique des langues, portent sur la réflexion métalinguistique et la réflexion interculturelle, collaborative et à distance ; des références en psychologie des apprentissages et en sciences de l'éducation et de la formation pour le numérique sont fortement mobilisées. Le deuxième groupe de recherches porte sur l'évaluation et la conception de dispositifs d'apprentissage des langues en autoformation. Ces recherches sont mises en place à mon arrivée au Conservatoire national des arts et métiers comme maîtresse de conférences et s'ancrent dans des problématiques de l'établissement : la formation des adultes tout au long de la vie et l'autoformation. Par rapport au volet de recherches précédent, une bascule s'opère, passant de la conception de dispositifs qui visent la responsabilisation des apprenants dans leurs apprentissages et le développement de compétences à collaborer, à des dispositifs d'accompagnement des apprenants pour qu'ils prennent en main leur apprentissage d'une langue et qu'ils développent des compétences à apprendre à apprendre une langue tout au long de la vie. Les recherches, dans l'axe précédent, donnaient une place centrale à la didactique des langues pour penser les dispositifs de formation ; dans cet axe de recherche, un déplacement vers l'approche pédagogique, centrée sur l'accompagnement, selon une perspective psychopédagogique de l'autoformation est réalisé (Carré, 2010). Cet ancrage pose les bases conceptuelles de mes travaux suivants sur l'accompagnement des adultes à la recherche en sciences humaines. Le troisième axe de recherche « Formation et accompagnement à la recherche d'adultes professionnels » (2017-2023) a pour cible les apprentis-chercheurs en sciences humaines et sociales et s'inscrit principalement dans les recherches en formation d'adultes. Les recherches portent sur la part de corporéité dans l'activité d'écriture de la thèse au travers de rituels d'écriture qui viennent soutenir et amplifier le processus d'écriture. D'autres recherches portent sur le portfolio de compétences des doctorants – la pertinence de la démarche portfolio, en ce qu'elle permet ou non d'identifier des apprentissages vécus par les doctorants et de les valoriser, ou encore les postures professionnelles développées par les doctorants sont interrogées. D'autres travaux portent sur l'engagement des doctorants dans leur formation et leur recherche en période de confinement et sur les facteurs qui ont pu moduler cet engagement. Enfin, plus récemment, des recherches internationales sont mises en place sur l'accompagnement doctoral et l'évaluation de dispositifs de formations doctorales.

Conception de formation et théories sous-jacentes Dans la deuxième partie, je reviens sur des concepts-clés en lien avec la conception des formations – « ingénierie de

formation», «scénarisation de formation», «dispositif», etc. jusqu'au «parcours de formation». Je clarifie ce que leur usage porte explicitement ou plus implicitement, m'interroge sur l'usage de ces concepts au fil de mes propres recherches. Je propose une relecture des dispositifs conçus en fonction de leur degré d'ouverture (ou de flexibilité structurelle) (Moore, 1993 ; Jézégou, 2005), qui fait référence aux capacités d'autodirection des sujets en formation, à leurs libertés de choix, et qui met en lumière les tensions qui surviennent entre former les sujets ou donner les moyens aux sujets de se former. Enfin, je revisite également les dispositifs conçus selon le triptyque «former à», «former par» et «former pour» proposé par Fabre (2015) – logique didactique, logique psychologique et logique sociale des formations –, ce qui permet de faire apparaître les logiques dominantes des formations : construire des savoirs, préparer à des métiers ou se développer personnellement. J'élabore ensuite une théorie globale de la formation (Eccles & Wigfield, 2002 ; Bandura, 2019 ; Connefroy, 2010 ; Ryan & Deci, 2017) qui peut fonder la conception des dispositifs de formations et d'accompagnement des doctorants, sachant que l'autonomie du chercheur peut être une finalité de la formation à la recherche. Cette théorie globale est complétée par des travaux en pédagogie universitaire (Annoot, 2016), sur les travaux relatifs à la persévérance au doctorat (Devos, Boudrenghien, Van der Linden, Azzi, Frenay, Galand & Klein, 2017, par exemple) et des travaux sur la professionnalisation (Wittorski, 2008) des doctorants, via le portfolio de compétences en particulier. Les diverses facettes des soutiens que les apprentis-chercheur sont en droit de recevoir sont identifiés et modélisés en trois familles de soutien : l'accompagnement à la construction d'un projet de recherche (faire une revue de littérature, se positionner vis-à-vis de certaines recherches, construire une problématique de recherche, par exemple) ; l'accompagnement à l'autodirection du doctorant (structurer l'activité de manière à conduire le doctorant au succès, favoriser les socialisations avec des personnes semblables qui réussissent et qui peuvent soutenir, exprimer sa confiance dans les capacités du doctorant quand il est confronté à des difficultés, etc.) ; l'accompagnement au développement d'une posture professionnelle de chercheur (comme favoriser les expériences actives de maîtrise du doctorant, flécher les opportunités d'apprentissage). Accompagnement doctoral et formation à la recherche Dans la dernière partie, j'expose les projets de recherche que je porte et les objets de recherche sur lesquels je souhaite travailler. Pour ces derniers, je dégage des problématiques de recherche que je juge fécond de développer, j'esquisse les cadres théoriques sur lesquels les ancrer et je détaille les lieux de publications et les communautés de recherche visés, en France et à l'international. Dans la continuité du numéro sur l'accompagnement doctoral pour la revue RIPES (Revue Internationale de Pédagogie dans l'Enseignement Supérieur) paru en janvier 23, qui a permis de constituer un réseau international de chercheurs sur cette thématique et d'identifier les objets de recherche en cours, je lance un nouveau projet de recherche international sur l'évaluation de dispositifs de formations doctorales. 11 chercheuses dans le champ de l'éducation et de la formation participent au projet ; trois regroupements de travail en 2023 aboutiront à une journée d'étude en novembre 2023. Un symposium sur cette même thématique est soumis au réseau international francophone de Recherche en Education et Formation (REF) en 2024 à Fribourg ; il regroupera 19 chercheurs de sept nationalités différentes. Parallèlement à ces projets collectifs et internationaux, je souhaite poursuivre mes travaux sur l'accompagnement au développement d'une posture professionnelle de chercheur via le portfolio de compétences et envisager une publication dans The International Journal of Doctoral Studies. Le travail de transposition des concepts clés en anglais permettra d'intégrer le réseau européen The European

University Association, réseau de chercheurs et praticiens issus de 260 universités qui travaillent sur des questions liées à la formation doctorale et à la formation à la recherche. Enfin, je présente deux nouveaux objets de recherche, l'un sur l'accompagnement à l'auctorialité scientifique et l'autre sur l'accompagnement à l'autodirection des doctorants; ils pourraient faire l'objet d'un travail doctoral et mettraient à l'épreuve la théorie globale de la conation développée dans la partie II.

Annoot, E. (2016). Débat sur la pédagogie universitaire à l'heure de l'internationalisation et de la professionnalisation des formations supérieures en France. *Education comparée*, 15, 19-38.

Bandura, A. (2019). La théorie sociale cognitive : une perspective agentique. Dans P. Carré (dir.), *Traité de psychologie de la motivation: Théories et pratiques* (pp. 13-45). Dunod.

Carré, P. (2010). L'autodirection des apprentissages. Dans P. Carré (dir.), *L'autoformation: Perspectives de recherche* (pp. 117-169). Presses Universitaires de France.

Cosnefroy, L. (2010a). L'apprentissage autorégulé : perspectives en formation d'adultes. *Savoirs*, 23, 9-50.

Culioli, A. (1990). Pour une linguistique de l'énonciation : opérations et représentations, (tome 1). Ophrys.

Devos, C., Boudrenghien, G., van der Linden, N., Azzi, A., Frenay, M., Galand, B., & Klein, O. (2017). Doctoral students' experiences leading to completion or attrition: a matter of sense, progress and distress. *European Journal of Psychology of Education*, 32(1), 61-77.

Eccles J.S., Wigfield A. (2002). Motivational beliefs, values and goals. *Annual Review of Psychology*, 53, 109-132.

Fabre, M. (2015). *Penser la formation*. Éditions Fabert.

Jézégou, A. (2005). *Formations ouvertes : libertés de choix et autodirection du sujet*. L'Harmattan.

Moore, M.G. (1993). The Theory of transactional distance. Dans D. Keegan (dir.), *Theoretical principles of distance education* (pp. 22-38). Routledge.

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory : Basic psychological needs in motivation, development, and wellness*. Guilford Publishing.

Vygotski, L. S. (1934 / 1997). *Pensée et langage*. La Dispute.

Wittorski, R. (2008). *La professionnalisation*. *Savoirs*, 17, 9-36.

Chanturia, G. (2023). **What happened to the Soviet university?** *International Review of Education*, 69(3), 433-435. <https://doi.org/10.1007/s11159-023-10021-1>

Charpentier, A. (2023). **La contribution scientifique de la DEPP à l'évaluation des politiques éducatives.** *Administration & Éducation*, 178(2), 57-64. <https://doi.org/10.3917/admed.178.0057>

Chi, O. L., & Lenard, M. A. (2023). **Can a Commercial Screening Tool Help Select Better Teachers?** *Educational Evaluation and Policy Analysis*, 45(3), 530-539. <https://doi.org/10.3102/01623737221131547>

Improving teacher selection is an important strategy for strengthening the quality of the teacher workforce. As districts adopt commercial teacher screening tools, evidence is needed to understand these tools' predictive validity. We examine the relationship between Frontline Education's TeacherFit instrument and newly hired teachers' outcomes. We find that a 1 SD increase on an index of TeacherFit scores is associated with a 0.06 SD increase in evaluation scores. However, we also find evidence that teachers with higher TeacherFit scores are more likely to leave their hiring schools the following year. Our results suggest that TeacherFit is not necessarily a substitute for more rigorous screening processes that are conducted by human resources officials, such as those documented in recent studies.

Ching, C. D. (2023). **Developing “Equity Sense”: Meaning-Making at a Community College.** *American Educational Research Journal*, 60(4), 810-844. <https://doi.org/10.3102/00028312231178760>

While there is no shortage of scholarship on “equity” in higher education, researchers typically examine whether a policy or practice is (in)equitable rather than how those responsible for designing and enacting a policy or practice make meaning of equity. Using a sensemaking framework and case study approach, I explored the collective meaning-making of practitioners at one community college during a time of increased policy attention to equity. Despite lacking a formal definition after 2 years of meaning-making, practitioners labeled specific ideas and activities as equity, suggesting the development of an implicit understanding. From this case, I offer five lessons to propose the concept of “equity sense,” a practitioner-constructed, contextually bounded meaning with implications for practice, policy, and research.

Chingos, M. M., & Kisida, B. (2023). **School Vouchers and College Enrollment: Experimental Evidence From Washington, DC.** *Educational Evaluation and Policy Analysis*, 45(3), 422-436. <https://doi.org/10.3102/01623737221131549>

Washington, DC’s Opportunity Scholarship Program (OSP), the only federally funded school voucher program in the United States, has provided private school scholarships to low-income students in DC since 2004. From its inception, the program has received significant attention in national debates and has been the subject of rigorous evaluations mandated by Congress. We conduct an experimental evaluation of the effect of the OSP on college enrollment by comparing the college enrollment rates of students offered a scholarship in lotteries held in 2004 and 2005 with those of students who applied but did not win a scholarship. Students who won scholarships to attend private schools were not significantly more or less likely to enroll in college than students who did not.

Choudhury, P., Ganguli, I., & Gaulé, P. (2023). **Top Talent, Elite Colleges, and Migration: Evidence from the Indian Institutes of Technology** (NBER Working Paper N° 31308). Consulté à l’adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31308.htm>

We study migration in the right tail of the talent distribution using a novel dataset of Indian high school students taking the Joint Entrance Exam (JEE), a college entrance exam used for admission to the prestigious Indian Institutes of Technology (IIT). We find a high incidence of migration after students complete college: among the top 1,000 scorers on the exam, 36% have migrated abroad, rising to 62% for the top 100 scorers. We next document that students who attended the original “Top 5” Indian Institutes of Technology (IIT) were 5 percentage points more likely to migrate for graduate school compared to equally talented students who studied in other institutions. We explore two mechanisms for these patterns: signaling, for which we study migration after one university suddenly gained the IIT designation; and alumni networks, using information on the location of IIT alumni in U.S. computer science departments.

Christe, C. (2023). **Les « curriculums réels » d’une école supérieure en danse contemporaine.** *Sciences sociales et sport*, 21(1), 105-128. <https://doi.org/10.3917/rss.021.0105>

Les savoirs transmis lors de l’apprentissage de la danse contemporaine sont multiples : ce ne sont pas seulement les techniques physiques qui sont enseignées, mais également de véritables modes de vie. Ainsi, des pratiques de gestion corporelle comme

l'alimentation ou les soins s'ajoutent à des interactions relationnelles spécifiques entre membres de l'école. Ces savoir-être permettent aux danseuse•eur•s en formation de se placer dans le champ des arts vivants contemporains grâce à un style de vie distinctif, qui constitue une ressource face aux coûts de la vocation artistique et sportive.

Cilliers, J., & Habyarimana, J. (2023). **Tackling Implementation Challenges with Information: Experimental Evidence from a School Governance Reform in Tanzania.** *RISE Working Paper Series*, (23/142). Consulté à l'adresse https://doi.org/10.35489/BSG-RISE-WP_2023/142

Constant, E. (2023). **Évaluer la culture. Cultiver l'évaluation.** *Administration & Éducation*, 178(2), 87-91. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-87.htm>

Corcoran, S. L., & Kaneva, D. (2023). **Developing inclusive communities: understanding the experiences of education of learners of English as an additional language in England and street-connected children in Kenya.** *International Journal of Inclusive Education*, 27(11), 1239-1256. <https://doi.org/10.1080/13603116.2021.1886348>

The Salamanca Statement and subsequent international calls to action around inclusive education aim to meet Education for All goals and foster inclusive communities for learners within mainstream education. However, there are diverse interpretations of what inclusion means in practice that vary across local, national and international contexts. In developing inclusive pedagogies with teachers at the forefront of providing support, the use of labels to categorise particular groups of learners according to perceived learning needs can further marginalise them, affecting their sense of belonging in school and their academic and social identities. We present case studies drawn from two doctoral studies conducted in contextually and culturally different settings to understand learners' experiences of marginalisation in education. The experiences of learners of English as an additional language transferring from primary to secondary school in England illustrate marginalised positioning assigned by teachers' perceptions. The ability to 'settle in' to school of street-connected children transitioning (back) into education in Kenya is influenced by their interactions with peers, teachers and the wider community on and after the street. Findings emphasise the need for understanding experiences through shared narratives and dialogue, starting with learners' experiences to develop pedagogies and foster inclusive communities within and beyond schools.

Cortés-Albornoz, M. C., Ramírez-Guerrero, S., García-Guáqueta, D. P., Vélez-Van-Meerbeke, A., & Talero-Gutiérrez, C. (2023). **Effects of remote learning during COVID-19 lockdown on children's learning abilities and school performance: A systematic review.** *International Journal of Educational Development*, 101, 102835. <https://doi.org/10.1016/j.ijedudev.2023.102835>

This systematic review describes the effects of COVID-19 lockdowns on children's learning and school performance. A systematic search was conducted using three databases. A total of 1787 articles were found, and 24 articles were included. Overall, academic performance was negatively affected by COVID-19 lockdowns, with lower scores in standardized tests in the main domains compared to previous years. Academic, motivational, and socio-emotional factors contributed to lower performance. Educators, parents, and students reported disorganization, increased academic demands, and

motivational and behavioral changes. Teachers and policymakers should consider these results in developing future education strategies.

Courtioux, P., Maury, T.-P., & Seux, J. (2023). **The Geographies of Segregation in French Universities from 2006 to 2016** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/halshs-04118941.htm>

Since the French university system is non-selective, the question of segregation has long remained unaddressed. However, the recent increase in enrolment, as well as the implementation of clusterbuilding policies, have brought the issue of university segregation and its geography to the forefront. This article proposes the first exhaustive geographical decomposition of segregation in French universities. Using a mutual information index, we identify the different local components and layers of social segregation and measure their contribution to the national level of segregation between 2006 and 2016. Our results show that in the French university system, segregation is quite low and tended to decrease over the period. However, we also show that only about 18% of the total segregation is due to macro-scale factors: i.e., social differences across regional areas: social segregation is mainly a local phenomenon that could be reduced with reforms of higher education enrolment policy, implemented at the regional level.

Curran, F. C., & Boza, L. (2023). **Community Policing in Schools and School Resource Officer Transparency.** *Educational Policy*, 37(6), 1573-1602. <https://doi.org/10.1177/08959048221120270>

Following increased attention to racial disparities in police use of force, national conversations have focused on the role of law enforcement, including in public schools. This study examines transparency with regard to the presence of law enforcement in schools. Leveraging novel school-level and district-level data from the state of Florida, this research shows that the majority of schools and about a third of school districts do not make information on law enforcement presence in schools publicly available. Furthermore, the study finds that schools and districts serving more White student bodies have higher levels of transparency around law enforcement than those serving less-White demographics, an important finding given the racialized context of current policy discussions around policing in US schools and society more broadly. These findings inform ongoing debates about law enforcement in schools while also raising implications for policy and practice around the racialized nature of government transparency.

Cyna, E. (2023). **“The Best-Known Acronym in Education:” IBM and Corporate Involvement Education Policy in North Carolina.** In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization : International Perspectives* (p. 19-38). https://doi.org/10.1007/978-3-031-37853-9_2

This chapter explores the role of International Business Machines Corporation (IBM) in shaping education policy in the state of North Carolina. The American information technology company was the largest publicly traded company in the 1960s, and it became actively involved in state public schools both by providing software in schools and by setting curriculum standards that would provide the company with competitive graduates for employment.

de Boisdeffre, M. (2023). **Conduire et partager l'évaluation des politiques publiques : un tout démocratique dans un contexte de défiance.** *Administration & Éducation*, 178(2),

11-20. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-11.htm>

Delage, A., Nafaa, N., & Riffard, M. (2023). **Filling in the Gaps – Alternative Schools in French Rural Areas: From the Dismantling of Public Education to a New Horizon for Educational Entrepreneurs**. In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 171-193). https://doi.org/10.1007/978-3-031-37853-9_9

Developing a geographical analysis, this paper questions the recent and accelerated diffusion of “alternative” schools (mobilizing alternative pedagogies, and of non-contractual private status) in the French rural space. Through an exhaustive mapping of the school market in two departments, the life stories of the educational entrepreneurs who have set up these schools, and a territorial re-contextualization, it appears that this niche offer is both militant in marginal areas seen as a fertile ground for alternatives, and opportunistic in the interstices of the public system that is withdrawing from low-density areas. It is based on a commercial logic that is ambivalent in its methods (entrepreneurial) and values (alternatives to the dominant educational and societal system). This implicit transfer of a public service competence to the private sector ultimately raises questions about its durability in marginal areas.

Duchefdelaville, I. (2023). **L'évaluation des politiques publiques : une opportunité pour une approche renouvelée de l'action publique**. *Administration & Éducation*, 178(2), 27-43. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-27.htm>

Duru-Bellat, M. (2023, août 18). **Les classes préparatoires, une voie (vraiment) royale ?** Consulté 28 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/classes-preparatoires-une-vraiment-royale/00107788>

Si le film de Frédérique Mermoud *La voie royale*, sorti durant l'été, l'avait été plutôt en début d'année, quand les lycéens sont plongés dans les affres de Parcoursup, on peut se demander

Égert, B., de la Maisonneuve, C., & Egert, B. (2023). **The Impact of the War on Human Capital and Productivity in Ukraine** (CESifo Working Paper Series N° 10513). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10513.htm>
In addition to the humanitarian suffering and huge immediate economic costs, the war in Ukraine will have long-term consequences, among which are losses in human capital that will impact aggregate productivity for many years. Exploiting a new stock measure of human capital combining the quality and quantity of education and adult skills, this paper suggests that losses in long-run aggregate productivity operating through the human capital channel could be at about 7% if the war lasts two years. These adverse effects come from school closure and the resulting decline in student learning outcomes and losses in workers' skills, which, without remedial policy action, could persist for decades.

Erken, A. (2023). **From Missionary Tradition to Liberal Leadership: Robert College, 1918–1970**. *British Journal of Educational Studies*, 71(4), 439-458. <https://doi.org/10.1080/00071005.2023.2210640>

This article analyses the transformation of Robert College, the first American college founded abroad, from 1923 to 1970. Based on a careful investigation of Robert College archives and personal accounts of the College staff, it contends that the school's missionary character acquired a new identity after the foundation of Republican Turkey. Robert College gradually abandoned its missionary tradition to become an institution of liberal learning in the service of westernizing Turkey. The College presidency and trustees have long elaborated on the new context and trends in liberal education in the United States. At the same time, the Turkish officers and graduates quickly adjusted to this new character immersed in secular values. The College's transition involved a shared commitment going beyond political partnership, reflecting an intellectual vision that came out of long years of negotiations within the College establishment.

Fast, I. (2023). **Mechanisms of Exclusion: Group Homogenization and Deficit Thinking in Integrated Schools.** *Educational Policy*, 37(6), 1763-1790.
<https://doi.org/10.1177/08959048221127988>

School integration and inclusion are important for educational equity, yet inclusionary educational policies often end up being exclusionary in practices. In this article I contribute to our understanding of school level mechanism underlying this process. I draw on 2 years of data collection in a progressive culturally responsive school implementing a voluntary students assignment policy to increase the share of low-income students of color in the school. I show how a conflict with dissenting mothers over gender-unlabeled bathrooms became a conflict over the meaning of inclusion when school leaders applied deficit thinking that saw low-income parents of color as less likely to support the program, despite heterogeneity in dissenting mothers' background, and how as result dissenting mothers felt excluded from the school community and the needs of transgender students were unmet. These findings have important implications for theory and practice and for creating inclusive schools.

Fehérvári, A. (2023). **An education programme for the elimination of inequalities in Hungary.** *International Journal of Inclusive Education*, 27(9), 1027-1041.
<https://doi.org/10.1080/13603116.2021.1879957>

This paper evaluates a Hungarian gifted education programme aimed at providing equal opportunities for students with social and economic disadvantages. In the context of a retrospective study, the differences in academic success and learning pathways were examined in a cohort comprising a group that participated in the programme and a group that did not. The analysis used the data of grade 6 and grade 10 students in the Hungarian National Competence Assessment. The analysis found that the scholastic achievement of the students participating in the programme was higher than that of the control group. By grade 6, participants presented higher scholastic achievement, better results in the competence tests and better school grades, and the difference between the two groups increased again by grade 10. The programme contributed to compensating for the participants' educational inequalities and promoted their integrational social mobility. However, it was found that inclusion in the programme was greatly influenced by teachers' perception, which was not always consistent with the aptitude of students.

Ferrare, J. J., Waddington, R. J., Fitzpatrick, B. R., & Berends, M. (2023). **Insufficient Accountability? Heterogeneous Effects of Charter Schools Across Authorizing Agencies.**

American Educational Research Journal, 60(4), 696-734.
<https://doi.org/10.3102/00028312231167802>

We estimate the longitudinal effects of charter schools authorized by different authorizing bodies on student achievement by using student-level data from Indiana. The results of our analysis point to substantial variation, especially between the state's two largest authorizers: Ball State University and the Indianapolis Mayor's Office. Some of the variation is driven by the types of operators these bodies authorize to run charter schools. However, operator effects are not consistent across authorizers, suggesting a more complex story about how authorization affects student achievement. These results point to the ways that public and private interests in charter schools may complicate the work of authorizers and suggest a need for policymakers to offer more guidance in how authorizers carry out their various accountability mandates.

Ferreira, A. (2023). **Dilemmas, Conflicts, and Worldview Diversity: Exploring the Relevance of Clare Grave's Legacy for Planning Practice and Education.** *Journal of Planning Education and Research*, 43(3), 697-708. <https://doi.org/10.1177/0739456X20940797>

This article presents the intellectual legacy of Clare Graves, an American professor of psychology, and its relevance for planning as an academic and professional field characterized by worldview diversity and, therefore, also by dilemmas and conflicts. The argument is structured by the sequential answers to four questions: how to determine the most appropriate worldview for a given planning situation; how to navigate in planning contexts characterized by worldview diversity; how to manage worldview-based conflicts; and how to educate planners for effectively dealing with worldview diversity. A discussion on planning ethics concludes the article.

Forest, F. (2023). **Évaluer des politiques éducatives dans l'enseignement supérieur : un besoin et une maîtrise des risques.** *Administration & Éducation*, 178(2), 79-85. <https://doi.org/10.3917/admed.178.0079>

François, A. (2023). **Haïti: Les représentations du handicap et de la scolarisation des élèves handicapés** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse <https://theses.hal.science/tel-04166752>

La présente thèse se propose d'appréhender les représentations liées à la scolarisation des enfants handicapés dans le milieu scolaire ordinaire en Haïti. Pour y parvenir, nous avons effectué trois études. La première étude est qualitative. Elle a été réalisée auprès de 12 personnes, dont 7 personnes handicapées et 5 responsables d'associations. Elle répond à notre premier objectif, celui d'appréhender les représentations sociales du handicap dans la société haïtienne. Les résultats de l'analyse thématique montrent que le handicap se situe à travers le prisme de l'irrationnel et du magique et renvoie à deux dimensions principales : invisible ou surnaturelle (action des loas, sort jeté par un sorcier...) et divine (punition, châtement infligé par Dieu pour avoir commis un péché). Ces représentations impactent toutes les sphères de la société. Dans une seconde étude qualitative auprès de 5 mères d'élèves handicapés scolarisés en milieu ordinaire et 32 enseignants (ayant accueilli ou non des élèves handicapés), nous avons étudié les incidences des représentations du handicap sur la scolarisation des enfants handicapés en milieu ordinaire. Le corpus a été soumis à une analyse lexicale (avec le logiciel Alceste), complétée par une analyse thématique afin de préciser le contenu des représentations. Les résultats montrent que les représentations associées au handicap, et qui sont tributaires des croyances culturelles, font obstacle à la scolarisation de ces

élèves. Les enseignants craignent que cette scolarisation nuise à leur identité professionnelle. De plus, ils soulignent le manque de formation. Les élèves handicapés sont perçus comme relevant du milieu spécialisé. La troisième étude est quantitative. Elle s'intéressait aux attitudes des enseignants en exercice et des futurs enseignants sur la scolarisation des élèves en milieu ordinaire. Nous avons également étudié leur sentiment de compétence, leurs croyances culturelles et leur intention d'agir. 193 enseignants ont participé à l'étude (111 enseignants en exercice et 82 en formation initiale). Les analyses statistiques montrent que les deux groupes d'enseignants ne sont pas favorables à la scolarisation en milieu ordinaire. Les croyances culturelles influencent négativement leurs attitudes. Outre l'empreinte des croyances culturelles associées au handicap, les enseignants ne s'estiment pas compétents pour prendre en charge ces élèves.

Freidus, A., & Turner, E. O. (2023). **Contested Justice: Rethinking Educational Equity Through New York City's COVID-19 School Reopening Debates.** *Educational Evaluation and Policy Analysis*, 45(3), 437-463. <https://doi.org/10.3102/01623737221121802>

This study examines competing justice claims that stakeholders policymakers, district leaders, families, and educators evoked during the 2020 COVID-19 New York City school reopening debates. Drawing on thematic analysis of 300 news and opinion articles, we examine stakeholders' overlapping and contested understandings of justice in public education, including claims related to how school resources are distributed, whom district policies recognize, and who is represented in policymaking. In addition to deepening our understanding of the educational politics of the COVID-19 pandemic—an event with field-changing consequences—our analysis offers researchers and policymakers a more robust basis for advancing equity and conceptualizing just educational policy for multiple stakeholders.

Fute, A., Wan, X., & Oubibi, M. (2023). **A historical review of global efforts on adult literacy education, with particular reference to Tanzania.** *International Review of Education*, 69(3), 327-350. <https://doi.org/10.1007/s11159-023-10019-9>

Literacy is a fundamental aspect of development and a step towards freedom and liberation from socio-economic constraints, because it enables all citizens to realise their basic right to learning. However, the global efforts which – according to a 2017 estimate of the United Nations Educational, Scientific and Cultural Organization (UNESCO) – resulted in an increase in literacy from 55.7% in 1950 to 86.2% in 2015 at the world level (an average of 5% for each decade) did not significantly affect the actual number of people with low (or no) literacy skills. Due to rapid population growth, the number of people unable to read or write was higher in 2015 (745 million) than it was in 1950 (700 million), with some world regions being more affected than others. After reflecting on global historical trends in adult literacy education, this article focuses on the African continent, and on Tanzania in particular. The authors offer a few recommendations for developing countries to progress towards ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030.

Galindo-Silva, H., & Tchunte, G. (2023). **Armed Conflict and Early Human Capital Accumulation: Evidence from Cameroon's Anglophone Conflict** (GLO Discussion Paper Series N° 1295). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1295.htm>

This paper examines the impact of the Anglophone Conflict in Cameroon on human capital accumulation. Using high-quality individual-level data on test scores and

information on conflict-related violent events, a difference-in-differences design is employed to estimate the conflict's causal effects. The results show that an increase in violent events and conflict-related deaths causes a significant decline in test scores in reading and mathematics. The conflict also leads to higher rates of teacher absenteeism and reduced access to electricity in schools. These findings highlight the adverse consequences of conflict-related violence on human capital accumulation, particularly within the Anglophone subsystem. The study emphasizes the disproportionate burden faced by Anglophone pupils due to language-rooted tensions and segregated educational systems.

Games, J. (2023). **De l'évaluation du choix des enseignements de spécialités à l'évolution de la politique d'orientation de l'établissement, au lycée Marguerite Yourcenar du Mans.** *Administration & Éducation*, 178(2), 99-105. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-99.htm>

Giband, D. (2023). **Educational Cities, Introducing a Neoliberal Order in Priority Educational Areas?** In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 109-128). https://doi.org/10.1007/978-3-031-37853-9_6

In the global landscape of privatization of education, the Education Priority Areas are among the common targets of neoliberal policies. Within the European Union, France is one of the last countries to tackle the reform of priority education and its scheduled disappearance. Until 2019, the neoliberal attacks on priority education have been low intensity, limited to a rhetoric of failure. The launch in 2019 of the national program Educational cities is a singular change. Inspired by similar programs in the EU, the EC program is part of a low noise process of neoliberalization of education. This involves a concomitant set of limited but repeated reforms that focus on the commodification of education, the disassembling of the status of teachers, the competition between schools and the slow dismantling of priority education. Focusing on the example of Perpignan, this paper discusses the nature and the diverse forms of the neoliberalization process led in one the worst French "educational ghetto". Our hypothesis is that we are witnessing less a neoliberalization of priority education, but rather the affirmation of a neoliberal rhetoric that relies on a series of low-key changes, limited by the institutional, bureaucratic and territorial complexity of the priority education spaces.

Gille, B., & Richet, B. (2023). **Les évaluations des politiques publiques de l'enseignement scolaire en France. De l'évaluation des établissements au développement de la fonction évaluative dans le ministère : premières étapes d'une évolution majeure du système éducatif.** *Administration & Éducation*, 178(2), 65-71. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-65.htm>

Gilraine, M., Petronijevic, U., & Singleton, J. (2023). **School Choice, Competition, and Aggregate School Quality** (NBER Working Paper N° 31328). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31328.htm>

This paper develops and estimates an empirical framework that evaluates the impact of charter school choice on education quality in the aggregate. We estimate the model using student-level data from North Carolina. We find that North Carolina's lifting of its statewide charter school cap raised the average public school's value-added by

around 0.01 standard deviations (on the student test score distribution). We calculate the total human capital returns of the expansion at above \$100,000 per charter school enrollee. We further show that competition drives the aggregate gains; test score impacts on students induced into charter schools by the policy are negative.

Global Education Monitoring Report Team. (2023). **Global Education Monitoring Report, 2023: technology in education: a tool on whose terms ?** (p. 1-418). Consulté à l'adresse Unesco website: <https://www.unesco.org/gem-report/fr>

Global Education Monitoring Report Team, EFA Global Monitoring Report Team, Amuha, M. G., Jallow, S. A., Kousiakis, S., Sanner, T. A., ... Valbø, B. (2023). **A digital platform ecosystem approach to education management information system strengthening** (p. 36). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000386105>

Gomendio, M., & Wert, J. I. (2023). **Dire Straits-Education Reforms: Ideology, Vested Interests and Evidence.** <https://doi.org/10.11647/obp.0332>

Responding to an 'educational emergency' generated largely by the difficulties of implementing education reforms, this book compares education policies around the world in order to understand what works where. To address the key question of why education reforms are so difficult, the authors take into account a broad range of relevant factors, such as governance, ideology, and stakeholder conflicts of interest, and their interactions with one another. Drawing on their experiences as policymakers in the Spanish government and as governmental advisors worldwide, Montserrat Gomendio and Jose Ignacio Wert produce a publication like no other, shifting the usual Eurocentric narrative and shedding light on frequently overlooked educational policies from elsewhere. In this context, they dive deeper into details of educational failures and successes, the processes of implementation and investment priorities in different countries. They provide revealing accounts of stakeholder conflicts of interest and the challenges of implementing educational reform during a financial crisis. The authors also investigate why the evidence from international large-scale assessments (ILSAs) has, contrary to expectation, not generated improvements in most education systems. Gomendio and Wert investigate the evolution of different education systems, closely examining their advances or declines. Gomendio and Wert's expert voices illuminate the current state of global education systems and the necessary changes to ensure long-awaited improvements. This is a revelatory and informative resource for policymakers, teachers and academics alike.

Gonzalez, O. (2023). **EPS et controverse(s): Justifications d'une discipline scolaire.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140496202&utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_17_07_au_22_07_36212&utm_medium=email&utm_content=lienTitre

L'éducation physique et sportive (EPS) est une discipline scolaire qui, en France, reconnaît le sport comme le support essentiel de son enseignement depuis 1967. Le changement de nature d'un curriculum ne se fait pas sans débats ni conflits qui mettent au jour le caractère à la fois épistémique et social du choix des contenus d'enseignement. Si la notion de controverse s'entend comme un dispositif privilégié du développement des connaissances, nombre d'études de controverse remettent en

cause les justifications rationnelles avancées au bénéfice de rapports de force qui seraient déterminants. Qu'en est-il précisément pour l'EPS ? La première partie de cet ouvrage examine à partir de certains éléments du curriculum officiel ce qui ressort comme les principales controverses en EPS. En appui de la première, la seconde partie développe trois études de cas qui portent respectivement sur la revendication d'une science de l'action motrice, sur la production des programmes contemporains de la discipline et sur la pertinence d'un « savoir s'entraîner » dévolu à certaines activités dans le cadre scolaire.

Gottschalk, F., & Weise, C. (2023). **Digital equity and inclusion in education: An overview of practice and policy in OECD countries**. <https://doi.org/10.1787/7cb15030-en>

Digital technologies can be used to support the inclusion of diverse student groups in education in a number of ways including enhancing accessibility of educational content, increasing personalisation and providing distance learning opportunities, as was the case during the COVID-19 pandemic. However, persistent digital inequalities can undermine digital equity and inclusion and equity and inclusion in education generally, particularly for the most disadvantaged students. This paper explores the themes of digital equity and inclusion, and maps some of the policies and practices adopted in OECD countries for the equitable and inclusive use of digital tools in education. It highlights the importance of inclusive design and implementation of digital technologies, as well as the need for education systems to focus on capacity building such as teacher training, as well as adequate resourcing of digital tools. It discusses advantages and disadvantages of different approaches, and concludes by highlighting research and policy gaps.

Graham, K. M., & Yeh, Y.-F. (2023). **Teachers' implementation of bilingual education in Taiwan: challenges and arrangements**. *Asia Pacific Education Review*, 24(3), 461-472. <https://doi.org/10.1007/s12564-022-09791-4>

This qualitative study reports on the early implementation of bilingual education by teachers working in pre-tertiary contexts in Taiwan, with a specific focus on perceived challenges and the resulting bilingual education arrangements. Taiwan's public schools have begun to implement bilingual education in response to the Bilingual 2030 policy. Several scholars have identified potential challenges that may affect implementation. However, little is known about the challenges perceived by teachers and their effect on the implementation of bilingual education. This study addresses this gap using data collected through semi-structured interviews with 12 teachers from various academic disciplines in five primary schools and five junior high schools in northern Taiwan. Three challenges and six bilingual education arrangements were reported by the participating teachers. The paper discusses how these challenges may produce varying arrangements that are designed to achieve different outcomes, highlighting the need for policymakers to clearly define the intended outcomes of the bilingual education policy.

Grenet, J., He, Y., & Kübler, D. (2022). **Preference Discovery in University Admissions: The Case for Dynamic Multioffer Mechanisms**. *Journal of Political Economy*, 130(6), 1427-1476. <https://doi.org/10.1086/718983>

We document quasi-experimental evidence against the common assumption in the matching literature that agents have full information on their own preferences. In Germany's university admissions, the first stages of the Gale-Shapley algorithm are implemented in real time, allowing for multiple offers per student. We demonstrate that

nonexploding early offers are accepted more often than later offers, despite not being more desirable. These results, together with survey evidence and a theoretical model, are consistent with students' costly discovery of preferences. A novel dynamic multioffer mechanism that batches early offers improves matching efficiency by informing students of offer availability before preference discovery.

Guétemme, G. (2023, août 29). **Le dessin et l'art ont-ils leur place à l'école ?** Consulté 30 août 2023, à l'adresse The Conversation website: <http://theconversation.com/le-dessin-et-lart-ont-ils-leur-place-a-lecole-210303>

Présent dans les programmes depuis les débuts de l'école obligatoire, le cours de dessin est devenu cours d'arts plastiques. Faut-il y voir le renforcement d'une éducation artistique et culturelle ?

Gunter, H., & Courtney, S. (2023). **Policy Mortality and UK Government Education Policy for Schools in England.** *British Journal of Educational Studies*, 71(4), 353-371. <https://doi.org/10.1080/00071005.2023.2193066>

Successive UK governments have adopted failure as a strategy in the reform of public education in England: first, to construct crises in order to blame professionals/parents/children for a failing system; and second, to provide rescue solutions that are designed to fail in order to sustain the change imperative. We describe this as policy mortality, or the integration of systemic and organisational 'death' within reform design. Our research demonstrates the interplay between the blame for the 'wrong' type of school, leader, teacher, pupil, parent, and the claimed 'solutions' in the form of new schools (e.g., between 70 and 90 different types in England), organisations (e.g., MATs), professionals (e.g., CEOs), pupils (e.g., branded access to a school place), and parents (e.g., consumer choice). Our research contribution is conceptual through the development of new thinking about policy mortality, whereby the claim is for 'success' but the reality is that some professionals, schools, children and parents are required to fail.

Guzmán, V., Larrain, A., Álvarez, C., Fernández, I., Herrera Araya, D., & Urrutia, C. (2023). **Design-based development of educative curriculum material for deliberative human rights education.** *Journal of Curriculum Studies*, 55(4), 489-507. <https://doi.org/10.1080/00220272.2023.2223247>

Human rights education (HRE) is an urgent historically and globally recognized challenge for societies. However, it has not been sufficiently addressed by empirical and theoretical research in education. Based on the UN Declaration on Human Rights Education and Training (UNDHRET), there is wide agreement that HRE should include education about, through, and for human rights. We argue that a situated deliberative pedagogy can offer these three dimensions to HRE. However, this is not without challenges for teachers and students. One way to deal with these challenges and support this pedagogical innovation is to design curriculum material that supports teachers. To contribute to this, we conducted a design-based research (DBR) aimed at participative designing of educative curriculum material for human rights deliberative education. Four teachers participated in two phases of the study. Two participated in refining the material's structure and its controversies and the other two participated in discussing the dilemmas and activities relating to implementation of the material at school with their 11th- and 12th-grade students. The results show participatory educative curriculum material

designed for holistic HRE: about, through, and for HR. The implications and problems of the design process associated with a deliberative curriculum for HRE are discussed.

Haegele, J. A., & Maher, A. J. (2023). **Toward a Conceptual Understanding of Inclusion as Intersubjective Experiences.** *Educational Researcher*, 52(6), 385-393. <https://doi.org/10.3102/0013189X231176287>

Inclusion has become a global buzzword relating to education policy and practice. Mostly, it is tied to discussions about access and opportunities in education spaces as well as school policies and the curriculum decisions and pedagogical actions of teachers. As part of this critique, we propose defining inclusion as intersubjective experiences associated with feelings of belonging, acceptance, and value that are dynamic, ephemeral, spatial, and in flux. Here, we advocate for centering the experiences and amplifying the voices of disabled children and young people in and about education spaces, while acknowledging the wider social forces that structure those spaces, as only disabled young people can explain how they feel in the educational spaces where they find themselves.

Haidi, H., & Hamdan, M. (2023). **Analysis of the home-based online teaching and learning policy during the COVID-19 second wave in Brunei: a joint parent/teacher perception.** *Asia Pacific Education Review*, 24(3), 487-502. <https://doi.org/10.1007/s12564-022-09798-x>

The COVID-19 pandemic has disrupted the traditional face-to-face forms of educational instruction and has led to increased involvement in online learning. Consequently, online learning has gained popularity and has become the norm worldwide today, because it offers a safe learning environment as well as convenience and flexibility. During the pandemic, school campuses in Brunei were closed, classes were conducted online, and parents/guardians were expected to cooperate and assist their children with home-based online learning. However, online teaching posed a different set of challenges for teachers and students, which warrant research and policy attention at the national level. This study provided a review of the literature on the policies and best practices for online teaching and learning and formulated three key objectives. The first was to identify the policy initiatives and guidelines introduced by the government of Brunei to facilitate and ensure the effectiveness of online teaching and e-learning. The second referred to obtaining the perceptions of teachers and parents on three specific dimensions, namely, the implementation of blended learning, the use of online pedagogy, and enhancement of the e-learning experiences of students. The last objective was to identify the challenges associated with these dimensions and to propose actions and policy recommendations for improvement. This study employed document analysis, interview, and data collected from public social media. The implementation of online teaching and e-learning in Brunei was met with many challenges due to the poor network infrastructure and weak knowledge and content development of ICT. Thus, this study serves as a basis for improving innovation and governance in education, which focuses not only on the enhancement of academic performance but also on the digital divide. The paper was first presented at the 21st International Conference on Education Research (ICER) at the Seoul National University, Republic of Korea on October 21, 2021, by the first author. This research is part of the research project entitled: Pandemic Policies and Governance in Small States in the Southeast Asian Region.

Hamouda, L. B. (2023, août 30). **Jean-Paul Delahaye : « Attention au risque de confusion entre l'école maternelle et l'école élémentaire »**. Consulté 30 août 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/08/30/jean-paul-delahaye-attention-au-risque-de-confusion-entre-lecole-maternelle-et-lecole-elementaire/>

Jean-Paul Delahaye, inspecteur général de l'éducation nationale honoraire et ancien Dgesco, prévient : la confusion entre l'école maternelle et l'école élémentaire est un risque de creusement des inégalités. Il signe cette tribune pour le Café pédagogique. Cela fait longtemps que l'on sait que l'école maternelle ne peut être réduite à être une petite école élémentaire....

Harris, D. N., & Larsen, M. F. (2023). **What Schools Do Families Want (and Why)? Evidence on Revealed Preferences From New Orleans**. *Educational Evaluation and Policy Analysis*, 45(3), 496-519. <https://doi.org/10.3102/01623737221134528>

Prior research suggests that families prefer schools with higher test scores, shorter distances from home, and certain student demographics. We build on this using data from New Orleans, a context well suited to identification of parent preferences because of its deferred acceptance algorithm and extensive, standardized, and broadly accessible school information. This allows us to study revealed preferences for a richer set of characteristics. We find that families prefer schools with higher school value-added, more extracurricular activities, and after-school childcare. We also find heterogeneity by family income that is more consistent with income constraints than preference heterogeneity. Finally, we show how methodology and data shape the results.

Hashim, A., & Sattin-Bajaj, C. (2023). **Transportation Logics: How Charter School Leaders Make Choices about Student Transportation**. *American Journal of Education*, 129(4), 513-538. <https://doi.org/10.1086/725549>

Purpose: We describe charter school leaders' beliefs and practices as they relate to student transportation in three choice-rich cities. Research Methods/Approach: Data come from a multiple comparative case study of district and charter school leaders' perceptions and implementation of transportation policies in three choice-rich cities with distinct student-transportation requirements, geographic landscapes, and school-choice markets. We analyzed public documentation and individual, semistructured interviews with 26 representatives from charter schools, authorizing agencies, and district administrators across the case sites. Findings: Even with local policies requiring universal transportation in two of our three case cities, charter school leaders did not foreground equity goals in school access when discussing transportation or did so in relatively weak ways. In contrast, all three cities showed evidence of market-based principles that, at times, were coupled with state and community values to bolster the legitimacy of market-driven transportation practices at the expense of equity goals. Despite the prevalence of the market-based values, we argue that local regulations and structures can support equitable transportation practices. Implications: Our results highlight the strong influence of market-based principles on charter school practices for student transportation. Without equitable provision of student transportation, the theory of change of school choice—that families will have equal access to schools—is challenged. State- and district-level regulations (such as transportation mandates) and structures (such as public transit and universal enrollment systems) can elevate goals of equity for charter school leaders or help manage competitive forces that compel charter schools to prioritize market-based goals over equity.

Hénon, J.-O. (2023). **Former des apprentis: 12 conseils pour réussir**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140492587&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nouveautes_ete_2023_36224&utm_medium=email&utm_content=lienTitre

Que ce soit au sein d'un organisme existant ou en créant un nouvel établissement, il est aujourd'hui facile d'ouvrir une section d'apprentis. De nombreuses formations se sont ainsi mises en place, répondant chacune à un projet pédagogique particulier. Quels sont leurs points communs ? Relèvent-elles toutes de l'apprentissage ? Loin des critères imposés par les contrôles qualité, l'objet de cet ouvrage est de mettre en évidence certains aspects essentiels de la formation des apprentis. La place et le rôle de l'entreprise, la professionnalisation des acteurs, les développements personnels et sociaux sont questionnés. Ils permettent un retour sur certains fondamentaux de l'apprentissage parfois oubliés. Douze thèmes sont proposés pour interpeller le lecteur sur son projet et sur ses pratiques. Organisme paritaire investi depuis plus de quatre-vingts ans dans la formation des apprentis, le CCCA-BTP souhaite faire connaître son expérience et partager sa vision de ce qui, selon lui, constitue la nature même de la formation par la voie de l'apprentissage.

Iqbal, S. A., & Patrinos, H. (2023). **Learning during the Pandemic: Evidence from Uzbekistan** (GLO Discussion Paper Series N° 1292). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1292.htm>

School closures induced by the COVID-19 pandemic led to concerns about student learning. This paper evaluates the effect of school closures on student learning in Uzbekistan, using a unique dataset that allows assessing change in learning over time. The findings show that test scores in math for grade 5 students improved over time by 0.29 standard deviation despite school closures. The outcomes among students who were assessed in 2019 improved by an average of 0.72 standard deviation over the next two years, slightly lower than the expected growth of 0.80 standard deviation. The paper explores the reasons for no learning loss.

Jarry, B. (2023). **Le CLAVIM. Du projet à l'évaluation**. *Administration & Éducation*, 178(2), 107-117. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-107.htm>

Jean-Francois, T., Shuya, Y., Mustafa, R., Mara, M., Kate, C. M., Ian, K., ... Parul, B. (2023). **Teachers' perspective on accountability: A comparative case study in primary rural schools of Afghanistan and Pakistan**. *Research in Comparative and International Education*. <https://doi.org/10.1177/17454999231186878>

Education in Afghanistan and Pakistan is characterised by indicators showing lack of mastering of reading, writing and mathematics literacy skills. To foster effective education systems and provide quality education, experts have encouraged and established various mechanisms of accountability. We conducted participatory workshops with 556 teachers representing 102 primary schools in Afghanistan and Pakistan to investigate their understanding of teachers' roles and responsibilities in education. Teachers acknowledged their own responsibilities for student learning but also emphasized that improving the quality of education should involve providing good teaching and learning

environments, child-centred pedagogy, caring relationships, parental involvement, inclusive communities, and respect for teachers.

Jung, H., Yang, J.-M., & Oh, Y. S. (2023). **Influence of government-funded postdoctoral fellowships on tenure-track appointments of scholars in the social sciences and humanities.** *Asia Pacific Education Review*, 24(3), 369-382. <https://doi.org/10.1007/s12564-022-09758-5>

This study aims to investigate whether a government-funded postdoctoral fellowship improves the chances of being selected for a tenure-track faculty position in the social sciences and humanities in South Korea. Data on new scholars applying for government-funded postdoctoral fellowships in 2011–2013 were used to compare the likelihood of tenure-track appointments for recipients and non-recipients of fellowships. The results of the propensity score matching and logistic regression analysis revealed that recipients in the field of social sciences were approximately 1.29 times more likely to be in tenure-track positions 4–6 years after their fellowship compared with non-recipients. However, this positive effect was not observed for recipients in the humanities. The study suggested policy recommendations on the basis of these results.

Kabbanji, L., & Mary, K. (2023). **The Rise of Private Universities in Lebanon: Strategies for Conquering New Student “Markets”.** In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization : International Perspectives* (p. 39-57). https://doi.org/10.1007/978-3-031-37853-9_3

In Lebanon, since 2005, more than half of tertiary students are enrolled in a private institution. The Lebanese higher education system now appears stratified, consisting of a single public university, a few elite universities, and a myriad of private market-oriented universities, whose development began in the early 1990s and the development of neo-liberal economic policies. This chapter examines the strategies put in place by these private universities to conquer new student «markets». We first analyze their spatial deployment through campus openings all throughout the Lebanese territory. We develop here the idea of a new geography of higher education in Lebanon that has resulted in a relocation to the peripheries and urban margins, following the logic of academic capitalism. After the “confessional” fallback of universities during the war, the increase of geographic relocations to the peripheries here expresses the rise of a “student market” within the framework of the liberalization of the Lebanese economy, without dismantling the confessional lines of demarcation established by the war. We then discuss the competition that results from the establishment of these new institutions. Finally, we look at the representations of which these universities are carriers and which refer to the search for international «labels» synonymous for them with a certain quality of teaching. These analyzes allow us to identify how the dominant neo-liberal model of higher education has been adapted in the Lebanese context.

Kakuba, C., & Golaz, V. (2023). **Les enfants n'ayant jamais été scolarisés : comment l'hétérogénéité régionale conditionne l'accès à l'enseignement primaire en Ouganda** (C. Michaud, Trad.). *Population*, 78(1), 123-155. <https://doi.org/10.3917/popu.2301.0123>

Bien que l'Ouganda fasse partie des premiers pays subsahariens à avoir instauré un programme d'enseignement primaire universel en 1997, environ 6 % des enfants âgés de 9 à 11 ans n'avaient jamais été scolarisés en 2014. L'analyse d'un échantillon de 10 % de la population en 2014 met en évidence des inégalités régionales frappantes. Au moyen de régressions logistiques, cet article compare la sous-région du Karamoja avec le reste

du pays et avec le pays dans son ensemble. Les analyses multiniveaux réalisées montrent que le niveau d'instruction du chef de ménage et l'indice de richesse du ménage influencent la scolarisation des enfants, toutes régions confondues. Par ailleurs, alors que le sexe de l'enfant n'a pas d'effet significatif au niveau national, la probabilité de n'avoir jamais été scolarisé se révèle significativement plus grande pour les filles du Karamoja, et pour les garçons dans le reste de l'Ouganda. Les attentes et les contraintes liées au genre diffèrent, et les politiques publiques doivent en tenir compte. Ces résultats remettent en question la validité des modèles appliqués uniquement au niveau national dans un contexte de forte hétérogénéité spatiale.

Kangas, S. E. N., & Cook, M. (2023). **Navigating competing policy demands: Dual service provision for English learners with disabilities in middle school.** *Language Policy*, 22(3), 315-341. <https://doi.org/10.1007/s10993-023-09653-8>

Research has documented that service provision for English learners (ELs) with disabilities is a complicated endeavor in K–12 schools. Recent studies have examined how English language development and special education services are often in tension with one another, as logistical and ideological barriers hinder efforts in schools to provide these dual services. Despite these findings, studies to date have solely investigated elementary contexts, leaving scarce understanding of service provision in secondary grades. This qualitative embedded case study examined dual service provision for 12 ELs with disabilities across two middle schools. Utilizing intersectionality for its theoretical framework, the analysis revealed that dual service provision policies and academic tracking structures melded in ways that resulted in interrelated social, linguistic, and academic oppression for ELs with disabilities. The findings highlight the importance of examining schools' de facto language education policies and learning environments to ensure equitable opportunities for the academic and linguistic development of ELs with disabilities.

Karlsudd, P. (2023). **When differences are made into likenesses: the normative documentation and assessment culture of the preschool.** *International Journal of Inclusive Education*, 27(8), 904-920. <https://doi.org/10.1080/13603116.2021.1879951>

This article is based on studies carried out within the Young children's learning research education programme. This undertaking involved five graduate students, all recruited from the Swedish preschool system. The licentiate thesis makes up the final product of their education programme, and the focus of each candidate's licentiate thesis was preschool-level documentation. Using the results of all five theses, a re-analysis was conducted with the concept of normality as the common starting point. The purpose was to investigate whether documentation and assessment can change the view of normality in preschools, and furthermore, what consequences there may be for preschool activity. 'The narrow preschool and the wide preschool' is the model used to support the analysis, which is a model used in previous studies to review and discuss educational choices and conditions in the school system. Results of the present investigation show that the documents and assessments performed in preschool have a strong focus on the individual child and a traditional, school-oriented learning is highly valued. The documentation and assessment practices that take place now in our preschools, therefore, most likely influence the preschool view of normality and restrict the acceptance of differences.

Kienast, S.-R. (2023). **How do universities' organizational characteristics, management strategies, and culture influence academic research collaboration? A literature review and research agenda.** *Tertiary Education and Management*, 29(2), 139-160. <https://doi.org/10.1007/s11233-022-09101-y>

In the contemporary science and higher education system, national and supranational governments fund and foster universities to collaborate through specific funding lines and competition in World University Rankings, making it indispensable for universities to demonstrate collaboration at the organizational level. Thus, universities strive to encourage their scientific members to collaborate – and to different degrees – facilitate forms of collaboration. Questions on how universities as organizations influence academic research collaboration arise. To go beyond the existing literature, this study firstly develops an analytical two-dimensional framework organizing the literature on four levels of investigation (meta, macro, meso, micro). Based on this framework, the paper presents a literature review of the current state of the art in academic research collaboration. Secondly, the paper establishes a research agenda by synthesizing organizational influences found as organizational characteristics, management strategies, and organizational culture and presents three research avenues for future research. The paper concludes that we have only just begun to study the organizational influences of universities (especially the organizational culture) on academic research collaboration and how these organizational categories are interrelated.

Lang, S. (2023). **An analysis of non-formal primary equivalency programme outcomes and major factors affecting learners' learning achievements in Pursat province and Phnom Penh, Cambodia.** *International Review of Education*, 69(3), 351-378. <https://doi.org/10.1007/s11159-023-10010-4>

In Cambodia, just over four per cent of the population aged 6–14 and two and a half per cent of the population aged 15–24 have never attended school; in addition, dropout also remains an issue. To provide a second chance for these groups, the Cambodian Ministry of Education, Youth and Sport (MoEYS) established an equivalency programme (EP), at primary, lower secondary and upper secondary levels. Primary-level EP, the focus of this article, was launched in 2015 and offers access to flexible learning for out-of-school children, youth and adults. However, up to now, there is very little information on the effectiveness of the programme. The mixed methods study presented here aimed to examine programme outcomes in terms of learners' knowledge and skills, their attitudes, their practical application of acquired skills, and major factors influencing learners' learning outcomes. The author surveyed and assessed 96 EP learners' learning outcomes and interviewed nine equivalency teachers and two non-formal education officers. His findings show that while EP curriculum contents were relevant, they are still in need of revision. Equivalency teachers' own low educational background and insufficient teacher training lead to low teaching performance; and consequently to EP learners' low test scores or poor learning achievement. The author identifies three factors significantly associated with learners' learning achievement: (1) the classroom learning environment; (2) instructional practices; and (3) learning assessments that reflect classroom contexts. Among these, he found instructional practice to have the greatest influence on learning achievement. Based on these findings, the author stresses there is an urgent need for increasing attention on improving equivalency teacher quality and curriculum.

Lashley, L. (2023). **Stay in your lane experiences of children with Special Education Needs and/or Disabilities in two mainstream primary schools in Guyana.** *International Journal of Inclusive Education*, 27(8), 921-971. <https://doi.org/10.1080/13603116.2021.1879952>

Marginalisation, discrimination and depersonalisation are some of the negative experiences of children with Special Education Needs and/or Disabilities (SEND) in rural mainstream primary schools in Guyana. This paper presents these experiences from qualitative data gathered over six months of ethnographic research in two primary schools in Guyana. The data were analysed using situational analysis as posited by Adele Clarke and interpreted through a poststructuralist lens with the social model of disability theoretical framework. Children with SEND feel valueless and experience anxiety and loneliness in their placement in rural mainstream schools. This paper forms part one of a series presented to highlight institutional discrimination embedded in the practices and discourses which is fuelled by the dominance of the individual deficit model of disability in mainstream schools. The paper also illustrates how teachers' beliefs' that disability is biological and they can not cater for such children who are considered unteachable and challenging. The paper further reflects on the collective conscience of mainstream teachers in rural Guyana who feel unsupported in unsuitable classrooms to meet the needs of children with SEND.

Lee, C. A., Chrisinger, B., Greenlee, A. J., Garcia Zambrana, I., & Jackson, A. (2023). **Beyond Recruitment: Comparing Experiences of Climate and Diversity between International Students and Domestic Students of Color in U.S. Urban Planning Programs.** *Journal of Planning Education and Research*, 43(3), 455-461. <https://doi.org/10.1177/0739456X20902241>

American universities are becoming globalized in curriculum and enrollment and benefit from international students who contribute to diversity. As the share of international students in planning programs has risen, little is known about their experiences beyond recruitment and how experiences as a "minoritized" group compare to domestic students of color. We report findings from interviews with graduate students in U.S. planning programs and compare international student experiences and perceptions with domestic students of color. We recommend ways that programs can improve international student retention and support the diversity of experiences that these students bring to U.S. planning programs.

Legendre, F., Grosstephan, V., Brau-Antony, S., Froissart, T., Mattei-Mieusset, C., & Thuriot, F. (2023). **Frontières et territoires professionnels : la formation des artistes de cirque en europe.** Consulté à l'adresse <https://www.octares.com/accueil/298-frontieres-et-territoires-professionnels-la-formation-des-artistes-de-cirque-en-europe.html>

L'ouvrage décrypte les dynamiques professionnelles à l'œuvre dans un secteur d'activité peu connu : la formation des artistes de cirque en école professionnelle. L'enquête européenne menée auprès de 19 écoles professionnelles de cirque, dans 10 pays différents, montre un territoire occupé aujourd'hui par un groupe professionnel bien identifié. Reconnus par les auditoires professionnels, publics et politiques comme les spécialistes les plus à même de former les artistes de cirque, rassemblés en fédération au niveau international, les « professeurs en arts du cirque », à travers les actions de leur organisation collective, revendiquent des savoirs, des compétences et des pratiques spécifiques, portées par un corps professionnel de plus en plus homogène. Issue d'une recherche avec et pour les professionnels, cet ouvrage rend compte d'un « travail aux frontières ». Aux frontières de l'art : le cirque contemporain et ses instances de formation

se revendiquent résolument hybrides. Aux frontières disciplinaires : l'approche conceptuelle adoptée est délibérément interdisciplinaire. Aux frontières professionnelles : la recherche, implique non seulement des chercheurs de disciplines différentes, mais également des experts et des professionnels. Et parce que nous pensons avoir beaucoup appris de cette expérience de recherche collaborative «aux frontières», il nous est apparu important d'en partager la fabrication. Cet ouvrage s'adresse autant aux professionnels du monde du cirque contemporain qu'aux chercheurs qui s'intéressent aux démarches interdisciplinaires et au travail aux frontières.

Leihy, P., & Martini, H. A. (2023). **To educate is to include: A Baghdadi Palestinian refugee's school days in Chile.** *International Journal of Inclusive Education*, 27(12), 1304-1318. <https://doi.org/10.1080/13603116.2021.1889050>

Support for immigrant children, and in particular those who have fled conflict, is crucial for facilitating integration into a new life. The school environment is a key space for providing psychosocial support to mitigate the impact of the displacement experience and for promoting successful settlement outcomes. This study considers the historical context which sees Chile adding, to considerable Latin American immigration, selected cohorts of humanitarian refugees from the other side of the world, in this case, Farid, a boy from Baghdad's Palestinian community who arrived with his family in Chile after living two years in the Al-Tanf camp. Based on a qualitative approach, including three ninety-minute interviews, the study considers Farid's pre-, peri- and post-immigration experiences, paying special attention to instances and processes of integration and exclusion in the Chilean school context. The research contributes to understanding the refugee experience in a country broadly unfamiliar with the reception of highly vulnerable people from markedly different cultures. Ultimately, the inclusion of refugees is a challenge and an opportunity for an education system and a society connecting ever more intricately with the wider world.

Lelièvre, C. (2023, août 27). **Remplacer les professeurs absents: un casse-tête pour l'Éducation nationale.** Consulté 28 août 2023, à l'adresse The Conversation website: <http://theconversation.com/remplacer-les-professeurs-absents-un-casse-tete-pour-education-nationale-212208>

Pour la rentrée 2023, le président de la République a annoncé un système plus efficace de remplacement des enseignants absents. Mais l'objectif est-il réaliste ? Éclairage historique.

Lewin, D., Orchard, J., Christopher, K., & Brown, A. (2023). **Reframing curriculum for religious education.** *Journal of Curriculum Studies*, 55(4), 369-387. <https://doi.org/10.1080/00220272.2023.2226696>

This article arises out of work undertaken within the After Religious Education project. It synthesizes the curriculum expertise of established researchers, with the expertise of current teachers of RE in England. A question drives our shared interests: how should we approach curriculum development in RE and how do we justify the approach taken? The article proceeds in three steps. First, we elaborate, contextualize, and justify this question by introducing varied approaches to the curriculum production in RE. We argue that these approaches lack a foundational influence from general didactics: an understanding of subject matter that is informed by distinctively educational theory. Addressing this omission, the second step presents an alternative approach to RE established on the 'Bildung/didactic' tradition, and the specific general didactic analysis

of Klafki. Third, we explore this approach in relation to two teaching contexts, modelling these applications, and the principles they exemplify. We demonstrate the value of synthesizing theoretical and practical expertise for RE theory and practice.

Liu, W., & Salgues, C. (2023). **Repenser par le bas les échanges universitaires afro-chinois. Témoignages d'étudiants africains francophones à Chengdu.** *Revue internationale des études du développement*, (252), 161. <https://doi.org/10.4000/ried.8724>

Les jeunes Africains qui étudient en Chine sont censés contribuer à jeter un « pont » entre ce pays et le leur. Cependant, leur expérience est rarement envisagée comme le socle sur lequel est bâti ce pont. Cet article s'appuie sur une enquête qualitative et exploratoire menée à Chengdu en 2022 alors que les frontières sont encore fermées en raison de la pandémie de Covid-19. Les témoignages recueillis auprès d'étudiants africains francophones montrent l'ambiguïté de l'accueil reçu, les arbitrages difficiles qu'ils doivent faire concernant l'apprentissage du chinois, ou encore les ressorts parfois mal compris d'une sociabilité peu sinisée. Un éclairage sur ces difficultés permet ainsi de poser des premiers jalons afin de repenser « par le bas » les échanges universitaires afro-chinois.

Lumière, E. (2022). **Rapport de mission "Accompagnement des apprentissages : état des lieux et préconisations", Université Toulouse - Jean Jaurès.** Consulté à l'adresse Université Toulouse Jean Jaurès website: <https://hal.science/hal-04158498>

La mission « Accompagnement des apprentissages : état des lieux et préconisations » s'est inscrite dans la réflexion de l'Université Toulouse - Jean Jaurès (UT2J) sur ses formations, en portant le regard plus spécifiquement sur la diversité des publics étudiants et sur leurs apprentissages. La mission a été menée d'avril à novembre 2022, principalement en collaboration avec l'Observatoire de la Vie Étudiante (OVE) de l'établissement, les composantes pédagogiques, les services, la présidence, les vice-présidences, les chargé·es de mission ou les élu·es pouvant être concerné·es par le périmètre de la mission. Les deux principaux objectifs de la mission ont été les suivants : - Réaliser une étude sur les publics étudiants de l'UT2J dans leur diversité et leurs spécificités, depuis l'angle de leurs apprentissages compris au sens large, avec pour ambition de permettre à l'établissement de mieux identifier et comprendre la diversité de ces apprentissages. L'étude a porté prioritairement, mais non exclusivement, sur les publics de 1^{er} et 2^{ème} cycles universitaires. - Faire émerger, à partir de cette étude, des pistes d'évolution pouvant permettre à l'établissement de toujours mieux accompagner les apprentissages de ses étudiant·es. La première partie de ce rapport propose un état des lieux de la diversité des publics étudiants de l'Université Toulouse - Jean Jaurès et de leurs apprentissages. La deuxième partie cherche à mettre en avant la capacité de l'établissement à offrir des dispositifs adaptés à cette diversité.

Madsen, M. (2023). **Algorithms of education: How datafication and artificial intelligence shape policy.** *International Review of Education*, 69(3), 425-427. <https://doi.org/10.1007/s11159-023-10003-3>

Malet, R. (2023). **Une évaluation de l'action publique en éducation, en deux temps trois mouvements : une question politique... une question internationale.** *Administration & Éducation*, 178(2), 45-53. <https://doi.org/10.3917/admed.178.0045>

Marconi, G. (2023). **Does English instruction teach more reading than listening skills?: Evidence from 15 European education systems.** <https://doi.org/10.1787/ca4a736c-en>

This study investigates whether English formal instruction and a number of teaching practices are more strongly associated with reading or listening English skills, using data from a large-scale assessment of English skills among 14- and 15-year-olds in 15 European education systems in 2012. The results indicate that the skill difference between reading and listening skills is positively associated with: more years spent learning English in school; more hours of current English instruction; and even indicators of quality of English instruction. In addition, the use of different teaching materials and the emphasis put on oral skills in the classroom are also associated with the difference between reading and listening skills. These results are based on a methodology developed specifically for this study, and they confirm the usefulness of separately measuring foreign language skills for policy analysis.

Marengo, N., Charalampopoulou, C., Labbé, S., & Vidaller, V. (2023). **Comment la territorialisation du pilotage de l'orientation permet-elle la redéfinition d'une culture professionnelle commune ?** In *Ouvrage collectif*. Consulté à l'adresse <https://hal.science/hal-04164444>

Mary, K., Nafaa, N., & Giband, D. (Éd.). (2023a). **Geographies of Globalized Education Privatization: International Perspectives.** <https://doi.org/10.1007/978-3-031-37853-9>

Mary, K., Nafaa, N., & Giband, D. (2023b). **Geograph(ies) of Globalized Education Privatization(s): An Introduction.** In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 1-16). https://doi.org/10.1007/978-3-031-37853-9_1

The privatization of education is a controversial process. It is recommended by a broad spectrum of actors and generates sometimes strong opposition as its presupposed benefits have not been empirically and rigorously tested globally (Verger et al., 2016, p. 3). Nevertheless, the privatization of Education is now a global phenomenon which is constantly growing (Chevaillier & Pons, 2019). Numerous actors are advocating for privatizing education, including important agents such as international organizations or transnational firms on a global scale but also local community groups and even States themselves. As Verger et al. (2016) have noted, it can involve actors with divergent interests, such as ethnic minority groups and conservative think tanks. If education is going through such a growing trend of privatization, it may have to do with the complexity of this process and its multifaceted reality. It adopts multiple forms and undergoes variations according to national contexts, leading to forms of hybridization of education (Ball, 2009; Vinokur, 2004). Indeed, privatization is no longer limited to a social phenomenon marked by elitism and the search for an educational social endogamy. It now refers to a complex process with multiple dimensions that also affects the management and organization of schooling within national and local spaces, as well as the provision of a whole range of educational and extra-educational services by a myriad of actors (Walford, 2013).

Maurer, M., Haolader, F. A., & Shimu, S. S. (2023). **VET for all: Assessing the case of Bangladesh.** *International Journal of Educational Development*, 101, 102819. <https://doi.org/10.1016/j.ijedudev.2023.102819>

Presenting a case study of Bangladesh, this article contributes to our understanding of how VET has expanded in LMICs, and how this process has been shaped by global efforts to improve VET's accessibility. The analysis draws on historical institutionalism and the work of Margaret Archer, and is based on policy document analysis and the interpretation of quantitative and qualitative data. The article concludes that, even when it is weakly linked to the labor market, formal VET expands because of the actions of key policy actors and societal demand for formal qualifications that signal academic, rather than vocational, competence.

McCoy-Simmons, C., Orphan, C. M., & Gándara, D. (2023). **Intermediary Public Policy Organizations and the Discursive Evasion of Systemic Racism and Racialized Violence.** *Educational Policy*, 37(6), 1672-1699. <https://doi.org/10.1177/08959048221120279>

The 2020 health pandemic and high-profile police murders of Black people inspired national conversations about racism and police brutality. This study examined how Intermediary Public Policy Organizations (IPPOs) discursively engaged with the racialized nature of the pandemic and the police murder of George Floyd, which have increased awareness of systemic racism in society. Our discursive analysis of IPPO statements published during these events revealed a pattern of humanizing higher education institutions, race evasive policy proposals, and a lack of policy action addressing systemic racism. IPPO evasion of race is consequential because it has the potential to limit the ability of public policy to dismantle systems of oppression and highlights the need for race-conscious policies to support Black, Indigenous, and people of color students and communities.

McGee, J. B., Mills, J. N., & Goldstein, J. S. (2023). **The Effect of School District Consolidation on Student Achievement: Evidence From Arkansas.** *Educational Evaluation and Policy Analysis*, 45(3), 482-495. <https://doi.org/10.3102/01623737221133394>

School district consolidation is one of the most widespread education reforms of the last century, but surprisingly little research has directly investigated its effectiveness. To examine the impact of consolidation on student achievement, this study takes advantage of a policy that requires the consolidation of all Arkansas school districts with enrollment of fewer than 350 students for two consecutive school years. Using a regression discontinuity model, we find that consolidation has either null or small positive impacts on student achievement in math and English Language Arts (ELA). We do not find evidence that consolidation in Arkansas results in positive economies of scale, either by reducing overall cost or by allowing for a greater share of resources to be spent in the classroom.

Ministère de l'Éducation Nationale et de la Jeunesse. (s. d.). **Repères et références statistiques 2023.** Consulté 28 août 2023, à l'adresse Ministère de l'Éducation Nationale et de la Jeunesse website: <https://www.education.gouv.fr/reperes-et-references-statistiques-2023-378608>

Repères et références statistiques (RERS) est une publication annuelle éditée depuis 1984 par la DEPP et le SIES, les services statistiques ministériels chargés de l'Éducation nationale et de l'Enseignement supérieur et de la Recherche.

Ministère de l'Enseignement supérieur et de la Recherche & Sous-direction des systèmes d'information et des études statistiques (SIES). (2023, juin 15). **L'État de l'Enseignement supérieur, de la Recherche et de l'Innovation en France.** Consulté 30 août 2023, à

l'adresse enseignementsup-recherche.gouv.fr website: <https://www.enseignementsup-recherche.gouv.fr/fr/l-etat-de-l-enseignement-superieur-de-la-recherche-et-de-l-innovation-en-france-90566>

Les 53 thématiques de l'édition 2023 L'état de l'Enseignement supérieur, de la recherche et de l'innovation - résumé Enseignement supérieur 01 -

Mizzi, E. (2023). **Conceptualizing powerful knowledge in economics**. *Journal of Curriculum Studies*, 55(4), 409-423. <https://doi.org/10.1080/00220272.2023.2225194>

This paper extends the theory of powerful knowledge to school economics by articulating the nature of powerful disciplinary knowledge in the subject. In order to develop a framework for conceptualizing powerful knowledge in economics, the literature that identifies powerful knowledge in other school subjects is first explored. Then, follows an examination of the implications to the specific case of school economics regarding economic concepts and forms of economics knowledge that might be regarded as powerful according to Young's definition of powerful knowledge. I then proceed to develop a conceptual framework that identifies powerful disciplinary knowledge in the subject. This paper instigates the discussion about what constitutes powerful knowledge in school economics that enables epistemic access for young people that fosters their human development and flourishing.

Mkhize, Z. (2023). **Is it transformation or reform? The lived experiences of African women doctoral students in STEM disciplines in South African universities**. *Higher Education*, 86(3), 637-659. <https://doi.org/10.1007/s10734-022-00918-5>

Science, Technology, Engineering and Mathematics (STEM) fields have historically been disciplines dominated by white men. The colonial ideology designated Africans as subhuman, inferior intellectually, socially, and culturally to the white masculine norm in STEM disciplines. STEM education and careers were thus constructed to attract white, heterosexual, middle-to-upper class, Christian, able-bodied men. This positioning ensured that STEM environments remained inhospitable to anyone whose identity was outside the constructed somatic norm. The calls and imperatives to transform notwithstanding, the transformation process in STEM disciplines is moving at a snail-like pace. This article argues that what is occurring in STEM disciplines in South African universities is reform not transformation. It is underpinned by the intersectional theory within the qualitative paradigm. Seventy-three African doctoral and postdoctoral women students in STEM were interviewed from five South African universities. The findings highlighted how African women in STEM face challenges based on their racial and gendered identities and that what is presented as transformation is still oppressive to them. The study also found that equity through access to education in democratic South Africa does not equate to transformation. The argument presented is that despite existing policies and initiatives in South African universities to transform, the demographic inclusion of African, female staff and students does not necessarily equate to transforming the STEM environment. What needs to occur is a shift beyond reform and towards transformation through the use of strategic inventions which dismantle the racist, sexist, classist, and xenophobic ideology that permeates these environments.

Moffitt, S. L., O'Neill, M. K., & Cohen, D. K. (2023). **Reforming the Reform: Problems of Public Schooling in the American Welfare State**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/chicago/R/bo196680306.html>

An expansive study of the problems encountered by educational leaders in pursuit of reform, and how these issues cyclically translate into future topics of reform. School reform is almost always born out of big dreams and well-meaning desires to change the status quo. But between lofty reform legislation and the students whose education is at stake, there are numerous additional policies and policymakers who determine how reforms operate. Even in the best cases, school reform initiatives can perpetuate problems created by earlier reforms or existing injustices, all while introducing new complications. In *Reforming the Reform*, political scientist Susan L. Moffitt, education policy scholar Michaela Krug O'Neill, and the late policy and education scholar David K. Cohen take on a wide-ranging examination of the many intricacies of school reform. With a particular focus on policymakers in the spaces between legislation and implementation, such as the countless school superintendents and district leaders tasked with developing new policies in the unique context of their district or schools, the authors identify common problems that arise when trying to operationalize ambitious reform ideas. Their research draws on more than 250 interviews with administrators in Tennessee and California (chosen as contrasts for their different political makeup and centralization of the education system) and is presented here alongside survey data from across the United States as well as archival data to demonstrate how public schools shoulder enormous responsibilities for the American social safety net. They provide a general explanation for problems facing social policy reforms in federalist systems (including healthcare) and offer pathways forward for education policy in particular.

Molénat, X. (2023, août 23). **Education : les mauvais calculs de la France**. Consulté 28 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/education-mauvais-calculs-de-france/00107903>

Rien ne vaut une population bien formée pour favoriser la croissance économique et l'inclusion ; pourtant, depuis quarante ans, l'Hexagone a fait le choix inverse, délaissant toute ambition éducative.

Moreno Cely, A., Cuajera-Nahui, D., Escobar-Vasquez, C. G., Torrico-Vallejos, D., Aranibar, J., Mendieta-Perez, R., & Tapia-Ponce, N. (2023). **Transforming higher education in Bolivia by linking two contra-hegemonic movements: agroecology and the Decolonial turn**. *International Journal of Qualitative Studies in Education*, 36(7), 1386-1403. <https://doi.org/10.1080/09518398.2021.1930259>

Agroecology is recognised as a socio-political and agricultural praxis and as a scientific domain. However, the dominant anthropocentric narrative that views nature as an exploitable resource is still present in agriculture faculties. In this contribution, we use three avenues to advance the possibilities of linking two counter-hegemonic forces to transform agriculture higher education. Firstly, the article examines the connection between decolonisation as a theoretical concept and the practices of decoloniality unfolding in agroecology. Secondly, we explore the diálogo de saberes, the Latin American approach of knowledge dialogue, as a bridge to connect diverse knowledge systems. The third path correlates literature findings with a Bolivian higher education program that has been around for three decades. Our experience shows that the dyad of agroecology and decolonial turn plays a significant role in transforming agricultural education by opening new paths to engage in a collaborative process between multiple knowledge systems.

Moumami, A. (2023). **Une politisation par la pratique d'un idéal scolaire ?** *Mondes arabes*, 1(3), 107. <https://doi.org/10.3917/machr2.003.0107>

Cet article s'intéresse à la production de discours politiques par les enseignantes de la Mission laïque française au Liban, en contexte de crise. Il prend comme postulat que leur socialisation scolaire laïque participe de leur politisation et les conduit à produire des jugements à l'encontre du système politique libanais. Après avoir questionné les effets de la crise sur les pratiques scolaires au quotidien, il s'agira de montrer que les récits des enseignants montent en généralité et produisent des jugements politiques, témoignant de tensions intimes. Cela conduit à des questionnements profonds sur le fait de rester ou non au Liban. Faut-il pousser à un changement de régime ou préserver sa famille et son identité professionnelle et personnelle ?

Moumoula, I. A., Atitsogbe, K. A., Ouedraogo, A., Pari, P., & Kobiane, J.-F. (2023). **Systemes éducatifs, orientation et insertion professionnelle en Afrique francophone: Quelles articulations à l'ère de la promotion de l'entrepreneuriat et du travail décent ?**

Consulté à l'adresse <https://www.editions-harmattan.fr/livre-systemes-educatifs-orientation-et-insertion-professionnelle-en-afrique-francophone-quelles-articulations-a-l-ere-de-la-promotion-de-l-entrepreneuriat-et-du-travail-decent-issa-abdou-moumoula-kokou-a-atitsogbe-abdoulaye-o-9782140495663-77675.html>

Malgré la croissance démographique importante des pays africains et leur population jeune, ces pays parviennent difficilement à tirer pleinement profit de cet avantage en raison du manque d'opportunités d'emploi pour les jeunes. Les systèmes éducatifs sont également considérés comme inadaptés aux besoins du marché du travail. Cet ouvrage examine le système éducatif, l'orientation scolaire et professionnelle ainsi que leur contribution à l'insertion socioprofessionnelle des jeunes dans trois pays d'Afrique francophone (Burkina Faso, Cameroun et Togo), dans le contexte de la promotion de l'entrepreneuriat et du travail décent.

Muñoz-Muñoz, E. R., Poza, L. E., & Briceño, A. (2023). **Critical Translingual Perspectives on California Multilingual Education Policy.** *Educational Policy*, 37(6), 1791-1817. <https://doi.org/10.1177/08959048221130342>

Policies restricting bilingual education have yielded to policy frameworks touting its benefits. This shift corresponds with evolving lines of debate, focusing now on how bilingual education can best support racialized bilingual learners. One element of this new debate is the perspective on language underlying curriculum in bilingual programs, with a focus on translanguaging—normalization of the language practices of bilingual communities and positing that bilinguals draw from a singular linguistic repertoire. This article examines initiatives undertaken in California between 2010 and 2019 using Critical Policy Analysis. The work highlights that while opportunities for translanguaging have arisen, tensions between heteroglossic perspectives and the impulses toward standardization and commodification of language undermine such possibilities, and that notable gaps remain between teacher preparation frameworks and intended pedagogical practice.

Nasri, N., Mohamad Nasri, N., & Abd Talib, M. A. (2023). **Developing an inclusive curriculum: Understanding co-creation through cultural lens.** *International Journal of Inclusive Education*, 27(9), 1072-1083. <https://doi.org/10.1080/13603116.2021.1880652>

Global exigency towards more inclusive practices in higher education institutions (HEIs) has markedly accelerated institutional reforms. This qualitative research aims to explore

the idea of co-creating curriculum from the cultural lens of Asian HEIs. A total of twenty (n = 12 females and n = 8 males) undergraduate students volunteered to actively co-create curriculum with a group of lecturers. Their experiences and views towards this approach were gathered from several focus group interviews. The interview data were analysed using hybrid thematic analysis. Findings revealed three overarching themes: (1) existence of socio-cognitive conflicts, (2) pseudo-involvement and (3) positive outlook. These findings indicate complex interactions between Asian students' cultural orientation, their belief systems as well as their willingness to be actively involved in co-creating curriculum. Following this, a comprehensive understanding of how culture adapts to the idea and practices of co-creating curriculum is presented. This research subsequently offers several practical implications for Asian HEIs to implement co-creating curriculum more effectively. By highlighting the importance of understanding students' culture, this research concludes that co-creating curriculum is a promising approach for Asian HEIs to develop a more inclusive higher education curriculum.

Nkedishu, V. C. (2023). **Security Threat Eventuality: Strategies School Administrators Are Planning to Adopt in Delta State, Nigeria.** *British Journal of Education*, 11(9). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue-9-2023/security-threat-eventuality-strategies-school-administrators-are-planning-to-adopt-in-delta-state-nigeria/>

This study investigated security threat eventuality: strategies school administrators are planning to adopt in Delta state, Nigeria.

Odle, T. K., Bae, J. Y., & González Canché, M. S. (2023). **The Effect of the Uniform Bar Examination on Admissions, Diversity, Affordability, and Employment Across Law Schools in the United States.** *Educational Evaluation and Policy Analysis*, 45(3), 520-529. <https://doi.org/10.3102/01623737221131803>

The Uniform Bar Examination (UBE) is a multijurisdictional test that law students can use to gain admission to the bar in 37 states and territories. Despite this near-universal applicability and the potential of UBE to affect law schools' admissions, diversity, affordability, and employment outcomes, no research to date has examined the impacts of UBE. Equipped with a novel data set that we make available to future researchers, we apply a difference-in-differences design to estimate these impacts by exploiting variation in UBE adoption timing across states. We find early evidence to suggest that law schools in UBE states benefited by receiving more applications and having higher overall enrollments after UBE adoption.

OECD. (2023a). **Équité et inclusion dans l'éducation (version abrégée): La diversité fait la force.** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/equite-et-inclusion-dans-l-education-version-abreegee_e9be59d0-fr?utm_campaign=A-la-une-29-ao%C3%BBt-2023&utm_content=D%C3%A9couvrir%20le%20rapport&utm_term=pac&utm_medium=email&utm_source=Adestra

Les gouvernements et les décideurs en matière d'éducation sont de plus en plus préoccupés par l'équité et l'inclusion dans l'éducation en raison de plusieurs tendances mondiales majeures telles que les changements démographiques, les crises de...

OECD. (2023b). **Measuring Innovation in Education 2023: Tools and Methods for Data-Driven Action and Improvement**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/measuring-innovation-in-education-2023_a7167546-en

Measuring innovation in education and understanding its drivers and obstacles is essential to improve the quality of the education sector – and of specific educational establishments. Are pedagogical and administrative practices changing in the...

OECD. (2023c). **Shaping Digital Education: Enabling Factors for Quality, Equity and Efficiency**. Consulté à l'adresse [https://www.oecd-ilibrary.org/education/shaping-digital-education_bac4dc9f-](https://www.oecd-ilibrary.org/education/shaping-digital-education_bac4dc9f-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20July%202023&utm_content=Read%20the%20report&utm_term=edu&utm_medium=email&utm_source=Adestra)

[en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20July%202023&utm_content=Read%20the%20report&utm_term=edu&utm_medium=email&utm_source=Adestra](https://www.oecd-ilibrary.org/education/shaping-digital-education_bac4dc9f-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20July%202023&utm_content=Read%20the%20report&utm_term=edu&utm_medium=email&utm_source=Adestra)

Investment in education technology has surged worldwide over the past decade and digital education technologies are now a key resource for OECD education and training systems. If used effectively, they promise to transform teaching and learning...

OECD. (2023d). **Who Really Cares about Using Education Research in Policy and Practice?: Developing a Culture of Research Engagement**. Consulté à l'adresse [https://www.oecd-ilibrary.org/education/who-really-cares-about-using-education-research-in-policy-and-practice_bc641427-](https://www.oecd-ilibrary.org/education/who-really-cares-about-using-education-research-in-policy-and-practice_bc641427-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20July%202023&utm_content=Read%20more&utm_term=edu&utm_medium=email&utm_source=Adestra)

[en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20July%202023&utm_content=Read%20more&utm_term=edu&utm_medium=email&utm_source=Adestra](https://www.oecd-ilibrary.org/education/who-really-cares-about-using-education-research-in-policy-and-practice_bc641427-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20July%202023&utm_content=Read%20more&utm_term=edu&utm_medium=email&utm_source=Adestra)

In today's dynamic and rapidly evolving world, evidence-informed decision-making has emerged as a cornerstone in guiding effective education policy and practice. In particular, creating a culture of research engagement is often highlighted as a key...

Ojo, O. T., Babalola, A. T., & Omotosho, B. J. (2023). **Decolonizing Nigerian Educational System as an Impetus for a Holistic Development**. *British Journal of Education*, 11(9). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue-9-2023/decolonizing-nigerian-educational-system-as-an-impetus-for-a-holistic-development/>

The importance of education in the development of individuals and society as a whole cannot be overemphasised. But when it is not indigenised, some of the aims may become defeated as traditional norms are destroyed and social productivity is curtailed. Studies have therefore advocated for a decolonised education as the probable solution to the socio-cultural ... Decolonizing Nigerian Educational System as an Impetus for a Holistic Development Read More »

Oliveras-Ortiz, Y. (2023). **Facilities Beyond Physical Spaces: A Case for the Intentional Design and Use of Learning Space**. *Journal of Cases in Educational Leadership*, 26(3), 16-28. <https://doi.org/10.1177/15554589231171858>

In 2022, the state department released new standards and a competency-based education curriculum. Simultaneously, the Toledo Creek School District has experienced an unprecedented shift in the student population demographics. The shift has resulted in two distinct zones, east and west, with income averages on the two extremes of the income spectrum. Given the shift in both the curriculum and demographics, the superintendent in consultation with stakeholders decided to implement project-based

learning (PBL) as the district's instructional model. PBL has a significant research-based supporting implement for authentic learning as intended by the new standards and better supporting deeper learning among all students. One barrier to implementation is the existence of aging facilities. The poor quality of the facilities has caused tension among the district's stakeholders. This case study aims to promote an understanding of issues related to school facilities, and bond and facilities planning for the intentional design and purposeful use of learning spaces aligned with a constructivist instructional model, in this case PBL. How can conflicting views be leveraged to engage stakeholders in productive discourse about school facilities that results in the equitable use of financial and physical resources?

Osiyi, D. S., & Jiburum, U. (2023). **Students' Enrollments in Urban and Regional Planning Programs and Crossroad to Career in Planning in Nigerian Universities.** *Journal of Planning Education and Research*, 43(3), 462-467. <https://doi.org/10.1177/0739456X20927435>

This study investigated students' enrollments in Urban and Regional Planning (URP) programs in Nigerian universities. It also explored factors that influenced decisions about URP education. A total of 550 students from nine universities selected across the country participated in the survey. The research revealed that only 46 percent of students applied to study URP. It identified skills acquisition, interest, and career specialization as key factors that influenced students' choices. Ignorance was identified as a major restraint for the choice of URP. The dominant factor that differentiated between students who chose URP and those that did not was the time of awareness.

Pascal, C. (2023). **L'IGÉSR : une évolution au service des évaluations de politiques publiques éducatives.** *Administration & Éducation*, 178(2), 73-78. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-73.htm>

Peña, S. (2023). **Urban and Regional Planning Education in Mexico.** *Journal of Planning Education and Research*, 43(3), 493-507. <https://doi.org/10.1177/0739456X19889662>

This analysis sheds light on planning education in Mexico. One important question that the paper addresses is: Are planning programs forming professionals capable of addressing the challenges that cities and regions face in the twenty-first century? The study draws upon a content analysis of 253 course syllabi and a database of 128 employed local planners. The results of the analysis suggest that planning curricula are still very much embedded in the rational model and there is a challenge for strengthening the curricula with more communicative skills that are valuable in a postmodern society.

Pojani, D., & Rocco, R. (2023). **Edutainment: Role-Playing versus Serious Gaming in Planning Education.** *Journal of Planning Education and Research*, 43(3), 585-597. <https://doi.org/10.1177/0739456X20902251>

This exploratory study assesses the utility, in terms of learning and conceptualizing planning, of a role-playing exercise (the Great Planning Game [GPG]) and a serious game (Polis PowerPlays [PPP]) employed in a planning theory course offered at The University of Queensland in Australia. The study reveals that role-playing and serious gaming are equally engaging and help planning students learn and embody different roles while having fun. No great differences can be discerned in terms of learning effectiveness. With regard to teaching style, the GPG is more passive and tends to encourage collaboration, whereas the PPP is more dynamic and fosters competition. Both activities help students discover aspects of planning—and planning stakeholders—

which they may not have considered before. Most participating students appear to regard planning as a pluralist pursuit. Communication and public participation are viewed as central to planning processes. However, traces of incrementalism and rationality are also present. While students believe in equity planning (i.e., advocacy from within the system), radical social justice approaches that challenge the status quo are notably absent. Overall, the authors conclude that these activities cannot fully replace guided and structured instruction but, as “whole task practices,” are a desirable complement to direct instruction.

Pour améliorer la performance de l'Éducation nationale : l'avis de la Cour des comptes « Il faut en organiser l'évaluation ». (2023). *Administration & Éducation*, 178(2), 21-25. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-21.htm>

Ramsarup, P., McGrath, S., & Lotz-Sisitka, H. (2023). **Reframing skills ecosystems for sustainable and just futures**. *International Journal of Educational Development*, 101, 102836. <https://doi.org/10.1016/j.ijedudev.2023.102836>

The current dominant approach to vocational education and training (VET) does not work in theory, policy or practice in current contexts of unsustainability and global inequality. Nor is it fit for future purpose. Drawing on a large-scale research collaboration between four universities, funded by the UK's Global Challenges Research Fund, with co-funding and funding in-kind from global south partners, this paper is a contribution to imagining new VET futures. It looks iteratively, reflexively and expansively at how our experience of VET system development involving boundary crossing between formal and informal VET systems interfaces with recent Northern work on the conceptualisation of social skills ecosystems, and how this concept can be expanded to address the challenge of skills for just transitions in the global South. We advance the skills ecosystems approach ontologically by drawing on critical realism (a growing trend in VET and development research). This allows us both to move beyond the structure-agency divide that has bedeviled the field, and with it the tendency to monoscalar analysis. Rather, we argue that accounts of VET and development must address both structure and agency, and their interplay, and must be multiscalar. This reading allows us to focus on the central importance of relationality. We argue that it is through networks and relationships that the precarious worlds of learning and work are brought together.

Raouf, M. E. (2023). **Testimony: The Return of the Taliban: Education in Danger in Contemporary Afghanistan**. In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 205-214). https://doi.org/10.1007/978-3-031-37853-9_11

This testimony portrays the evolution of the Afghan Educational system throughout 3 main periods: the first Taliban regime (1996–2001), the Islamic Republic era (2002–2021) and the second Taliban regime since 2021. It shows how Education has been subject to several sudden and radical changes during the Afghan contemporary history. It describes how the privatization process that had been implemented since 2002 and the market logics that come with it are not definitive and can be (violently) removed by a political power, like the second Taliban regime did in 2021. Eventually, this testimony expresses concerns regarding the return of the Taliban and its consequences.

Ringard, J.-C. (2023). **Pour conduire une évaluation de politique publique éducative fondée sur un enjeu démocratique : encore quelques marges de progrès.** *Administration & Éducation*, 178(2), 139-143. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-139.htm>

Rwezaura, P., Sarakikya, A. M., & Okendo, E. O. (2023). **Examining the Prevalent Forms of Examination Misconduct in Tanzanian Universities.** *British Journal of Education*, 11(9). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue-9-2023/examining-the-prevalent-forms-of-examination-misconduct-in-tanzanian-universities/>

This study examined the prevalent forms of examination misconduct in Tanzanian universities. It was guided by the Theory of Planned Behaviour developed by Ajzen in 1991. The study employed convergent research design under mixed methods research approach. The target population consisted of 27 universities, which offer Bachelor of education degree in Tanzania mainland, 51,489 students, ... Examining the Prevalent Forms of Examination Misconduct in Tanzanian Universities Read More »

Saatcioglu, A., & Snethen, A. R. (2023). **Preference Compromise and Parent Satisfaction With Schools in Choice Markets: Evidence From Kansas City, Missouri.** *Educational Evaluation and Policy Analysis*, 45(3), 367-398. <https://doi.org/10.3102/01623737221121812>

Parents desire several features when choosing a school, but they often compromise on some preferences in favor of others. We develop a novel measure of aggregate preference compromise by examining the discrepancy between ideal preferences and those specified under real-world constraints. Relying on data from a representative sample in Kansas City, MO, we find that low-income and less educated parents and those from historically marginalized racial/ethnic backgrounds make a greater degree of preference compromise than other parents do. This is associated with lower satisfaction with chosen schools, suggesting that compromises matter. Less privileged families are also geographically more restricted in making school choices and have more limited access to better performing schools, which can aggravate preference compromises. Implications are discussed.

Sands, S. R. (2023). **Institutional Change and the Rise of an Ecosystem Model in Education Philanthropy.** *Educational Policy*, 37(6), 1511-1544. <https://doi.org/10.1177/08959048221120271>

Saperstein, E. (2023). **Navigating the Challenges of Implementing a New Course: The Case of Southeastern Academy.** *Journal of Cases in Educational Leadership*, 26(3), 29-42. <https://doi.org/10.1177/15554589231170147>

During the 2016 to 2017 school year, the Québec Ministry of Education announced the rollout of a new course, Financial Education, that would take effect the following September. This sparked a curriculum debate over its potential impact on another Grade 11 course, Contemporary World. Tasked with preparing educators to teach both courses, the Social Sciences pedagogical consultant prepared instructional resources, organized professional learning communities, coordinated professional development training workshops, and arranged meetings with the principal, vice-principals, and board level administrators. This hypothetical case presents issues and challenges that may arise for educational leaders during the development and implementation of a new course.

Sido, X. (2011). **1968, le BEP: un nouveau diplôme, de nouvelles ambitions pour les mathématiques dans l'enseignement technique court**. Consulté à l'adresse <https://hal.univ-lille.fr/hal-01726526>

Singh, J. K. N. (2023). **Enhancing international student experience: pre-support support services provided to postgraduate international students in a Malaysian research university**. *International Journal of Inclusive Education*, 27(8), 972-986. <https://doi.org/10.1080/13603116.2021.1879953>

The literature on international students predominantly emanates from the Western perspective and offers rich insights into international students' adaptation experiences. While university services improve these experiences, limited studies have investigated the role of pre-support assistance prior to students' arrival. This paper fills that gap from a non-Anglophone perspective, using 31 semi-structured, thematically analysed interviews with postgraduate international students in a Malaysian university. As country-specific research, this paper highlights practices of pre-support services for incoming international students in order to improve their experiences at a Malaysian research university. Pre-assistance provided includes the Student Ambassador Program (SAP), pre-information provided by friends and colleagues, and academics building rapport with students prior to arrival. This has a positive impact on levels of such students' engagement, satisfaction, motivation and sense of belonging to the institution.

Soliz, A., & Ecton, W. (2023). **Did the American Reinvestment and Recovery Act Expand and Improve Vocational Training at Community Colleges?** *Educational Evaluation and Policy Analysis*, 45(3), 464-481. <https://doi.org/10.3102/01623737221129611>

This study explores whether the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Program, the largest federal investment in community colleges in this nation's history, expanded and improved vocational training programs. We find that, on average, the completion of credentials in career-technical fields increased at institutions receiving a TAACCCT in the first wave of the program, compared with other public, 2-year colleges. In particular, credentials in business, health care, and information technology (IT)-related fields increased, and the growth is concentrated in certificates. Our findings support previous literature examining the relationship between college funding and student outcomes, and suggest that additional funding enables public 2-year colleges to expand and improve technical education programs, despite some of the unique challenges facing these programs.

Szlendak, Z., & Mansfield, R. K. (2023). **Who Benefits from a Smaller Honors Track?** (NBER Working Paper N° 31375). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31375.htm>

Most U.S. high school courses separate classrooms into standard and honors tracks. This paper characterizes the efficiency and distributional impact of changing the share of students enrolling in honors classrooms. Using a sorting model where students choose tracks by course but schools influence the share choosing honors, we show that administrators' optimal choices of honors track size require knowledge of treatment effect functions capturing the impact of alternative honors enrollment shares on different parts of the student predicted performance distribution. Using administrative data from North Carolina public high schools, we estimate these treatment effect functions by predicted performance quintile. Across various specifications, we find that smaller honors tracks (20%-30% of students) yield moderate performance gains for the top quintile (~.05-.07 test score SDs relative to no tracking) that decline monotonically across quintiles

toward zero for the bottom quintile. However, expanding the honors share beyond 30-35% generates further (small) achievement increases only for the middle quintile, while reducing top quintile gains and causing substantial bottom quintile losses. Since many courses feature honors shares above 35% or do not track, we predict that enrolling ~25% of students in honors in each high school course would improve all quintiles' statewide performance.

Testé, B., Fournier, J., Torché, A., Champendal, C., Philippe, T., Geffray, É., ... Richet, B. (2023). **Les conditions pour une acculturation à l'évaluation des politiques publiques éducatives dans le système éducatif français.** *Administration & Éducation*, 178(2), 119-135. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-119.htm>

The Education Commission. (2023). **Deliberate disrupters: can delivery approaches deliver better education outcomes? DeliverEd Final report** (p. 39). Consulté à l'adresse DeliverEd website: <https://educationcommission.org/files/DeliverEd-Final-Report-Deliberate-Disrupters.pdf>

Trinidad, J. E. (2023). **Rethinking School Improvement Organizations: Understanding Their Variety, Benefits, Risks, and Future Directions.** *Educational Researcher*, 52(6), 377-384. <https://doi.org/10.3102/0013189X231179116>

School practices and policies are often influenced by various research, nonprofit, for-profit, and philanthropic organizations. To help understand their influence, this article provides a framework accounting for the variety of school improvement organizations (SIOs) and summarizes debates regarding their benefits and risks. I cluster SIOs as providing (a) direct school support, (b) research/advocacy, or (c) funding—each with a continuum of organizations underneath them. Studies highlight how SIOs take innovative risks, create improvement networks, and transform school practices. However, they also emphasize the danger of creating challengers to public institutions, the possibility of state retreat, and loss of community input. The article concludes by suggesting ways to use this framework for future studies, assess SIOs' outcomes, and address their risks.

UNESCO. (2023a). **Enhancing TVET through digital transformation in developing countries** (p. 83). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000385988>

UNESCO. (2023b). **Recommandations pour l'intégration des TIC dans les politiques éducatives** (p. 195). Consulté à l'adresse Unesco website: <https://unesdoc.unesco.org/ark:/48223/pf0000386039>

Vergnaud, C. (2023). **Privatization Trends in French Public Universities: Challenging the Geographies of a Public Service.** In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 85-107). https://doi.org/10.1007/978-3-031-37853-9_5

This chapter aims to analyze how some recent privatization trends in French Higher Education and Research system are transforming the geographies of universities at different levels. A succession of reforms implemented since mid-2000's to conform to globalized scripts of international attractivity has fostered dynamics of privatization, in a general context of decreasing recurrent public funding and transformation of the State

involvement. Certain trends towards corporatization, marketization and entrepreneurialism have an impact on the landscape and organization of public universities. It calls into question the publicness of the French public university model, and its spatial dimensions. The hierarchization of the university system, the competition through selective public call for funding, and the diversification of the public and private universities' resources by local involvement challenge some spatial dimensions of what has been considered as the public character of French universities: the uniformity of institutions and their members, the equivalence of study and working conditions, and a balanced distribution of sites over the national territory.

Vijil-Morin, A., Katie, G., Ana, R., Alasdair, M., Mcburnie, C., & Haßler, B. (2023). **School mapping and decision-making** (p. 57). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000386107>

Villalobos, C., & Parcerisa, L. (2023). **Geographies of Resistance in the Chilean Education System in the Post-dictatorship Age (1990–2019): A Protest Event Analysis**. In K. Mary, N. Nafaa, & D. Giband (Éd.), *Geographies of Globalized Education Privatization: International Perspectives* (p. 153-169). https://doi.org/10.1007/978-3-031-37853-9_8
From a comparative perspective, the Chilean school system can be considered a paradigmatic case that combines structural privatization processes, sophisticated accountability systems and high levels of school segregation. This chapter aims to analyze the role of the spatial dimension in the trajectory of protests in the education sector during the Chilean post-dictatorship (1990–2019). Methodologically, the research carries out a Protest Event Analysis (PEA) of a novel database of more than 1.700 protests. The findings show that the spatial dimension (e.g., regional distribution, degree of rurality, types of places of protest, etc.) mediates not only the characteristics and the nature of actors who participate in protest events but also the strategies and repertoires of collective action deployed by social movements.

Weiler, S., Birnbaum, M., & Westbrook, P. (2023). **An Examination of State Statutes and School District Policies Addressing Minors With Do Not Resuscitate Orders**. *Educational Policy*, 37(6), 1545-1572. <https://doi.org/10.1177/08959048221120278>

Due to advances in medical treatments, students with terminal illnesses are more likely to attend public schools, increasing the possibility that they may die on school property. However, educational health plans often fail to consider end-of-life care decisions. In the absence of federal or state statutes, school boards are left to navigate the issue of minors with Do Not Resuscitate Orders while at school. We examine state statutes and school board policies for minors with Do Not Resuscitate Orders attending or wishing to attend school. Themes from school district policies are discussed, and recommendations for federal, state, and local policymakers are made.

Wuillamier, P. (2023). **Les outils de la DEPP au service des territoires**. *Administration & Éducation*, 178(2), 95-97. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2023-2-page-95.htm>

Yee, K. M. R. (2023). **Raising the floor while lowering the ceiling: Reduced inequities in education returns in the Philippines**. *International Journal of Educational Development*, 101, 102815. <https://doi.org/10.1016/j.ijedudev.2023.102815>

This article examines trends in private returns to education in the Philippines among salaried graduates in 2005 and 2019 – a period during which education participation improved markedly in the country. I find returns to differing levels of attainment converging, with those for higher education falling substantially by 36 % points, relative to those with no grade completed. I further find that among college graduates, the decline was most pronounced for low-wage workers whose returns fell by 69 % points, while those for high-wage ones remained stable. This is an important update to literature which found higher education to provide disproportionate returns to low-wage college graduates a decade prior.

Yoshitoshi, M., & Takahashi, K. (2023). **A critical analysis of court decision on mainstream school attendance of a child with medical care needs in Japan: a long way towards inclusive education.** *International Journal of Inclusive Education*, 27(11), 1257-1271. <https://doi.org/10.1080/13603116.2021.1888322>

This paper begins by providing a history of Japanese law pertaining to special education and its change towards a more inclusive education with the ratification of United Nations Conventions of the Rights of People with Disabilities. With the changes in laws, more children with constant medical care needs in Japan have the opportunity to attend mainstream schools. The recent court case, Kosuge v. Kanagawa prefecture and Kawasaki city, ruled against a child with medical care needs to attend mainstream school and made the judgment that a special needs school (tokubetsushien gakkō) is the appropriate placement for the child based on the child's disability type and degree of disability rather than needs and regardless of the wishes of the child's parents. This paper explores the case judgement and discusses where Japanese special education laws fall short similar to that of the US system based on Individuals with Disabilities Education Act. We suggest the need to keep inclusion as the basic human rights aligned with the Article 24 of the UNCRC rather than focusing on the continuum of education principle in IDEA, and operationalise the law into practice to make integration of children with disabilities, including children with constant medical care needs, into mainstream education schools.

Zajda, J. (2023). **Education for social change: Perspectives on global learning.** *International Review of Education*, 69(3), 429-431. <https://doi.org/10.1007/s11159-023-10020-2>

Pratiques enseignantes

Aiello, P., Pace, E. M., & Sibilio, M. (2023). **A simplex approach in Italian teacher education programmes to promote inclusive practices.** *International Journal of Inclusive Education*, 27(10), 1163-1176. <https://doi.org/10.1080/13603116.2021.1882056>

Stemming from the premise that no single solution can be adequate to deal with today's intricate school contexts and that this complexity cannot be overcome, the teachers' pivotal role in guaranteeing quality inclusive education has been extensively acknowledged. As a result, literature on teacher competency profiles has flourished in recent years. Yet, there is still much debate as to which set of competences teachers should possess in order to feel well-equipped to act professionally and effectively. From a neuro-physiological perspective, Berthoz's theory of simplicity provides innovative insight on how Complex Adaptive Systems thrive by harmoniously putting into action an ensemble of biological devices that appeared in the course of evolution. Following its

application to better comprehend teacher agency and action, this theory has been experimented in teacher education programmes at the University of Salerno. The aim was to raise awareness among teachers about their inner resources and identify ways how they can make use of these simplex properties and principles to face their day-to-day challenges. The article outlines the theory and provides concrete examples of its multi-faceted potential and possible application in different education systems and cultural contexts.

Alkan, M. F., Maviş Sevim, F. Ö., & Evers, A. T. (2023). **Factor Structure and Measurement Invariance of the Teacher Autonomous Behavior Scale in Turkey.** *Journal of Psychoeducational Assessment*, 41(7), 777-795.
<https://doi.org/10.1177/07342829231186229>

Teacher autonomy positively impacts various profession-related variables, including professional self-efficacy, motivation, job satisfaction, organizational commitment, teacher success, and job performance. The development and adaptation of sound instruments will contribute to achieving a complete understanding of teachers' autonomous behavior and its underlying mechanism. Thus, based on an extensive literature review and earlier research findings, Evers, Verboon, and Klæijnsen developed a promising tool to measure the autonomous behaviors of teachers. The purpose of the current study was to further examine the factor structure of the Teacher Autonomous Behavior Scale for a Turkish sample (n = 711). Although the comparison of diverse models revealed ambiguous results, examination of bifactor indices revealed that the instrument was essentially unidimensional, unlike the original correlated four-factor model. Thus, a unidimensional model with four parcels was recommended. Correlations of Teacher Autonomous Behavior with other constructs provided evidence to support convergent and discriminant validity. Multigroup CFA revealed strict measurement invariance across gender and school stages in the Turkish sample while it demonstrated configural and metric invariance across Turkish and Dutch teachers.

Amor, F. B. (2023). **Implementing didactic engineering development as part of a collaborative researcher/teacher effort during the conceptualization of Analysis objects at the start of the higher education curriculum.** Consulté à l'adresse <https://hal.science/hal-04184531>

At the start of the higher education curriculum, the conceptualization of local approximation objects of a function requires the articulation of knowledge and skills from Functional Analysis and Topology. In the study of functions, a number of studies have established the existence of difficulties encountered by students, mainly as a result of the change of didactic contract during the transition from secondary to higher education. The construction of a teaching-learning project, as part of a collaborative effort with the class teacher, a priori helps students to overcome the main difficulties inherent in conceptualizing the local approximation objects of a function in the first year of preparatory classes. In the case of the design and implementation of didactic development engineering, analysis of the reasoning produced by students confronted with a situation with an adidactic dimension will enable us a priori to study the nature and origin of these difficulties. Our methodology for analyzing student work is based on a model of reasoning analysis within the framework of the theory of didactic situations mathematics. This model has played an essential role in the development of didactic engineering, in the identification of students' conceptions, forms and functions of reasoning. It also enabled us to identify epistemological, didactic and cultural obstacles

to learning the concept of local approximation of a function. These obstacles result either from the paradigm shift that takes place during the transition from secondary to higher education, or from working within the paradigm of Infinitesimal Analysis during the appropriation of this mathematical concept.

Bankolé, A. R., Nouatin, G. S., & Gandonou, E. (2023). **“Pedagogical transformation” of apprenticeships through a competence-based approach in the Benin crafts sector.** *International Review of Education*, 69(3), 401-423. <https://doi.org/10.1007/s11159-023-10023-z>

This article examines the pedagogical transformation generated by dual apprenticeship training and its impact on the Benin crafts sector. Dual training combines vocational education at training centres with on-the-job training in workshops during the week. Graduates of this programme receive a certificate of professional qualification (Certificat de Qualification Professionnelle – CQP). For this qualitative research, the authors visited 7 training centres and 39 workshops to make direct observations. Using a life-history approach, they conducted formal and informal interviews with craftspeople and semi-structured interviews with CQP graduates, non-CQP graduates, professional association personnel, training centre staff and CQP trainers. This research was carried out in Parakou, the most important city in central and northern Benin. In total, 96 individuals were interviewed, using purposive selection to pick actors from professional associations, convenience sampling with non-CQP graduates and snowball sampling to reach other participants. The study is underpinned by social change theory, with an emphasis on the factors and agents of change. The research findings indicate that dual training has a favourable impact on skills development, competency transfer and job performance in the crafts sector. CQP graduates benefit from both theoretical knowledge and practical expertise gained during their training. Those who succeed in finding a job or even setting up their own workshop contribute to building a competence-based approach to apprenticeships and stand out in the competitive labour market. Craftspeople who are unable to stand out in the labour market face employment insecurity. The majority of the CQP graduates interviewed had developed high self-esteem and were proud of their valuable knowledge and their ability to deliver high-quality services to satisfied clients. This also affected their relationship with older generations of craftspeople in terms of contradictions in the execution of specific tasks in occupations.

Bearman, M., & Ajjawi, R. (2023). **Learning to work with the black box: Pedagogy for a world with artificial intelligence.** *British Journal of Educational Technology*, 54(5), 1160-1173. <https://doi.org/10.1111/bjet.13337>

Artificial intelligence (AI) is increasingly integrating into our society. University education needs to maintain its relevance in an AI-mediated world, but the higher education sector is only beginning to engage deeply with the implications of AI within society. We define AI according to a relational epistemology, where, in the context of a particular interaction, a computational artefact provides a judgement about an optimal course of action and that this judgement cannot be traced. Therefore, by definition, AI must always act as a 'black box'. Rather than seeking to explain 'black boxes', we argue that a pedagogy for an AI-mediated world involves learning to work with opaque, partial and ambiguous situations, which reflect the entangled relationships between people and technologies. Such a pedagogy asks learners locate AI as socially bounded, where AI is always understood within the contexts of its use. We outline two particular approaches to achieve this: (a) orienting students to quality standards that surround AIs, what might

be called the tacit and explicit 'rules of the game'; and (b) providing meaningful interactions with AI systems. Practitioner notes What is already known about this topic Artificial intelligence (AI) is conceptualised in many different ways but is rarely defined in the higher education literature. Experts have outlined a range of graduate capabilities for working in a world of AI such as teamwork or ethical thinking. The higher education literature outlines an imperative need to respond to AI, as underlined by recent commentary on ChatGPT. What this paper adds A definition of an AI that is relational: A particular interaction where a computational artefact provides a judgement about an optimal course of action, which cannot be easily traced. Focusing on working with AI black boxes rather than trying to see inside the technology. Describing a pedagogy for an AI-mediated world that promotes working in complex situations with partial and indeterminate information. Implications for practice and/or policy Focusing on quality standards helps learners understand the social regulating boundaries around AI. Promoting learner interactions with AI as part of a sociotechnical ensemble helps build evaluative judgement in weighting AI's contribution to work. Asking learners to work with AI systems prompts understanding of the evaluative, ethical and practical necessities of working with a black box.

Bennett, J. (2023). **Narrating normalcy: a critical autoethnographic analysis of the impact racial ideology can have on teaching.** *International Journal of Qualitative Studies in Education*, 36(7), 1356-1370. <https://doi.org/10.1080/09518398.2021.1930261>

I, like many White people, have been complicit in perpetuating a normalization of Whiteness. My early adherence to an ideology of colorblindness manifested in racial insensitivities that affected me in all contexts of my life. In this critical autoethnography, I use two tenets of culturally relevant pedagogy to analyze how these racial insensitivities affected my instructional and relational practices as a teacher. I do so in an effort to provide deeper understanding regarding the relationship between ideology and teaching. Implications to this work are aimed at providing ways to better support preservice and inservice teachers in designing racially-equitable teaching practices.

Bergeron, L. (2023). **Entre les contraintes de la relation d'aide et les impératifs de la diplomation: une étude de la dynamique du travail des orthopédagogues au secondaire dans leurs interventions en mathématiques** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/16747/>

Cette recherche vise à cerner la dynamique entre la prescription du travail des orthopédagogues et ce qu'elles font de manière effective au regard de leur travail d'intervention en mathématiques au secondaire. L'orthopédagogie est une profession qui, au Québec, émerge de la croissante demande sociale au regard de l'échec et des difficultés scolaires. Étant pourtant institué depuis plus de 50 ans, il est difficile de brosser un portrait clair quant à la nature et aux fondements de ce travail tout comme du corpus de savoirs qui le soutient (Office des professions du Québec [OPQ], 2014 ; Prud'Homme, 2018). D'ailleurs, le fait que plusieurs aspects de la tâche de l'orthopédagogue empiètent sur celles de différents acteurs oeuvrant en milieu scolaire (enseignant, enseignant-ressource, psychologue, orthophoniste, etc.) contribue à la confusion tout comme à certaines tensions entourant le rôle de l'orthopédagogue, mais participe également à leur difficulté à se faire reconnaître comme profession distincte (Bergeron et Barallobres, 2019a ; Prud'Homme, 2018). En raison de leur mission partagée avec plusieurs acteurs du milieu éducatif, les orthopédagogues se retrouvent dans la nécessité

de justifier leur présence par la spécificité de leur approche. Puisque ce sont les politiques locales (plan de service des écoles) qui ont le dernier mot sur leurs tâches (Houle, 2016), les responsabilités et les tâches de l'orthopédagogue varient grandement selon le milieu de pratique (OPQ, 2014). En particulier, au secondaire et en mathématiques, le travail orthopédagogique consiste en une énigme et pourtant, le nombre d'élèves en difficulté à cet ordre d'enseignement ne cesse de croître (Conseil supérieur de l'éducation [CSE], 2017) tout comme la demande de soutien en mathématiques pour les élèves (Audet, 2017). Au croisement de l'approche anthropo-didactique (Sarrazy, 2002) et de l'analyse de l'activité (Clot, 2015a), le projet tente d'appréhender le travail orthopédagogique dans son épaisseur contextuelle par la prise en considération des dimensions didactiques, personnelles, collectives et historico-culturelles de celui-ci. Il s'agit ainsi, dans une démarche qui favorise le dialogue entre chercheuse et travailleuses tout comme le développement du pouvoir d'agir des personnes impliquées, de saisir la façon dont les orthopédagogues du secondaire se saisissent des discours de l'institution, les font les leurs, les transforment, se (re)définissent collectivement en tant que profession et les façons dont ces interprétations interagissent dans le cadre d'une activité singulière dans les interventions en mathématiques auprès des élèves. Ces différentes dimensions ont été investiguées par la mise en place d'une méthodologie multiniveaux afin de les appréhender dans leur interdépendance. Les deux premières démarches consistent en l'étude du contexte historico-culturel du métier, sa création et son développement ainsi qu'en l'analyse de la prescription du travail. Par la suite, ce sont des entretiens de type focus group qui ont été menés afin d'accéder aux attendus génériques de l'activité de travail, mais également afin de mieux cerner les défis, dilemmes et conflictualités de la profession. Finalement, afin de mieux comprendre la manière dont se met en place et se personnalise le travail dans une perspective où les orthopédagogues sont partie prenante du processus d'analyse, des observations couplées d'entretiens post-leçon ainsi, que d'un entretien d'autoconfrontation simple ont été mis en place auprès de deux orthopédagogues. Les résultats du croisement de ces analyses permettent, en un premier temps, de mieux comprendre la manière dont la relation d'aide, en tant que fondement prescrit de la mission orthopédagogique, entre en jeu et se déploie comme une contrainte à la fois au sein des transactions didactiques, mais également sur la manière dont les orthopédagogues se réapproprient, en tant que collectif, les règles de leur métier. Ensuite, la démarche menée permet également de constater la manière dont les injonctions concernant la réussite scolaire ainsi que la gestion scolaire y étant associée mettent en tension la relation d'aide orthopédagogique et favorisent, dans l'action didactique, des logiques de réussite aux dépens de logiques d'apprentissage par l'entremise de méthodes pédagogiques réputées efficaces qui visent la production de la réponse attendue par les élèves par l'économie d'un travail épistémique partagé entre orthopédagogue et élèves. Au final, si la recherche a favorisé une meilleure compréhension du métier orthopédagogique, elle a également permis aux participantes et participants de se reconnaître dans l'autre, de se sentir reconnus, mais également de porter un regard nouveau sur leur activité par l'entremise de la redécouverte de celle-ci et ainsi de développer un pouvoir d'agir.

MOTS-

CLÉS DE L'AUTEUR : orthopédagogie, mathématiques, secondaire, réussite scolaire, difficulté scolaire, didactique des mathématiques, anthropo-didactique, analyse du travail, activité, action didactique, jeu didactique.

Biber, D. D. (2023). **Using Public Service Announcement Projects for Student Content Mastery and Engagement.** *College Teaching*, 71(3), 163-164. <https://doi.org/10.1080/87567555.2021.1996325>

Blanchouin, A., Grapin, N., & Mounier, E. (2022). **Gestes évaluatifs en contexte d'ingénierie évaluative : exemples d'études en mathématiques à l'école élémentaire.** 33^{eme} Colloque de l'ADMEE-Europe, *Pluralité de contextes, pluralité d'évaluations en éducation : quelles interactions et quels enjeux?*,. Présenté à Pointe à Pitre (Guadeloupe), France. Consulté à l'adresse <https://hal.science/hal-04171765>

A travers trois exemples d'études menées en situations de résolution de problèmes arithmétiques au cycle 2 (élèves âgés entre 6 et 8 ans), nous montrons comment nous documentons l'activité évaluative en classe de l'enseignant au grain fin du geste évaluatif proposé par Jorro (2016). La méthodologie est basée sur l'étude d'un matériau composite relatif au travail de l'enseignant (traces de la planification qu'il fait de la séance, de la séance effectivement réalisée en classe et d'un bilan post séance) en lien avec l'analyse a priori des tâches proposées aux élèves. Le corpus des données construites couvre la caractérisation du contexte d'enseignement, la détermination d'un synopsis (à l'échelle de la séance / d'une phase de la séance) et le repérage des objets évalués par l'enseignant, et les gestes évaluatifs, que nous définissons comme le produit de deux gestes, l'un de recueil et l'autre de rétroaction (Blanchouin & al., 2022). Les résultats obtenus montrent que les gestes de recueil des enseignantes observées, semblent assez contingents de la modalité de travail et du profil des élèves quelle que soit la nature des informations recherchées. Les gestes de rétroaction eux se situent principalement au niveau de la validation du résultat et du traitement de la tâche par le biais de guidages assez serrés ; peu de gestes au service de l'autorégulation de l'élève sont déployés. Des pistes pour développer l'autorégulation ainsi qu'un retour sur la méthodologie employée, avec ses potentialités, ses limites et ses évolutions sont présentés en conclusion.

Bradford, B., Trudel, L. E., Katz, J., Sokal, L., & Loreman, T. (2023). **Promising practices for preparing Canadian teachers for inclusive classrooms: analysis through a transformative learning lens.** *International Journal of Inclusive Education*, 27(11), 1191-1206. <https://doi.org/10.1080/13603116.2021.1882058>

Teacher preparation in Canada benefits from innovative programming that supports vibrant, inclusive classrooms. We examine two Canadian-made programmes: The Three-Block Model of Universal Design for Learning, with particular focus on the social emotional learning block, and the Teaching Continuum, a model for inclusive physical education settings. We use the 3H Model of inclusive teacher education to analyze the fit of these two approaches to pre-service teacher inclusive education preparation and suggest ways they can become more entrenched within Canadian schools.

Cadet, L., Aifi, N., Fenoglio, P., Corny, L., Chischportich, J., & Masson, F. (2022). **Plurilinguisme des élèves en classe ordinaire dans le premier degré : que trouve-t-on dans la "boîte à outils" des enseignants ?** *Repères : Recherches en didactique du français langue maternelle*, 21-38. <https://doi.org/10.4000/reperes.4934>

We examine the "toolbox" which pre-service and in-service primary school teachers have at their disposal for incorporating multilingualism as an aid to learning French, particularly in mainstream classes. Our corpus covers a variety of the institutional and educational tools available. It should be noted that the role the institution has recently

given to languages in teaching French has not resulted in many proposals that make a convincing argument for incorporating pupils' multilingual repertoires.

Cai, Y., Liu, P., Tang, R., & Bo, Y. (2023). **Distributed leadership and teacher work engagement: the mediating role of teacher efficacy and the moderating role of interpersonal trust.** *Asia Pacific Education Review*, 24(3), 383-397. <https://doi.org/10.1007/s12564-022-09760-x>

Teacher work engagement is essential for schools to achieve their educational objectives and student learning outcomes. Among all the influencing factors, supportive workplace resources from diverse sources such as distributed leadership, trust, and self-efficacy have been cited as important factors affecting teachers' engagement in their work. Conservation of resources theory proposes a theoretical mechanism of how supportive resources can facilitate employee engagement; this study aims to further examine and investigate the ways in which teacher work engagement is enhanced by distributed leadership and the role of teacher efficacy and trust in this relationship. The findings of a survey involving 577 Chinese primary school teachers reveal that teacher efficacy completely mediates the positive relationship between distributed leadership and teacher work engagement. Distributed leadership also leads to increased teacher efficacy owing to higher levels of trust. These results suggest that distributed leadership is a highly effective approach that school administrators can adopt and that a workplace climate with a high level of interpersonal trust should be considered to further improve the effectiveness of school leadership and management.

Carreras, O., & Couturier, C. (2023). **Les pratiques d'enseignement dans le supérieur pendant les confinements et leur persistance.** *Distances et Médiations des Savoirs, [En ligne]* (42). <https://doi.org/10.4000/dms.9025>

This study focuses on the specific teaching modalities implemented in higher education in distance learning during lockdowns. Using a questionnaire survey, we collected reported changes in practices on several dimensions: student relations, resources available and activities offered to students, course structuring and student guidance, learning assessments, and professional development practices. We also asked teachers about their intention to continue these practices in the future. It appears that there has been few changes in practices. The only dimension on which we observe an increase is the provision of resources (pdf, videos, commented slideshows...), which reflects a focus on contents. The relational dimension with students remains poorly invested. The professional development of teachers appears to be relatively underdeveloped, but some teachers express their wish to develop it in the future, especially for the research dimension. The training and support of teachers remains essential.

Cheng, M. (2022). **Scientific English in a French University : from students' attitudes and motivation to pedagogical practices in cultural contexts** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04167341>

The present exploratory research is designed to explore students' attitudes and motivation towards scientific English learning and teaching in a scientific university context. It focuses on the current situation of scientific English learning and teaching at Paul Sabatier University, a French university in science and technology. A cohort of students in scientific domains, language teachers and associate professors, and science associate professors and professors have participated in the research. To probe into learners' attitudes and motivation in the context of plurilingual English class, we have also

investigated language teachers and associate professors and science associate professors and professors' representations of scientific English, as well as the relations mentioned above. A mixed-methods approach combining quantitative methods and qualitative methods was employed in the current study. This exploratory investigation was first undertaken through a questionnaire to students on their attitudes and motivation towards scientific English and a questionnaire to students on the current situation of scientific English teaching and learning at Paul Sabatier University. Meanwhile, students, language teachers and associate professors, science associate professors and professors were interviewed, respectively. Data processing made it possible to cross-check students' and teachers and researchers' representations of scientific English. The results highlight the relatively negative attitudes and low motivation in scientific English learning, as well as the vague representation of scientific English among both students and teachers, pointing out the lack of "disciplinary dialogue" between language teachers and associate professors as well as science associate professors and professors at Paul Sabatier University. Finally, some recommendations were proposed to improve the current situation of learning and teaching scientific English in French universities.

Cherigui, A. (2023). **De la Résilience à la Désistance: Trajectoires, expériences et transformation de soi, ce que permet l'accompagnement éducatif au sein de la Protection Judiciaire de la Jeunesse** (Phdthesis, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-04186709>

Mon travail de recherche interroge les sorties de délinquances au travers de la Désistance, un objet de recherche relativement récent (Mohamed, 2012 ; Villeneuve et Dufour, 2018), par opposition au phénomène d'entrée à la délinquance qui a suscité de nombreuses recherches depuis plusieurs décennies (Glueck, 1950 ; Becker, 1985, Born et Glowacz, 2017). Le phénomène sociologique de la Désistance est abordé dans la présente recherche dans une perspective interactionniste en faisant le lien avec le processus psychologique de la Résilience, abordé à partir des travaux de Cyrulnik (2000, 2008). L'étude de l'articulation des phénomènes de Résilience et de Désistance permet d'interroger quels sont les facteurs de risque et de protection qui interviennent dans la transformation de l'individu et de son rapport avec son environnement et dans quelles conditions l'accompagnement éducatif, tel qu'il est proposé dans les structures de la Protection Judiciaire de la Jeunesse, contribue à cette transformation. Pour répondre à ce questionnement mes choix méthodologiques s'orientent vers la méthode biographique telle qu'elle est développée dans le cadre de la sociologie interactionniste (Shaw, 1966 ; Becker, 1985). Cette approche épistémologique nous permet de tracer l'expérience subjective des jeunes dans un parcours de délinquance, les rencontres, les situations, les événements qui ont marqué leurs parcours et qui leur ont permis de trouver les ressources nécessaires pour se reconstruire. La méthode du récit de vie permet ainsi d'identifier les étapes marquantes dans les trajectoires des jeunes. Les résultats de la recherche montrent que la Résilience et la Désistance font partie d'un même processus représenté par «les invariants de la Désilience». Ce modèle permet de mettre en exergue l'importance de la rencontre et de l'interaction qui s'effectue entre l'individu et son environnement. Ainsi, les «invariants de la Désilience» rassemble par l'intermédiaire de l'accompagnement éducatif, les dimensions à la fois de la Résilience et de la Désistance.

Conner, J. O., Goldstein, M., Mammen, J., Hernandez, J., Phillippo, K., Pope, D., & Davidson, S. (2023). **What Students and Teachers Do to Build Positive Reciprocal**

Relationships: A Study Co-Led by Youth and Adult Researchers. *American Journal of Education*, 129(4), 449-479. <https://doi.org/10.1086/725585>

Purpose: As research increasingly links positive student-teacher relationships (STRs) to positive student outcomes, instruments to measure STRs have proliferated. Yet most neglect student agency and sociocultural variation in the operationalization of STRs. This study explores the specific actions teachers and students take to build positive STRs from the vantage point of a diverse group of US middle and high school students. Research Methods: Drawing on the principles of critical collaborative research, our intergenerational team of scholars engaged 84 youth participants (ages 12–18) in qualitative data generation and analysis, using novel youth-voice elicitation techniques known as the fishbone and diamond card sort. Findings: Findings highlight specific actions that a diverse group of youth believe students and teachers take to create positive STRs and foreground the importance of teacher power, student responsibility, safe classrooms, and reciprocity in STR construction. Implications: By pinpointing specific actions that teachers can take to build positive STRs, this work raises implications for teacher education and professional development, especially as schools struggle to regain ground with students in the wake of COVID-19 disruptions. In addition, the study demonstrates how engaging youth as partners in qualitative research can help improve the conduct and products of empirical research in education, offering a model for the field of youth validation processes.

Darnon, C., Jury, M., Sebastien, G., & Portex, M. (2023). **Competitive and Cooperative Practices in Education: How Teachers' Beliefs in School Meritocracy are Related to their Daily Practices with Students.** *Social Psychology of Education*. <https://doi.org/10.1007/s11218-023-09824-9>

Teachers' daily competitive and cooperative practices impact students' motivation and academic achievement. The present research was conducted on French in-service teachers. Our goal was to examine one of the predictors of the use of competitive and cooperative pedagogical practices by teachers: their belief in school meritocracy. A sample of 818 teachers completed an online survey. They were asked to report their levels of beliefs in school meritocracy (e.g., « At school, where there is a will, there is a way ») as well as how often they use competitive (e.g., "Encourage competition between students to get them to excel) and cooperative practices (e.g., « Have students cooperate with each other so that each student progresses in learning ») in their class. Results showed that the more teachers believed in school meritocracy, the more likely they were to promote a performance goal structure in their class, which was, in turn associated with more frequent use of competitive practices. Conversely, the more teachers believed in school meritocracy, the less likely they were to promote mastery goals, which in turn were associated with more cooperative practices.

Davis, K. E., & Burke, A. (2023). **Team-Based Learning: Null Results in an Introductory University Nutrition Course.** *College Teaching*, 71(3), 188-194. <https://doi.org/10.1080/87567555.2021.2001411>

Team-based learning (TBL) is a proven teaching technique that has been employed in many disciplines and may improve performance of lower-performing students. However, much of the TBL literature involves graduate students in the health professions. The purpose of this study was to determine whether students in an undergraduate, introductory nutrition course instructed using TBL would have improved academic performance compared to students instructed in the same course taught using lecture

plus other interactive learning strategies (Lecture+). There was no difference in academic outcomes between TBL and Lecture + students. While all students gave positive course evaluations, and the instructor enjoyed both methods of instruction, there were no differences in outcomes.

Ditta, A. S., Lussier, C. M., & Speer, A. C. (2023). **Keep Calm and Carry on...Line: A Framework for Applying Pre-COVID Pedagogical Theory to the Shifting Online Course Environment.** *College Teaching*, 71(3), 185-187.
<https://doi.org/10.1080/87567555.2021.2000925>

The COVID-19 pandemic caused instructors to quickly pivot their teaching into the remote environment. Now, as we conclude over a year of remote instruction, faculty need to focus on developing excellence in online and hybridized education. Research has been dedicated to discovering best practices in online teaching, but much of that work was conducted pre-COVID, when students and faculty chose to take/teach their courses remotely. Three Professors of Teaching across different disciplines reflect on their online courses and provide a three-step framework for structuring online classes that can account for the ever-shifting context of remote instruction in the immediate future.

Dubé, J.-A. (2023). **Les défis des enseignants du 3e cycle du primaire dans la mise en œuvre des plans d'intervention et les solutions pouvant y remédier** (Masters, Université du Québec en Outaouais). Consulté à l'adresse <https://di.uqo.ca/id/eprint/1522/>

Les enseignants doivent conjuguer avec la pratique de la différenciation pédagogique et ce, principalement en lien avec la visée inclusive des élèves ayant des besoins particuliers (Bélanger, 2006). Pour plusieurs de ces élèves, le plan d'intervention est un outil qui permet de consigner les moyens à mettre en place pour pallier leurs difficultés. De nos jours, il n'est pas rare que près de la moitié des élèves d'une classe cheminent avec un PI (Pillion et Godbout, 2019). De nombreux défis se présentent alors pour les enseignants et on se questionne à savoir si ces derniers peuvent affecter ou non leur sentiment d'efficacité personnelle. Cette recherche collaborative exploratoire tend à cibler ces dits défis chez les enseignants du troisième cycle du primaire. Les élèves de ce cycle ont parfois cumulé des difficultés au fil des années et les écarts peuvent être importants. Dans un premier temps, les enseignants ont été interrogés à l'aide d'un questionnaire quant à leur sentiment d'efficacité personnelle. Puis, des entretiens semi-dirigés ont permis de discuter des résultats et de faire ressortir certains défis liés à la mise en place des PI. Finalement un groupe de discussion a permis de faire consensus quant aux principaux défis, mais également de trouver des solutions afin d'y pallier en mesurant l'efficacité de ces dernières à l'aide d'un outil de contribution et de faisabilité. Alors que la pénurie actuelle d'intervenants dans les milieux scolaires est au cœur de l'actualité, l'analyse des résultats de cette recherche permet également de soulever ce constat : le manque de ressources humaines et matérielles en éducation est un enjeu majeur et plusieurs défis soulevés dans ce projet de recherche y sont liés.

Epstein, M. (2022). **Usages pédagogiques du numérique et gestes professionnels de l'enseignant Conférence conclusive de la matinée Un point de vue sociologique.** *Usages pédagogiques du numérique et gestes professionnels de l'enseignant*. Présenté à Saint Germain en Laye, France. Consulté à l'adresse <https://hal.science/hal-03688533>

L'objectif de cette conclusion sera de remettre en perspective les témoignages et conférences de la matinée pour ouvrir sur les ateliers de l'après-midi. L'orientation envisagée est une mise en perspective sociologique du métier d'enseignant afin de faire

du lien entre la conception du métier, l'identité professionnelle et le développement professionnel. Une focale sera mise pour montrer comment les représentations du numérique sont à la base de la transformation (ou non) des gestes professionnels.

Fassett, K. T., Hiller, S. C., BrckaLorenz, A., & Nelson Laird, T. F. (2023). **Teaching Development Opportunities & Faculty Practice at Four-Year Institutions**. *College Teaching*, 71(3), 165-175. <https://doi.org/10.1080/87567555.2021.1999894>

To contextualize the myriad of teaching development efforts available to faculty, this large-scale study of nearly 4,500 faculty at four-year institutions broadens our understandings of who participates in teaching development practices, how their participation relates to their institutional environments, and how their participation connects to their use of effective teaching practices. Results show some notable patterns by academic field, social identity, the type of courses taught, and institutional characteristics. The overview of educational development participation in this study gives strength to positive findings from smaller-scale research studies and provides a solid base for more specific studies of these practices.

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

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

émérite, sa formation s'est faite en Sciences du langage et Sciences de l'éducation. Il a été titulaire d'une chaire de professeur à l'École supérieure de pédagogie de Karlsruhe (Allemagne), où il a conçu une formation en Français Langue étrangère basée sur les techniques Freinet et la pédagogie institutionnelle. Les trois auteurs sont des praticiens de la pédagogie institutionnelle qui proposent des formations à cette approche ainsi que des accompagnements d'équipes de professionnels des « métiers du lien ».

Ginja, T. G., & Chen, X. (2023). **Conceptualising inclusive education: the role of teacher training and teacher's attitudes towards inclusion of children with disabilities in Ethiopia.** *International Journal of Inclusive Education*, 27(9), 1042-1055. <https://doi.org/10.1080/13603116.2021.1879958>

Although there is widespread support for inclusion at a philosophical level, there are some concerns that teachers lack the necessary knowledge and skills to educate students with disability in inclusive classrooms. Utilising a data set of 125 teachers from 3 teacher education institutions and 6 secondary schools in Ethiopia, this study reports the effects of teacher training on understanding inclusive education, teachers' attitudes towards inclusion and their feelings towards students with a disability. The results show that there are two positions reflected in conceptualising inclusive education, i.e. the concept that is placing children with disability in the regular class, while another concept is just providing support to children with disability. This study reports 81–85% of the participants' positive understanding of the overall purpose of inclusive education. Teachers reported a more positive attitude towards inclusion than those who had negative experiences implementing inclusive pedagogy and working with children with disabilities in inclusive classrooms. The main concerns regarding the implementation of inclusive education include very little readiness (62%), inadequate teacher preparation (38%), lack of instructional materials (25%), less attention being paid to teacher preparation for inclusive education (20%), etc. The implications discussed and suggestions made for future studies.

Hands, A. S. (2023). **Peer Genius Bar: Using the Wisdom of the Crowd to Learn Technology Tools.** *College Teaching*, 71(3), 155-162. <https://doi.org/10.1080/87567555.2021.1996324>

Teaching technology when technology moves at the speed of light can be a challenging task. In addition to the fast-paced changes in this field, students possess a range of skills, experiences, and attitudes about technology such that there is no common baseline for content and activities. This article reflects on a technology-related crowdsourcing exercise implemented in a graduate professional course. The collaborative learning exercise fosters autonomy and peer-to-peer learning and has resulted in the exploration of more technology tools than could be shared by one instructor.

Hawkman, A. M., & Knowles, R. T. (2023). **Teaching #BlackLivesMatter in the classroom: Exploring the racial pedagogical decision making of PK-12 teachers.** *Journal of Curriculum Studies*, 55(4), 424-439. <https://doi.org/10.1080/00220272.2023.2225198>

This study explores the racial pedagogical decision making of teachers presented with the opportunity to address the #BlackLivesMatter movement in their classroom. Findings of more than 4,000 teachers indicate that suburban, urban, African American and Latino/a were most likely to address BLM through an antiracist positioning. Rural and more experienced teachers were the most likely to respond 'All Lives Matter' to a classroom scenario. Analysis of extended response items found that participants deployed three

defences to avoid engaging with #BLM in their classrooms: constitutional, institutional and appropriateness. Findings generated in this study provide insights into how teachers will approach calls for challenging anti-Black racism in their classrooms.

Hester, S. D., Southard, K. M., Kim, Y. A., Cox, J., Elfring, L. K., Blowers, P., & Talanquer, V. (2023). **Benefits and Challenges in the Implementation of an Instructional-Teams Model for Supporting Evidence-Based Instructional Practices in Large-Enrollment STEM Courses.** *College Teaching*, 71(3), 143-154. <https://doi.org/10.1080/87567555.2021.1996323>

Instructors often encounter challenges in the implementation of evidence-based teaching practices in large-enrollment STEM courses. A novel Instructional-Teams Model (I-TM) seeks to address some of these challenges with the support of student assistants in specialized roles. I-TM roles focus on supporting course and classroom management (instructional managers), formative assessment (learning researchers), and student engagement (learning assistants, who are already a common feature of many large-enrollment STEM courses). We analyzed benefits and challenges in teaching with this model as expressed by participating instructors. Our results support the utility of the I-TM for implementing evidence-based, active-learning instruction in large-enrollment STEM courses.

Huntington, B., Goulding, J., & Pitchford, N. J. (2023). **Pedagogical features of interactive apps for effective learning of foundational skills.** *British Journal of Educational Technology*, 54(5), 1273-1291. <https://doi.org/10.1111/bjet.13317>

Interactive apps are commonly used to support the acquisition of foundational skills. Yet little is known about how pedagogical features of such apps affect learning outcomes, attainment and motivation—particularly when deployed in lower-income contexts, where educational gains are most needed. In this study, we analyse which app features are most effective in supporting the acquisition of foundational literacy and numeracy skills. We compare five apps developed for the Global Learning XPRIZE and deployed to 2041 out-of-school children in 172 remote Tanzanian villages. A total of 41 non-expert participants each provided 165 comparative judgements of the five apps from the competition, across 15 pedagogical features. Analysis and modelling of these 6765 comparisons indicate that the apps created by the joint winners of the XPRIZE, who produced the greatest learning outcomes over the 15-month field trial, shared six pedagogical features—autonomous learning, motor skills, task structure, engagement, language demand and personalisation. Results demonstrate that this combination of features is effective at supporting learning of foundational skills and has a positive impact on educational outcomes. To maximise learning potential in environments with both limited resources and deployment opportunities, developers should focus attention on this combination of features, especially for out-of-school children in low- and middle-income countries. Practitioner notes What is already known about this topic Interactive apps are becoming common to support foundational learning for children both in and out of school settings. The Global Learning XPRIZE competition demonstrates that learning apps can facilitate learning improvements in out-of-school children living in sub-Saharan Africa. To understand which app features are most important in supporting learning in these contexts, we need to establish which pedagogical features were shared by the winning apps. What this paper adds Effective learning of foundational skills can be achieved with a range of pedagogical features. To maximise learning, apps should focus on combining elements of autonomous learning, motor skills, task structure, engagement, language demand and personalisation. Free Play is not a key

pedagogical feature to facilitate learning within this context. Implications for practice and/or policy When developing learning apps with primary-aged, out-of-school children in low-income contexts, app developers should try to incorporate the six key features associated with improving learning outcomes. Governments, school leaders and parents should use these findings to inform their decisions when choosing an appropriate learning app for children.

Ito, H., Chang-Leung, C., & Poudyal, H. (2023). **Inclusion of students with developmental disabilities in Japan: barriers and promising practices in primary and secondary education.** *Asia Pacific Education Review*, 24(3), 415-431. <https://doi.org/10.1007/s12564-022-09763-8>

Despite Japan's recent efforts toward inclusive education and increased support for students with disabilities, evidence indicates that many students with developmental disabilities do not receive adequate support in the general classroom. Through a review of the literature, we identified four main potential barriers to successful inclusive education in Japan: (a) policy limitations, (b) limited specialization of school psychology, (c) teacher capacity, and (d) stigmatization. We also proposed Multi-Tier Systems of Support, Universal Design for Learning, and hiring Education Assistants as promising strategies to address the needs of a subset of underserved students in the general classroom. These strategies can promote a more equitable distribution of resources and support systems across the entire education system.

Keen, D., Adams, D., & Simpson, K. (2023). **Teacher ratings of academic skills and academic enablers of children on the autism spectrum.** *International Journal of Inclusive Education*, 27(10), 1085-1101. <https://doi.org/10.1080/13603116.2021.1881626>

Academic underachievement, as measured on standardised assessments, is commonly reported among students on the autism spectrum. However, little is known about the factors that predict academic (under)achievement, limiting the development of effective and targeted interventions. This study explored teacher ratings of academic skills and enabling behaviours of a community sample of students on the autism spectrum in Grades K-2 (5–8 years, n = 54) and 6–8 (9–12 years, n = 59) attending inclusive or special education settings. Teachers completed the Academic Competence Evaluation Scale (ACES). Results showed that children on the spectrum were rated by teachers to perform below expected levels in both academic skill areas and academic enabling behaviours. Teacher ratings of academic skills and enablers for students were higher for those in inclusive than those in special education settings. Receptive language emerged as an important predictor of teacher-reported performance alongside child motivation and interpersonal skills. Targeting academic enabling behaviours may help to improve academic achievement and lead to better educational outcomes for these students.

Kilpatrick, W. H. (2023). **La méthode des projets. l'utilisation de l'acte intentionnel dans le processus éducatif.** Consulté à l'adresse <https://www.pulaval.com/livres/la-methode-des-projets-l-utilisation-de-l-acte-intentionnel-dans-le-processus-educatif>

King, A. E., Qureshi, N., Stevenson, C., & Toledo, E. (2022). **Listening to students: Perspectives, Experiences, and Next Steps.** *Canadian Journal of Higher Education*, 52(4), i-x. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/190185>
n/a

Kremsner, G. (2023). **Becoming an inclusive teacher: reducing gaps in theory and practice through inclusive research.** *International Journal of Inclusive Education*, 27(10), 1148-1162. <https://doi.org/10.1080/13603116.2021.1882055>

The course 'Inclusive Education' at the University of Vienna (UV) serves as a microcosm of national and international discourses. Policies such as the UN-CRPD run counter to established school systems and the latest developments in federal and state legislation. Against this backdrop, a small-scale study has been conducted to (a) examine the situation of pre-service teachers in inclusive education and (b) contextualise this against the experiences of self-advocating former special-school pupils, namely persons with learning difficulties who politically speak up for their own rights. Nine interviews (seven with pre-service teachers and two with self-advocates) have been analysed using Situational Analysis. An inclusive research approach has been applied at every step of the research process. Findings show that pre-service teachers tend to get lost in the tension between their vision of inclusive education and the reality of special education. In this situation, self-advocates serve as allies who help to overcome these barriers through constant exchange. Since this inclusive research approach exists in academic teaching, a shift from inclusion in theory to inclusion in practice might be introduced to synthesise theory and practice.

Loisel, J.-F. (2021). **Appropriation des dispositifs info-communicationnels par les enseignants de lycées en Nouvelle-Calédonie** (Phdthesis, Université de la Nouvelle-Calédonie). <https://doi.org/10.6098/2021ncal0013>

Le numérique est devenu un réel enjeu pour l'éducation, notamment lors de ces deux dernières décennies. Il est présent aujourd'hui dans l'ensemble des établissements scolaires métropolitains et dans les DOM TOM. La Nouvelle-Calédonie est aussi inscrite dans ce processus de technicisation de l'éducation pour moderniser l'école sur le volet pédagogique et organisationnel. Aussi, cette thèse se penche sur la question de l'appropriation des dispositifs info-communicationnels dans les lycées et plus particulièrement dans le corps enseignant calédonien. A travers une analyse des discours, notamment des institutionnels sur le numérique et plus encore des enquêtes de terrain in situ, l'objectif est de comprendre comment les enseignants s'approprient les dispositifs info-communicationnels. Pour répondre à cet objectif, ce travail de thèse comprend trois axes. Premièrement, un regard est porté sur le discours des acteurs institutionnels et des promoteurs de dispositifs. Ici l'objectif est de comprendre comment les discours s'inscrivent dans une approche déterministe sur la question des technologies dans l'éducation. Deuxièmement, en s'appuyant sur la théorie de l'acteur de réseau, il s'agit de mettre en lumière la façon dont les dispositifs techniques info-communicationnels, et les acteurs de l'établissement, plus spécifiquement les enseignants tentent de former et stabiliser un «réseau d'actants». Troisièmement, un regard est porté sur le travail collectif instrumenté au sein de groupes enseignants dans le but de comprendre le rapport entre pratiques info-communicationnelles et éléments organisationnels.

Ludvik, M. B., Wills-Jackson, C., Eberhart, T. L., Mulholland, S., Bhansali, S., Nolan-Arañez, S., & Henline, J. (2023). **Exploring the potential of mindful compassion pedagogies for effective global citizenship education and education for sustainable development.** *International Review of Education*, 69(3), 275-297. <https://doi.org/10.1007/s11159-023-10009-x>

Effective Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) benefit from three interrelated dimensions of learning identified by UNESCO: cognitive, social-emotional and behavioural. The latter two of these are especially relevant to mindful compassion pedagogies, and the purpose of the literature review presented here was to ascertain how well such pedagogies could cultivate GCED and ESD social and emotional behavioural competencies in preschool to secondary-level education, tertiary-level education and professional development programmes for educators. The research team analysed 37 relevant peer-reviewed research articles and reports published between 1956 and 2021. Their findings point to many possibilities for how mindful compassion practices could serve as building blocks for desired GCED and ESD competencies. However, this requires a great deal of intentionality on the part of those responsible for the design, implementation and evaluation of mindful compassion-based programmes seeking to cultivate GCED- and ESD-related behavioural competencies. In essence, curriculum designers need to provide opportunities for students to practise mindful compassion as a microskill that leads to the attainment of behavioural competencies conducive to global citizenship and sustainable development. This article summarises the researchers' findings and posits guiding questions for educators and researchers to consider as they design and evaluate social-emotional competencies of the kind needed for GCED and ESD to be effective.

Martin, C. de S. (2023). **Pratiques artistiques partagées à l'école primaire : Sentir, expérimenter, créer, apprendre.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140495120&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nouveautes_ete_2023_36224&utm_medium=email&utm_content=lienTitre

L'acquisition de connaissances est rarement envisagée sous l'angle de l'expérience et du sensible, des pratiques artistiques. Cet ouvrage questionne ces expériences sensibles pour elles-mêmes et souhaite montrer l'importance capitale de la pratique artistique à la fois dans sa dimension sensible et dans celle du non-savoir, dont Barad (2003, 2007) rappelle l'importance. Les auteurs proposent des pistes de réflexion selon trois entrées : la formation des enseignants, les expériences de pratiques artistiques à l'école et les partenariats entre écoles et structures artistiques, avec une triple ambition : incitative, réflexive et politique. Cet ouvrage se pose ainsi comme un acte politique, au sens du système de valeurs et de notre vie ensemble, du partage du sensible de Rancière (2000). Le Manifeste d'intérêt général pour une politique d'éducation artistique durable et concertée, posé en préambule, rend compte de cet acte. Il s'adresse aux professeurs des écoles et à toute personne s'intéressant à la pratique artistique avec des enfants.

McGarrigle, L., Beamish, W., & Hay, S. (2023). **Measuring teacher efficacy to build capacity for implementing inclusive practices in an Australian primary school.** *International Journal of Inclusive Education*, 27(7), 771-784. <https://doi.org/10.1080/13603116.2020.1867657>

Teachers play a critical role in the implementation of inclusive education in their schools. In this paper, we report on a study that investigated teacher perceptions of their capabilities to implement effective inclusive practices in their classrooms at an urban, primary (elementary) school in south-east Queensland, Australia. Participating teachers (n = 48) responded to an online survey that contained two open-ended questions that focused on understandings and beliefs about inclusive practices, together with the Teacher Efficacy for Inclusive Practices (TEIP) scale Sharma, Loreman, and Forlin [2012.

“Measuring Teacher Efficacy to Implement Inclusive Practices.” *Journal of Research in Special Educational Needs* 12 (1): 12–21]. Responses to the open-ended questions revealed that teachers were positively disposed towards the enactment of inclusive practices in their school. Teachers also reported high levels of efficacy across items on the TEIP scale, indicating that they were mainly confident in implementing inclusive practices in their classrooms. They showed highest levels of uncertainty for items related to involving parents in school activities and informing others about inclusion legislation and policies. Implications for targeted teacher professional learning at school and systemic levels are outlined.

Mensah, I., Badu, E., Awini, A., Gyamfi, N., Amissah, J., & Abodey, E. (2023). **Teachers' experiences of classroom behaviour problems and mitigation strategies among students with visual disabilities in Ghana.** *International Journal of Inclusive Education*, 27(12), 1351-1372. <https://doi.org/10.1080/13603116.2021.1900419>

Behaviour problems among students with visual disabilities are mentioned as a challenge confronting teachers. This study explores teachers' experiences of behaviour problems and strategies used to mitigate such problems among students with visual disabilities in Ghana. In-depth interviews were conducted with 15 purposively selected teachers. Thematic analysis was used to analyse the data. The findings are discussed using a psychological theory, namely the biological theories and psychodynamic theories. The study shows that students exhibit several classroom behaviour problems, categorised into physiological (emotional problems, noncompliance and aggression) and physical and social problems (verbal abuse, sleeping, talking, habitual lateness and teasing). Factors causing behaviour problems are negative attitudes of teachers, unfavourable teaching methods, the nature of the family, and classroom environment. The study concludes that behavioural (rewards and motivation, punishment, and classroom rules and regulations), humanistic (positive student-teacher relationship) and systemic (participatory teaching strategy and resource persons) approaches can be employed as mitigation strategies.

Miesner, H. R., Blair, E. E., Packard, C. C., Macgregor, L., & Grodsky, E. (2023). **Instructional Coordination for Response to Intervention: How Organizational Contexts Shape Tier 2 Interventions in Practice.** *American Journal of Education*, 129(4), 565-592. <https://doi.org/10.1086/725584>

Purpose: This study examines how resources and organizational decisions within seven geographically diverse elementary schools shape instructional coordination for Tier 2 interventions within the Response to Intervention (RtI) framework. Research Methods: This work is part of a larger, multiple-case study examining how schools support academic achievement for economically disadvantaged students. We draw on qualitative interview and observation data from seven purposively sampled public elementary schools in Wisconsin during the 2017–18 school year. In our analysis, we approach each school as an individual case to ascertain how resources and organizational decisions shaped instructional coordination for Tier 2 interventions within the RtI framework. Findings: We find that organizational contexts shape how schools approach the instructional coordination of staffing and schedules requisite for multitiered instruction. Specifically, local programming, delineation of staff roles, and availability and deployment of school resources influenced if and how schools coordinated staff and schedules to support RtI. These elements consequently informed student groupings for interventions, the extent of student access to Tier 1 and Tier 2 content, and staff engagement in data-driven discussions. Implications: By closely examining the everyday

realities of diverse elementary schools, this study demonstrates that RtI is not a singular program but a context-contingent process. In tracing the relationships between school contexts, instructional coordination, and the practical implementation of RtI, we provide insight into the messy realities of schools and obstacles to RtI that past research overlooks. These findings emphasize the importance of systematic, school-wide coordination that extends beyond single grade levels and subjects.

Morton, M., McIlroy, A.-M., Macarthur, J., & Olsen, P. (2023). **Disability studies in and for inclusive teacher education in Aotearoa New Zealand**. *International Journal of Inclusive Education*, 27(11), 1207-1222. <https://doi.org/10.1080/13603116.2021.1882059>

In inclusive education, Disability Studies is a framework that has been useful for identifying gaps in theory, in practice and the spaces in between. Disability Studies in Education also provides new spaces in which to manoeuvre, re-framing theory, reflecting on and (potentially) shifting practice in classrooms, schools, and national policies and guidelines. In this paper three teacher educators and a school principal describe their work in undergraduate and graduate teacher education, both initial teacher education and in-service professional development. We describe the genesis of our theorising in an ongoing project developing and disseminating a sociocultural approach to assessment, Narrative Assessment. We continue to learn about curriculum, pedagogy and assessment in this project. These learnings inform our theory and practice of teacher education for inclusive education.

Oria, N., & Epstein, M. (2023). **Hybridation : leviers et freins dans les transformations pédagogiques**. *Journée numérique*. Présenté à Cergy (CY Cergy Paris université), France. Consulté à l'adresse <https://hal.science/hal-04178829>

Petro, G., Lyamtane, E., & Vumilia, P. (2023). **Assessing Pre-primary Teachers' Involvement in Decision Making in Tanzanian Public Pre-primary Schools: A Look of Implementation of Structured Play Activities in Longido and Monduli Districts**. *British Journal of Education*, 11(9). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue-9-2023/assessing-pre-primary-teachers-involvement-in-decision-making-in-tanzanian-public-pre-primary-schools-a-look-of-implementation-of-structured-play-activities-in-longido-and-monduli-districts/>

This study examines the extent to which school administrators involve pre-primary teachers in decision making

Resch, K., & Schritteser, I. (2023). **Using the Service-Learning approach to bridge the gap between theory and practice in teacher education**. *International Journal of Inclusive Education*, 27(10), 1118-1132. <https://doi.org/10.1080/13603116.2021.1882053>

Service-Learning stands out as a teaching approach that connects theory and practice by giving students the opportunity both to participate in a service that meets community needs and to reflect on the experience in class in order to gain a deeper understanding of the course content and an enhanced sense of civic engagement. The advantages of Service-Learning for inclusive education have recently been underpinned by studies, in which pre-service teachers are exposed to diverse population groups in schools or communities. Our study explores how Service-Learning is applied in teacher education in Austria. It is based on a series of semi-structured interviews with 13 teacher educators who apply this form of teaching in cooperative projects with schools. Our findings suggest that teacher educators distinguish between five orientations in Service-Learning (connecting theory and practice, engagement, community needs, job-related skills, learning outside

the classroom), take on distinct expert and support roles, and see multiple benefits in Service-Learning. Our study underlines the importance of Service-Learning for inclusive education and the value of preparing pre-service teachers for dealing with diverse groups of pupils by allowing them to experience the real-world problems that confront schools.

Rytivaara, A., Pulkkinen, J., & Palmu, I. (2023). **Learning about students in co-teaching teams.** *International Journal of Inclusive Education*, 27(7), 803-818. <https://doi.org/10.1080/13603116.2021.1878299>

Teachers are facing increasingly diverse classrooms globally. To support all students efficiently, teachers need to know their students. Drawing from the literature of teacher learning and inclusive education, we explored how teachers learn to know their students in a co-teaching context. Analysis of interviews and diaries of five co-teaching teams showed that teachers learned about their students in a co-taught classroom by observing students and by obtaining knowledge from and co-constructing knowledge with their co-teaching partner. Moreover, teachers' learning led to shared responsibility for the student and a better understanding of student diversity. Thus, sharing knowledge of students can lighten teachers' workload in inclusive settings and benefit both teachers and students.

Saint-Victor, L. (2023). **Enseigner à la maison: Accompagner le désir d'apprendre des enfants de 3 à 10 ans.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140346958&utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_17_07_au_22_07_36212&utm_medium=email&utm_content=lienTitre

Ce livre propose une pédagogie accessible à tous, simple et très riche, nourrie d'exemples facilitant l'accès à une méthodologie claire. Avec un fil conducteur : l'accompagnement du désir d'apprendre des enfants. L'ouvrage renverse le primat du savoir académique et met en avant la capacité des enfants et leurs potentiels. La parole et le langage sont interprétés comme des éléments fondamentaux de l'apprentissage. L'auteure souligne l'importance de donner la parole et d'entretenir les échanges conversationnels avec les enfants, afin de les immerger dans un bain de langage riche et de leur donner les meilleures bases de communication. Le livre propose également une approche renversée de la trisomie 21 et de l'autisme, considérant qu'il y a plus de situations à surmonter que de déficits à combler.

Sealy, J., Abrams, E. J., & Cockburn, T. (2023). **Students' experience of isolation room punishment in UK mainstream education. 'I can't put into words what you felt like, almost a dog in a cage'.** *International Journal of Inclusive Education*, 27(12), 1336-1350. <https://doi.org/10.1080/13603116.2021.1889052>

Over the past five years, school exclusions have increased in the UK and have become an accepted method of behaviour management. One way of excluding children from mainstream education is through the use of isolation room punishment where children are removed from their classroom and placed in a designated area away from their peers. Isolation units exist in most British schools with each individual school allowed to determine how this system is implemented and managed with little statutory and legislative regulation and oversight. Evidence suggests that best practice standards are lacking, and children placed in isolation room punishment are being denied access to the curriculum and are deprived of physical activities, stimulation and social interaction.

Eight young people share their experience of isolation room punishment and their narratives capture their frustration and anger but also their pain and despondency in a system they see as unjust.

Sharma, U., Grové, C., Laletas, S., Rangarajan, R., & Finkelstein, S. (2023). **Bridging gaps between theory and practice of inclusion through an innovative partnership between university academics and school educators in Australia.** *International Journal of Inclusive Education*, 27(10), 1102-1117. <https://doi.org/10.1080/13603116.2021.1882052>

Universities often struggle to translate theory of inclusive education into real life practices for pre-service teachers (PSTs). In this paper, we evaluate an innovative partnership between Australian secondary school teachers and university academics where they co-designed and co-taught an undergraduate inclusive education course. We used a quasi-experimental design where 67 PSTs were grouped into two cohorts: one co-taught by the team of school educators and university academics (n = 26), the other taught only by university academics (n = 41). PSTs' scores on teaching efficacy, attitudes and intentions to teach in inclusive classrooms were measured at the pre and posttest stages of the course. Our evaluation showed significant increases in positive attitudes and teaching efficacy skills, decreased concerns and higher intentions to teach in inclusive classrooms among PSTs who were co-taught. The co-teaching team also identified various professional and personal benefits of collaborating. We further discuss the implications of our research for teacher education programmes and the usefulness of including school educators' expertise in bridging the gaps between theory and practice.

Tan, R., & Perren, S. (2023). **Promoting peer interactions in an inclusive preschool in China: what are teachers' strategies?** *International Journal of Inclusive Education*, 27(9), 987-1003. <https://doi.org/10.1080/13603116.2021.1879955>

This study examined strategies teachers applied to promote peer interactions between children with and without Special Educational Needs (SEN) in an inclusive preschool in Shanghai, China. Qualitative case study was used in which seven teachers from four inclusive classrooms participated. In-depth participatory observation and online documents were collected and qualitative content analysis was applied to analyse the data. The key finding suggests both preventive and interventive strategies are identified from five different levels: cooperation with different community stakeholders level; the classroom environment level; the curriculum plan level; the activity design level and the individual children with SEN level. Implications of the findings to promote peer interactions in inclusive early childhood settings and directions for future research are discussed.

Tan, W. C. (2023). **Doctoral examiners' narratives of learning to examine in the PhD viva: a call for support.** *Higher Education*, 86(3), 527-539. <https://doi.org/10.1007/s10734-022-00913-w>

This study aims to better understand the learning experiences of doctoral examiners in relation to their assessment practices in the PhD viva, which directly impacts the PhD candidates' success in doctoral assessment. A narrative approach was employed to uncover the narratives of learning to examine in the PhD viva from twelve doctoral examiners in Malaysia. Based on the thematic analysis, examiners mainly learned from their own experiences and trial and error. Additionally, they hardly receive any institutional training on how to examine in the PhD viva. This suggests a need to support examiners, especially novice examiners, in their assessment endeavours. The findings contribute to the literature on doctoral examiner experiences by raising several important

questions regarding examiner practices in the PhD viva and calling for institutional support. The study provides insights into how academic developers can support doctoral examiners more effectively in the PhD viva to ensure quality in doctoral assessment and a positive examination experience for doctoral examiners and candidates.

Triyanto, Gunawati, D., Kurniawan, I. D., Hartanto, R. V. P., Rejekiingsih, T., Suryono, H., & Ariana, Y. (2023). **Teachers' perspectives concerning students with disabilities in Indonesian inclusive schools.** *Asia Pacific Education Review*, 24(3), 291-301. <https://doi.org/10.1007/s12564-022-09745-w>

Everyone, including students with impairments, has the right to access education. Many of these students, however, lack access to education. In this study, we discuss teachers' perspectives concerning students with disabilities in Indonesian inclusive schools. We gathered and obtained qualitative data through observation and in-depth interviews. 32 teachers who teach students with disabilities in inclusive schools participated. Data were analyzed by the Interactive Model of Analysis that comprises four steps: data collection, data display, data reduction, and conclusions. The findings revealed that the teachers' perspectives on inclusive education could be divided into four categories: equality and access, competency and training, caring and empathy, and facilities and human resources. Many obstacles remain in the way of implementing inclusive schools, including a shortage of human resources, limited facilities, and public acceptance of children with disabilities. Teachers in inclusive schools should be trained since the system requires more teachers who can teach children with disabilities. The government should provide sufficient and qualified training. This study is expected to be a source and example in strategic decision-making for policymakers regarding inclusive schools.

Vincent-Lancrin, S. (2023). **Fostering and assessing student critical thinking: From theory to teaching practice.** *European Journal of Education*, 58(3), 354-368. <https://doi.org/10.1111/ejed.12569>

In an age of innovation and digitalisation, critical thinking has become one of the most valued skills in the labour market. This paper shows how teachers can empower students to develop their students' critical thinking. After recalling why critical thinking matters for democracy and the economy, a definition of critical thinking is outlined. Next, a demonstration is given of how the concept critical thinking can be translated and simplified using teacher-friendly rubrics that can support the design or redesign of lesson plans, teacher observations and formative assessment—as well as standardised assessments. In conclusion, the paper argues that critical thinking should be mainstreamed in all subjects in school curricula, and that it leads to deeper understanding of subject matter content.

Wang, X., & Li, Z. (2023). **Teacher expectations and ethnic minority students' second language and foreign language learning.** *Journal of Curriculum Studies*, 55(4), 458-470. <https://doi.org/10.1080/00220272.2023.2233741>

This study investigated whether teacher expectations had significant effects on ethnic minority students' second language and foreign language learning in senior high schools. The participants of this study were 52 teachers and 836 ethnic minority students from 10 senior high schools in southwest China. Data of teacher expectations for students' second language achievement, teacher expectations for students' foreign language achievement, students' prior achievement in a standardized test of the second language and foreign language at the beginning of senior high school, and students'

achievement in a standardized test of the second language and foreign language at the end of senior high schools were collected respectively. Regression analysis showed that with students' prior achievement being controlled, 1) teacher expectations had significant effects on ethnic minority students' foreign language learning, but 2) teacher expectations were not closely related to ethnic minority students' second language learning, suggesting a moderation effect of the subject. Implications for expectancy theories and multilingual instructions are further discussed.

WatreLOT, P. (2023, juillet 19). **Les notes à la française, problème éducatif**. Consulté 28 août 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/notes-a-francaise-probleme-educatif/00107420>
Les « notes du bonheur », vous connaissez ?

Weems-Landingham, V., & Paternite, J. (2023). **Using Asynchronous Discussions to Improve Online Student Success**. *College Teaching*, 71(3), 195-196. <https://doi.org/10.1080/87567555.2021.2008295>

Willingham, L., & Darby, A. (2023). **Faculty and Community Partners' Teachable Moments in Service-Learning**. *College Teaching*, 71(3), 176-184. <https://doi.org/10.1080/87567555.2021.2000924>

The purpose of this study is to understand similarities and differences between faculty and community partners' teachable moments with college students in service-learning. Twenty-two faculty and 20 community partners reported on four main themes. Similarities included students understanding differences between themselves and the people they worked with and gaining real-world experience. Differences occurred with faculty describing the importance of challenging student beliefs and community partners emphasizing their role in teaching students about their field. This research illuminates how faculty and community partners can utilize teachable moments to maximize student learning during the service-learning experience.

Wong, L. P. W., Chen, G., & Yuen, M. (2023). **Investigating career-related teacher support for Chinese secondary school students in Hong Kong**. *International Journal for Educational and Vocational Guidance*, 23(3), 719-740. <https://doi.org/10.1007/s10775-022-09525-3>

Teachers play a critical role in facilitating the career and life planning of secondary school students. This paper describes the development of the Career-Related Teacher Support Scale (Hong Kong Secondary Students Form). Based on data obtained from 493 students in Hong Kong, five types of career-related teacher support were identified with the most important form of support being teachers' knowledge about the world of work and study path requirements. A correlation model yielded the best fit to the data. No variance in response pattern appeared across genders, and the new scale was found to have good validity and reliability.

Zembylas, M. (2023). **The Affective Dimensions of Militarism in Schools: Methodological, Ethical and Political Implications**. *British Journal of Educational Studies*, 71(4), 419-437. <https://doi.org/10.1080/00071005.2023.2178635>

This article argues that it is important to understand militarism in schools as an affectively felt practice that reproduces particular feelings in youth and the society. The analysis draws on affect theory and especially feminist scholarly work that theorises militarism as

affect to consider how militarism is affectively lived in schools. In particular, the article examines the ethical and political implications of affective militarism in schools and suggests an 'affective methodology' for exploring militarism's affective logics in schools. It is also suggested that resisting militarism in schools involves a serious ethico-political dilemma, namely, how to engage with the value of honouring fallen soldiers without inadvertently condoning the moral and political ideology of militarism. In seeking insights into the affective dimensions of militarism in schools, it is crucial to identify the complicated, productive and ambivalent intersections between militarism in schools and broader moral and political economies of military cultures.

Relation formation-emploi

Nachatar Singh, J. K., Holmes, H., & Gupta, S. (2023). **South Asian Postgraduate International Students' Employability Barriers: A Qualitative Study from Australia and the United Kingdom.** *British Journal of Educational Studies*, 71(4), 373-391. <https://doi.org/10.1080/00071005.2023.2197989>

There is significant research on the motivations and migration experiences of South Asian international students in Australia and the United Kingdom (UK); however, the employability journeys of this group are not well understood. This article addresses this gap, illuminating the specific employability challenges experienced and perceived by South Asian postgraduate international students enrolled in Australia and the UK. Drawing on qualitative research comprising semi-structured interviews with 30 South Asian postgraduate international students studying at a university in Australia and in the UK, the findings highlight significant barriers to employability along four key axes: time pressures from study and adjustment issues (micro); lack of internship opportunities offered at the universities (meso); lack of culturally tailored university career services (meso) and perceptions of employers' as well as Government policy implications (macro). Acknowledging and understanding these findings are important for universities to support South Asian international student employability experiences and graduate outcomes to remain competitive in the global job market. The findings suggest recommendations to enhance the employability of South Asian students in the UK and Australia.

Triby, E. (2023). **L'injonction à se diplômer.** In D. Glaymann, M. Roupnel-Fuentes, & S. Heichette (Éd.), *L'injonction à se former. Nouvel avatar de l'adaptation des individus au marché ?* (p. 87-89). Consulté à l'adresse <https://hal.science/hal-04160919>

Et si l'injonction à se diplômer, à certifier ses savoirs, était plus éminente que l'injonction à se former ? Dans cette contribution, nous cherchons d'abord à comprendre l'émergence de cette injonction à se diplômer, et le sens qu'elle donne aux savoirs certifiés dans nos sociétés. Nous pouvons alors analyser les modes de réception de cette injonction ; ceux-ci sont saisis au niveau des acteurs collectifs que sont les institutions, et notamment ici l'université, puis au niveau des personnes, dans l'usage qu'elles font des dispositifs de certification. Enfin, nous montrons en quoi l'analyse de l'injonction à se diplômer interroge l'injonction à se former contemporaine : des liens problématiques apparaissent et des questions particulières surgissent concernant notamment les parcours professionnels, l'approche compétences et, plus nettement, la valeur décisive des apprentissages informels dans la formation et sa reconnaissance aujourd'hui.

Zajac, T. Z., Żóttak, T., Bożykowski, M., & Jasiński, M. (2023). **All that glitters is not gold—Mixed early labour market outcomes of STEM graduates in Poland.** *European Journal of Education, 58*(3), 477-497. <https://doi.org/10.1111/ejed.12564>

The expansion of higher education resulted in a growing interest in post-graduation labour market outcomes. Two conflicting narratives are present in the debate. The first focuses on the shortage of skills and the need for further expansion of the sector and seems to pertain mostly to science, technology, engineering, and mathematics (STEM). The second revolves around over-education and mismatch leading to graduate unemployment or underemployment. Such concerns pertain especially to humanities and social sciences. However, in this article, we argue that the STEM versus non-STEM opposition on which this debate is premised is not adequate for analysing post-graduation labour market outcomes. We leverage a unique administrative dataset comprising monthly records on the labour market status of the entire population of recent Polish university graduates (N = 161,323) to demonstrate the heterogeneity of the STEM category in terms of labour market outcomes and the limited predictive value of the field of study for those outcomes. We argue that the category is too broad and internally diverse to be used as an overarching category, especially in research meant to inform policymaking.

Réussite scolaire

Brant, J. (2022). **Lessons from Our Sweetgrass Baskets: A Wholistic Vision of Academic Success for Indigenous Women in Higher Education.** *Canadian Journal of Higher Education, 52*(4), 27-40. <https://doi.org/10.47678/cjhe.vi0.189759>

This qualitative inquiry documents the lessons gleaned from my journey toward the praxis of Indigenous Maternal Pedagogies, an Indigenous women-centred teaching and learning engagement, to offer insights for supporting Indigenous women in higher education. Specifically, this article offers an express vision for Indigenous women's educational access and success in higher education by sharing a collective research story offered by Indigenous women participants who completed one or more of three courses related to Indigenous women's literatures and Indigenous maternal theory. Each course was delivered through a decolonial feminist lens, comprised of Indigenous curricular content and engaged students in culturally relevant assessment. This work connects Maternal Pedagogies with Indigenous epistemologies that embrace the "whole student" within educational contexts to establish a teaching and learning environment that can speak to the hearts and minds of students. In the spirit of reconciliation, I position this environment as a safe space where students can be their whole authentic selves and where their realities and lived experiences are positioned as strengths and key assets to establishing an ethical space for cross-cultural and anti-racist dialogue. Collectively, the participant narratives offer four key lessons that are integral to reconciliation education more broadly, and I map these lessons as final recommendations that align with Kirkness and Barnhardt's timeless work on the "Four Rs" of respect, relevance, reciprocity, and responsibility.

Carrier, Perkins, & DeDiego. (2023). **Exploring Relationships Between Full-Time Faculty and Community College Student Success.** *Community College Journal of Research and Practice, 47*(9), 608-611. <https://doi.org/10.1080/10668926.2022.2156634>

Community colleges are trending toward a decrease in full-time faculty and an increase in adjunct faculty. Using 2019–2020 IPEDS data from 853 community colleges, researchers

explored the relationship between full-time faculty and community college student retention, and combined graduation and transfer rate. Results demonstrated that proportion of full-time faculty was related to community college student graduation and transfer rate. Results also showed that proportion of full-time faculty was not related to retention for full-time or part-time community college students but that these retention rates have a small mediation between full-time faculty proportion and combined graduation and transfer rates. Implications for future research are discussed.

Carvalhaes, F., Senkevics, A. S., & Ribeiro, C. A. C. (2023). **The intersection of family income, race, and academic performance in access to higher education in Brazil.** *Higher Education*, 86(3), 591-616. <https://doi.org/10.1007/s10734-022-00916-7>

This paper investigates the intersection of income and race in structuring access to higher education among students that participate in a national high-stakes exam in Brazil. Our objectives are (i) to estimate the probability of students coming from different income strata, racial groups, and performance levels to access higher education and (ii) to decompose income and racial effects into direct (net of educational performance) and indirect effects (through educational performance). Our data comes from a panel of high school graduates tracked between 2012 and 2017 and allow us to describe the following findings. Firstly, the probability of entering higher education is always higher among candidates from higher income strata. Second, there is a convergence in admission probabilities across the performance scale. Third, the admission curve across a performance scale is much steeper among applicants from low-income strata compared to richer students. In all of these results, students self-identified as black, brown, or indigenous (BBI) are less likely to transition to higher education than whites, even though they are in the same income and performance strata. We suggest that students from privileged socioeconomic backgrounds benefit from alternative entry strategies, such as paying tuition at less competitive private colleges. For students from low-income strata, the main alternative for entering higher education is through high academic performance. By decomposing racial effects, we show the cumulative effect of racial stratification; the gap between white and BBI students is both related to higher propensity of transitioning to higher education and higher educational performance.

Di Liberto, A., Giua, L., Schivardi, F., Sideri, M., & Sulis, G. (2023). **Managerial Practices and Student Performance: Evidence from Changes in School Principals** (IZA Discussion Paper N° 16203). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16203.htm>

We study how managerial practices of school principals affect student performance and aspirations. We link administrative data on secondary Italian students to the management scores of their school principals in 2011 and 2015 based on the World Management Survey methodology. The frequent turnover of school principals over this period allows us to causally interpret school-fixed-effect estimates. We find that management quality positively and substantially impacts standardized math and language tests and student desire to attend college. The comparison to pooled-OLS suggests that fixed effects correct for the downward bias arising from selection of better school principals into more difficult schools.

Elliott, S., & Fitzgerald, C. (2022). **Navigating Higher Education: Factors Contributing to Former Foster Care Youth's Graduation from Post-Secondary Education.** *Canadian*

Journal of Higher Education, 52(4), 56-66. Consulté à l'adresse <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189775>

This study identifies factors contributing to the success of foster care alumni (FCA) who graduate from post-secondary education (PSE), despite institutions devoting little effort to making PSE accessible to FCA. Nine FCA PSE graduates were interviewed about their success. Responses were analyzed using an exploratory method to identify themes related to factors deemed critical to their graduation from PSE. Ferguson's (2019) conceptual model of a Student Development Pathway was used to organize findings; success factors were analyzed accordingly to their role in the Preparation, Awareness, Engagement, Transition, and Persistence phases. Findings suggest the role of coaching and caring adults was most notable in the Preparation, Engagement, and Transitional phases to PSE. Determination factored predominantly during the Persistence phase, and Resistance was most associated with the Preparation and Persistence phases. Findings also indicated numerous untapped opportunities and initiatives that could make PSE more accessible and achievable for FCA.

Fouarge, D., & Heß, P. (2023). **Preference-Choice Mismatch and University Dropout** (IZA Discussion Paper N° 16215). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16215.htm>

Drawing on data from the German National Educational Panel Study (NEPS), we show that students who select majors that do not match their occupational preferences prior to enrolling in university are more likely to drop out than those who do choose majors that match their occupational preferences. Our findings suggest that this gap cannot be explained by institutional obstacles to entering a major. Instead, the primary mechanisms behind this phenomenon are indecisiveness and preference changes.

Gomersall, S., & Floyd, A. (2023). **Resilience: Myanmar students' experiences of overcoming eLearning challenges during COVID 19 and political instability**. *Asia Pacific Education Review*, 24(3), 447-459. <https://doi.org/10.1007/s12564-022-09781-6>

In 2020, COVID-19 forced global education online. Especially in developing countries, this change presented a challenge for those with limited access to devices and reliable electricity and Internet. Whilst some students struggled to adapt, others thrived with eLearning. This paper explores the experiences of one group of students who succeeded in overcoming not only the restrictions of COVID-19, but also significant political instability. The group has a mix of 1st year and 2nd year students in a pre-university program. The 2nd-year students in particular are noteworthy as despite the adversity faced, they have now successfully transitioned to university studies. Drawing on Bronfenbrenner's (The ecology of human development: experiments by nature and design, Harvard University Press, Cambridge, 1979) socio-ecological framework, the data from twelve semi-structured interviews was analysed and inductively coded. The findings outline how personal goal orientation, coping mechanisms acquired in previous adverse situations, and a desire to serve their communities combine with external influences from families and communities and basic need fulfilment to enable the students to persevere and thrive. The implication is that as students draw on previous experiences, these five core concepts should be incorporated into general education to build the students' capacity for resilience.

Harper & Thiry. (2023). **Advising from Community College to University: What It Takes for Underrepresented Transfer Students in STEM to Succeed.** *Community College Journal of Research and Practice*, 47(9), 582-601. <https://doi.org/10.1080/10668926.2022.2050842>

Community colleges are increasingly recognized as providing an accessible and affordable pathway to STEM occupations, particularly for underrepresented racial and ethnic, first-generation, and low-income students. There are several institutional and academic factors that influence transfer outcomes. But one of the most central factors that can either help students successfully navigate the two-to-four-year pathway or cause significant roadblocks and cost students considerable delays – is advising. In this study, we investigate how advising practices at three institutions – two community colleges and one university – contribute to the success of underrepresented students on the transfer pathway in STEM disciplines. We conducted interviews with 39 near-transfer or recently transferred students in STEM. Most students experienced at least some good advising (n = 28); however, 21 students reported poor advising experiences, which in some cases created undue challenges and barriers. Positive advising experiences contributed to students' sense of trust with their advisors, departments, and the institution. Early positive relationships with advisors also contributed to students being more likely to seek future help from advisors (including at other institutions); conversely negative advising relationships contributed to students being more likely to seek help elsewhere, like from friends or family, and sometimes giving up and not receiving any help at all.

Holton-Thomas, Perez-Felkner, & Templeton. (2023). **How Do Institutional Type and Transfer Affect Contemporary College Students' Degree Attainment?** *Community College Journal of Research and Practice*, 47(9), 602-607. <https://doi.org/10.1080/10668926.2022.2156633>

To sustain the higher education industry and address U.S. economic downturns, researchers must prioritize research on undergraduates aged 24 or above – contemporary students. This empirical study finds contemporary students have lower chances of attaining degrees—any degrees—than their younger peers. Using nationally representative U.S. data from the Beginning Postsecondary Longitudinal Study, our interaction models reveal that the penalty experienced by contemporary-age students is more significant at four-year colleges where older students are less than half as likely to attain degrees as their younger peers. Transferring also distinctly and positively enhances the predicted probability of degree attainment for contemporary-age students ($p < .000$), reducing the age penalty. Our findings underscore the significance of prioritizing contemporary students in research and practice to increase degree attainment. We close with implications for practice, policy, and research.

King, A. E., & Brigham, S. M. (2022). **“I was like an alien”:** Exploring how Indigenous students succeed in university studies. *Canadian Journal of Higher Education*, 52(4), 41-55. Consulté à l'adresse

<https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189757>

This article explores the strategies used by Indigenous students attending three Canadian universities (in Nova Scotia, Ontario, and Manitoba) to find success in their studies. As part of a larger study on the success strategies of students who have been traditionally underrepresented in Canadian universities, this article draws on the responses of students who self-identify as Indigenous and insights from a key informant. We argue that the voices of Indigenous students are essential in the processes of institutional decolonizing and reconciliation and of reimagining universities as inclusive, equitable spaces for Indigenous students and their academic success

Kofoed, M., & Jones, T. R. (2023a). **First Generation College Students and Peer Effects** (IZA Discussion Paper N° 16198). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16198.htm>

Higher education policymakers are concerned about the success of first-generation college students. In this study, we investigate one potential factor that may influence outcomes: first-generation students' peers. To mitigate common biases that may arise when estimating peer effects, we leverage the assignment of roommates at The United States Military Academy (West Point). We do not find evidence that being exposed to a roommate(s) with a one standard deviation higher English SAT score impacts first-semester English grades for first-generation students. Our findings for math are inconclusive, with at best suggestive evidence of a small, positive effect.

Kofoed, M., & Jones, T. R. (2023b). **First Generation College Students and Peer Effects** (IZA Discussion Paper N° 16198). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16198.htm>

Higher education policymakers are concerned about the success of first-generation college students. In this study, we investigate one potential factor that may influence outcomes: first-generation students' peers. To mitigate common biases that may arise when estimating peer effects, we leverage the assignment of roommates at The United States Military Academy (West Point). We do not find evidence that being exposed to a roommate(s) with a one standard deviation higher English SAT score impacts first-semester English grades for first-generation students. Our findings for math are inconclusive, with at best suggestive evidence of a small, positive effect.

Lithari, E. (2023). **Academic identity development: school experiences and the dyslexic learner**. *International Journal of Inclusive Education*, 27(8), 851-867. <https://doi.org/10.1080/13603116.2021.1879947>

This paper examines identity construction for young people with dyslexia, based on their educational experiences during and after their transition to mainstream secondary education. The study is based on interviews with 20 English individuals who contributed their perceptions of how their identity was shaped by their experiences. Some of the most important experiences for dyslexic young people and the main themes discussed here are: experiences of support (or the lack of it), their perceptions around literacy and academic achievement and important others. Symbolic interactionism is used as a theoretical to further understand academic performance in a western society, where this is a highly significant aspect of life for many learners and their parents. In a society where literacy and academic achievement are highly privileged over any other form of achievement, academic identities are 'fractured' a notion explored here, alongside other factors that contribute to that academic identity development process.

Liu, R. (2023). **School Disruptions Exacerbated Inequality in High School Completion**. *Educational Researcher*, 52(6), 394-397. <https://doi.org/10.3102/0013189X231167152>

Using school-month-level learning mode data and high school completion rates across three school years from 429 Wisconsin public high schools, this study examines the impact of disruptions to in-person instruction during the COVID-19 pandemic on high school completion rates, with a focus on socioeconomic disparities. Findings reveal that a longer time in virtual or hybrid learning mode in 2020–21 decreases overall school completion rates and increases the within-school gap in completion rates between economically

disadvantaged and non-disadvantaged students. This study provides further evidence of the unequal impact of the pandemic and calls for initiatives to support disadvantaged students during school disruptions.

Müller, F. (2023). **Closing the achievement gap : learning from working-class students' acculturation and success in higher education** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04163355>

Upward educational mobility is a persistent challenge in many countries. One contributing factor may be the cultural mismatch experienced by working-class students in higher education. These students often hold interdependent norms that clash with the independent cultural norms prevalent in universities, potentially leading to lower academic success. Through a combination of longitudinal studies, experimental studies, and correlational research, the present work sheds light on the complex dynamics of working-class students' cultural mismatch and acculturation, throughout the students' university experiences. The research aims to enhance our understanding of the experiences and challenges faced by working-class students and ultimately to inform policy and practice in higher education to support their success. Chapter 1 presents longitudinal studies (N = 1357) which reveal that despite prolonged exposure to the university environment, social-class differences persist as working-class students often struggle to navigate and acculturate to the middle/upper-class norms that dominate higher education institutions. However, by analyzing the experiences of successful working-class students in studies presented in Chapter 2 (N = 1217), and the impact of the COVID-19 pandemic in another study in Chapter 3 (N = 2275), as well as factors that affect working-class students' acculturation, the research identifies strategies and resources that some working-class students used to overcome barriers and achieve academic success. These include integrating independent norms into their identity, flexibly acculturating to the demands of university life, and reducing cultural mismatch. The present findings highlight the unique challenges faced by working-class students and underscore the responsibility of universities to take action in reducing social-class achievement gaps. To support their success, institutions must provide a supportive environment and tailored interventions, and value interdependence more than they do now. These actions can interrupt the pattern of cultural mismatch and potentially enable genuine upward social mobility.

Munir, N. (2023). **Factors influencing enrolments and study completion of persons with physical impairments in universities**. *International Journal of Inclusive Education*, 27(9), 1056-1071. <https://doi.org/10.1080/13603116.2021.1879959>

This survey research investigated the factors influencing enrolments and study completion rates of persons with physical impairments in two government universities of Karachi. The population of the study consisted of non-students with physical impairments and university students with physical impairments. The sample of the study consisted of 20 non-students and 20 university students. Snowball sampling was used to collect the sample. Two structured questionnaires were developed to collect the data. Data analysis was conducted in the form of frequency tables. Results indicated that environmental factors (85%), academic grades (85%), transport factors (85%) and financial factors (90%) influenced enrolments rates of non-students in universities while environmental factors (75%), transport factors (75%), financial factors (90%) and lack of interest (90%) and will (90%) influenced study completion rates of university students. It is suggested to make the

environment accessible, provide academic support, develop accessible transport, poverty reduction strategies and self-motivation in these persons.

Nori, H., & Vanttaja, M. (2023). **Too stupid for PhD? Doctoral impostor syndrome among Finnish PhD students.** *Higher Education*, 86(3), 675-691. <https://doi.org/10.1007/s10734-022-00921-w>

Impostor syndrome (IS) refers to the inner speech of self-doubt and the belief that you are not as competent as others perceive you to be. The university can be considered a work environment prone to IS, especially because of the requirements of present higher education and science policy, which emphasizes continuous evaluation, a competitive spirit, and a focus on performance and excellence. It is therefore understandable that many doctoral students have begun to experience inadequacy and uncertainty during their postgraduate studies. This study focuses on the prevalence of IS among Finnish PhD students (n = 1694). In particular, attention is paid to the background factors in which experiences of uncertainty and attitudes related to IS are linked. Theoretically, we interpret IS as a phenomenon related to the habitus formed through an individual's life experiences and the inner speech associated with it. Based on the results of the linear regression analysis, the lack of encouragement in childhood and a low level of planning when applying for doctoral studies explain the emergence of IS in a statistically significant manner.

Slowík, J., Gažáková, E., Holeček, V., & Zachová, M. (2023). **Comprehensive support for pupils at risk of school failure in inclusive education: theory and school practice in the Czech Republic.** *International Journal of Inclusive Education*, 27(7), 834-850. <https://doi.org/10.1080/13603116.2021.1879950>

The paper presents possibilities of comprehensive use of support tools for pupils at risk of school failure in the Czech primary schools practice in order to support the implementation of inclusive education. The research data obtained during the project implemented in the Pilsen region in period of 2016–2019 brought the results of assessment of new support tools that are not yet systemically introduced in the Czech educational system and commonly available for all schools, although these instruments seem to be very effective or even necessary for quality inclusive education. The most important new tools include the position of inclusion coordinator in schools, strengthening the counselling services available directly in schools, as well as new strategies for promotion of cooperation between the schools, families, and social services – including some specific techniques, such as parenting workshops on child support in education, case conferences with child's participation or seminars for parents and teachers on collaboration with social services. However, the exploitation of the results of this research and assessment will depend largely on political decisions at both local and governmental levels.

Svensen, E. (2023). **Mindset as a potential link between family background and high-school achievement.** *Acta Sociologica*, 66(3), 322-342. <https://doi.org/10.1177/00016993221145427>

The link between students' family background and their school achievement is well documented. The recent literature has also investigated how social and emotional skills and mindsets relate to educational outcomes. Here I examine how mindset—that is, whether students believe more in that intellectual abilities are fixed or capable of growth—is related to family background and school achievement in Norway. I find that

students with higher-educated parents have lower levels of a fixed mindset on entering high school. I also estimate heterogeneity in this association using multilevel modeling. The predicted level of students' fixed mindset is low for higher-performing middle-school students, irrespective of parents' education. Furthermore, low middle-school performance predicts higher levels of a fixed mindset, particularly for students with lower-educated parents. A higher level of fixed mindset on entering high school is related to lower achievement after the first year. The results suggest that students' belief in "natural talent" is a mechanism worthy of further investigation as it is more malleable than the mechanisms traditionally used to explain differences in academic performance according to family background.

Yoshioka-Kobayashi, T., & Shibayama, S. (2023). **Determinants of Ph.D. progression: student's abilities and lab local environment.** *Higher Education*, 86(3), 693-718. <https://doi.org/10.1007/s10734-022-00925-6>

Ph.D. training is an important mechanism for developing scientists who will serve our knowledge-based society. Because the quality of students who join Ph.D. programs significantly impacts the outcome of Ph.D. training, students' career choices at this initial stage—whether to proceed to Ph.D. or not—are of crucial interest. This study investigates how students' attributes and the local lab environment influence their career choices using a unique empirical design in the Japanese graduate education context. The results show that students with high scientific abilities are more likely to proceed to Ph.D., and that students are more likely to proceed to Ph.D. if the lab has a favorable local environment for research and for training. Importantly, the findings suggest that students' abilities and local environments interactively shape their career choices. In particular, high-ability students are drawn to local environments with high training capacities, whereas low-ability students are attracted to local environments with high research capacities.

Zhang, Y., Watermann, R., & Daniel, A. (2023). **The Sustained Effects of Achievement Goal Profiles on School Achievement across the Transition to Secondary School.** *Journal of Youth and Adolescence*, 52(10), 2078-2094. <https://doi.org/10.1007/s10964-023-01813-7>

Achievement goals play an important role in activating and sustaining students' ongoing motivation, emotional well-being, and achievement attainment over time. However, little is known empirically about the sustained effects of achievement goal profiles on students' subsequent school achievement, especially for early adolescents during the educational transition. Based on 1764 German students (Mage = 10.47, SD = 0.56; 50.6% female) who participated in a 3-year longitudinal study from Grade 4 to Grade 6, the present research aimed to examine the role of students' achievement goal profiles in the final year of elementary school in predicting their school achievement one year and two years after the transition to secondary school. Results of regression models showed that endorsing a mastery-oriented profile (vs. a high multiple profile or a low mastery profile) at the end of elementary school predicted higher German grades one year and two years after the transition to secondary school even after controlling for their prior achievement and basic cognitive abilities. Moreover, the sustained beneficial effects of a mastery-oriented profile (vs. a low mastery profile) on students' achievement gains can be explained by their higher joy of learning. These results indicate that a mastery-oriented profile in elementary school can be considered an important personal factor that facilitates students' smooth sailing after the transition to secondary school.

Valeurs

Avelar, A. B. A., da Silva Oliveira, K. D., & Farina, M. C. (2023). **The integration of the Sustainable Development Goals into curricula, research and partnerships in higher education.** *International Review of Education*, 69(3), 299-325. <https://doi.org/10.1007/s11159-023-10013-1>

In 2015, the United Nations proposed the 2030 Agenda for Sustainable Development. Its 17 Sustainable Development Goals (SDGs), broken down into 169 targets, chart out a collective effort to address the global challenges humanity is facing. Following the adoption of the agenda, the SDGs needed to be incorporated into curricula, research and partnerships to foster the competencies needed by future decision-makers. The objective of the research presented here was to explore how higher education institutions (HEIs) work to integrate the SDGs into their curricula, research and partnerships. The authors analysed 37 Sharing Information on Progress (SIP) reports prepared by business schools/HEIs, signatories of the United Nations Principles of Responsible Management Education (UNPRME), the largest voluntary engagement platform for academic institutions to transform their teaching, research and thought leadership in support of universal values of sustainability, responsibility and ethics. Their findings reveal that curricula feature new courses, modules and disciplines, created and implemented to address the SDGs with multidisciplinary and interdisciplinary involvement. Research and partnerships demonstrate cooperative behaviour between HEIs, companies, society and governmental and non-governmental institutions, contributing to sustainable economic development locally, regionally and globally. The authors hope that this study will contribute to discussions on how to further improve the incorporation of the SDGs in curricula, research and partnerships, and that it will provide insights into the status quo and recommendations for policy and practice.

Fryer, T. (2023). **Do the political attitudes of students change during their time in higher education?** *Higher Education*, 86(3), 563-590. <https://doi.org/10.1007/s10734-022-00915-8>

Experience of higher education (HE) has come to characterise many contemporary political divisions, including those related to Brexit, Trump and coronavirus policy. However, the academic literature is unclear whether HE plays a causal role in changing peoples' political attitudes or is simply a proxy. Furthermore, in many contexts, there is limited descriptive evidence on whether students' political attitudes change during HE. This paper focuses on the UK, using data from the British Election Study, to make a twofold contribution. Firstly, the paper introduces recent political science theorising on the nature of contemporary political divisions, which has remained largely outside the HE literature to date. This theorising is illustrated through a cross-sectional analysis, comparing the political attitudes of those with and without experience of HE, showing that the former tend to be more left-leaning and less ethnocentric. Secondly, a longitudinal analysis is performed to assess how students' political attitudes change during their time in HE. While in HE, students tend to make small movements to the left and become less ethnocentric, representing approximately 20–33% of the overall division between those with and without experience of HE. These findings are interpreted through a critical realist lens—they evidence that HE could have a causal role to play in creating contemporary political divisions. However, to establish whether HE does play a causal role, further intensive research is needed to explore how particular aspects of HE might bring about these changes and how this varies for different students in different contexts.

Leiviskä, A. (2023). **Democratic education and the epistemic quality of democratic deliberation.** *Theory and Research in Education*, 21(2), 113-134. <https://doi.org/10.1177/14778785231187304>

This article examines the challenges that an epistemic account of deliberative democracy, according to which democratic deliberation has 'truth-tracking' capacities, encounters in contemporary polarized societies, and then discusses how these challenges could be addressed through democratic education. The focus of the article is especially on two phenomena indicated by recent empirical research: the increasing public distrust in experts and motivated reasoning that affects citizens' belief-formation. The article suggests that some of the idealizing core assumptions of epistemic democracy make it difficult to recognize and address these phenomena as serious challenges to the epistemic quality of public deliberation. With these challenges in view, the article then addresses the question how the deliberative model of education should be revised or complemented for it to prepare students for epistemically good-quality public deliberation. The article proposes two pedagogical approaches: (1) fostering students' epistemic trust through a 'realistic' account of science education, and by familiarizing students with adequate criteria for recognizing trustworthy experts, and (2) teaching integrative negotiation, which focuses on examining and explicating students' interests and needs in situations in which motivated reasoning prevents them from meaningfully engaging with educationally and epistemically productive practices.

Levinson, M. (2023). **We need a field of educational ethics.** *Theory and Research in Education*, 21(2), 197-215. <https://doi.org/10.1177/14778785231187193>

During the early years of the COVID-19 pandemic, decision-makers faced numerous ethical questions in biomedical science, public health, educational policy, and education practice. Bioethicists were key partners in informing decision-making in their areas of expertise; educational ethicists, on the other hand, had to fight our way to the table if we got in the building at all. How did bioethics go from non-existent as a field in 1960 to ubiquitous a half-century later, and how could normative work in and about education make the same leap? This article uses bioethics as a foil to argue for why we need a new field of educational ethics, what such a field could accomplish, and how it might do so. It describes the kinds of problems that bioethics was created to address and the different roles that bioethicists play. The article argues that edethicists can and should address the same kinds of problems as well as play similar scholarly, clinical, and policy-oriented roles.

Löfström, E., Peltonen, J., Frick, L., Niglas, K., & Pyhältö, K. (2023). **Profiles of doctoral students' experience of ethics in supervision: an inter-country comparison.** *Higher Education*, 86(3), 617-636. <https://doi.org/10.1007/s10734-022-00917-6>

The purpose of this study was to examine variation in doctoral students' experiences of ethics in doctoral supervision and how these experiences are related to research engagement, burnout, satisfaction, and intending to discontinue PhD studies. Data were collected from 860 doctoral students in Finland, Estonia, and South Africa. Four distinct profiles of ethics experience in doctoral supervision were identified, namely students puzzled by the supervision relationship, strugglers in the ethical landscape, seekers of ethical allies, and students with ethically trouble-free experiences. The results show that the profiles were related to research engagement, satisfaction with supervision and studies, and burnout. Not experiencing any major ethical problems in supervision was associated with experiencing higher engagement and satisfaction with supervision and

doctoral studies and low levels of exhaustion and cynicism. Similar profiles were identified across the countries, yet with different emphases. Both Estonian and South African PhD students were overrepresented in the profile of students with ethically trouble-free experiences, while the Finnish students were underrepresented in this profile. The Finnish PhD students were overrepresented among the seekers of ethical allies. Profiles provide information that can alert supervisors and administrators about the extent of the risk of burnout or discontinuing of PhD studies based on students' negative experiences of the ethics in supervision.

Ludvik, M. B., Wills-Jackson, C., Eberhart, T. L., Mulholland, S., Bhansali, S., Nolan-Arañez, S., & Henline, J. (2023). **Exploring the potential of mindful compassion pedagogies for effective global citizenship education and education for sustainable development.** *International Review of Education*, 69(3), 275-297. <https://doi.org/10.1007/s11159-023-10009-x>

Effective Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) benefit from three interrelated dimensions of learning identified by UNESCO: cognitive, social-emotional and behavioural. The latter two of these are especially relevant to mindful compassion pedagogies, and the purpose of the literature review presented here was to ascertain how well such pedagogies could cultivate GCED and ESD social and emotional behavioural competencies in preschool to secondary-level education, tertiary-level education and professional development programmes for educators. The research team analysed 37 relevant peer-reviewed research articles and reports published between 1956 and 2021. Their findings point to many possibilities for how mindful compassion practices could serve as building blocks for desired GCED and ESD competencies. However, this requires a great deal of intentionality on the part of those responsible for the design, implementation and evaluation of mindful compassion-based programmes seeking to cultivate GCED- and ESD-related behavioural competencies. In essence, curriculum designers need to provide opportunities for students to practise mindful compassion as a microskill that leads to the attainment of behavioural competencies conducive to global citizenship and sustainable development. This article summarises the researchers' findings and posits guiding questions for educators and researchers to consider as they design and evaluate social-emotional competencies of the kind needed for GCED and ESD to be effective.

Premat, C. (2023). **Engaging upper secondary school pupils with integrity and source criticism.** *International Journal for Educational Integrity*, 19(1), 5. <https://doi.org/10.1007/s40979-023-00127-2>

Abstract The ambition of the article is to create an awareness among upper secondary school pupils on what academic integrity and source criticism mean. Instead of devoting time to a general presentation of academic studies, the claim is that a collective reflection based upon the common practices of pupils (sources) could be efficient to describe the outlines of academic integrity. An action research was made in 2019 and 2020 among Swedish upper secondary school pupils with the help of an instructional video on sources, academic integrity and plagiarism. It revealed a consensus on the notion of source criticism. Furthermore, the findings show that a majority of pupils used platforms such as Wikipedia to get a quick access to facts without daring quoting them in a work for school. This gap represents an opportunity to introduce academic integrity in a very concrete manner with an insistence on the necessity of citing all the sources that contributed to the elaboration of a work.

Regan, E., & Raftery, D. (2023). « **It was in the very air we breathed** »: The impact of faith-based education in Ireland on the growth in missionary vocations and volunteer aspirations, from 1950. *International Journal of Educational Development*, 101, 102817. <https://doi.org/10.1016/j.ijedudev.2023.102817>

This article explores ways in which faith-based education in Ireland, both in the home and in schools, contributed to religious and lay mission and volunteer vocations across much of the twentieth century. Drawing on oral history interviews of 28 Irish women (14 missionary nuns and 14 lay volunteers) and archival sources, we show how both formal and informal faith-based education taught Irish schoolgirls and young women about different forms of overseas service and fostered the impulse to become a part of a humanitarian movement. Religious devotion in the home, together with faith-based primary and secondary schooling, promoted a strong 'missionary message', and influenced the decisions of many young women to become missionaries and international volunteers.

Sachs-Cobbe, B. (2023). **The conservatism objection to educating for the virtues of citizenship**. *Theory and Research in Education*, 21(2), 135-154. <https://doi.org/10.1177/14778785231180820>

Since the 1990s, education for the virtues of citizenship has become widespread in the United States and United Kingdom. It is intended to inculcate virtues such as courtesy, respect and truthfulness in school children. This essay defends education for the virtues of citizenship against two criticisms. According to the first, which might be called the 'status quo bias' criticism, inculcating such virtues is a recipe for stasis. According to the second, which might be called the 'individualism' criticism, EVC sends the message that the citizen herself is primarily responsible for her fate. The authors who raise these two criticisms tend to link EVC with 'conservatism' or one of its cognate terms. If education for the virtues of citizenship really is conservative, this raises the worry that education for the virtues of citizenship is partisan, which would surely render it morally objectionable. In this paper, I distinguish big-C Conservatism from small-c conservatism, and interpret the education for the virtues of citizenship critics as contending that education for the virtues of citizenship is Conservative (i.e. aligned with the political philosophies of right-leaning parties) in virtue of being individualistic, and conservative in virtue of being status quo biased. Against the individualism criticism, I point out that the strand of conservatism of which economists like Hayek and Friedman are the standard-bearers is anti-individualistic in virtue of holding that we need good economic policy to make up for the fact that we cannot count on individual economic actors to exercise sound moral judgement, and that the strand of conservatism inspired by commentators like Burke, Nisbet and Scruton is anti-individualistic in virtue of its emphasis on community. Hence, the inference from individualism to Conservatism doesn't go through. Against the status quo bias criticism, I contend that it is unpredictable who will benefit from citizens being resistant to change. Hence, while it may be right to label such resistance 'conservative', such conservatism is not partisan.

Zembylas, M. (2023). **The Affective Dimensions of Militarism in Schools: Methodological, Ethical and Political Implications**. *British Journal of Educational Studies*, 71(4), 419-437. <https://doi.org/10.1080/00071005.2023.2178635>

This article argues that it is important to understand militarism in schools as an affectively felt practice that reproduces particular feelings in youth and the society. The analysis

draws on affect theory and especially feminist scholarly work that theorises militarism as affect to consider how militarism is affectively lived in schools. In particular, the article examines the ethical and political implications of affective militarism in schools and suggests an 'affective methodology' for exploring militarism's affective logics in schools. It is also suggested that resisting militarism in schools involves a serious ethico-political dilemma, namely, how to engage with the value of honouring fallen soldiers without inadvertently condoning the moral and political ideology of militarism. In seeking insights into the affective dimensions of militarism in schools, it is crucial to identify the complicated, productive and ambivalent intersections between militarism in schools and broader moral and political economies of military cultures.